

Appalachian State University

HPC 5110-101-Multicultural Counseling

Spring 2006

Meeting Time: Wednesdays 9-11:50am

Location: ED 200

INSTRUCTOR

Dr. Diane M. Waryold

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Is a way of seeing, a way of not seeing?

Course Overview

Course Description: An exploration of counseling issues related to culturally diverse client populations.

The primary goal of this course is assist graduate students in examining the unique concerns of **differences** in the helping relationship. A special emphasis will be placed on those populations of individuals whose culture, and/or race, age, socio-economic status, religion, physical abilities or characteristics, language, sexual orientation, and special needs may differ from the world view of Amainstream/Western society.@ Students will be encouraged to examine how their personal attitude and belief system may affect their ability to work with culturally different clients and students.

The class is extremely experiential in nature and will require students to be active participants in the learning process. A Service-Learning component is infused into the curriculum throughout the semester to help students to understand how life conditions impact individuals in positive and negative ways. Students find meaning and make personal and powerful connections to others when they are placed in situations in which they can gain tangible experiences. Social inequality and systemic injustices are best understood when students observe these in a “real-world” context.

Course Objectives

Upon completion of these course requirements, including active engagement in Service-Learning, students will be able to:

1. Understand the concept of culture and its influence on the helping process. This includes the identification of issues and needs of diverse clients, problem-identification of diverse clients, expectations/goals of the counseling process with respect to cross-cultural issues, and culturally appropriate interventions.

2. Recognize how cultural heritage and the impact of life conditions and circumstances impact individual growth and development.
3. Examine feelings, attitudes and beliefs concerning the culturally different.
4. Understand the major problems and challenges confronting those who are or have been oppressed over their lifespan.
5. Examine the impact that language and the media have on stereotypes and differences.
6. Examine the historical context of culture and practices in Western society and the influence these beliefs have on the helping process.
7. Understand the connection between personal life experiences and the experiences of others in relation to developing world views.
8. Identify a range of techniques and communication skills that can be utilized in cross cultural approaches to counseling/helping.
9. Understand the ethical and legal considerations in dealing with differences.

Notes- Although we will discuss many important diverse groups in class, we cannot possibly discuss every diverse group due to the time constraints of our class. The primary goal of this class is to challenge you to think critically about cultural issues and their impact upon your practice as a helping professional. Learning about people in a pluralistic society is an ongoing, lifelong journey. This class intends to serve as a springboard to this journey.

Although we will discuss many contextual and cultural issues that impact diverse groups, caution must be used in respecting within group differences and acknowledging the importance of individual needs.

Required Course Readings

Baruth, L.G. & Manning, M. L. (2007). *Multicultural counseling and psychotherapy: A lifespan perspective*. (4th ed.). Upper Saddle River, NJ: Pearson.

Robinson, T.L. (2005). *The convergence of race, ethnicity, and gender: Multiple identities in counseling*. (2nd ed.). Upper Saddle River, NJ: Pearson.

Recommended Supplementary Reading

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Helpful websites

<http://www.diversityweb.org/>

Sponsored by the Association of
American Colleges and Universities

<http://www.apa.org/pi/oema/guide.html>

American Psychological Association
Guidelines for providers of
psychological services to culturally
diverse populations.

<http://www.act.appstate.edu>

Service Learning at ASU

Overall Expectations

Attendance and participation in class

This course has intentionally been designed to be experiential in nature. Therefore, regular class attendance and full participation are necessary to achieve the course objectives. Effective learning is enhanced when students complete all reading assignments, written assignments and experiential exercises. The input of each student is valuable. There is much that we can learn from each other's contributions. Unexcused absences will jeopardize the student's final grade. Notify instructor in advance, if you will miss class. Please provide classmates with the professional courtesy of being on time for class and avoid leaving early.

Inclement Weather

In the event of inclement weather, class may be postponed. Classes postponed due to inclement weather will be made up at the end of the semester on the days designated (see CALENDAR OF CLASS ACTIVITIES). Check e-mail for notification of class cancellation. If e-mail is down due to electrical outage or if you are uncertain as to whether or not class will meet, please phone Dr. Waryold at home.

Cell Phones and Pagers

If you must bring a cell phone or pager to class, please ensure that it is either OFF or in the SILENT mode. If you must take an urgent call, leave the classroom.

