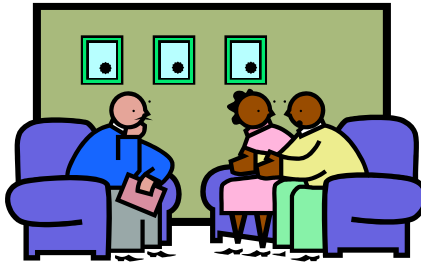


# Advanced Multicultural & Human Diversity Counseling

## COU 630

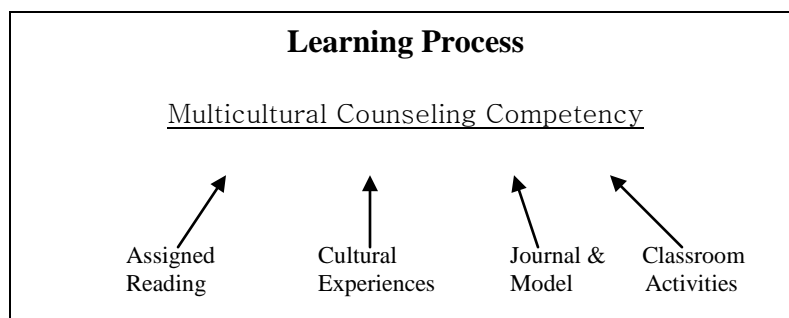
3 Credit Hours



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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 reading in the text and 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 in Omaha, and visiting with an immigrant family at their Mexican restaurant in South Omaha. The rest of the visits (four) are the student's choice, but **must be a total of seven 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.

**Prerequisite(s):**

Graduate Standing and Permission of the Instructor.

**Course Integrated in to the Program Requirements**

Mental Health Focus	Addictions Focus	School Focus
Required	Required	Required

**Course as Relates to External Requirements**

CACREP Requirements (2009)	Nebraska Licensure Addictions	NDEA Rule 20
Social and cultural diversity studies.	Social and cultural diversity studies.	Social and cultural diversity studies.

**Social and Cultural Diversity.** This course focuses on studies that provide an understanding of the social and cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and social and/or culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. 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;
- f. immersion experiences achieved through out of class visits to communities of interest, personal interactions, and outreach activities to peoples and communities outside of the counseling students' typical experiences, knowledge, and awareness; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression, exclusion, and discrimination.

**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. be familiar with 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. be familiar with issues relating to counseling persons in immigrant populations;
15. be familiar with issues relating to counseling persons of faith backgrounds different than one's own;
16. 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 required Multicultural Counseling Competency Model.

**Required Text:** Manning, M. Lee., Leroy G. Baruth. Multicultural Counseling and Psychotherapy: A Lifespan Approach. 5<sup>th</sup> Edition, Pearson Publishing, 2012. ISBN-13:978-0-13-707150-0. **Older edition is fine.**

There are FIVE primary learning outcomes for this course:

1. an understanding of multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
2. an understanding of attitudes, beliefs, perceptions, and acculturative experiences of culturally diverse clients and an understanding of notions of self of clients from social and/or culturally diverse backgrounds;
3. be familiar with theories of multicultural counseling, identity development, and social justice;
4. be familiar with individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies; and
5. an understanding of 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; and counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression, exclusion, and discrimination.

This Text and CACREP Standards

The following matrix illustrates the authors' opinion of how the content of this text relates to the eight core curricular areas in the 2009 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards.

CACREP Core Areas	Chapters in Text																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
I	X	X				X			X		X		X		X		X
II	X			X			X		X		X		X		X		X
III				X	X		X		X		X		X		X		
IV																	
V	X					X		X		X		X		X		X	
VI			X														
VII																	
VIII		X															

CACREP Core Areas

- I. Professional Orientation and Ethical Practice
- II. Social and Cultural Diversity
- III. Human Growth and Development
- IV. Career Development
- V. Helping Relations
- VI. Group Work
- VII. Assessment
- VIII. Research and Program Development

Book Chapters

- 1. Introduction to Multicultural Counseling and Psychotherapy
- 2. The Counselor's Cultural Identity
- 3. The Culturally Effective Counselor
- 4. Multicultural Human Growth and Dev.
- 5. Understanding African American Clients
- 6. Counseling African American Clients
- 7. Understanding American Indian Clients
- 8. Counseling American Indian Clients
- 9. Understanding Asian American Clients
- 10. Counseling Asian American Clients
- 11. Understanding European American Clients
- 12. Counseling European American Clients
- 13. Understanding Hispanic American Clients
- 14. Counseling Hispanic American Clients
- 15. Understanding Lesbian, Gay, Bisexual, and Transgender Clients
- 16. Counseling Lesbian, Gay, Bisexual, and Transgender Clients
- 17. Issues in Multicultural Counseling

