

## MULTICULTURAL COUNSELING

Eastern Mennonite University  
Summer 2010  
3 Semester Hours

Internship: Coun 607  
Summer 2010  
Office Hours: By Appointment  
Class Meeting Room: May 5-May 27 SEM 109  
June 1-June 8 SEM 204

Professor: Linda Leitch-Alford Ed.D. LPC  
Professor's Office: SEM 027  
Campus Phone: 540.432.4266  
Email: Linda.Leitch-Alford@emu.edu

Class Meeting Time: Tues. & Thurs. 9:00 a.m. – 1:30 p.m.,

Culturally alert counseling is a moral enterprise. It is an effort at *tikkun olam*, a Hebrew word that refers to renewing or repairing the world. Culturally alert counseling is an attempt to include all other human beings in the great work of helping and healing, with no exceptions. Counselors cannot in conscience, leave anyone out. That has not been easy for human beings over the centuries. Class, race, gender, sexual orientation, ability, ethnicity, and religion have been used as dividers. Counselors, above all professionals, are asked to look into those great divides, to see themselves in others, to see others in others, to know the rich differences among mixed-up human beings, and to relish the great similarities. (McAuliffe, 2008, p. x)

### NOTES ABOUT EMAIL INTERACTIONS WITH INSTRUCTOR

**AVAILABILITY:** Technology, specifically email, can take over your life if you do not intentionally manage your email response commitment. Therefore, in the interest of my own self-care and modeling good self-care to students in training for life as Professional Counselors, I want to clearly state my email availability and limits. Between Monday and Thursday, when I am in town, I check my email frequently during the day (9:00 a.m. to 4:00 p.m.) and often, but not always, up until eight in the evening. You can generally expect timely responses to your email inquiries sent between **9 a.m. and 4 p.m. Monday through Thursday. On Fridays (9 a.m. until 4 p.m.) and Saturdays until noon**, I do check my email from time to time and respond to emails that need to have an answer before Monday morning. **Between noon on Saturday and Monday morning**, I engage in self-care and generally do not respond to email messages.

**CLASS RELATED CONCERNS:** When I receive an email that asks a question about class material, assignments, readings, etc., the question and my response may be sent to the entire class. This makes sure all students have the same information, students benefit from one another's inquiries and my responses, and I only have to answer a given question via email one time. If you send an email that is related to your own personal or idiosyncratic concern, the email and my response will be held in confidence between the two of us, unless the email reports a concern that needs to be shared with the faculty team. Sharing with the faculty team will be done only after the student expressing the concern has been informed about this needed communication.

**COURSE DESCRIPTION:** This course is structured to emphasize the influences of client and counselor context on the counseling process. The course is designed to provide students with the foundations necessary to develop the skills and sensitivities needed to practice as *competent and effective culturally alert counselors*. An overview of the sensitivities, processes, and skills needed in the practice of culturally alert counseling in our culturally mixed society will be covered in this course. Students will explore issues and trends related to culture, ethnicity, race, nationality, age, gender, sexual orientation, mental and physical abilities/disabilities, education, family values, religious and spiritual values, immigrant dynamics, and socioeconomic factors which influence counseling relationships, process, and treatment outcomes. Students will be encouraged to engage in self-exploration around their own cultural/race identity and their responses to issues of diversity including bias, oppression, discrimination and the role of privilege

### **COURSE OBJECTIVES:**

The course as a whole meets CACREP Standard CC.A.5: the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling. This standard is further developed in the following course objectives:

Students who master the course material will:

1. Acquire an understanding of various levels of culture, the many issues and concepts related to culture including characteristics and concerns between and within diverse groups nationally and internationally and their impact on the counseling process (standard II.k.2e);
2. Gain understanding about how one's personal characteristics and those of one's clients interact to influence their ability to be competent, culturally alert counselors (standard II.k.2d);
3. Develop a range of communication skills for responsiveness to the needs of culturally different clients and the ability to achieve mutual understanding of problem definition, expectations, goals, and culturally appropriate interventions.
4. Understand multicultural and pluralistic trends, including a historical context of the cultural policies, perspectives and practices of the community. (standard II.k.2a)
5. Will be able to address the individual, couple, family group, and community strategies for working with diverse populations and ethnic groups. (standard II.k.2c);
6. Engage in experiential learning activities that explore the attitudes, beliefs, understandings, and acculturative experiences experienced by peoples with diverse backgrounds (standard II.k.2b);
7. Gain greater insight and understanding of issues of diversity by challenging their own attitudes, beliefs, and understandings through experiential learning activities (standard II.k.2d);
8. Become aware of ethical and legal issues when working with multicultural issues. (standard II.K.2f)

### **COURSE FORMAT:**

This course will meet Tuesday and Thursday, 9:00 am -1:30 pm. Class time will emphasize lecture, discussion, role-play, self-exploration exercises, guest presentations, and field trips, Course evaluation will be based on class participation, readings and assignments.

