

“Reflective Professionals Building Learning Communities”

COURSE TITLE

COUN 430: Multicultural Counseling: Worldview and Systems Orientation

INSTRUCTOR INFORMATION

name
office
phone number
email

COURSE DESCRIPTION

Students will be introduced to the training model for multicultural competency, which includes awareness of cultural assumptions, knowledge of cultural diversity and racial/ethnic issues, and skills for cross-cultural counseling. Students will gain understanding of the impact of their own cultural identity on behavior, functioning, and the therapeutic relationship. Skills for successful cross-cultural counseling will be taught, including assessment of cultural identity and worldview, acculturation, spirituality, gender, socioeconomic status, and oppression.

COURSE PREREQUISITES

Graduate standing and admittance into program

RECOMMENDED TEXTS

Sue, D. W. & Sue, D. (2002). *Counseling the culturally diverse: Theory and practice* (4th ed.). New York: Wiley.

Schwarzbaum, S.E., & Thomas, A.J. (2005). *Culture and identity: Life stories for counselors and therapists*. Thousand Oaks, CA: Sage Publications.

Articles as assigned (See attached reading list, Appendix A)

INSTRUCTIONAL MODE

This course will include both didactic and experiential components. Guest lectures may be included. Students will engage in role-play sessions with clients to practice culturally relevant skills. A variety of videos may be available for the course, including The color of fear, Cultural identity.

COURSE OBJECTIVES

The objectives of this course are to help students to

1. acquire level of self-awareness of cultural identity; acquire knowledge of oppression, prejudices, and stereotypes;
2. acquire knowledge of issues of diversity, specifically, race/ethnicity, gender, socioeconomic status, spirituality, sexual orientation;
3. develop tools and skills for assessing cultural identity and factors in client following ethical and legal considerations
4. understand the impact of cultural factors and oppression on identity, vocational choices, interpersonal relationships and individual, group, and family functioning;
5. develop skills for effective cross-cultural counseling; and
6. understand the impact of cultural identity on the counseling relationship and therapeutic process.

REQUIRED PROJECTS/ACTIVITIES

The means by which the course objectives will be attained includes a process of gaining knowledge of cultural factors, developing self-awareness of cultural identity, and gaining skills for effective cross-cultural counseling. The course will cover three content areas which will include, but not be limited to, the following:

1. History and professional issues of cross-cultural counseling and psychology:
 - a. history of counseling and psychology;
 - b. review of professional guidelines to service providers of ethnic minorities;
 - c. guidelines from the American Counseling Association ethics code on cultural sensitivity in assessment and service delivery;
 - d. multicultural competencies developed by the Association of Multicultural Counseling and Development.
2. Worldview and oppression (awareness):
 - a. existential philosophical orientation of worldview, including relationships with people, nature, and things;
 - b. relationship between worldview and value systems, lifestyle, behaviors, beliefs;
 - c. awareness of power and privilege issues, dominant culture values;
 - d. impact of oppression on value systems, lifestyle, behaviors, beliefs;
3. Cultural factors (knowledge):
 - a. cultural identity models;
 - b. the impact of culture on service delivery;
 - c. cross-cultural counseling relationships.
4. Cross-cultural counseling skills (skills):
 - a. verbal and nonverbal counseling behaviors;
 - b. use of the cultural story and genogram;
 - c. indigenous healing methods.

EVALUATION

1. Students will complete a weekly journal reflecting the reading material and personal reactions to course content and classroom activities. Structured assignments will accompany some of the journal writings to enhance awareness and knowledge of cultural factors. More specific directions for the structured assignments will be given in class.
2. Students will complete an autobiographical assessment of cultural identity and cultural socialization. The paper will include a discussion of worldview, racial/ethnic identity, gender, spirituality/religion, immigration, acculturation, and sexual orientation. The paper should also discuss the impact of culture on current functioning, behaviors, attitudes, and values, as well as the impact of culture on views of mental health and counseling. Guideline questions for the autobiography are enclosed in Appendix B.
3. Prepare a case assessment of a culturally diverse client. The assessment should determine the client's cultural identity, and the relationship between the cultural identity, worldview, and current functioning, behaviors, beliefs, and value systems. The assessment should also include appropriate suggestions for treatment, including the nature of the therapeutic relationship, treatment goals, and therapeutic interventions. A format for the case assessment is included in Appendix B.