Academic Integrity

Academic Integrity is central to effective learning in all academic communities. It is expected that students will neither engage in nor facilitate cheating. Students should know and adhere to ASU's policy on academic integrity found within the Code of Conduct and Academic Integrity (2003-2004) booklet. www.judicialaffairs.appstate.edu

Writing Style

All work is expected to be of graduate level caliber. Papers should be written using APA style. You are encouraged to have your work proofread. Excessive typographical and grammatical errors detract from the content of your work and will be reflected in your grade.

All assignments should be typed, with 1 inch margins, double-spaced, and stapled. Fancy packaging is expensive and unnecessary. Please turn in original copies only- Xerox copies will not be accepted.

Timely submission of assignments

It is expected that all assignments will be submitted by the deadlines noted in this syllabus. Notify instructor in advance if you are having difficulty with meeting deadlines. Assignments are due at the beginning of class on the dates indicated on this syllabus. Points will be deducted for assignments that are turned in after the due date.

Accommodations

ASU and the Department of Human Development and Psychological Counseling are committed to providing a classroom and institutional climate in which all students can thrive. Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990, as well as institutional policy requires special accommodations for documented physical or learning disabilities. Reasonable accommodations will be made for all students without regard to race, color, national origin, religion, gender, sexual preference, disability or veteran status. If you have a need for a special accommodation, contact the instructor immediately.

Assignments

1. Multicultural Action Plan- Complete and receive a satisfactory grade on the development and implementation of a Multicultural Action Plan. The Action Plan is designed to help (individual) students explore potential biases and to become more culturally aware and comfortable with individuals from culturally diverse groups. Students often observe growth and change as they experience other cultural groups through observation (level one), investigation (level two), and through personal involvement (level three).

Students are expected to prepare a one-paragraph proposal of each of the three levels of the action plan **and** a paper summarizing their experience at each level. A brief summary of the experience will be shared in class. *Please refer to the Multicultural Action Plan Guidelines for greater detail.*

2. Service and Learning Project- Complete a service learning project by spending at least 20 hours in a community setting in which you offer your unique talents to a population that is different from you. Difference can be established through race, ethnicity, SES, language, gender, ability etc. Your work must be of benefit to the population/agency served.

Steps:

Identify a multicultural population that you have **little or no** knowledge of/about. Visit the ACT Community Outreach Center, Rm. 218 of the Plemmons Student Union and visit with an ACT Peer Counselor to select three or more plausible options for your service. Visit potential sites and choose one location in which you will serve.

Attend a 1- hour Service-Learning Orientation session sponsored by the ACT Office during the 2nd or 3rd week of classes.

Create a Service-Learning agreement between the population/agency in which you will serve. A sample form will be provided in class. Jointly craft goals for your service. Each party must sign off on this agreement. This is due by the third week of class. Earlier submissions are welcome.

Keep a log of your activities. Record observations about culture, oppression, prejudice, stereotypes, discrimination and the concept of privilege. Observations should be logged after each time spent in service. Date entries and be prepared to discuss them during reflection time in class.

Participate in structured class discussions in which you will reflect upon your experiences.

Make specific connections between your readings, class discussions, and your Service-Learning experience.

Presentation- Present to the class a snapshot of the population that you served and what you learned about this population. Be creative with this presentation. Create an atmosphere during your presentation that allows your classmates to feel what the culture is like! The presentation should be **20 minutes in length**. It will be evaluated on the following criteria; (1) complexity of thought, ideas, and concept as they relate to multicultural concepts, (2) creativity (imaginative methods of communicating ideas and concepts to the audience), (3) use of audio-visual aids, (4) audience involvement, and (5) implications or contributions to practice in the field of multicultural counseling/helping.

Complete the on-line Service-Learning Evaluation. This evaluation can be accessed on the ACT website www.act.appstate.edu.

3. Reviews- Students are required to write two reviews. Choose a film, video, academic journal article or book. Reviews should include a brief summary of the content, what was learned, how the content relates to construct discussed in class or contained within your readings (to include a description of the diverse population and how the population is portrayed), how the content relates to your service in terms of the notion of social justice, and implications for practice. Suggestions are listed at the end of this syllabus. Reviews should be between 500 -750 words. **Include word count** at the end of the review.