**NOTE REGARDING HUMAN DIGNITY AND CLASSROOM INTERACTIONS:** Please keep in mind that students enrolled in this class often come with a variety of life experiences, feelings, and knowledge sets. Your peers come from a variety of cultural backgrounds and exposures to diverse client groups. Students will also naturally differ on personal experiences and values about what are sometimes very emotionally charged concerns. ***It is expected that class members will treat each other with respect and sensitivity within classroom and blackboard discussions.***

**REGARDING CLASS RELATED OPPORTUNITIES FOR EXTERNAL EXPERIENCES:**

Students will be presented with opportunities to experience diverse situations and instruction outside of classroom time and space. Some of these experiences may be related to individual project investigations and offered as options for learning. Some will be developed and offered just as optional opportunities for learning. Some of the experiences, which are significantly and potentially core to diversity training, will be required. Class-time will be adjusted for any experience which is required and consideration will be given to member non-classroom life commitments. If a given student is unable to attend any required external experiences, the instructor will work with them to find a comparable educational experience.

**REQUIREMENTS AND EVALUATION:**

- **Attendance Policy:** Due to the interactive nature of this training experience, students are **required** to attend and actively participate in **all** class sessions. Attendance and active participation are necessary for mastery of course material. Class work will build upon weekly assignments. It is expected that students will arrive on time with basic assignment completed. If students have a life circumstance that **necessitates an absence**, they must, (a) notify the professor as early as possible prior to the class period and/or at the earliest possible time after the occurrence of the event, (b) make arrangements to have the class taped, and (c) make arrangements with the professor to make-up experiences not transferable to tape with response paper assignments. **Random absences, failure to follow these guidelines, and/or lack of class participation will result in reduction of final course-letter grade.**

**Technology in the Classroom:** The use of technology in education is potentially an enhancement to the learning process. However, technology can also be a distraction to individual and community learning experiences. Please note the following classroom policies related to technology.

**Handouts:** Your instructor will only on rare occasions distribute power-point and other handout materials during class time. You can expect to receive power-point and other lecture outlines via-email attachment. These materials will be sent in time for students desiring printed copies to assist with their learning process to make copies for class. When handout material is not well transferred via email and/or are considered necessary paper handouts will be distributed.

**Cell Phones:** Cell phones are to be turned to vibrate or off during class time. If students need to respond to *emergency* calls, they are asked to leave the room quietly and return to class in a timely manner. This policy respects the learning energy of all class members.

**Lap-top Computers:** It has become a custom for some to use lap-top computers for taking lecture notes. This note-taking style is acceptable but has limitations. All students using lap-tops for note-taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion), it is expected that all lap-top computers will be folded to the closed position so as to remove the relational barrier open lap-tops create.

**Grading Note on Cell Phones and Lap-Top Computers:** The final grade for any student who needs to repeatedly leave class to respond to calls, requires reminders to close their lap-top computer during discussion time, surfs the net and/or manages email during class time will be lowered up to one full letter grade.

