

Multicultural Counseling

7P: 235

Spring 2002

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Course Overview:

This course serves as an introduction to multicultural issues in counseling theory, practice, and research. Participants in the course will be exposed to various multicultural theories and paradigms relevant to working with diverse communities in the United States. The course also is experiential and will allow students an opportunity to learn about themselves and others through immersion and contact experiences.

Objectives:

- Learn about racial/ethnic/minority issues
- Be exposed to issues related to sexual orientation, religious, and social class diversity
- Understand the Multicultural Counseling Competencies
- Comprehend theoretical frameworks to understand diversity

Texts:

Ponterotto, Casas, Suzuki, & Alexander (2001). *Handbook of Multicultural Counseling (2nd Edition)*. Thousand Oaks: Sage Publishers

Suggested Text: Sue and Sue (1999). Counseling the Culturally Different (3rd Edition).

Other readings as assigned.

Format of the course:

Students in the course will be expected to have readings completed on the date that they are due. The class is framed to invite discussion and participation from students. Hence, discussion will be an important part of the course and evaluation of the student's performance. The course will have didactic portions at the beginning of class to elaborate on theories and readings.

The second part of the course will focus on relevance to practice and research and will invite students to integrate in-class information to clinical applications.

Assignments:

Paper Assignments: Papers will be expected throughout the course. Papers should follow these general rules:

1. Paper length does not refer to title page or references.
2. Papers should follow APA guidelines for format.
3. Papers should be stapled in the upper left-hand corner. Please do not turn in papers with binders or folders of any sort.
4. 1 inch margins only. Use something similar to 12 point Times font.
5. Papers will be due at the beginning of class on the date due.

ASSIGNMENT 1 (3 parts): Multicultural Genogram

Your history of relationships with people of diversity will be explored in this assignment to create a greater self-awareness. The Multicultural Genogram is an important diagnostic tool in examining historical interactions across generations related to diversity. It is a graphic representation of the multigenerational family diversity tree. When used effectively, it can reveal covert multicultural attitudes, experiences, etc., or can help you examine overt experiences of diversity in relation to your own present day attitudes. The visualization of the family diversity tree can help you identify recurring themes and behaviors that flow from one generation to the next.

[Tools and Information for Completion of the Multicultural Genogram](#)

1. Write out the first names of all family members for at least two or three generations. Include gender and approximate age.
2. Fill in the ethnic/racial/religion/language/affectional affiliation/disability of any relationships in your family tree. Also include inter ethnic/racial, etc. relationships.
3. Identify for each generation any interpersonal relationships that are diverse from the family and the level of interaction with these relationships. Example: close friends, as family members, distant friends, only at work relationships, etc.
4. Identify any teachings, thoughts, rules, or vivid experiences, feelings and stories along with perceptions of diversity that have been passed on from generation to generation about any group that was diverse from the family.
5. Make notations regarding occupations, demographics of residential areas, and any significant changes in life course throughout each generation that created changes in beliefs or interactions with persons diverse from the family throughout each generation.

Symbols

Basic relationship symbols as they relate to perceived relationships of diversity (relationships can either be distant or close or imagined) (Develop your own symbols to represent these terms. Provide the instructor with a key to the symbols.)

Close Distant Conflictual Enmeshed Estranged

Abbreviations for Diverse Relationships:

African American: Afr-A

Latino (a): La-(then, group)

Asian: As

Native American Na-A

White Wh-(ethnic group)

Affectional/ Aff-Aff

Affiliation Religion Re-(name of religion)

Language L-(then, language spoken)

Gender M/(male) F/(female)

Even though this assignment is heavily focused on the Multicultural Genogram, the following information is to be included in the written portion of the assignment.

This paper is to be written in four sections and should be 8-10 pages:

Section 1:

Includes the values, customs etc. of the group of diversity that best identifies you. For some of you, this will include more than one diverse group and for others it may only include the group you most identify in relation to yourself or family. Such information about the groups of diversity are available in the library. Be thorough in your description of the factors that describe your chosen group. Also include any ethnic/racial perceptions/stereotypes your chosen group may have about other groups.

