

5774 Multicultural Counseling

CATALOG DESCRIPTION: Explore aspects of counseling clients from diverse ethnic, racial, religious, and socioeconomic backgrounds. Through didactic and experiential learning techniques, students will develop competency and cultural sensitivity for enhancing cross-cultural interventions in therapeutic settings. Particular focus is given to exploring the integration of spirituality and the counseling process for both counselors and clients.

IMPORTANT: Course requires a 40-hour cultural immersion learning experience. **You will need to complete a proposal of a cultural immersion learning experience and receive approval by 05/20/2008.** *The observational component of the 40-hour immersion experience (see page 10, Item II) must be completed prior to our first class meeting on July 14, 2008.*

Instructor:
John F. Kennedy, M.A.
1000 Cherry Road
Memphis, TN 38117

Semester: Summer 2008 (07/14 – 07/18)
Format: Lecture/Experiential (On-campus)
Day(s) Class Meets: Monday-Friday
Time Class Meets: 8:15 A.M. – 11:30 A.M.
1:00 P.M. – 3:45 P.M.
Sat .8:15 A.M. – 11:30 A.M

Office Location: Ijams Administration Building, Room 205
Office Hours: Mondays/Thursdays - 1 to 4 by appointment
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Email: jkenned1@harding.edu **Skype Name:** [jfk1465](https://www.skype.com/user/jfk1465)

This course syllabus is an important document for knowing course requirements and policies. It is your responsibility to read and be aware of the information contained in the syllabus. If you do not understand any part of this document, it is your responsibility to ask for clarification. The syllabus is subject to change.

STUDENTS WITH DISABILITIES: It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, the Registrar, at (901) 761-1353.

I. COURSE DESCRIPTION

This course focuses on experiential learning and your development of competency as a culturally-sensitive practitioner through readings, classroom interaction, and a cultural immersion experience project. The course is designed to give you an introduction to multicultural issues relating to counseling, to help you become acquainted with the multicultural counseling literature, and to prepare you to become a culturally-competent professional in Christian and secular settings.

II. COURSE OBJECTIVES

1. Students will demonstrate theoretical and experiential understandings of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities as evidenced by:
 - a. exploring one's own personal attitudes, values, beliefs, stereotypes, prejudices, and assumptions relating to diverse persons and groups;
 - b. reviewing worldviews as frames of reference in a counseling context;
 - c. knowing and understanding major issues in multicultural counseling;
 - d. enhancing counselor's ability to effectively treat clients of a different ethnic and/or racial background;
 - e. exploring Biblical views of healthy relations of people of different cultures;
 - f. understanding and applying racial identity models;
 - g. attaining skills in cross-cultural counseling situations; and,
 - h. learning and understanding legal and ethical issues relating to cross-cultural counseling.

III. METHOD OF EVALUATING STUDENT PERFORMANCE

A. Course Requirements

1. Attendance, preparation, and participation

Students are expected to attend all scheduled classes for which they are enrolled. Your professor should be notified in advance regarding any absence or missed deadline for an assignment. The expectation is that you will regularly meet the deadlines listed in the syllabus as adult learners and responsible counseling professionals. A reduction in points per assignment will be made even with permission for late submission.

Self-ratings will be used to help determine the participation portion of your grade. **Students are to have read the assigned readings prior to the beginning of class.** You will be asked to evaluate your preparation for the class at our first meeting. *A total of 10% of your grade can be earned in this area.*

Evaluation of attendance and participation will be based on the following criteria:

Attendance and Participation Grading Rubric
<ul style="list-style-type: none">• Demonstrates good preparation; knows readings well; has thought through implications of readings.• Demonstrates evidence of higher order processing skills according to Bloom's taxonomy.• Offers interpretations and analysis of materials (not just recalling of facts).• Interacts with other students; able to hear other views and respond professionally.• Exhibits strong evidence of insight into personal issues; demonstrates ability to assess group processes and participate appropriately

2. Immersion Experience Proposal

This is your chance to delve more deeply into a culture of your choice. This culture can be defined more broadly than the four major ethnic groups (e.g. at-risk youth, inner-city single parent families, Middle Eastern college students, Hindu adherents, etc.). This is a large project and is divided into several major sections to help you to plan, prepare, and stay on track with your project. *See page 10 for instructions on preparing a proposal for your experience.* You must have approval from the instructor before beginning the experience. *This assignment is worth 5% of your grade and is due via email as a Word attachment to jkenned1@harding.edu by 11:59 p.m. CST, May 17, 2008, in order to receive approval by May 20, 2008.*