Evaluation/Grading:

1. Class attendance and participation= 20pts.
 2. Multicultural Action Plan= 30 pts.
 3. *Service-Learning Project = 30 pts.
 4. Reviews = 20 pts. (10 points/review)
- Total = 100 pts.

*Note= students may earn up to 30 points for their Service- Learning Project by completing all requirements (see steps above). An emphasis is placed upon student engagement in structured reflection sessions.

ASU Graduate School Grading Scale

A = 95-100

A- = 90-94

B+ = 86-89

B = 83-85

B- = 80-82

C+ = 76-79

C = 73-75

C- = 70-72

F = Less than 70

Please be on time with all assignments unless special circumstances arise in which you have notified the Instructor in advance.

CALENDAR OF CLASS ACTIVITIES

NOTE: The calendar of class activities may be modified by the professor during the semester to accommodate the needs/progress of the class

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
Wednesday 1/10	Class Introductions Course and syllabus overview Course expectations ~class affirmation statement ~ Ethnic Sharing exercise assigned ~Multicultural Life Experience assessment exercise	
Wednesday 1/17	Issues and Concepts in Multicultural Counseling Terms defined Multicultural Competencies ~ Ethnic Sharing exercise-sharing ~Levels of comfort exercise ~Cultural Pursuit exercise	Chapter 1-3 B/M Chapter 1-3 R -Visit Act Office Explore Service Options
Wednesday 1/24	Cultural Values/Acculturation Counseling White Americans Cultural Communication SES- Classism ~ Racial/Cultural Identity Models ~identity application exercise ~ S	-MC Action - Plan proposal due -Attend ACT Orientation -Chapter 4,11,12 B/M Chapter 10 R
Wednesday 1/31	Counseling African Americans ~"The Color of Fear" video and discussion	Chapter 5&6 B/M Chapter 6 &8 R -Service-Learning Agreement due
Wednesday 2/7	Service Day Dr. Waryold out of town at a professional conference. Use this time to serve.	
Wednesday 2/14	Counseling Asian Americans ~case studies ~ "Crash" video and discussion Service Learning Reflection	Chapters 9 & 10 B/M Chapter 7 R Review #1 due

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
Wednesday 2/21	Counseling Latino Americans <i>Service Learning Reflection</i>	Chapters 13 & 14B/M Chapter 5 R
Wednesday 2/28	Counseling Native Americans Alaskan Natives “ <i>More Than Bows & Arrows</i> ” <i>Video and discussion</i>	Chapters 7 & 8 B/M Chapter 4 R
Wednesday 3/7	Counseling Gay, Lesbian and and Bisexual clients Spirituality in Counseling Fowlers Stages of Faith “ <i>Brokeback Mountain</i> ” <i>Video and discussion</i> ~ <i>My spiritual beliefs exercise</i> <i>Service Learning Reflection</i>	Chapters 15 & 16 B/M Chapter 11 R
Wednesday 3/14	No class- Spring Break	
Wednesday 3/21	Counseling Clients with Disabilities Counseling Older Adults ~ <i>Brief Sharing of MC Action Plans</i>	<i>Multicultural Action Plan Due</i> Chapter 12 R
Wednesday 3/28	Gender Differences in Counseling ~ <i>social barometer exercise</i> ~ <i>Different impression of Ahe works/she works@</i> ~ <i>sexism worksheet</i> <i>Service Learning Reflection</i>	Chapter 9 & 14 R <i>Review #2 due</i>
Wednesday 4/4	Service Learning Presentations _____ _____ _____ _____ _____ _____ _____	

DATE	TOPIC	ASSIGNMENT
Wednesday 4/11	Service Learning Presentations	<i>Service-Learning</i>
	_____	<i>Logs due.</i>

Wednesday 4/18	Service Learning Presentations	

Wednesday 4/25	Make up class- if necessary	

**Additional readings and assignments may be distributed and/or assigned during the semester.*

Multicultural Action Plan Guidelines

A multicultural perspective warrants that each student gain experiences with cultural situations that are different from their own. To effectively meet the goals of the Multicultural Action Plan exercise, a range of experiences from least to most challenging has been suggested. It is important to select experiences **with maximum potential for personal awareness, knowledge and skills development.** You should experience a sense of dissonance when completing this exercise. It should take you outside of your comfort zone.

