

**University of San Diego**  
**School of Leadership and Education Sciences, Counseling Program**  
**COUN 515 Multicultural Counseling (3)**  
**Spring 2011**  
**Tuesdays 4 – 6:50pm - SH 128**

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**Instructor:**

**Erika Nash, Ph.D.**

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**Office Hours:** Mondays 1 – 2:45pm and by appointment

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**REQUIRED TEXT:**

Coursepack of readings available on WebCT.

**Course Description:**

This course examines multicultural counseling, with an emphasis on being culturally responsive for work in a variety of counseling settings. Students are introduced to academic and experiential activities designed at increasing self-awareness as well as multicultural counseling skills. Gender, race/ethnicity, social economic status, generational, and regional identifications both nationally and internationally are among some of the areas explored. A wide range of exercises and reflection activities are used in order to increase empathy, skills, research, and understanding needed for delivering counseling services to diverse clinical populations. This course is focused on broadly defined multicultural issues that is designed to (a) increase your personal self-awareness of multicultural issues; (b) increase your culture-specific knowledge about individuals from various cultural groups within the United States and internationally; (c) increase your sensitivity to and respect for individual and cultural differences; (d) increase your flexibility in responding to a variety of behavioral and verbal stimuli of culturally different clients; and (e) provide models, frameworks, and techniques to help increase your skill level in working with clients from different cultural backgrounds.

For those students participating in the global study portion of this course is offered partially at the University of San Diego and in Bangkok and Hong Kong. Students will first learn about multicultural counseling and travel to Bangkok for 5 days and Hong Kong for 4 days. While in Hong Kong students will collaborate with graduate counseling students at The Hong Kong Polytechnic University and tour counseling agencies. Hong Kong is the meeting place of various cultures that blend harmoniously with Chinese traditions and exotic influences. On one hand traces of British culture can be found everywhere as a result of former colonial rule. On the other hand, Hong Kong preserves traditional customs and the core values of Confucianism that have faded in Mainland China. For students in the multicultural counseling course Bangkok and Hong Kong are the perfect backdrop to immersing oneself into a mixture of cultural experience.

**Course Objectives:**

*After completing COUN 515 students in this course will:*

Academic Excellence, Critical Inquiry, and Reflection

- Be familiar with the theories of multicultural counseling, identity development, and social justice (CACREP II.G.2.c)
- Understand the counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (CACREP II.G.2.e)
- Increase their awareness of their own cultural perspective as a worldview and its' impact in the counseling relationship in intercultural settings.

Community and Service

- Understand the attitudes, beliefs, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients (CACREP II.G.2.b)
- Will be familiar with the multicultural counseling competencies to be able to work with and advocate for individuals, couples, families, and groups from diverse populations (CACREP II.G.2.d)
- To understand the multifaceted nature of cultures through an international experience.

Ethics, Values, and Diversity

- Understand the multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (CACREP II.G.2.a)
- Understand the counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP II.G.2.f)
- Become aware of the diversity in communication, relationships, history, values, beliefs, and practices as cultural differences within the United States and in International context as it relates to counseling.

## Course Requirements

1. **Class participation:** (10% of grade) In order for you to derive maximum benefit from this course, each of us must contribute our time and ideas. Participation includes both class attendance and active involvement in class discussions and activities. Active involvement means you must complete the reading assignments for each class meeting and come prepared with reactions and questions to contribute to the discussion. However, quality, rather than quantity, of discussion is important. The main issue is each person's ability to think about our discussions and readings and contribute to our collective process in a productive way. If you are a person who normally talks a lot in class, try to hold back a bit. If you are usually more reticent, try to stretch yourself by becoming more verbal.

2. **Transcultural Experience:** (15% of grade)  
You are encouraged to choose an experience that has the maximum potential for gaining personal awareness, knowledge, and skills. Feel free to create your own plan, but gain approval from the instructor first.

Each paper should be 3-5 pages in length, double spaced, and appropriately formatted using APA style. The paper will be evaluated on professional quality/content, organization, form, and APA style.

Paper 1: Share feelings/thoughts you had in deciding on this experience (must be turned in 2 weeks prior to the experience).

Paper 2: Share your feelings/thoughts leading up to the transcultural experience. Describe your experience (it must be at least 2 hours in duration each time). Describe your feelings and thoughts during the experience. Describe what meaning the experience had for you and what wishes you might have for future interactions – any 'do-overs'?