## Course Outline

This course meets in the classroom for seven class sessions. There are two in the field class sessions and multiple field experiences students independently participate in. The total of course hours are as follows:

- Seven 4-hour classroom sessions = 28 hours
- Two field sessions (one at 6 hours; one at 4 hours) = 10 hours
- Four additional student field learning sessions (each session at three hours minimum) = 12 hours
- Additional required hours are 4 hours each week for completing reading assignments and 4 hours weekly for class preparation and reflective journal writing. These are required weekly hours in addition to formal class sessions, field sessions, and student field learning sessions 8 hours x 9 wks. = 72 hours.

**TOTAL COURSE HOURS = 122 hours**

**The first class session is the first Saturday of the Spring Term. Dates for the remaining six class sessions and weekend of activities will be determined during the first class meeting.**

Note: Additional short readings and articles may be assigned.

### **READ THESE ASSIGNED READING PRIOR TO START OF CLASSES:**

#### **Multicultural Counseling Overview**

Chapter 1 Introduction to Multicultural Counseling and Psychotherapy

Chapter 2 The Counselor's Cultural Identity

Chapter 3 The Culturally Effective Counselor

### **ASSIGNED READING FOR EACH WEEK OF THE ACADEMIC TERM:**

#### **Understanding and Counseling Clients in Multicultural Settings and Throughout the Lifespan**

Week One

Chapter 4 Multicultural Human Growth and Development

Week Two

Chapter 5 Understanding African American Clients

Chapter 6 Counseling African American Clients

Week Three

Chapter 7 Understanding American Indian Clients

Chapter 8 Counseling American Indian Clients

Week Four

Chapter 9 Understanding Asian American Clients

Chapter 10 Counseling Asian American Clients

Week Five

Chapter 11 Understanding European American Clients

Chapter 12 Counseling European American Clients

Week Six

Chapter 13 Understanding Hispanic American Clients

Chapter 14 Counseling Hispanic American Clients

Week Seven

Chapter 15 Understanding Lesbian, Gay, Bisexual, and Transgender Clients

Chapter 16 Counseling Lesbian, Gay, Bisexual, and Transgender Clients

#### **Professional Issues in Multicultural Counseling**

Week Eight

Chapter 17 Issues in Multicultural Counseling

Week Nine

Epilogue Multicultural Counseling and Psychotherapy

## **Cultural Experiences**

Read the relevant Chapter from the textbook prior to each Cultural Experience. Pay particular attention to the topics: Indigenous Treatment Methods, Counseling Implications and General Counseling Issues for each group of persons studied.

**Students are expected to participate in at least seven of the nine cultural experiences listed below:**

**Native Americans** (Required) Learning Objectives 9 & 15

Date/Time: Location: \_\_\_\_\_ **Winnebago & Omaha Indian Reservations**

Details/Event: See Course Documents on BlackBoard (<http://bb2.doane.edu>)

**African Americans** (Required) Learning Objectives 9 & 15

Date/Time: Location: \_\_\_\_\_ **Salem Baptist Church**

Details/Event: See Course Documents on BlackBoard (<http://bb2.doane.edu>)

**Latinos & Latinas** (Required) Learning Objectives 9 & 14

Date/Time: Location: \_\_\_\_\_ **Omaha, El Alamo Cafe**

Details/Event: \_\_\_\_\_

**Asian Americans** Learning Objective No. 9

Date/Time: \_\_\_\_\_ Location: \_\_\_\_\_

Details/Event: \_\_\_\_\_

**Arab Americans** Learning Objectives 14 & 15.

Date/Time: \_\_\_\_\_ Location: \_\_\_\_\_

Details/Event: \_\_\_\_\_

**Gay Men & Lesbians, Trans-gendered, Bisexual, (Required)** Learning Objective. No. 11

Date/Time: \_\_\_\_\_ Location: \_\_\_\_\_

Details/Event: \_\_\_\_\_

**Persons with Disabilities** Learning Objective. No. 13

Date/Time: \_\_\_\_\_ Location: \_\_\_\_\_

Details/Event: \_\_\_\_\_

**Older Persons**

Learning Objective. No. 12

Date/Time:\_\_\_\_\_ Location:\_\_\_\_\_

Details/Event:\_\_\_\_\_

**Jewish Americans (Required)**

Learning Objectives 15 & 16.

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 20 points
- 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.