Section 2:

Includes a thorough description of your Multicultural Genogram in a story format. This section can include any opinions, interpretations and attitudes along with perceptions that you may have discovered about each generation. This section should also include any issues related to diversity that have been passed on from generation to generation (positive or negative).

Section 3:

Includes a comparison of section 1 to section 2 to evaluate whether or not any of the factors that describe the ethnic group you have chosen are apparent throughout the generations. If not, what values have your generations kept for themselves. Example: group versus individualism, time orientation versus being, etc.

Section 4:

Includes a discussion of what your personal beliefs include and how they compare to the other three sections of the paper. In this section you are also to include any changes you have made in interacting with relationships of diversity. In addition, you are to include any areas in need of remediation for professional practice and any areas of limitations when working with people of diversity.

Reference Source:

Hardy, K. V., & Laszloffy, T. A. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21 (3), 227-237.

Generational Interview should be 8-10 pages

You should interview a person who is over 55 years of age, whom you perceive as being culturally different than yourself, on their experiences growing up as it relates to racism, gender, and class inequality. Encourage him/her to talk about what they perceived to be the similarities and differences between men and women when they were 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, age and gender of siblings, parent and extended family, location of residence, historical events, and adult role models.

Write a concluding section that compares the growing up experiences of the person you interviewed with your own. Remember to note differences and similarities between their description of what was expected of them and yourself.

ALL PARTS DUE MARCH 11TH

ASSIGNMENT 2: Reaction to Novel/Book

Students in the course will be encouraged to select a novel pertaining to a multicultural/diversity topic/group/ or community.

Before starting on the book reaction project, please consult with the instructors to make sure that no one else is reading the same text.

The assignment will be to complete a 5 page summary and reaction to the book. Students should discuss the following:

1. Why they selected the book.
2. Personal relevance of the book.
3. Any salient or significant knowledge or information gained from reading the book.
4. How the book could contribute to their multicultural competency.

Due: Anytime before the end of the semester.

ASSIGNMENT 3: Journal

The journal should be a regular and systematic means by which you will reflect upon the readings and discussions in this course, your learning, yourself, and what you observe outside of the classroom -- at your place of work, in other classes, where you live, in the media, in the society and world as a whole. The typical form for your journal in this class should be typed (by computer). You should journal frequently, at least once a week or more; some weeks you may have more entries than others. In addition, you may also want to include relevant materials from the media, with you comments or analysis of what you have read or what you have seen. You should relate your observations, when appropriate, to relevant ideas and constructs considered in this course.

The material in your journal will be treated confidentially and with respect. What you write will be read only by the instructor.

What you think and feel belongs to you, and ethically, it will not be shared with others.

The following are provided as guidelines to keep in mind as you do your journal:

1. Present the issue(s) you had a reaction to in class, readings, etc. ; What was your reaction to the issue (anger, happiness, etc.)
2. Keep in mind the way you shop and how you make decisions about what you buy. These journal entries could be a type of shopping log, not so much what you buy, but the thoughts and feelings revolving around being a classed person and a consumer in the United States.
3. Reactions and thoughts about events around you or something that has happened to you personally.

Due at the beginning of class each week.

ASSIGNMENT 4: Final Paper:

The final paper will be a 18-20 page paper that students will allow students to integrate multicultural competencies into their theoretical framework for counseling. Students should address the following:

1. Your theoretical perspective and how therapy is conducted.
2. How their theoretical perspective changes with the incorporation of multicultural competencies.
3. What you believe are your multicultural competencies and your areas of multicultural growth.
4. What are the strengths and limitations of your theoretical perspective based upon one multicultural group (e.g., women, gender, sexual orientation, race, ethnicity).
5. How diagnosis and therapy outcomes change with the incorporation of multicultural competencies (e.g., in session behaviors)
6. Discussion of their current strengths as a multiculturally competent counselor and their growth edges.
7. Application of your theoretical orientation to a case study.

Due on May 13th.