You are required to submit an Action Plan proposal for each level which outlines your overall goal and the objectives for your plan. Objectives should include personal reflection statements indicating how you hope to learn, or grow and change.

Action Plan #1- Level One- Observation- learning from a safe distance

The following are some suggested ideas:

1. Attend a lecture or workshop that focuses on ethnic minority issues and concerns.
2. Tour a ethnic minority community- give a description of the environment including the living conditions, quality of the homes, condition of the lawns, streets, sidewalks, and behaviors of the people. Take note of the number of telephone booths, recreational facilities, pharmacies, medical clinics, and any unique aspect of the community.
3. Attend a church service of a predominant ethnic minority group.
4. Visit a school that has the make up of a predominant ethnic minority group.
5. Visit a nursing home or assisted living facility.
6. Attend a Special Olympics type event or visit a hospital.
7. Visit a Agay@ night club type establishment.
8. Visit the Holocaust Museum or any other educational institution that accurately depicts representative cultures.
9. Attend a movie and/or read a book that depicts cultural practices. Ideas are listed below.
10. Dine in an ethnic restaurant
12. Visit a museum or cultural exhibit.

Action Plan #2- Level Two- Investigation- information seeking and learning from a closer view.

The following are some suggested ideas:

1. Arrange to meet with community leaders (ministers, politicians, teachers, etc.) from the ethnic community and determine their perceptions of the needs and concerns of the ethnic groups they represent.
2. Visit a college or university campus and dialogue with ethnic students regarding their needs and most critical issues.
3. Visit an ethnic community and interview some of the people to gain an understanding of their concerns, needs, outlooks, etc.
4. Dialogue with your parents and/or grandparents about their attitudes and beliefs towards ethnic groups and how they developed these attitudes.
5. Dialogue with a gay or lesbian individual and gain an understanding of their concerns, needs, fears, etc.

6. Volunteer your time and talents with individuals that are culturally different from you.

Action Plan #3- Level Three- Personal Involvement- learning from the closest distance. Involves emotional investment.

The following are some suggested ideas:

1. Invite an individual from a different culture into your home for dinner or arrange to have dinner or spend time at the home of an ethnic family.
2. Attend a church service and attend brunch with an individual who is culturally different from you.
3. Initiate a friendship with a person who is from a cultural group that is different from your own.
4. Care for a person with special need or physical abilities.
5. Get involved in a Big Brother/Sister type program. Mentor a “disadvantaged” youth for a week.
6. Visit with an elderly person at a nursing home for a week.

Students are expected to write a reaction paper which describes their three levels of experiences and reflects on:

- Initial feelings and thoughts with the population prior to engaging in this immersion experience (e.g.- preconceived ideas, stereotypes- either positive or negative).
- How your experience was supported (or not supported) by concepts found in the literature.
- A description of the activity/experience.
- Observations of the population and your interaction.
- Personal reflections/reactions and feelings that you have in response to the interaction.
- What you learned from this exercise and how you will apply this knowledge to your practice as a helping professional in a multicultural context.

Book- Reading List

Asian American Perspective

Chu, L. Eat a Bowl of Tea
Endo, S. Silence
Kikumura, A. Through Harsh Winters
Kim, R.A. Lost Names
Kingston, M.H. The Woman Warrior
Lee, J.F.J. Asian American Experience in the United States
Lin, Y.T. Moment in Peking
Okada, J. No-No Boy
Ronyoung, K. Clay Walls
Sterward, M. Ambitious Violence
Takaki, R. Strangers from a Different Shore
Tan, A. The Joy Luck Club, The Kitchen God=s Wife, or The Seven Secret Senses
Wachtel, P.S. & McNeeley, J. Soul of the Tiger

African American Perspective

Angelou, M. I Know Why the Caged Bird Sings
Gaines, E. A Lesson Before Dying
Giovanni, N. Racism 101
Haley, A. The Autobiography of Malcolm X
Harris, E.L. This To Shall Pass, Just as I Am, or Invisible Life
Hooks, B. Black Looks; Race and Representation
Hurston, Z.N. Their Eyes Were Watching God
King, M.L. Where Do We Go From Here? Chaos or Community
McMillan, T. Mama
Morrison, T. The Bluest Eye
Walker, A. Possessing the Secret of Joy or The Color Purple
West, C. Race Matters
Woodson, C.G. The Mis-education of the Negro