3. Cultural Autobiography

See page 9 for details and instructions. This assignment is worth 10% of your grade and is due via email as a Word attachment to jkenned1@harding.edu by 11:59 p.m. CST, **June 8, 2008.**

4. Midterm exam

The midterm exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover the text readings. *The midterm exam is worth 25% of your grade and will be given at the start of class, Tuesday, July 14, 2008.*

5. Immersion Paper/Project/Presentation

See pages 10-13 for detailed instructions. The body of the paper should be 10-12 pages, **no more**, and must follow APA 5th edition style and format (include a cover sheet, and references, but no abstract is required). The presentations will be made in class and should be no longer than 20 minutes in length. You are encouraged to be creative with pictures, music, art, clothing, Power Point, or any appropriate medium that will help you share your cultural experience with your fellow students. The presentations will Thursday and/or Friday the week of class. *The paper/project/presentation is worth 30% of your grade. The paper is due via email as a Word attachment to jkenned1@harding.edu by 11:59 p.m. CST, August 15, 2008.*

6. Final exam

The final exam will be a take-home exam. The exam will cover material read or discussed since the midterm and will include some comprehensive questions to assess students' grasp of the course content and implications. *The final exam is worth 20% of your grade and must be returned via email to jkenned1@harding.edu by 11:50 p.m. CST, Friday, July 25, 2008. Late papers will lose significant points.*

B. Grading

1. Scale

<u>Grade</u>	<u>Percentage Needed</u>
A	at least 90 – 100
B	at least 80 – 89
C	at least 70 – 79
D	at least 60 – 69
F	less than 60

2. Overview Criteria for Grading

1. Attendance/Participation	10%
2. Immersion Experience Proposal (due May 17, 2008)	5%
3. Cultural Autobiography (due June 8, 2008)	10%
4. Midterm Exam (start of class, July 15, 2008)	25%
5. Immersion Paper/Project/Presentation (paper due August 15, 2008) Presentation in class	30%
6. Final exam-take home (due July 25, 2008)	20%
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Total for course	100%

IV. CONFIDENTIALITY AND ETHICS INFORMATION

Active participation in group activities and discussions is a course expectation. It is paramount that participants are informed and provide consent, and that proper safeguards are implemented to protect the confidentiality of disclosed information. It is expected that students and instructors observe the confidential nature of sensitive or personally identifiable information shared during the course. Also, we will be discussing culturally sensitive experiences; therefore, it is very important to look at all students, their experiences, and the sharing of experiences, opinions, and views through the eyes of Christ.

In addition, I am enrolled in a doctoral program in Counseling Education and Supervision at Regent University in Virginia. As part of my coursework, my teaching is being supervised by professors at Harding University Graduate School of Religion and Regent University.

V. TEXTS/MATERIALS

Required Texts/Readings:

**For your convenience, textbooks are made available through the HUGSR Bookstore. Contact Brenda David at bdavid@harding.edu

Hesselgrave, D. J. (2002). *Counseling cross-culturally: An introduction to theory & practice for Christians*. Eugene, OR: Wipf & Stock Publishers.

Romano, D. (2001). *Intercultural Marriage: Promises & Pitfalls*. Intercultural Press;
ISBN-13: 978-1931930338

Sue, D. W., & Sue, D. (2007). *Counseling the culturally diverse: Theory and practice* (5thed.). New York: John Wiley & Sons. (Older editions of this book will not work.)
ISBN-13: 978-0470086322

Yancey, G. A. (2003). *One Body, One Spirit: Principles of Successful Multiracial Churches*. Intervarsity Press.
ISBN-13: 978-0830832262

The Bible. Any translation

[Most of the following are from a special issue of *Journal of Counseling and Development*, 77(1), Winter 1999, Racism Healing Its Effects]:

Arredondo, P. (1999). Multicultural counseling competencies as tools to address oppression and racism. *Journal of Counseling & Development*, 77(1), 102-108.

Brandyberry, L. J. (1999). Pain and perseverance: Perspectives from an ally. *Journal of Counseling & Development*, 77(1), 7-9.