GRADING:

Grading will be the following:

Multicultural Genogram/Interview	25 points	A=90-100
Book/Novel Reaction	20 points	B=89-80
Journal	15 points	C=79-70
Final Paper	40 points	
Total	100 points possible	

Date Topic/Readings

1-28 Introduction

Multicultural Counseling Defined

Worldview

Sue, D. W., & Sue, D. (1999). *Counseling the culturally different: Theory and practice* (3rd ed.). New York: John Wiley & Sons, Inc. Chapter 8: Dimensions of Worldviews

Helms, J.E. (1994). The conceptualization of racial identity and other "racial" constructs. *In Human Diversity: Perspectives on people in context.*

Yee, A.H., Fairchild, H.H., Weizmann, F., & Wyatt, G.E. (1993). *Addressing psychologists problem with race.* Handbook chapter 23

Betz, N.E., & Fitzgerald, L.F. (1993). *Individuality and diversity: Theory and research in counseling psychology.*

Pedersen, P.B. (1991). *Multiculturalism as a generic approach to counseling.*

Reynolds, A.L., & Pope, R.L. (1991). *The complexities of diversity: Exploring multiple oppressions.*

Lott, J.T. (1993). *Policy purposes of race and ethnicity : An assessment of federal racial and ethnic categories*

Office of management and budget (1997, October 30). *Revisions to the standards for the classification of federal data on race and ethnicity: Notices*

2-4 White Americans/Privilege

Sue, D. W., & Sue, D. (1999). *Counseling the culturally different: Theory and practice* (3rd ed.).

New York: John Wiley & Sons, Inc. Chapter 7: White Racial Identity Development

Handbook chapter 17, 39

Harris, C.I. (1995). Whiteness as property. *In Critical Race Theory.*

Ferber, A.L. (1998). *Constructing whiteness: The intersections of race and gender in US white supremacist discourse.*

2-11 African Americans

Steele, C.M. (1997). *A threat in the air: How stereotypes shape intellectual identity and performance.*

Sue, D. W., & Sue, D. (1999). *Counseling the culturally different: Theory and practice* (3rd ed.).

New York: John Wiley & Sons, Inc. Chapter 11: Counseling African Americans

Gregory, S. (1992). *The changing significance of race and class in an African-American community.*

Takaki, R. (1993). *A different mirror.* Chapter 5: No more peck o corns.

2-18 Asian Americans

Articles: *Asian American acculturation; The Korean Diasporic Experience; Racial Identity and Reflected Appraisals; Unidimensional versus Multidimensional approaches to the Assessment of Acculturation; Holding on and letting go; The role of Acculturation in the career adjustment of Asian American workers (In Cultural Diversity and Ethnic Minority Psychology, August 2001).*

Sue, S., & Okazaki, S. (1990). Asian-American Educational Achievements: A phenomenon in search of an explanation. *American Psychologist*

Tracey, T.J., Leong, F.T.L., & Glidden, C. (1986). Help seeking and problem perceptions among Asian Americans.

2-25 Latino Americans

Sue, D. W., & Sue, D. (1999). *Counseling the culturally different: Theory and practice* (3rd ed.). New York: John Wiley & Sons, Inc. Chapter 14: Counseling Hispanic Americans (286-303)

Lopez-Baez, S. I. (1997). Counseling interventions with Latinas. In C. C. Lee (Ed.), *Multicultural issues in counseling: New approaches to diversity* (2nd ed., 257-267). Alexandria, VA: American Counseling Association.

Constantine, M. G., & Barón, A. (1997). Assessing and counseling Chicano(a) college students: A conceptual and practical framework. In C. C. Lee (Ed.), *Multicultural issues in counseling: New approaches to diversity* (2nd ed., 295-314). Alexandria, VA: American Counseling Association.

Handbook chapter 33

Zayas, L.H., Salori, F. (1994). *Early childhood socialization in Hispanic families: Context, culture, and practice implications.*

3-4 Native Americans

Sue, D. W., & Sue, D. (1999). *Counseling the culturally different: Theory and practice* (3rd ed.). New York: John Wiley & Sons, Inc. Chapter 13: Counseling American Indians and Alaskan Natives

Zinn, H. *People's History of the United States, Chapter 1*

Nagayama-Hall & Borongan, *Chapter: Native Americans*

3-11 Religion - Focus: Islam GENOGRAM PAPER DUE

Rasheed, S., Liu, W., & Humeidan, M.A. (in progress). Islam 101: Understanding the Religion and Counseling Implications
Esposito, J.L. (1991). *Islam: The straight path*. Chapter 1, 3, 5.