Hispanic or Latino Perspective

Alvarez, J. How the Garcia Girls Lost Their Accents or In the Time of the Butterflies
Baker, H.A. Three American Literatures
Cisneros, S. My Wicked Wicked Ways or House on Mango Street or Woman Hollering Creek
Garcia, C. Dreaming in Cuban
Esquivel, L. Like Water for Chocolate
Llosa, M.V. Aunt Julia and the Script Writer
Moraga, C. & Anzaldua, G. This Bridge Called My Back: Writings By Radical Women of Color
Munoz, C. Youth, Identity and Power
Romo, R. History of a Barrio: East Los Angeles
Steinbeck, J. Tortilla Flat
Thomas, P. Down These Mean Streets

Yarmas, M. The Hispanic World of John Steinbeck

Native American Perspective

Arden, H. Wisdom Keepers

Brown, D. Bury My Heart at Wounded Knee

Carter, F. The Education of Little Tree

Clements, S. In the Moon When the Deer Lose Their Homes

Dudley, J. Iron Eye. Choteau Creek: A Sioux Reminiscence

Edmonds, M. Voices of the Wild

Garrett, J.T. & Garrett, M.T. Medicine of the Cherokee: The Way of Right Relationship

Garrett, M.T. Walking on the Wind: Cherokee Teachings for Harmony and Balance

Herbert, Soul Catcher

Kroeber, T. Ishi in Two Worlds

Kupferer, H. Ancient Drums, Other Moccasins

Lerner, A. Dancing on the Rim of the World

Moon, W.L.H. Blue Highways: Journey into America

Neihardt, J.G. Black Elk Speaks

Seals, D. Sweet Medicine

Storm, H. Seven Arrows

Swann, B. Smoothing the Ground

Gay, Lesbian Bisexual Perspective

Frickle, A. Reflections of a Rock Lobster: A Story About Growing Up Gay

Harris, E.L. Invisible Life: A Novel

Mitchell, In Heat

Maupin, 28 Barbary Lane: A Tale of the City Omnibus

Maupin, Back to Barbary Lane: The Final Tales of the City Omnibus

Forster, Maurice

White, A Boy's Own Story

Other

Gordan, B. I'm Dancing as Fast as I Can

Scarf, M. Unfinished Business: Pressure Points in the Lives of Women

Simons, R. After the Tears

Sheehy, G. Passages: Predictable Crisis of Adult Life

Stone, M. When God Was a Woman

Walker, L.E. Terrifying Love: Why Battered Women Kill and How Society Responds

Wolf, N. The Beauty Myth

Movies/videos

Places in the Heart; Higher Learning; Once Upon a Time When We Were Colored; To Kill a Mockingbird; A Civil Action; A Time to Kill; Boyz N the Hood; Africans in America; A Revolution in Four-Part Harmony; 7th Street; Driving Miss Daisy; The Color Purple; Long Walk Home; Guess Who's Coming to Dinner; Roots I and II; Finding Forester; Do the Right Thing; Dim Sum; Come See the Paradise; Wedding Banquet; Joy Luck Club; Milagro Bean Field War; Mi Familia; Ballard of Gregorio Cortez; Born in East LA; The Mission; Never Cry Wolf; Pow Wow Highway; Thunderheart; The Education of Little Tree; Smoke Signals; Hoop Dreams;

Children of a Lesser God; If you can see what I hear; Patch of Blue; My Left Foot; Priscilla; The Matthew Shepard Story; Queen of the Nile; Bird Cage; Kiss Me; Guido; Chocolat; Bubbeh Lee & Me; Despair; Daughter From Dancing; The Human Stain; Southern Comfort; Skin Deep; The Willmar 8; Go Fish; Desert Hearts; Love! Valour! Compassion; Long Time Companion; Trevor; Virgin Machine; Boys Don't Cry; Different for Girls; Bent; Paragraph 175; Out at Work; Defying Gravity; The Sandlot; Rabbit in the Moon, Better Luck Tomorrow, Eat, Drink, Man, Woman; Snow Falling on Cedars; Primal Mind; A family Thing; White Man's Burden; Dancing in September; Rosewood; Ethnic Nations; School Daze; Real Women Have Curves; Do the Right Thing; Big Eden; Sum of Us.