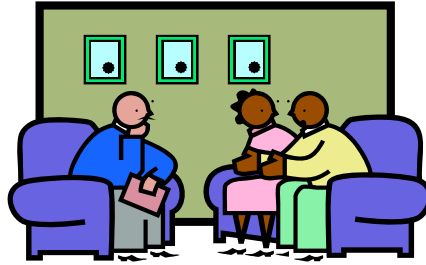


Advanced Multicultural & Human Diversity Counseling

COU 630

3 Credit Hours

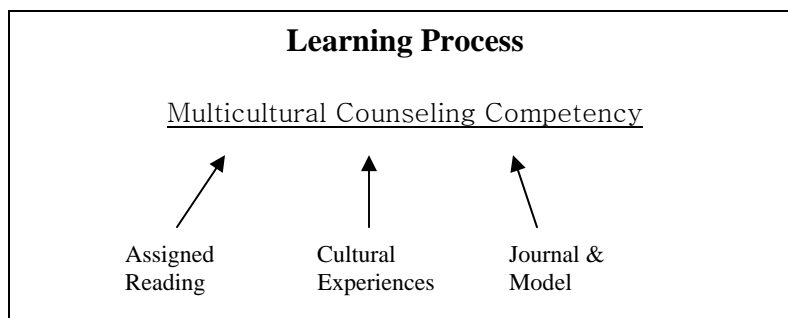


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Course Description. This course is an examination of cultural and other diversities, sensitization of students to personal and societal attitudes and values, as well as an increase of their awareness of current models of multicultural assessment and intervention. Topical areas addressed in the course are: culture, ethnicity, religion, socio-economic status, worldview, gender, age, disability, and sexual orientation and the convergence of these concepts and the implications of same. The course additionally emphasizes the complexity of multiple minority status, and indigenous treatments; and looks at a model for developing competency in providing counseling services to diverse clients. Recommended multicultural counseling resources and assessments, cultural awareness experiences, guidelines, and proposed cross-cultural competencies and objectives are discussed.

The course is a multidimensional approach to learning. It involves thoroughly reading the assigned textbook where the broad concepts of multicultural and diversity counseling are discussed in an organized and structured format and fieldwork gaining cultural awareness experiences. These experiences afford the participant the opportunity to gain real life insights and understandings of the different cultural or minority groups being studied. The learning process for the course is shown below:



As part of the course requirements, and at the core of this learning experience, students will prepare and maintain a journal for the assigned cultural experiences and develop a multicultural counseling competency model (Described in handout provided). Students should be prepared to discuss assigned readings from the text during class sessions, especially case studies and implications for counselors.

Grading will encompass participation in out of class cultural experiences; the quality of written journals in terms of content and application of course concepts; and the quality of the counseling competency model in terms of content, concept or theory development and application.

Special Note: This course is designed to be a unique learning experience. Field experiences are central to the learning. The formal field visits involve going to the Winnebago and Omaha Indian Reservations, going to an African-American church, and having lunch at an immigrant family's Mexican restaurant in South Omaha. The rest of the visits are the student's choice, but must be a total of nine experiences in all

Course Goals. This course is designed to be a challenging academic and practical experience. The goal is for the course participant to grow as a result of this scholarly and experiential pursuit. The course is designed for students to become familiar with cultural and other diversities through study and practical experiences in the community; to develop sensitivity to personal and societal attitudes and values, as well as an increase of their awareness of current models of multicultural assessment and intervention. Students are expected to participate in at least seven of the cultural experiences.