GRADING POLICY

Autobiography	40%	Final project	40%
Journals	20%	Grading scale:	90-100=A, 80-89=B, 70-79=C, Below 70=D

INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this department indicates that an admitted student agrees to self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection and awareness and improvement of interpersonal skills.

ATTENDANCE POLICY

Attendance is mandatory. Students should see the course catalogue for the official attendance policy.

ASSESSMENT OF LEARNING

The following chart indicates the relationship of the learning/performance objectives of this course, the standards of the Department of Counselor Education (DCE), the College of Education (COE), CACREP, and the means by which learning is assessed.

Course Objectives	DCE Objectives	COE Standards	ISBE Standards	CACREP Standard II K 2	Assignment
1. acquire level of self-awareness of cultural identity, knowledge of oppression, prejudices, and stereotypes	to help students to see the individual within a developmental context	NEIU graduates understand how children and adults learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	20A-Is aware and sensitive of his/her social and multicultural diversity background	d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, oppression and discrimination,	Journals Cultural autobiography
2. acquire knowledge of issues of diversity, specifically, race/ethnicity, gender, socioeconomic status, spirituality, sexual orientation;	to acquaint students with the nature of social and cultural change within a pluralistic society and to prepare them to deal with the ramifications of on-going change in their work as professional counselors	NEIU graduates understand the value of cultural diversity and individual differences and demonstrate the application of these values in their current practice.	20C- is knowledgeable about various diverse groups	a. multicultural and pluralistic trends, b.attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;	Cultural autobiography, case assessment
3. develop tools, skills, and interventions for assessing and treating cultural identity and factors in client following ethical and legal considerations				e. theories of multicultural counseling, theories of identity development, and multicultural competencies b, f	Case assessment
4. understand the impact of cultural factors and oppression on identity, vocational choices, interpersonal relationships and individual, group, and family functioning			20D,E- Understands how cultural factors affect personality formation, vocation, manifestation of difficulties and strengths in academic, career, and personal/social development	d	Journals Cultural autobiography
5. develop skills for effective cross-cultural counseling			20G, I- Incorporates a social and multicultural diversity approach, and a gender equitable approach for all students, families, staff, and community 20H- Adopts intervention skills approp. to diverse needs of students 20K- Utilizes approp. non-traditional strategies in career and academic counseling 20M- teaches how oppression and stereotyping may affect students personally and their work	c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups b	Case assessment
6. understand the impact of cultural identity on the counseling relationship and process			20B- is aware of how multicultural background and experiences influence attitudes, values, and biases about psychological processes	b	Journals Cultural autobiography Case assessment

STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the university provides reasonable accommodations for both employees and students with disability. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University Policy on Services for Students with Disabilities may be found at: <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor, in confidence, at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course and their learning experience.

COURSE SCHEDULE

<u>Week</u>	<u>Topic</u>	<u>Reading</u>	<u>Standard</u>
Week 1	Introduction		II K 2 d
Week 2	Oppression, prejudice, racism Historical, sociopolitical & legal issues	Chap 1 and 2	II K 2 a, f
Week 3	Cultural frameworks- Identity Development/Worldview	Chap 1 & 2	II K 2e
Week 4	Acculturation	Birman & Section III	II K 2 b
Week 5	Ethnicity	McGoldrick & Section I	
Week 6	Cultural factors Gender	Gilbert, Sue ch. 13	
Week 7	Sexual orientation	D'Augell & Section VI	
Week 8	Social class	Kliman & Section V	
Week 9	Spirituality	Walsh Section III	
Week 10	Special populations Whites	Helms, McIntosh	II K 2 c
Week 11	Native Americans	Garret, Section II Case assessment due	
Week 12	African Americans	Cross, & Section I	
Week 13	Asian Americans	Root Section III	
Week 14	Hispanic Americans	Castex, Section III Cultural autobiography due	
Week 15	Clinical applications	Handout Sue, ch. 4-5	II K 2 c

Table of Standards

The course objectives for Multicultural Counseling are linked to the following standards: (COE=College of Education; CACREP=Council for Accreditation of Counseling and Related Educational Programs; CORE=Council on Rehabilitation Education).