Constantine, M. G. (1999). Racism's impact on counselors' professional and personal lives: A response to the personal narratives on racism. *Journal of Counseling & Development*, 77(1), 68-72.

Croteau, J. M. (1999). One struggle through individualism: Toward an antiracist white racial identity. *Journal of Counseling & Development*, 77(1), 30-32.

D'Andrea, M. (1999). The evolution and transformation of a white racist: A personal narrative. *Journal of Counseling & Development*, 77(1), 38-42.

D'Andrea, M., & Daniels, J. (1999). Exploring the psychology of white racism through naturalistic inquiry. *Journal of Counseling & Development*, 77(1), 93-101.

Delgado-Romero, E. A. (1999). The face of racism. *Journal of Counseling & Development*, 77(1), 23-25.

Durodoye, B. A. (1999). On the receiving end. *Journal of Counseling & Development*, 77(1), 45-47.

- Fukuyama, M. A. (1999). Personal narrative: Growing up biracial. *Journal of Counseling & Development, 77*(1), 12-14.
- Glauser, A. S. (1999). Legacies of racism. *Journal of Counseling & Development, 77*(1), 62-67.
- Hermann, M.A., & Herlihy, B.R. (2006). Legal and Ethical Implications of Refusing to Counsel Homosexual Clients. *Journal of Counseling and Development, 84*, 414-418.
- Herring, R. D. (1999). Experiencing a lack of money and appropriate skin color: A personal narrative. *Journal of Counseling & Development, 77*(1), 25-27.
- Jackson II, R. L. (1999). 'Mommy, there's a n_____ at the door'. *Journal of Counseling & Development, 77*(1), 4-6.
- Kiselica, M. S. (1999). Confronting my own ethnocentrism and racism: A process of pain and growth. *Journal of Counseling & Development, 77*(1), 14-17.
- Locke, D. C., & Kiselica, M. S. (1999). Pedagogy of possibilities: Teaching about racism in multicultural counseling courses. *Journal of Counseling & Development, 77*(1), 80-86.
- Ortiz, S. O. (1999). You'd never know how racist I was, if you met me on the street. *Journal of Counseling & Development, 77*(1), 9-12.
- Pack-Brown, S. P. (1999). Racism and white counselor training: Influence of white racial identity theory and research. *Journal of Counseling & Development, 77*(1), 87-92.
- Parrilla de Kokal, Maria D. (1999). 'White chocolate': An inquiry into physical and psychological identity. *Journal of Counseling & Development, 77*(1), 27-29.
- Robinson, T. L. (1999). The intersections of dominant discourses across race, gender, and other identities. *Journal of Counseling & Development, 77*(1), 73-79.
- Talbot, D. M. (1999). Personal narrative of an asian american's experience with racism. *Journal of Counseling & Development, 77*(1), 42-44.
- Tate, G. A. (1999). Structured racism, sexism, and elitism: A hound that 'Sure can hunt' (the chronicity of oppression). *Journal of Counseling & Development, 77*(1), 18-20.
- Thomas, A. J. (1999). Racism, racial identity, and racial socialization: A personal reflection. *Journal of Counseling & Development, 77*(1), 35-37.
- Watt, S. K. (1999). The story between the lines: A thematic discussion of the experience of racism. *Journal of Counseling & Development, 77*(1), 54-61.
- Weeber, J. E. (1999). What could I know of racism? *Journal of Counseling & Development, 77*(1), 20-23.
- Wilbur, M. P. (1999). The rivers of a wounded heart. *Journal of Counseling & Development, 77*(1), 47-50.
- Williams, C. B. (1999). Claiming A biracial identity: Resisting social constructions of race and culture. *Journal of Counseling & Development, 77*(1), 32-35.

APA Resources:

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

*****Must use 5th edition.**

Paperback ISBN: 1-55798-791-2; Hardcover ISBN: 1-55798-790-4; Spiral ISBN: 1-55798-810-2

VI. COURSE SCHEDULE (*check back for updates as our class meeting draws nearer...*)

Name _____ Date _____

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Evaluate your effort in completing the **required** assignments of each text. **Use the following number scale and circle the appropriate number below that most closely describes your reading.**

Sue & Sue: *Counseling the culturally diverse*

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of **pages** read: _____

Yancey: *One Body, One Spirit*

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of pages read: _____

Romano: *Intercultural Marriage-Promises & Pitfalls*

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of pages read: _____

Assigned Article(s): *Special Issue: Journal of Counseling Development* (on reserve in library)

