

EDP 381 Multicultural Counseling

Spring 2002

W 4:30-7:30 p.m. SZB 268

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* Students are encouraged to sign-up for office hours; the sign-up book is in SZB 262

Required Texts:

Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (2002) Handbook of Multicultural Counseling, 2nd Edition. Sage: Thousand Oaks, CA.

Readings packet from IT Copy.

Course Description:

The course will introduce students to the history and development of multicultural counseling as an area of study in counseling psychology. Key topics for better understanding diverse clients will be presented, such as acculturation, ethnic and racial identity development, racism, oppression, and privilege. Additionally, professional issues in multicultural counseling such as ethics, research design/methodology, therapy/counseling issues, and career counseling issues will be discussed. Finally, an introduction to knowledge-building will take place; while this process will focus mainly on ethnic/racial minority groups in the U.S., some exploration of broader diversity topics relating to sexual orientation, disability, and gender will take place.

Course Objectives

To provide students with an atmosphere in which they can explore their world views and the world views of others. To increase students self-awareness, knowledge, and skills in the area of diversity and multicultural issues in assessment, research, therapy and counseling.

ADA Compliance Statement:

Special needs: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Dean of Students at 471-6259, 471-4641 TTY. If they certify your needs, I will work with you to make appropriate arrangements.

Assignments

10% Class Participation: Students are expected to attend every class session. More than one absence will result in the lowering of your class participation grade thereby affecting your overall average. Please inform the instructor if you plan to be absent. Students are expected to read all assigned materials, come to class prepared to discuss the readings, and to participate in class exercises and assignments.

20% Cultural Autobiography: Write a paper describing your cultural roots/heritage. The project asks you to consider your ethnic, racial, gender, and socioeconomic experiences in the United States. Include your religious, spiritual, and cultural values. Describe the impact of these factors on your values/worldview and counseling styles. Include specific life experiences that you consider relevant. **Please refer to handout for specifics. Page limit: 6-8 pages, double-spaced, 12 pt. font. Due February 13, 2002.**

10% Journals: Students will make journal entries that reflect upon their reactions to the readings and experiences in the course. The minimum requirement is five journal entries. Entries should be made on an on-going basis. Periodic entries may be made during class, so journals should be brought to class. Journals will be graded on completion only, not on content. However, the instructor may write comments/feedback to students.
Due: January 30, February 20, March 27, April 17, & May 1.

15% Reaction paper to Life Story chapter: Write a paper in reaction to one of the “Life Stories” chapters 1-13 in the text. Chapter selection will be decided in class. Also read one of the required or recommended articles in the Knowledge section that corresponds to the group from which the Life Stories author is a part. Please comment on any aspects of the persons life with which you could and could not identify, any feelings or issues that the reading brought up for you, and tell what you learned about the cultural group that the person is a part of and how you might use that knowledge in the future in counseling someone from that group or other ethnic/racial minorities. **Page limit: 4 pages, double-spaced, 12 pt. font. Due: March 6, 2002.**

20% Person-in-Culture Interview Paper: Conduct an interview with a member of one of the groups covered in class. Use reading materials (required and recommended) in this class to design your interview questions. Include a copy of your questions, format used to conduct the interview, what you learned about the person's culture, and references (used to develop questions). Also include a self-analysis in describing the interview including your level of comfort with and reactions to the process. **Please refer to handout for specifics. Page limit: 8-10 pages, double-spaced, 12 pt. font. Due April 10, 2002.**

25% Final Exam

A take home exam will be handed out on the last class day of the semester consisting of short answer and essay questions. **Due May 8, 2002.**

Note: All papers should be in APA style (including references). If you have questions, please consult the *Publication Manual of the American Psychological Association (5th ed.)* (2001). Available at the University Coop.

Course Outline and Assigned Readings

1/16	Course overview, Introductions Awareness: Terminology, Stereotyping, Stereotyping-Film clips Politically Correct Terms & Labels	In-class handouts
1/23	History of conceptualization of diversity and multiculturalism	Jackson (1995) Carter & Qureshi (1995) Fowers & Richardson (1996)
	Awareness(follow-up)	Lopéz, et al. (1989) Niemann (2001)-also Latinos
1/30	Worldview	Sue & Sue (1999) Ibrahim, et al. (2001) HMC2
	Multicultural Competence	Constantine & Ladany (2001) HMC2 Sue (2001) Ridley, et al. (2001)

Journal Due

2/6	Ethical Issues	Pederson (1995) Ridley, et al. (2001) HMC2
	Research design/methodology	Helms & Cook (1999a)

Being a good consumer of research Morrow, et al. (2001) HMC2
Quintana, et al. (2001) HMC2

2/13 Acculturation Kim & Abreu (2001) HMC2 (assessment)
Immigration patters, intra-group LaFromboise, et al. (1993)
differences Choney, et al. (1995) also-Native Am
Cultural Autobiography Due

2/20 Ethnic Identity Phinney (1990)
Casas (1995) -also Latinos
Sodowsky, et al. (1995) -also Asian Am
Journal Due

2/27 Racial Identity Helms (1995)
Cross & Vandiver (2001) HMC2
Carter (1997)

3/6 Racial Identity/Racism Kerwin & Ponterotto (1995)
Fischer & Moradi (2001) HMC2
Neville, H.A. (2001) HMC2
Tatum (1999a & 1999b)
Reaction Paper Due

3/13 SPRING BREAK NO CLASS

3/20 Privilege/Oppression/Racism McIntosh (2001)
Reynolds & Pope (1991)
Scheurich (1993)
DAndrea & Daniels (2001) HMC2

3/27 Privilege/Oppression/Racism Fine (1997)
Social Justice, Social Class Frye (2001)
Gans (2001)-social class
Mantsios (2001)-social class
Tatum (1999c)-social justice
Journal Due

4/3 Knowledge building Stevenson & Renard (1993)-African Am
* Also see recommended readings Erickson & Al-Timimi (2001)-Arab Am
Jackson (1997)-Arab Am
Liem, et al. (2000)- Asian Am

4/10 Knowledge building (continued) Comas-Díaz (2001)-Latinos
* Also see recommended readings McNeill et al. (2001)-Latinos
Sage (1997)-Native Am
Springwood & King (2001)-Native Am
Person-in-Culture Interview Due

4/17 Diversity issues: sexual orientation, Lowe, et al. (2001) HMC2-sexual
disability, gender orientation
*Also see recommended readings Bowman, et al. (2001) HMC2-gender