3-18 SPRING BREAK

3-25 Gender: Focus on Feminism and Men and Masculinity

Handbook chapter 37

True, R.H. (1990). *Psychotherapeutic issues with Asian American women*.

Kim, E.J., O'Neill, J.M., & Owen, S.V. (1996). *Asian-American men's acculturation and gender-role conflict*.

Levant, R.F. (1996). *The new psychology of men*.

Blier, M.J., Atkinson, D.R., & Geer, C.A. (1987). *Effect of client gender and counselor gender and sex roles on willingness to see the counselor*.

Weisbuch, M., Beal, D., & O'Neal, E.C. (1999). *How masculine ought I be? Men's masculinity and aggression*.

Thompson, E.H., Jr., & Pleck, J.H. (1986). *The structure of male role norms*.

Torres, J.B. (1998). *Masculinity and gender roles among Puerto Rican men: Machismo on the U.S. mainland*.

Robertson, J.M., & Fitzgerald, L.F. (1992). *Overcoming the masculine mystique: Preferences for alternative forms of assistance among men who avoid counseling*.

O'Neil, J.M. et al. (1986). *Gender-role conflict scale: College men's fears of femininity*.

Mosher, D.L., & Tomkins, S.S. (1988). *Scripting the macho man: Hypermasculine socialization and enculturation*.

Harris, I., Torres, J.B., & Allender, D. (1994). *The response of African American men to dominant norms of masculinity within the United States*.

Wade, J.C. (1996). *African American men's gender role conflict: The significance of racial identity*.

Coley, R.L. (2001). *(In)visible men: Emerging research on low-income, unmarried, and minority fathers*.

4-1 Lesbian/Gay/Bisexuals/Transgendered

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research and practice*.

San Francisco: Jossey-Bass Publishers. CHAPTER 6: Gay, Lesbian, and Bisexual Identity Development (89-106)

Reynolds, A. L. & Hanjorgiris, W. F. (2000). Coming out: Lesbian, gay, and bisexual identity development. In R. M. Perez, K. A. DeBord, & K. J. Bieschke (Eds.), *Handbook of counseling and psychotherapy with lesbian, gay, and bisexual clients* (pp. 35-55). Washington, DC: American Psychological Association.

Fassinger, R. E. (2000). Applying counseling theories to LGB clients: Pitfalls and possibilities. In R. M. Perez, K. A. DeBord, & K. J. Bieschke (Eds.), *Handbook of counseling and psychotherapy with lesbian, gay, and bisexual clients* (pp. 107-131). Washington, DC: American Psychological Association.

Fukuyama, M. A., & Ferguson, A. D. (2000). Lesbian, gay and bisexual people of color: Understanding cultural complexity and managing multiple oppressions. In R. M. Perez, K. A. DeBord, & K. J. Bieschke (Eds.), *Handbook of counseling and psychotherapy with lesbian, gay, and bisexual clients* (pp. 81-105). Washington, DC: American Psychological Association.

Handbook chapter 36

Chan, C.S. (1989). *Issues of identity development among Asian American lesbians and gay men*.

Mohr, J.J., Israel, T., & Sedlacek, W.E. (2001). *Counselors attitudes regarding bisexuality as predictors of counselors clinical responses: An analogue study of a female bisexual client*.

4-8 Ecological Model

Bronfenbrenner, U. (1993). The ecology of cognitive development: Research models and fugitive findings.

Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research Perspectives.

4-15 Identity Models

Handbook chapter 20, 21

Articles: *Psychological Nigrescence revisited; Cross's Nigrescence Model; Nigrescence Theory (In Journal of Multicultural Counseling and Development, July 2001)*.

Helms, J.E. (1996). *Toward a methodology for measuring and assessing racial as distinguished from ethnic identity*.

Yeh, C.J., & Hwang, M.Y. (2000). *Interdependence of ethnic identity and self: Implications for theory and practice*.

Frable, D.E.S. (1997). *Gender, racial, ethnic, sexual, and class identities*.