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of pages read: _____

CULTURAL AUTOBIOGRAPHY

The cultural autobiography is an analysis of how you came to be who you are. Before we can fully understand others (especially our clients) as cultural beings, it is important to understand ourselves. As you reflect, consider what attitudes and beliefs about the world around us have influenced who you are. You should describe how your demographic location (ethnicity, gender, economic situation, sexual orientation, cultural background, nationality, etc.) interacted with your social, cultural and geographic location (those peoples and places around you) to help shape your identity. The autobiography is not meant to be a chronological report of the major events in your life, but should highlight the major themes in your life that have determined who you are and how you self identify ethnically and racially. This project asks you to consider your ethnic, racial, gender, and socioeconomic experiences, including your religious, spiritual, and cultural values. Describe the impact of these factors on your values/ worldview and counseling styles. Include specific life experiences that you consider relevant. *Create a cultural genogram as an appendix (it does not count as one of your pages) and include in your paper any insights that you may have gained from constructing your genogram.* **This 4-5 page (no longer) paper must be written in APA style.**

Some important questions to consider:

- Was there a time when you were unconscious of your cultural self/identities?
- When, why, and how did you first become aware of them?
- When did you first become aware of being different from those around you?
- What supports did you have in the struggle to come to grips with your identity?
- Are certain aspects of your demographics more influential in your life than others?
- How do your life experiences and worldview affect/influence your counseling?

These are only a few of the aspects you should examine in order to write your story with accuracy and conviction. Though you should not feel tied to these questions, it would be hard to write an ethnic autobiography without considering at least some of them. Below are some questions that can help you glean the information you will need to write the paper:

- Family structure and relationships, role of parents, grandparents, and other extended family members (your cultural genogram may help you here)
- Nationalities of yourself, parents, and grandparents
- Rituals of family life, both daily and on special occasions
- Environment where you grew up, including the home and physical surroundings
- Friends – gender, ages, for how long, around what activities
- Individuals and/or institutions (i.e. church, college, Girl Scouts, etc.) which have had a strong influence on you
- Mobility, both social and economic – both your own and your family's
- Education – where, how long, principle influences
- Spirituality – how does your relationship with God interact with your life story?
- Other relevant aspects of your life and influences upon it

IMMERSION PROJECT

Immersion Project Proposal: Your 2-3 page proposal must contain the following sections.

- I. **Identification and Description of Population:** *This section must clearly identify the population you will be studying, how this population is different from you, and what your perceptions of this group are at this point in life. The description of differences should include both the obvious (visible differences, etc.) and the not so obvious (religious beliefs, sexual orientation, etc.). Please state all the differences you can identify – **the instructor should not have to presume anything**. Your perceptions of this group should include information such as what you were told about this group as you were growing up, any beliefs/perceptions/assumptions you have about this group, what your sources of information about this group have been in the past, and why you have an interest in this group. In this section, you must make a case for how this person is different from you and why this experience will be challenging for you.*

- II. **Observation:** *You will need to do an observational activity of the group you have chosen to study. Examples of observational activities are: attend a lecture that focuses on this group or issues related to this group, attend a church service, take a tour of this group’s community (observe their homes, recreational facilities etc.), attend a festival, attend a play, tour an exhibit, etc. **For this section of your proposal, you must identify the observational activity you will attend and the date you will attend it** (If you are having trouble finding an observational activity, it may be helpful to contact a group related to this population and gather information about their upcoming activities.) *Please note: You are required to do this experience without inviting along a member of your family or regular social group.**

- III. **Personal Dialogue:** *You will need to gather information about the lived experience of a person from your selected population. You will gather this information through a dialogue with someone from your selected population. This assignment is called a *dialogue* rather than an *interview* because it is not simply a one-sided gathering of information. The dialogue should be a two-sided conversation that results in the exchange of information about cultural experience. This dialogue can happen over time or in a one-time sitting, but you must decide which way you will do it for this assignment. The professor has provided a list of questions that should help to guide your dialogue (see attached sheet). **This section of your proposal should specify 3 things:***

 - a. **How** you plan to gather this information - whether you plan to gather this information over time or in a one-time setting;
 - b. The **date(s)** you expect to have completed the dialogue; and
 - c. How does the person you intend to dialogue with fit the characteristics of the population you are studying?