3. **Cultural Scrapbook Experience:** (25% of grade)  
Students will form into groups of no more than three. Each group will select a specific cultural group to be approved of by the instructor. The cultural group chosen should be one that all group members do not identify with and are least familiar with/exposed to. Examples of possible cultural groups are listed below. Due to the time frame of this course, it is recommended that students form their groups and select a topic on the first class day. Each group will have 3 tasks for the scrapbook:

- A. The students will engage in a cultural experience related to the group selected. Artifacts, photographs, brochures, etc. should be obtained of the experience. Students should also consider writing individual or compiled narratives about their experience. Students can do this experience together as a group, or individual members can select different experiences to then compile later.
- B. Students should include reflections on the cultural experience related to the group selected and its application to your future counseling. Typical questions addressed include: What came up for you, what did you notice, question, observe, and/or fear? What did you learn and how might you apply it in the setting in which you plan to work? This is not to be a recap of "what we did today" or "what I did during the week."
- C. Students will complete a "scrapbook" about the cultural group. This scrapbook will include materials related to the history and description of the cultural group. Other pertinent information should be included, such as research findings or other scholarly work related to the experience of the group. Counseling considerations should be provided. Also students will include their cultural experience into the book. A list of references should be included at the end of the book.

As a "scrapbook", this project is intended to be a creative and engaging method for students to learn about a culture of interest. These books will be shared in class and students will likely need to provide some information about the pages in the book. Scrapbooks are intended to be a method for people to convey information and experiences from their own perspective, thus allowing the reader to "interact" with the author.

Creativity and freedom of expression are highly encouraged! Students may also bring supplemental materials along with their scrapbooks. Grading will be based on presentation of materials, integration of concepts, coherence of final project, and group participation.

Suggested topics, but not limited to:

Groups of African origin	Groups of Asian origin	Groups of Arabic origin
Native American groups	Groups of Hispanic origin	Groups of European origin
Judaism	Hinduism	Islam
Buddhism	Christianity	People with physical disabilities
Gay, Lesbian, Bisexual groups	Men	Women
Transgendered groups	Global Study populations	

4. **Current Event Conversation** (10% of grade)
  - a. Each group will post a link to two news articles, one week prior to your assigned day.
  - b. Students should come prepared to class to talk about their thoughts about the pertinent cultural aspects of the article and pose a question(s) to the larger group
  - c. The article providers will facilitate the discussion with the class on their assigned date. Potential questions for the discussion include: How does this article contribute or take away from our conversation about diversity?; Are there assumptions or biases evident in this article?; What is your personal reaction to this topic?; If there was a follow-up article what would you like it to address?
5. **Generational Interview and paper** (15% of grade). You should interview a person who is of a different generation than you (i.e. more than 25 years younger or 25 years older), whom you perceive as being culturally different than yourself, on his/her experiences growing up as related to racism, sexism, classism, and so on. Encourage him/her to talk about what he/she perceived to be the similarities and differences between racial and ethnic groups, men and women, and different social classes when he/she was young.

*Write a case study describing the individual's life using examples and quotations from the interview to illustrate the main themes and events. Be sure to indicate the period of time in which he/she grew up using approximate age or birth year. Include in your report an analysis that emphasizes the social/cultural context in which the individual lived. Describe how his/her life may have been affected by social factors such as race, gender, ethnicity, education, class, religion, sexual orientation, age and gender of siblings, parent and extended family, location of residence, historical events, and adult role models. Incorporate material from the class as relevant, such as identity development, stereotype threat, coming out stages, etc. In other words, use course theory in your analysis of this person's life. Write a concluding section that compares the growing up experiences of the person you interviewed with your own experiences. Remember to note differences and similarities between this person's description of what was expected of him or her and yourself.*

Paper length: 5-8 pages. You should not interview someone who is a family member or friend.

6. **Self-identity analysis project**: (25% of grade) This project is an opportunity for you to explore your own multiple identities and how they have shaped your identity, values, and experiences. In this project, you should focus on gender and race or ethnicity, as well as two additional identities (e.g., sexual orientation, physical ability, social class, or religion). Use these questions to guide your discussion:
  - What factors, experiences, or cultural teachers have contributed to the development of your cultural identity?
  - What is your personal / family experience of gender, ethnicity, sexual orientation, and ability?
  - How has your cultural identity (or identities) been influenced by your experiences of oppression, power, and privilege? On which identities have you experienced privilege?
  - How have cultural variables shaped your life experiences and the meaning you have assigned to those experiences?
  - What is your worldview and what are the assumptions embedded in it?
  - What changes in your identity, worldview, values, or assumptions have occurred during your process of identity development?

**Include:** How you changed professionally and personally from the your experiences and this class. Be specific!! Try to incorporate your understanding of **your site experiences and class readings** (even name the

readings) and speak directly to changes in your knowledge, skills and dispositions. (here you would include specific examples drawn from the materials presented in class). Your **reflection** should be based on change in your knowledge, beliefs, skills and dispositions as a result of your experience and THIS CLASS. Students should also be sure to engage in a discussion about how beliefs, values, traditions etc may continue to get in their way of multicultural competency development.