Course Learning Objectives. Through intellectual dialogue and critical evaluation of course materials, class presentations and discussion, experiences in cultural communities or settings, and other sources of information, at the course conclusion, each participant should:

1. understand the concepts of culture, ethnicity, and minority groups;
2. understand multiculturalism as exclusive and inclusive concepts;
3. understand traditional and multicultural, or diversity, counseling approaches;
4. understand biases and other problems associated with IQ and other testing;
5. understand the concepts, and related implications, of prejudice, discrimination, stereotyping, and racism;
6. understand multicultural assessment;
7. understand the concepts of cultural transition, culture shock, and acculturation;
8. understand cultural or minority identity development and related counseling implications;
9. be familiar with issues relating to counseling individuals from racially diverse populations;
10. be familiar with gender issues in counseling;
11. be familiar with issues relating to counseling gay men and lesbians;
12. be familiar with issues relating to counseling older persons;
13. be familiar with issues relating to counseling persons with disabilities;
14. understand the processes and implications relating to the concept of the convergence of race, ethnicity, and gender and multiple identities in counseling;
15. be familiar with multicultural theories and counseling competencies; and
16. be able to develop a multicultural counseling competency model.

Evaluation of Learning Objectives. Course participants will be evaluated to determine whether or not the learning objectives are achieved. Evaluations include reflection papers focusing on learning objectives, cultural experience journals involving these objectives, and the application of theory and concepts (learning objectives) in the development of a multicultural counseling competency model. In total, these means of evaluations address all stated course learning objectives. Preparation for each cultural experience is essential if these objectives are to be met. In this regard, staying current in the assigned readings is very important.

Tasks to Complete. Learn about your own ethnicity and family history. Visit with relatives and develop an informal, personal biography. Focus on where your people came from, how they got here, and how they have achieved what they have. Identify values held by your immediate and extended family. Incorporate this information into your personal biography, the first part of the Competency Model.

Required Text: Robinson, Tracy L. *Convergence of Race, Ethnicity, and Gender: Multiple Identities in Counseling*. Prentice Hall, 2005.

Course Outline

Session One: Saturday, March 24th.

(Read Before Class Session) *An Introduction to Multicultural Counseling*
Chapter 1. Multiple Identities: Defined
Chapter 2. Multicultural Competencies and Skills
Chapter 3. Stated Identities

Session Two: Saturday, March 31st.

(Read Before Class Session)
Chapter 4. Native Americans and Alaskan Natives
Chapter 5. Latinos/Latinas
Chapter 6. People of African Descent
Chapter 7. People of Asian Descent, Native Hawaiians, and Pacific Islanders

Session Three: Saturday, _____.

(Read Before Class Session)
Chapter 8. Converging Race
Chapter 9. Converging Gender
Chapter 10. Converging Socioeconomic Class
Chapter 11. Converging Sexual Orientation
Chapter 12. Converging Physical Attractiveness, Ability, and Disability

Session Four: Saturday, _____.

(Read Before Class Session)
Chapter 13. Diversity in Relationships
Chapter 14. Mutuality, Empathy, and Empowerment in Therapy
Chapter 15. Diverse Counseling and Healing Strategies

Session Five: Saturday, _____.

(Read Before Class Session)
Epilogue

Gay Men & Lesbians, Trans-gendered, Bisexual

Learning Obj. # 16

Date/Time: _____ Location: _____

Details/Event: _____

Persons with Disabilities

Learning Obj. No. 18

Date/Time: _____ Location: _____

Details/Event: _____

Older Persons

Learning Obj. No. 17

Date/Time: _____ Location: _____

Details/Event: _____

Jewish Americans

Learning Objective No. 13

Date/Time: _____ Location: _____

Details/Event: _____

Optional

Date/Time: _____ Location: _____

Details/Event: _____

Course Requirements and Evaluations (Grading):

1. Grading:

Grading Scale:

100-97=A+
96-94=A
93-90=A-
89-87=B+
86-84=B
83-80=B-
79-77=C+

Possible Points:

Participation	40 points
Journal	40 points
Model	<u>20 points</u>
Total Possible Points	100 points

2. Academic Integrity Policy. The Doane College Academic Integrity Policy will be adhered to in this class. All projects and written materials will represent your own work. The use of other's ideas and words shall be properly cited. Please ask if you are unsure as to how or what a proper citation of a source is.



3. Critical Thinking. Remember, in seeking the elusive truth and trying to have better human relations through a better understanding of one another, we have two basic questions to ask:

How do you know?...What does it mean?

We truly hope that you will enjoy this learning experience.