

# Ed Psy 868 Multicultural Counseling

University of Nebraska-Lincoln, 1998-1999

**Program Affiliation:** Educational Psychology

**Credit Hours:** 3

**Professor(s):** Dr. Gargi Roysircar-Sodowsky

**Required Course for:** Masters & Doctoral In Counseling Psychology

Graduate students from other disciplines are welcome; they contribute to the diversity and scholarship of the class.

## RELATIONSHIP TO KNOWLEDGE BASE

This course broadly surveys theory, research, practice, professional issues, and challenges in multicultural counseling. The course consists of two components: (a)~information gathering through readings, writing, presentations, and class discussions; and (b) developing multicultural counseling conferences by counseling middle school students who are in English as a Second Language (ESL) classes. Both components are enhanced with group exercises, role playing, case presentations of ESL middle school clients, and videotape viewings.

## GOALS

Multicultural counseling is a specialty area which commands a large body of theoretical and empirical material. Some of the literature may evoke emotionally charged reactions in students. Having the opportunity to hear from fellow students about how they balance professional literature with personal reactions is an important overall goal. Although most would agree that the acquisition of multicultural knowledge and skills is the desired outcome of multicultural coursework, the literature in multicultural counseling competencies recommends that effecting personal change with regard to racial and cultural attitudes is an important long-range goal initiated by such a course. Consequently, the course contents are intended to raise multicultural awareness and help counselor-trainees learn how to form a multicultural counseling relationship.

## OBJECTIVES

1. To gain knowledge of theory and research in multicultural counseling.
2. To become aware of training, professional, and ethical issues in multicultural counseling.
3. To increase cultural self-awareness and intercultural sensitivity by recognizing and accepting one's own culture, values, and biases, as well as the differences that exist between and within cultural groups.
4. To be informed about racial and ethnic minority groups in the United States (U.S.), new immigrants from developing nations, and international people on U.S. campuses.

To gain minimal competence in counseling clients culturally different from the White~American dominant group.

## CONTENT OUTLINE

### Research Topics A and B

Please use the style of writing as shown by the Publication Manual of the American Psychological Association (APA) (1994, 4th ed.). Papers will be downgraded if this writing style is not approximated.

**A.** You will write an open-ended reaction paper (100 points) to the multicultural short stories/narratives/essays that are included in your course readings. This is an unstructured assignment, with the student having the responsibility to choose the direction of the paper. You will regard the chief characters as cases and discuss how you understand their struggles, joys, and growth within a racial, ethnic, cultural, and/or socioeconomic context. You will also emphasize how you as a person from a particular race, ethnicity, culture, and/or socioeconomic status responded/reacted to the issues of these characters who are different from you. Please note that this is a reaction paper, not a literary critique. This paper is due **September 21**.

**B.** The instructor has put together a package of 33 articles on instruments that measure acculturation and ethnic identity. You will read all the articles and rate the psychometrics (e.g., reliability and validity), usefulness, and other strengths of these measures on a rating form that you will be provided. Each rating of an instrument will be followed with a brief write-up provided by you which gives a justification for your rating (100 points). Assessment is an important area of research and practice in counseling psychology. This assignment makes you familiar with some topics in multicultural assessment. This assignment is due on **November 2**. Those

individuals who do not wish to do the above assignment will need to make an appointment with the instructor, so that other research topics can be decided upon.

### **C. Lectures and Discussions**

Four theoretical and research areas will be emphasized:

1. Multicultural Counseling Competencies and Multicultural Ethics (August and September)
2. Acculturation and Ethnic Identity (October)
3. Worldviews (November)
4. Black and White Racial Identity Development Models (November and December)

These topics are covered by the textbook and relevant articles provided by the instructor. All students will be required to co-teach (100 points for co-teaching) the topics with the instructor. The instructor will meet with each student to make teaching plans for a particular topic. Please make an appointment with the instructor whose office hours are posted on her door.