COE Performance Standards #4 Learning styles, #6 Motivation, and #13 Diversity CACREP II.K.2=Social and Cultural Diversity; CORE C.2=Social and Cultural Diversity

1. acquire level of self-awareness of cultural identity, prejudices, and stereotypes;
COE Performance Standard #13
CACREP II.K.2.a
CORE c.2.1 and C.2.9
2. acquire knowledge of issues of diversity, specifically race/ethnicity, gender, socioeconomic status, spirituality, sexual orientation, and disability;
COE Performance Standard #4
CACREP II.K.2.c
CORE C.2.8
3. develop tools and skills for assessing cultural identity and factors in clients following ethical and legal considerations
COE Performance Standards #4 and #13
CACREP II.K.2.b,c, f
CORE C.2.8
4. understand the impact of cultural factors and oppression on identity, vocational choices, interpersonal relationships and individual, group, and family functioning;
COE Performance Standard #13
CACREP II.K.2.d
CORE C.2.2, C.2.3, and C.2.6
5. develop skills for effective cross-cultural counseling; and
COE Performance Standard #6
CACREP II.K.2.e
CORE C.2.4
6. understand the impact of cultural identity on the counseling relationship and therapeutic process.
COE Performance Standards #4 and #13
CACREP II.K.2.c and II.K.2.e
CORE C.2.7

BIBLIOGRAPHY

- Alessandria, K.P. (2002). Acknowledging white ethnic groups in multicultural counseling. *Family Journal: Counseling & Therapy for Couples & Families*, 10, 57-60.
- Atkinson, D.R., Morten, G. & Sue, D.W. (2003). *Counseling American minorities: A cross cultural perspective* (6th ed.). Dubuque: Wm. C. Brown.
- Atkinson, D.R., & Israel, T. (2003). The future of multicultural counseling competence. In D.B. Pope-Davis, H.L.K. Coleman, W.M. Lui, & R.L. Toporek (Eds.). *Handbook of multicultural competencies: In counseling & psychology* (pp.591-606). Thousand Oaks, CA: Sage Publications.
- Belgrave, F.Z. (1998). *Psychosocial aspects of chronic illness and disability among African Americans*. Westport, CT: Greenwood Press.
- Boyd-Franklin, N. (2006). *Black families in therapy: Understanding the African-American experience* (2nd ed.). New York: Guilford.
- Chernin, J.N., & Johnson, M.R. (2002). *Affirmative psychotherapy and counseling for lesbians and gay men*. Thousand Oaks, CA: Sage Publications.
- Comas-Diaz, L. & Greene, B. (Eds.). (2007). *Women of color: Integrating ethnic and gender identities in psychotherapy*. New York: Guilford.
- Constantine, M.G. (2002). Predictors of satisfaction with counseling: Racial and ethnic minority clients' attitudes toward counseling and ratings of their counselors' general and multicultural counseling competence. *Journal of Counseling Psychology*, 49, 255 -263.
- Constantine, M.G. (2001). Multicultural training, theoretical orientation, empathy, and multicultural case conceptualization ability in counselors. *Journal of Mental Health Counseling*, 23, 357-372.
- Constantine, M.G., Arorash, T.J., Barakett, M.D., Blackmon, S.M., Donnelly, P.C. & Edles, P.A. (2001). School counselors' universal-diverse orientation and aspects of their multicultural counseling competence. *Professional School Counseling*, 5, 13-18.
- Cross, W.E. (1991). *Shades of black: Diversity in African-American identity*. Philadelphia: Temple University Press.
- Dillon, F.R., Worthington, R.L., Savoy, H.B., Rooney, S.C., Becker-Schutte, A., & Guerra, R.M. (2004). On becoming allies: A qualitative study of lesbian-, gay-, and bisexual-affirmative counselor training. *Counselor Education & Supervision*, 43, (3), 162-178.
- Estrada, D., & Rutter, P. (2006). Using the multiple lenses of identity: Working with ethnic and sexual minority college students. *Journal of College Counseling*, 9, (2), 158-166.

