

CPSY 5503 - Multicultural Counseling Spring 2002

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Office hours: Tuesday, 3:30-5:00; Wednesday, 10-12; or by appointment

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This course is designed to introduce students to multicultural issues involved in counseling and professional psychology. Much discussion, even controversy, continues today regarding what multiculturalism is and how it affects people, including clients and counselors. The course will emphasize both the cultural components and the social/political nature of several social groups in the United States as based on race, ethnicity, gender, class, and sexual orientation. Topics of prejudice and discrimination as well as cultural differences among and within these groups will be discussed. Issues related to multiple memberships across these groups as well as mixed group membership (e.g., multiracial) also will be explored. Finally, the process of becoming an effective multicultural counselor or psychologist in terms of becoming more aware of the values and customs of persons from other racial/ethnic groups will be emphasized. Self-awareness of ones perceptions, preconceptions, expectations, and behaviors towards various social groups, including ones own groups, will be included.

The course includes both didactic and experiential components. That is, to become more skillful in an area of knowledge, one must have both a scholarly base in that area as well as participate in discussions and other activities that expand that base. Thus, the readings, class lectures and activities are designed to create a greater understanding of the experiences of people from various social groups at both intellectual and affective levels.

Specific objectives covered in the course include:

- a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- c. conceptualization, diagnostic, and intervention strategies for working with diverse populations and racial/ethnic groups;
- d. professional roles in social justice, advocacy, and cultural self-awareness as these address various systems, especially institutional and social barriers that impede access, equity, and success for clients;
- e. the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of people;
- f. theories of multicultural counseling, theories of identity development, and multicultural competencies
- g. importance of research and assessment, including the opportunities and difficulties of conducting research and assessment across diverse groups
- h. ethical and legal considerations of multicultural counseling

Required Text

Sue, D. W., & Sue, D. (1999). Counseling the culturally different: Theory and practice (3rd Ed.). New York: John Wiley and Sons.

Anderson, M. L., & Hill Collins, P. (2001). Race, class, and gender: An anthology. Belmont, CA: Wadsworth.

Required Readings

See attached list. Readings are on reserve at the OSU library.

Course Requirements/Grading Policies

<i>Course Requirement</i>	<i>Percentage of Grade</i>
Class Participation/Attendance	10%
Reaction papers	25%
Research paper	20%
Class presentation	10%
Mid-term Exam	15%
Final exam	20%

Grading Standards:

<i>Course Grade</i>	<i>Total Percentage Earned</i>
"A"	90-100
"B"	80-89
"C"	70-79
"D"	65-69
"F"	64 or less

Grading Expectations:

Attendance

Attendance for each class meeting is a professional obligation. Therefore, if for some reason you will be late or are not able to attend a class meeting, you must notify the instructor before the class (in person or via phone message). Failure to follow this procedure may result in a lowering of the final grade by 5 points (one-half letter grade). Also, if there is more than one absence, this may result in the lowering of the final grade by 5 points (one-half letter grade) for each absence. Steps for dropping the course are contained in the Oklahoma State University catalogue.

Testing

Students are expected to be present for the administration of tests. If for some reason you are not able to take a test, you must notify the instructor before the test in order to make other arrangements. Make-ups will be arranged on an individual basis at the discretion of the instructor.

Academic Dishonesty and Misconduct

Academic dishonesty and misconduct, as defined by Oklahoma State University, will not be tolerated. Procedures for dealing with any fraudulent academic behavior have been outlined by Oklahoma State University and will be followed for this course.

Accommodations for People with Disabilities

If any member of the class feels that he or she has a disability and needs relevant accommodations of any nature whatsoever, the instructor will work with you and the Office of Disabled Student Services, 326 Student Union, to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of any such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period.

Research Papers/Class Presentations

Each student will be required to write a paper about a multicultural issue of interest to him or her. Papers must be typed, double-spaced, and should follow APA guidelines (see APA Publication Manual, 5th Edition). They should be about 8-10 pages in length (*not* including references). Topics must be approved by the instructor in advance of completion of the paper.

Evaluation of paper will be based on:

- 1) appropriateness of topic to course
- 2) knowledge and extensiveness of material covered
- 3) format requirements (length, APA guidelines)
- 4) evidence of scholarly research
- 5) completeness of paper

Each student also will present his or her paper to the class for approximately 5-7 minutes. Presentations will occur in the

latter part of the semester. Each presenter must provide a relevant bibliography for each class member and the instructor. Handouts summarizing important points of the presentation are strongly encouraged.

Evaluation of presentation will be based on:

- 1) knowledge of topic
- 2) ability to convey knowledge
- 3) organization
- 4) overall presentation

Reaction Papers

Because a central aspect of the course is to encourage heightened self-awareness regarding multicultural issues, one way of allowing you a safer space to explore your thoughts and feelings throughout the semester is by writing reactions papers. For example, you may note over the course of the semester particular reactions to events, comments, and stories that you witness/hear about either in class, in the media, in your workplace, etc. that are relevant to race, social class, sexual orientation, etc. Writing these thoughts and feelings down can help you gain important insights about such reactions and help you more clearly understand the nature of your feelings as well as those of other individuals. Writing also is helpful for processing your thoughts and reactions to the readings and class discussions of the course.

Reactions papers will be several times throughout the semester and evaluated for quality, reflectivity, and completeness (minimum length is 3-4 pages). Typewritten entries are preferred, but not required.

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January 15	Introduction to course Sue & Sue, Ch. 1, 2; Anderson and Hill Collins, Introduction, Ch. 1, 5, 6
January 22	Race, class, and gender in the U.S. S & S, Ch. 3, 4; A & HC, Ch. 7, 9, 13, 19, 36
January 29	Native Americans/American Indians S & S, Ch. 13; A & HC, Ch. 4, 42, 50, 66 First reaction paper due
February 5	African Americans S & S, Ch. 11; A & HC, Ch. 12, 17, 33, 59
February 12	Latinos/as S & S, Ch. 14; A & HC, Ch. 2, 10, 28, 38 Second reaction paper due; Research paper topic due
February 19	Asian Americans S & S, Ch.12; A & HC, Ch. 22, 27, 35, 52
February 26	White/European Americans S & S, Ch. 7; A & HC, Ch. 8, 11, 47, 49 Third reaction paper due
March 5	Intervention strategies S & S, Ch. 6, 8, 9; A & HC, Ch. 64, 67; Helms & Cook
March 12	Mid-Term Examination
March 19	No class Spring Break
March 26	Sexual orientation A & HC, Ch. 53, 54, 55, 57; Hancock Fourth reaction paper due

April 2 Racially mixed people
A & HC, Ch. 48; Miville et al.
Multiple-group membership
A & HC, Ch. 18, 20, 26, 43, 46, 51; Greene

April 9 Ethical issues; Intervention strategies
S & S, Ch. 10; A & HC, Ch. 68, 69; LaFromboise et al.
Fifth reaction paper due

April 16 Research and Assessment
Rogler; Padilla & Medina

April 23 **Research paper due; Class presentations; Final exam handed out**

April 30 **Class presentations continue**

May 6 **Final Exam due by 5 p.m.**