- **Readings:** Students are expected to read and be prepared to discuss in class and/or on Blackboard discussion board assigned readings from required texts and library reserve assignments on dates assigned.
- **Quizzes:** Four designated class periods will begin with a short quiz over the assigned reading material for that class period/week. These *short* exercises will include one short (very short) answer question and/or a statement indicating the portion of the assignment(s) you have read. Quizzes cannot be made up unless there are significant life reasons to miss the quiz time. Those who arrive late will be expected to complete the quiz at the same time as the rest of the class unless the tardiness is a result of significant life disruption.
- **Class Content Presentation:** Students will research one of the cultural groups assigned in class (Hispanic/Latino, African American, Asian American, Native American or Arab American, etc.). This can be a culture group with which the student is familiar. The purpose of the presentation is to provide opportunity to explore culturally diverse groups. Each presentation will research two sources in addition to the course text. Reports should include basic information about their culture group. It is expected that presentations will include a mix of, but not necessarily all, the following elements: demographics, within group differences, such as key family and cultural values, relevant historical and contextual issues, worldview, inter-group differences, issues of prejudice and privilege, major psychological issues relevant for this population, educational/school context issues, clinical implications and treatment considerations. Your task in the content session presentations is to **bring the material in the book** alive for your classmates. Doing the video (if your content has one or you find one on your own) or doing one of the exercises from the text or something of that nature is good. Please do not stand in front of the class and recite what you and they have read in the text. Do something to encourage us to grapple with the material as people and as counselors. Each class presentation will be 30 to 40 minutes and include 15 to 20 minutes of content and 10 to 20 minutes for group exercise or role play. The exercise/role-play/experience is an opportunity to experientially introduce an important cultural component or to highlight key issues to consider when working with this population. Grades will be based on presentation quality (breadth and depth), creativity/ability to facilitate learning, and the quality of the learning exercise. Presenters are encouraged to **go beyond the text** (standard II.k 2 a, b, c, d).
- **Hope Reports:** Each student will find a minimum of one written account of hope or pieces of literature that inspire hope related to diversity. The business of understanding oppression and discrimination in clinical work will become very heavy to carry, interact with, and make use of if you do not at the same time balance that heaviness with hope. Therefore, in this class each student will present a verbal report of hope in class (reading a short piece of literature, reporting a situation of hope, etc.).
- **Written Assignments:** There are two papers due in this course:
  1. **Reflection Paper:** Each student will make regular journal entries throughout the course. It is expected that each student will make multiple entries per week. Journal entries should emphasize personal responses to issues that emerge in class, readings, their immersion experiences, and everyday lived life experiences. Students are encouraged to use this opportunity to wrestle with their own perceptions and biases. The grade for this assignment will be based on the quality of self-reflection and the willingness to address personal issues as they emerge throughout the course. Students are encouraged to reflect on how they came to and/or inherited their own personal responses to their diverse worlds (i.e. parental, church, educational, personal lived life experiences along with developed life philosophy or theory of personality development.) (standard II.k.2d)

2. **Immersion Paper.** Each student will **design and carry out an experience** or series of experiences that involve them in a selected culturally different community by attending, visiting or **preferably participating in** a cultural diversity experience. The “experience” should be made up of a minimum of **24 hours** of lived experience in a selected community and push the student to engage with people from a background otherwise unknown in their life experience. These experiences may include or be a combination of spending time in an ethnic market, attending religious services, habitation among the homeless, working in a food pantry, etc. Students are encouraged to be creative in selecting activities that will help them experience another world and not just watch an unknown diverse situation. Each student will write a **five to ten page paper** that describes the encounter(s), highlighting their emotional response to the experience. It is expected that students will **read at least three pieces of literature** about their selected diverse community. At least two of the sources must be from non-internet sources. (standard II.k. 2b, d)

- Evaluation Criteria:

Assignment/Task		Points	Grade%	Grading System
<b>Class Content Presentation Project</b>		25	20 %	
•Use of Classroom Time	15 points			Based on Content, Presentation Style, Creativity, Ability to hold Interest
•General Handouts/ Bibliography	5 points			Based on Content, usefulness, and Style
<b>Quizzes</b>	5 points each	20	20 %	Traditional Academic Grading
<b>Class Hope Reports</b>		5	5 %	Based on ability to be brief, articulate, and inspirational
<b>Reflection Paper</b>		20	20 %	Based on Reflective nature of the paper and addressing required sections
<b>Emersion Experience and Report</b>		30	35 %	Points assigned for Writing Style (APA, Grammar, and flow of the text). Design of Experience
Total Possible %		100	100%	

#### Additional Influences on Final Grade

<b>Class Attendance and Participation</b>	Missed/unexcused class-time and/or late arrival/early exit may lower grade up to one full letter grade Active participation in class or lack of participation may impact the grade (i.e. a “B-“ to a “B,” an “A-“ to a “B+) )
<b>Completing All Assignments</b>	Students <b>MUST complete ALL assignments</b> in order to receive a grade of C or better for the course

**Translating Percentage Grades into Final Letter Grades:**

Final Total Percentage = Letter Grade	
100 -93	A
92 – 90	A-
89 – 88	B+
87 – 83	B
82 – 80	B-
79 – 78	C+
77 – 73	C
72 – 70	C-
69 and below	F

**Required Texts/Readings:**

American Counseling Association. (2005). *Code of ethics*. Alexandria, VA: Author.  
Retrieved October 23, 2006, from <http://www.counseling.org/>

McAluliffe, G. & Associates. (2008). *Culturally alert counseling: A comprehensive introduction*. Los Angeles: Sage Publications.