4-22 Acculturation

Handbook chapter 22

Liu, W.M., Pope-Davis, D.B., Nevitt, J., & Toporek, R.L. (1999). *Understanding the function of acculturation and prejudicial attitudes among Asian Americans*.

- Pope-Davis, D.B., Liu, W.M., Ledesma-Jones, S., & Nevitt, J. (2000). *African American acculturation and Black racial identity: A preliminary investigation*.
- LaFromboise, T., Coleman, H.L.K., & Gerton, J. (1993). *Psychological impact of biculturalism: Evidence and theory*.
- Ryder, A.G., Alden, L.E., & Paulhus, D.L. (2000). *Is acculturation unidimensional or bidimensional? A head-to-head comparison in the prediction of personality, self-identity, and adjustment*.

4-29 Multicultural Competencies

Handbook chapter 25, 26, 27, 28

- Pope-Davis, D., & Nielson, D. (1996). *Assessing multicultural counseling competencies using the multicultural counseling inventory: A review of research*.
- Coleman, H.L.K., Wampold, B.E., & Casali, S.L. (1995). *Ethnic minorities' ratings of ethnically similar and European American counselors: A meta analysis*.
- Thompson, C.E., Worthington, R., & Atkinson, D.R. (1994). Counselor content orientation, counselor race, and black women's cultural mistrust and self-disclosures.
- Sue, S., & Zane, N. (1987). *The role of culture and cultural techniques in psychotherapy: A critique and reformulation*.
- Sue, D.W. (2001). *Multidimensional facets of cultural competence*.
- Sue, S. (1998). *In search of cultural competence in psychotherapy and counseling*.
- Hall, G.C.N. (2001). *Psychotherapy research with ethnic minorities: Empirical, ethical, and conceptual issues*.

5-6 Social Class Theory CASE STUDY WILL BE HANDED OUT

Liu, W.M., et al. (in progress). *The social class worldview model*.

- Stillson, R.W., O'Neil, J.M., & Owen, S.V. (1991). *Predictors of adult men's gender role conflict: Race, class, unemployment, age, instrumentality-expressiveness, and personal strain*.
- Lunt, P. (1996). *Rethinking the relationship between economics and psychology*.
- Peterson, S. (2000). *Multicultural perspective on middle-class women's identity development*.
- Lin, N. (1999). *Social networks and status attainment*.
- Furnham, A. (1984). *The protestant work ethic: A review of the psychological literature*.
- De la Cancela, V. (1985). *Toward a sociocultural psychotherapy for low-income ethnic minorities*.
- Furnham, A. (1997). *The relationship between work and economic values*.
- Dittmar, H. (1994). *Material possessions as stereotypes: Material images of different socio-economic groups*.
- Grella, C.E. (1990). *Irreconcilable differences: Women defining class after divorce and downward mobility*.

5-13 Finals Week Final Paper Due

All final assignments are due

Suggested Books:

Abzug, R. H. (1985). *Inside the vicious heart: Americans and the liberation of Nazi concentration camps*. New York: Oxford University Press.

Catañeda, C. (1977). *The teachings of Don Juan: A Yaqui way of knowledge*. New York: Pocket Books.

Erdich, Louise - Love Medicine

Griffin, C. W., Wirth, M. J., & Wirth, A. G. (1996). *Beyond acceptance: Parents of lesbians and gays talk about their experiences* (Revised and Updated Edition). New York: St. Martin's Griffin.

Kingsolver, Barbara - Pigs in Heaven, Poisonwood Bible

Morrison, Toni - Sula, Jazz, The Bluest Eye, Beloved

Nardi, P. M., Sanders, D., & Marmor, J. (1994). *Growing up before Stonewall: Life stories of some gay men*. London: Routledge.

Reid, J. (1976). *The best little boy in the world*. New York: Ballantine Books.

Savin-William, R. C. (2001). *Mom, dad, I'm gay: How families negotiate coming out*. Washington, DC: American Psychological Association.

Suskind, R. (1998). *A hope in the unseen: An American odyssey from the inner city to the Ivy League*. New York: Broadway Books.

Tan, Amy - Joy Luck Club

Tsukiyama, Gail - Women of Silk

White, M. (1994). *Stranger at the gate: To be gay and Christian in America*. New York: Plume Book.