- Fassinger, R.E. (1991). The hidden minority: Issues and challenges in working with lesbian women and gay men. *Counseling Psychologist, 19*, 157-176.
- Fukuyama, M.A. (1990). Taking a universal approach to multicultural counseling. *Counselor Education and Supervision, 30*, 6-17.
- Fukuyama, M.A. & Sevig, T.D. (1999). *Integrating spirituality into multicultural counseling*. Thousand Oaks, CA: Sage.
- Hays, P.A. (2001). *Addressing cultural complexities in practice: A framework for clinicians and counselors*. Washington, DC: American Psychological Association.
- Helms, J.E. (1990). *Black and white racial identity: Theory, research, and practice*. New York: Greenwood Press.
- Helms, J.E. (2006). Fairness is not validity or cultural bias in racial-group assessment: A quantitative perspective. *American Psychologist, 61*, (8), 845-859.
- Kelly, E. (1995). *Spirituality and religion in counseling and psychotherapy: Diversity in theory and practice*. Alexandria, VA: American Counseling Association.
- Knox, S., Burkard, A.W., Johnson, A.J., Suzuki, L.A., & Ponterotto, J.G. (2003). African American and European American therapists' experiences of addressing race in cross-racial psychotherapy dyads. *Journal of Counseling Psychology, 50*, (4), 466-481.
- LaFrombroise, T., Coleman, H.L.K., & Gerton, J. (1993). Psychological impact of biculturalism: Evidence and theory. *Psychological Bulletin, 114*, 395-412.
- Lee, C.C. (2005). *Multicultural issues in counseling: New approaches to diversity* (3rd ed.). Alexandria, VA: American Counseling Association.
- Livneh, H. & Antonak, R.F. (1997). *Psychosocial adaptation to chronic illness and disability*. Gaithersburg, MD: Aspen Publishing.
- McGoldrick, M. (1998). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. New York: Guilford.
- McGoldrick, M., Giordano, J., & Pearce, J.K. (1996). *Ethnicity and family therapy*. New York: Guilford.
- Pedersen, P., Draguns, J., Lonner, W. & Trimble, J. (Eds.). (2002). *Counseling across cultures* (5th ed.). Honolulu: University of Hawaii Press.
- Phinney, J.S., Horenezyk, G., Liebkind, K., & Vedder, P. (2001). Ethnic identity, immigration, and well-being: An interactional perspective. *Journal of Social Issues, 57*, (3), 493-510.