### **D. Counseling ESL Student: Supervised Practice**

Research indicates that a significant contributor to multicultural counseling competencies is actual work experience with racial and ethnic minority people. Also, counselor trainees need to get out of the university and into a multicultural context. Therefore, every Thursday from 1:30 to 3:30 p.m., you will be at Culler Middle School where you will work with an ESL client and receive group supervision. From 1:30 to 2:00 p.m., students prepare for their session. They hold sessions from 2:00 to 2:45 p.m. From 2:45 to 3:30~p.m. group supervision is provided. These two hours weekly, additional planning and supervision, and writing of process notes all count towards supervised practicum hours for licensure and pre-doctoral internship eligibility. See Appendix C for ESL Counseling Time Sheet.

Each student will do weekly journaling on their counseling experience with ethnic minority ESL adolescents. The journal entries should be typed and turned in to the instructor every Tuesday following a session (100 points for the full journal). Late journals will not be accepted. See Appendix A for Process Journaling Guidelines.

At the end of the semester, each student will make case presentations in small groups on their ESL students (100 points). See Appendix B for Case Presentation Guidelines.

### **E. Final Examination**

Because of the demands of practice experience, the final exam is waived.

Total Points for coursework = 400.

### **Texts**

Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.). (1995). Handbook of multicultural counseling. Thousand Oaks: SAGE.

The instructor will provide relevant articles to individual students who will make presentations on the articles to the class.

### **EP 868: Multicultural Counseling**

#### **Appendix A**

#### **Process Journaling Guidelines**

Please type your journal entries using the format below and remember to be concise (one\_half page is a guideline). You will be expected to turn in a **copy** of your journal writing on each Tuesday following the session with your student. If your complete journal is submitted on time, you will receive 10 points. The 10 sessions with your ESL student will result in 10~journal entries, equaling 100 points.

\*\*\*Discuss briefly your multicultural dynamics with your ESL client. Specifically focus on the development of your multicultural counseling relationship, addressing whenever applicable the following themes:

1. Environmental barriers
2. Frustrations with environmental barriers
3. Unintegrated client-counselor differences
4. Overgeneralization of similarities
5. Having stereotypes
6. Client-counselor differences integrated

7. Cultural empathy-cognitive
8. Affective connection with the client's subjective culture
9. Counselor self-disclosure
10. Counselor self-reflection
11. Plans
12. Strategies
13. Goals

For themes 1 through 5, make a reframing statement, providing an alternative perspective, for each of the negative multicultural themes that might arise when working with your ethnic minority client.

For themes 6 through 10, make a fine-tuning statement, providing a clearer perspective, for each of the positive multicultural themes that might arise when working with your ethnic minority client.

For themes 11 through 13, make a statement on how you think each of the tasks facilitates a particular type of progress within a multicultural counseling session.

## **Appendix B**

### **Multicultural Case Presentation**

You're expected to address the following dimensions in a case presentation of your immigrant middle school client with whom you have worked for 10 sessions. The maximum number of points that you can get for addressing each dimension is indicated. The total number of points for this assignment is 100 points.

1. The cultural and historical background to the client's arrival in the United States (U.S.). (10~points)
2. An analysis of the learning process used by the client to learn the client's strengths and weaknesses in language learning skills and their implications for educators; interventions used by you to address the client's strengths and weaknesses in learning. (10 points)
3. Learning about the client's immigrant factors, as associated with the client's adaptation to the dominant society. The factors include length of stay in the U.S. and Nebraska; general differences in the immigrant statuses within the family; value differences with the White dominant society; and study attitudes, among other factors that you may know. What did you learn about the acculturation and acculturative stress issues of the client from this information? (15 points)
4. Learning through personal-social interactions with your client about your own counselor values and cultural heritage. (10 points)
5. Changes in you, the counselor, and in the client, including changes in the client\_counselor relationship. (10 points)
6. External influences on the client-counselor relationship, such as family issues, consultation with teachers, ESL peer interactions, environmental resources and hindrances in the counseling setting, counselor peers working nearby at the same time as you. (10 points)
7. Illustrations of client transferences and counselor countertransference (for example, issues of overidentification, dependencies or neediness, intellectualization, social distance, minimization, detached overanalyzes, intimacy fear, projection of racial stereotypes). (10 points)
8. Critical incidents and transformative moments, specifically with references to your development of multicultural counseling competencies. (10 points)
9. Conceptualizing the client's presenting concerns from a multicultural theoretical framework that you've learned in this course; be specific about the constructs that you use. Justify how the interventions that you employed were related to your theoretical conceptualization of client concerns. (15 points)