

# CPSY 679 Multicultural Counseling

Fall 2000

INSTRUCTOR: Linda Castillo, Ph.D.  
712 Harrington

## CONTACT:

Phone: 845-0891

E-mail: [lcastillo@coe.tamu.edu](mailto:lcastillo@coe.tamu.edu)

OFFICE HOURS: TTR 2-4

## TEXTS:

Barndt, J. (1991). Dismantling racism: The continuing challenge to White America. Minneapolis, MN: Augsburg Fortress

Helms, J. E. (1992). A race is a nice thing to have. Topeka, KS: Content Communications.

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

OTHER READINGS: On reserve in department office.

ATTENDANCE: Regular attendance is mandatory. If you must miss a class due to illness or any other events, please notify the instructor. Please note that frequent absence from class may influence your grade in this course.

SPECIAL NEEDS: If you have educational needs because of a learning disability or other disability contact the Department of Student Life Services, Services for Students with Disabilities, Koldus Building Room 126 or call 845-1637.

## COURSE OBJECTIVES:

1. Present an overview of the multicultural counseling and therapy field.
2. Examine one's own cultural heritage and how this heritage might play itself out in the counseling relationship.
3. Examine the issues of individuals and groups from varying cultural backgrounds.
4. Demonstrate basic skills in assessing ethnic identity and acculturation level of clients.
5. Understand how White privilege and racism impact people of color in the US politically, economically, and psychologically and how it can impact the client-therapist relationship.

## COURSE REQUIREMENTS:

### Cultural Knowledge Project (10%)

For each cultural group we study, student groups will prepare a brief presentation about that cultural group. The purpose of this assignment is to have a "realistic" understanding (versus an academic understanding) of different cultures. You are encouraged to be creative about this project. Past projects have included African American hair, bilingual children's books, and Native American music.

### Project requirements:

1. Presentations must be 20-30 minutes
2. Explain why you chose the topic
3. Explain how it helps you to understand the culture
4. Provide appropriate background information

Helms Assignments: You are required to read the Helms text and complete assigned exercises. Throughout the semester, you will share your thoughts, questions, and/or experience of completing the exercises. **(10%)**

Journal: You are required to keep a weekly journal on your experiences in the class. **(10%)**

Midterm Paper: A clinical case will be given to you in order to assess your skills in ethnic identity assessment and clinical interventions. **(30%)**

Final Paper: This paper will assess what you have learned throughout the semester. Various topics will be emphasized. **(40%)**

GRADING: A = 90 –100%

B = 80 – 89%

C = 70 – 79%

F = 69% and below

**TENTATIVE TOPICS & READING ASSIGNMENTS (reading assignments are for the following week):**

1. Introductions & Introduction to MC Field (Sue & Sue 1-2; Helms 1-3)
2. Cultural Story Telling Exercise (Sue & Sue, 6-8; Helms 6-7)
3. White and Ethnic Identity Models (Sue & Sue 11; African American Culture Packet)
4. African American culture (Sue & Sue 12; Asian American Packet)
5. Asian American culture (Sue & Sue 13; American Indians Packet)
6. American Indian culture (Sue & Sue 14; Latino/a Packet)
7. **Midterm paper due; NO CLASS**
8. Latino/as culture (Biracial Packet)
9. Biracial Issues (Sue & Sue 15; Gender Packet)
10. Gender Issues (Sue & Sue 15; GLB Packet)
11. Sexual Orientation Issues (Privilege Packet; Helms 8-9; Barndt 1-3)
12. White Privilege in the US (Barndt 4-5)
13. **Thanksgiving NO CLASS**
14. Color of Fear video & Wrap up (Competencies Packet for self-reference)
15. **Final Paper due**