This is your opportunity to be creative. You can create a poster presentation, video, collection of paintings. Each student will be allotted 10 mins for their formal presentation to the class. Feel free to interview family members or other important persons in your life to learn about the contexts in which your cultural identity has developed. Your projects will be evaluated based on writing quality, whether all questions above were addressed (particularly regarding your discussion of power, privilege, and oppression), and depth. I am looking for evidence that you have thought deeply about these questions and learned something new about yourself since the beginning of the course. Recognizing that each student differs in where he or she is at the beginning of the class, “depth” may be judged differently for different students. However, in all cases, superficial discussions, those that do not adequately explore privilege, or that fail to address one or more salient identities will result in a grade no higher than C.

**Extra Credit**

**Middlesex** is a novel that reflects ‘difference’ in many ways. I encourage you to read this book and if you want to read it this semester and reflect on its meaning in context of this course, it will count as extra credit. You can get up to **25** extra points with this assignment.

**GRADES AND EVALUATION:**

Cultural Scrapbook Experience	25%
Self-identity analysis project	25%
Generational interview and analysis paper	15%
Transcultural Experience	15%
Current Event Conversation	10%
Class Participation	<u>10%</u>
	100%

A = 100 – 95	A- = 94 – 90	B+ = 89 – 87	B = 86 – 84
B- = 83 – 80	C+ = 79 – 77	C = 76 – 74	C- = 73 – 70
D+ = 69 – 67	D = 66 – 64	D- = 63 – 60	F = 59 and below

**Note:**

- Please note the due dates. All assignments are to be turned in at the beginning of class on the day they are due. Late assignments will be penalized 3% of the grade for the assignment per day the assignment is late. Problems with meeting deadlines should be discussed with Dr. Nash as early as possible.

**Course Polices and Procedures:**

Attendance and participation at all class meetings is required. Special situations need to be arranged with the instructor. Each unexcused absence will result in the deduction of 15 participation points. Each noticeable tardy will result in the deduction of 5 participation points.

**Participation:**

Quality participation is based on the instructor’s assessment of students' active involvement (i.e., maturity, motivation, and contributions to a healthy learning environment) in all class components (i.e., discussions, group work and training). These areas are evaluated and points awarded at the instructor’s discretion.

**Requests for Accommodation:**

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified

**Statement on Plagiarism:**

Students are responsible for knowing what plagiarism is and avoiding it. Students who commit plagiarism are

subject to penalties that may include suspension or expulsion from the university. Plagiarism occurs when individuals present the words and/or ideas of others as if they are their own. To avoid plagiarism, you must give credit to your source whenever you use:

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- a paraphrase of another person's spoken or written words.

If you wish more information on what plagiarism is and how to avoid it please see

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>. (The bulleted material above is from this website.)

## COURSE OUTLINE

(Reading is to be completed for the class for which it is assigned.)

<b>Date</b>	<b>Class Topic</b>	<b>Reading</b>	
1/25	Course Overview Introduction to multicultural counseling	Sue, Arredondo, & McDavis (1992)	
2/1	World view, stereotyping	Operario & Fiske (1998) Steele (1997)	
2/8	Identity Development	Eliason & Schope (2007)	
2/15	Power, privilege & oppression Focus: racism & microaggressions	Dovidio & Gaertner (2005) Ridley (1995) – ch. 2, 3	
2/22	Power, privilege, & oppression Focus: white identity and white privilege <b>Generational Interview paper due</b>	Johnson (2006) McIntosh (1988)	<b>Scrapbook and Current Event Group Sign ups</b>
3/1	Counseling Individuals with Disabilities	Olkin (2002) Olkin (1995) Elliott & Mullins (2004)	1)
3/8	Counseling Sexual Minorities	Fassinger & Arseneau (2007) Greene (2007) Dworkin (2000)	2)
3/15	<i>Spring Break (Global Study students travel to Bangkok and Hong Kong)</i>		
3/22	Social/Economic Class	Lott & Bullock (2007) –chs. 3,4 Liu et al. (2004) Nelson et al. (2006) Allison (1995)	3)
3/29	Religion and Spirituality <b>Transcultural Experience due</b>	Richards & Bergin (2000) Zeiger & Lewis (1998) Ali, Liu, & Humedian (2004)	4)
4/5	Counseling with African Americans	Parham (2002) Williams (2005) Harris (1995) Franklin (2007)	5)
4/12	Counseling American Indians and Alaskan Natives	Portman & Garrett (2005) Randall (1984)	6)
4/19	Counseling Asian Americans	Wong (2007) Park (2006) Wang (1995)	7)
4/26	Counseling Hispanic/Latino Americans	Quinones (2007) Cervantes (2006)	8)
5/3	Culturally competent therapy <b>Self-Identity Analysis Presentations</b>	Ridley (1995) – ch. 7 Hays (2001) – ch. 4, 5, 9	
5/10	<b>Self-Identity Analysis Presentations</b> Bring a cultural dish to share		