IMMERSION DIALOGUE QUESTIONS

The following are questions that can be used to guide your cultural dialogue. While you will want to obtain information about all of these questions, keep in mind that it should be more of a *dialogue* than an interview.

Cultural Questions

1. Describe a typical family composition within this culture (size, relationships among relatives).
2. What is the authority structure and the roles of family members in this culture?
3. What is the nature of male/female relationships within this culture?
4. How are the elderly perceived?
5. What are the attitudes toward marriage and family life?
6. How are children viewed in this culture? Their roles?
7. What are the common attitudes toward work and career? Is there a pattern to career choices?
8. What are prevalent attitudes toward education?
9. What role does religion play in the culture?
10. What are the intergenerational issues of families in this culture?
11. Discuss adjustments to living in the U.S. and differences for 1st, 2nd and subsequent generations.
12. What are the cultural strengths for coping and adjusting? In the past? In the present?
13. How are conflicts and disagreements resolved between members of the culture?
14. What other cultural groups are least & most respected? Why?
15. What thoughts, beliefs, attitudes and/or values are most important to this culture?
16. What historical dates, beliefs, attitudes are most important in this culture?
17. Are bi-ethnic, biracial, bi-religious marriages/partnerships common? How are such relationships viewed?
18. Is there another culture that they always seem to have difficult with? What is the nature of the difficulty?
19. Are there ways this culture is discriminated against? What ways? Have they had such experiences?
20. How does this culture group define success?

Questions about the individual with respect to their own culture

1. Are you living up to your culture's expectations? How?
2. Are there cultural expectations you would rather do without?
3. What are the strengths in your culture that you would not give up? Questions adapted, in part from: McGrath, J.A. & Axelson, P. (1993). *Assessing Awareness & Developing Knowledge: Foundations for Skills in a Multicultural Society*. Pacific Grove, CA: Brooks/Cole.

Immersion Paper

This **10-12 page (no longer) paper** will be a culmination of what you have experienced and learned throughout the time spent on this project. Because everyone's experience will be different, the content of the paper will vary for each student. However, there are two sections that should be followed in writing the paper.

1. **Reflection on your Immersion Project Proposal** (This section should be **2-3 pages long, no more**)
 - a. What observational activity did you attend? Reflect on your experience and what insight it gave you into your selected population.
 - i. Suggested questions: Discuss some of your impressions of this culture. How do you think your cultural background "colors" or influences what you observed? What did you notice about the types of social roles between and amongst people (age, gender, etc.)? How were interactions between people organized, and what "rules" dictate the interactions? What surprised you in what you learned about this person/people group and about yourself? Is there anything from this experience you wish was part of your own culture?
 - b. How did you carry out your dialogue? Reflect on your experience and what insight it gave you into your selected population.
 - c. Suggested questions: What was your behavior like during the dialogue? How did you feel during the dialogue (nervous, comfortable, etc.)? How did the preconceived notions you identified in your proposal impact your interactions with this person? How did this dialogue impact or influence your future interactions with people from this group? How did this experience change or contribute to your growth? How were you similar or different from this person? How was what you observed different from what you experienced during your dialogue with the person from the population you are studying?
2. **Reaction and Critical Analysis of your experience**
 - a. This section of the paper should incorporate your reflections with your experiences, what you learned about the group, what you learned about yourself, and how your perceptions of this group have changed over time. Each individual's paper will vary here because you should highlight your own experiences and insights. You should incorporate any research that you have done about counseling this population into this section of the paper.
 - b. Several areas to address in this section:
 - i. Description of the group
 - ii. Values/Belief Orientations
 - iii. Social Interactions (relationships within and between groups)
 - iv. Religious/Spiritual Beliefs
 - v. Roles and Expectations
 - vi. Language and Communication (verbal and nonverbal)
 - vii. Perceptions of the world
 - viii. Methods of ensuring conformity
 - ix. Methods of conflict resolution

- x. Group personality
- xi. What is most important to achieve (in a lifetime)
- xii. Unique behaviors and their meaning
- xiii. Historical events of critical importance in this cultural group
- xiv. Critical information relevant to understanding this culture
- xv. Key ideas and behaviors that would help someone relate to this culture
- xvi. How this culture is similar and/or dissimilar to your own
- xvii. What you learned about yourself through this process