Sells, J. N., Giordano, F. G., Bokar, L., Klein, J., Sierra, G. P., & Thume, B. (2007). The effect of Honduran counseling practices on the North American counseling profession: The power of poverty. *Journal of Counseling & Development*, 85. 431-439.

Other readings as assigned.

**Recommended Readings**

Anderson, S. K. & Middleton, V. A. (2005). *Explorations in privilege, oppression, and diversity*. Belmont, CA: Brooks/Cole. 13:978-0-534-5174207

Lee, C., Burnhill, D. A., Butler, a. L., Hipolito-Delgado, C. P., Humphrey, M., Munoz, O. & Shin, H. (2009). *Elements of culture in counseling*. Upper Saddle River, NJ: Pearson. ISBN-0-25-49762-4

Paniagua, F. A. (2005). *Assessing and treating culturally diverse clients: A practical guide (3rd ed.)*. Thousand Oaks, CA: Sage Publications.

Thomas, A. J. & Schwarzbau. (2006). *Culture Identity: Life stories for counselors and therapists*. Thousand Oaks, CA: Sage Publications. ISBN 1-4129-0920-1

**ACADEMIC HONESTY:** Good academic work must be based on honesty. The attempt of any student to present as his/her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another or use unauthorized notes or other aids during an examination or turn in as their own a paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the program.

**DISABILITY STATEMENT:** If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with me during my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center, 432-4233.

Coun 607 s Multicultural Counseling		TENTATIVE CLASS ASSIGNMENT SCHEDULE			Tues/Thurs 9 am – 1:30 pm
Class	Date	Topic	Reading	Written Assignment	
1	Thurs. 5/6	Introduction to Multicultural Counseling Word Awareness Exercise Journals: A Beginning			
2	Tues. 5/11	Immigrant Dynamics /Acculturation Social Inequality and Social Justice  <i>Possible Guest/Experience Quiz</i>	Ch. 1: Culturally Alert Counseling Ch 2: Social Inequality/Justice Ch. 16: The Practice of Culturally Alert Counseling  <i>Review ACA Code of Ethics Highlighting Diversity Concerns</i>	<b>Class Content Presentation Form</b>	
3	Thurs 5/13	Ethnicity & Race <i>The Color of Fear</i>	Ch. 3: Ethnicity Ch. 4: Race	<b>Emersion Project Final Project Design</b>	
4	Tues. 5/18	The underserved & The working poor <i>The Button Game</i> Gender and Sexual Orientation <i>Possible Guest/Experience Quiz</i>	Ch. 12: Social Class Ch. 13: Gender Ch. 14: Lesbian, Gay, Bisexual, & Transgendered Clients (V)		
5	Thurs 5/20	European Americans Religion/Spirituality <i>Possible Guest/Experience</i>	Ch. 15: Religion and Spirituality (V) Ch, 8: European Americans		
6	Tues. 5/25	East and Southeast Asian Americans African Americans African Immigrant Americans <i>Possible Guest/Experience Quiz</i>	Ch. 6: E & SE Asian Americans (V) Ch. 5: African Americans (V)  <i>Multicultural Competencies McAuliffe Appendix A</i>		
7	Thurs 5/27	Middle Eastern Americans South Asian Americans <i>Possible Guest/Experience</i>	Ch, 9: Middle Eastern Americans Ch. 11: South Asian Americans		
8	Tues. 6/1	Native Americans Latino/Latina Americans <i>Possible Guest/Experience Quiz</i>	Ch, 7: Native Americans Ch. 10: Latino/Latina Americans (V)		
9	Thurs 6/3	Ableism /Challenged The Cross-Cultural Zone International Counseling <i>Possible Guest/Experience</i>	Sells et al. Article	<b>Reflection Paper Due</b>	
10	Tues. 6/8	<b>Discussion of Reflection Papers Emersion Experience Reports Wrap Up</b>		<b>Immersion Paper Due</b>	