- Pittner, R.O., & Sakamoto, I. (2005). The role of critical consciousness in multicultural practice: Examining how strength becomes its limitation. *American Journal of Orthopsychiatry*, 75, (4), 684-694.
- Ponterotto, J.G., Fuentres, J.N. & Chen, E.C. (2000). Models of multicultural counseling. In S.D. Brown & R.W. Lent, (Eds.) *Handbook of counseling psychology* (3rd ed). (pp. 639-669). New York: Wiley.
- Porter, J. R. & Washington, R. E. (1993). Minority identity and self-esteem. *Annual Review of Sociology*, 19,139-161.
- Saba, G. W., Karrer, B. M., & Hardy, K. V. (1990). *Minorities and family therapy*. New York: Haworth.
- Speight, S. L., Myers, L.J., Cox, C. & Highlen, P.S. (1991). A redefinition of multicultural counseling. *Journal of Counseling and Development*, 70, 29-36.
- Spencer, M.B., & Markstrom-Adams, C. (1990). Identity processes among racial and ethnic minority children in America. *Child Development*, 61, 290-310.
- Sue, D. W., Arredondo, P. & McDavis, R. J. (1992). Multicultural counseling competencies and standards: a call to the profession. *Journal of Counseling and Development*, 70, 477-482.
- Thomas, A. J. (1998). Understanding worldview and culture in family systems: Use of the multicultural genogram. *The Family Journal: Counseling and Therapy for Couples and Families*, 6, 24-32.
- Torres-Rivera, E., Phan, L. T., Maddux, C., Wilbur, M. P. & Garrett, M. T. (2001). Process versus content: Integrating personal awareness and counseling skills to meet the multicultural challenge of the twenty-first century. *Counselor Education & Supervision*, 41, 28-40.
- Vargas, L. & Koss-Chioino, J. (Eds.). (1996). *Working with culture: Psychotherapeutic interventions with ethnic minority children and adolescents*. San Francisco: Jossey-Bass.
- Weinrach, S. G. & Thomas, K. R. (2002). A critical analysis of the multicultural counseling competencies: Implications for the practice of mental health counseling. *Journal of Mental Health Counseling*, 24, 20-35.
- Wijeyesinghe, C.L., & Jackson, B.W. (Eds.). (2001). *New perspectives on racial identity development: A theoretical and practical anthology*. New York: New York University Press.

Appendix A

Reading list

- Birman, D. (1994). Acculturation and human diversity in a multicultural society. In E. J. Trickett, R. J. Watts, & D. Birman, (Eds.), *Human diversity: Perspectives on people in context*, (pp.261-284). San Francisco: Jossey-Bass.
- Castex, G. M. (1998). Providing services to Hispanic/Latino populations: Profiles in diversity. In D. R. Atkinson, G. Morton, & S. W. Sue, (Eds.). *Counseling American minorities, (5th ed.)*, (pp. 255-267). Boston: McGraw Hill.
- Cross, W. E. (1995). The psychology of nigrescence: Revising the Cross model. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander. *Handbook of multicultural counseling* Thousand Oaks: Sage.
- D'Augell, A. R. (1994). Identity development and sexual orientation: Toward a model of lesbian, gay, and bisexual development. In E. J. Trickett, R. J. Watts, & D. Birman, (Eds.). *Human diversity: Perspectives on people in context*, (pp.312-333). San Francisco: Jossey-Bass.
- Garret, J. T., & Garret, M. W. (1994). The path of good medicine: Understanding and counseling Native American Indians. *Journal of Counseling and Development*, 22, 134-144.
- Gilbert, L. A., & Scher, M. (1999). *Gender and sex in counseling and psychotherapy*. Needham Heights, MA: Allyn and Bacon.
- Helms, J. E. (1992). *A race is a nice thing to have: A guide to taking a White person or understanding the White persons in your life*. Topeka: Content Communications.
- Ibrahim, F. A. (1985). Effective cross-cultural counseling and psychotherapy: A framework. *The Counseling Psychologist*, 13, 625-638.
- Katz, J. H. (1985). The sociopolitical nature of counseling. *Counseling Psychologist*, 13, 615-624.
- Kliman, J. (1998). Social class as a relationship: Implications for family therapy. In M. McGoldrick, (Ed.), *Re-visioning family therapy: Race, culture, and gender in clinical practice*, (pp.50-61). New York: Guilford.
- McGoldrick, M. (1996). In M. McGoldrick, J. Pearce, & J. Giordano, (Eds.). *Ethnicity and family therapy*, (pp.). New York: Guilford.
- McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, 10-12.

- Root, M. P. P. (1998). Facilitating psychotherapy with Asian American clients. In D. R. Atkinson, G. Morton, & S. W. Sue, (Eds.). *Counseling American minorities*.(5th Ed.). (pp. 214-234). Boston: McGraw Hill.
- Sue, D. (1998). The interplay of sociocultural factors on the psychological development of Asians in America. In D. R. Atkinson, G. Morton, & S. W. Sue, (Eds.). *Counseling American minorities*, (5th Ed.). (pp. 205-213). Boston: McGraw Hill.
- Walsh, F. (1998). Beliefs, spirituality, and transcendence: Keys to family resilience. In M. McGoldrick, (Ed.). *Re-visioning family therapy: Race, culture, and gender in clinical practice*, (pp.62-77). New York: Guilford.

Appendix B

Journal Assignments

1. Historical/sociopolitical issues
What significant historical events have occurred during your lifetime? How have these events influenced you, your parents, your family? How have the events influenced significant decisions in your life?

Take Implicit Association Tests for race, gender, and age:
<http://buster.cs.yale.edu/implicit>
2. Acculturation
Write a list of rules for recent immigrants to the United States of America. Include both implicit and explicit norms for behaviors, communication, and interpersonal relationships.
3. Gender
Discuss any significant events related to your gender or gender identify.
4. Sexual orientation
Write a “coming out” letter to your parents regarding your sexual orientation.
5. Social class
You are a single parent planning to attend the local community college this year with the goal of transferring to a 4-year college in two years. You are currently receiving Food stamps, a \$200 housing subsidy, and have a part-time salary of \$9000. two courses cost \$600. plan a monthly budget including costs for housing, utilities and phone, food, child care, transportation, entertainment, and miscellaneous expenses.
6. Spirituality

Attend a worship service and describe the experience.

Multicultural Case Assessment

- I. Demographic information
Name
Date of birth (age), ethnicity/race, gender, religion, immigration status, education, work place
- II. Background information
A detailed description of the client's family, cultural background, educational experience. Also include any previous treatment history.
- III. Behavioral observations
Any significant observations about the client's behavior, roles, characteristics, communication patterns, interpersonal relationships.
- IV. Presenting problem
A discussion of the client's presenting problem or symptoms. Be sure to discuss the connection to cultural factors if they exist.
- V. Treatment goals
Discuss concrete goals for the client, frequency of sessions if recommended, and modality of treatment. Discuss culturally sensitive treatment interventions. Also, be sure to discuss any issues that may need to be addressed in the therapeutic relationship, particularly differences in the cultural background of client and counselor.

Multicultural genogram

The genogram is a useful tool for assessing families, determining multigenerational patterns, significant life events, rituals, roles, and the nature of relationship among family members. The genogram often provides direction for treatment. The multicultural genogram provides all the information listed above, but includes an assessment of worldview that often impacts behaviors of members. World view can be defined as an individual's perception of his/her relationship with the world. Specific questions on cultural factors can be included in the genogram in order to enrich the process.

Ethnicity

1. What is the ethnicity of each family member?
2. What rules do ethnicity determine for different members?
3. What rules are assigned due to ethnicity?
4. What are similar characteristics across various ethnic groups?
5. What are differences between ethnic groups.
6. How is conflict handled according to ethnic groups?
7. How do family members handle conflicts across ethnicity?
8. What are specific rules for marriage and childrearing according to ethnicity?

Immigration/Acculturation

1. What is the family's history of immigration?
2. When did individual members migrate to America and why?
3. Are there plans to return to the country of origin?
4. What difficulties did they face during immigration?
5. Has each member acculturated to the majority culture?
6. Is there conflict between members who retain culture of origin and members who have acculturated?

Gender

1. What is the role of gender for each member as defined by ethnicity/culture of origin?
2. What behaviors, characteristics, beliefs, values are defined by gender?
3. How are gender roles divided in the family? In the family of origin?
4. How is conflict between gender roles handled?
5. How do beliefs about gender roles influence childrearing beliefs?

Socioeconomic Status (SES)

1. What role/meaning does SES have for members?
2. Does class differ across generations?
3. What resources are available to members due to SES?
4. Has there been a change in current SES?

Spirituality/Religion

1. What is the family's religious history?
2. What characteristics, values, beliefs are influenced by religion?
3. If members differ according to religion, what are the similarities in values and beliefs?
4. What are the differences in values, beliefs according to religion?
5. How are conflicts due to different religious values resolved?

Other areas of concern include:

Majority/minority status

Sexual orientation

Regional background

Physical disabilities