

# Psy 5396 Counseling Special Populations Spring, 2000

**Instructor:** Susan Kashubeck

**Office:** PSY 202, 742-1708

**Office Hours:** Tuesdays 1-3pm, or by appointment

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

New York: John Wiley & Sons.

Ridley, C. R. (1995). Overcoming unintentional racism in counseling and therapy.

Thousand Oaks, CA: Sage.

Readings packet from Copy Center in the Business Administration bldg.

**Course Description:** An seminar focusing on broadly defined multicultural issues that is designed to (a) increase your personal self-awareness of multicultural issues; (b) increase your culture-specific knowledge about individuals from various cultural groups within the United States; (c) increase your sensitivity to and respect for individual and cultural differences; (d) increase your flexibility in responding to a variety of behavioral and verbal stimuli of culturally different clients; and (e) provide models, frameworks, and techniques to help increase your skill level in working with clients from different cultural backgrounds.

## Course Requirements

**Class Participation:** In order for this class to function as a seminar, each of us must contribute our time and ideas. Participation includes both class attendance and active involvement in class discussions and activities. Active involvement means you must complete the reading assignments for each class meeting and come to class prepared to participate in the discussion. There will also be times where I ask you to present something to the class. We will also engage in role plays from time to time. This is a class where reflection, self-analysis, and sharing of feelings and personal experiences is necessary, and as such, I would like us to create an atmosphere that enables people to take risks and to be active learners in a relatively safe environment.

**Self-Identity Analysis Paper:** This paper is an opportunity for you to explore your own cultural identity by investigating your unique history and your personal values as influenced by your unique conglomeration of cultural variables. Basically, this paper involves you describing who you are in cultural (broadly defined) terms. In this paper you should also address your worldview and identify those assumptions which seem particular to your cultural group and any changes in your worldview that have occurred due to your process of identity development. Approximately 10 pages, due **February 28**.

**Novel Analysis Paper:** This is a chance to apply what you are learning in class to some person's lived experience as a member of an oppressed group. You are to select and read one novel (or biography or autobiography) of your choice from the Multicultural Literature reading list I provide, or another selection with permission of the instructor. In your reaction paper, discuss your initial assumptions about the cultural group and any new insights or knowledge you gained about that particular population. In analyzing the novel, please be sure to use the worldview and/or identity development frameworks discussed in class. You might identify some of the key cultural values evident in the book. Finally, evaluate the book in terms of its relevance to the course and make recommendations on its appropriateness for other audiences. Approximately 5-7 pages, due **March 27**.

**Journal:** You are required to write at least one entry per week in response to the class lectures/discussions, experiential exercises, videotapes, and/or readings. This is an opportunity for you to reflect on your attitudes, thoughts and feelings as you increase your awareness of multicultural issues and for you to begin integrating the readings and class discussion. Occasionally, I may ask you to respond to a particular question, issue, or theme in your journal. The journal is also a way for you to give feedback and to ask questions that may not have been addressed in class.

Your final journal entry should provide a summary of your learning process over the course of the semester,

including future plans for further growth in multicultural awareness.

You may handwrite your journal if you write legibly, otherwise, please type it. Your journal will be collected two times during the semester, **March 6** and **May 5**.

Annotated Bibliography: Pick a particularly interesting topic related to one of the cultural groups discussed in class or (with permission of the instructor), to a different cultural group not covered in the course. Read, summarize, and evaluate 15-20 articles/chapters/books in concise paragraphs. You will need to make copies of this bibliography for each of your classmates, so that you will all have good resource lists. You will also do a short presentation on this bibliography to the class. Due **April 27**.

Learning excursion/Action Plan: You are asked to take one excursion or do one activity that allows you to explore a culture different from your own. You may go to a neighborhood festival, church service, attend a play, interview a local business person, meet with a community leader (minister, politician, teacher, etc.), and so on. If you have questions about the appropriateness of the activity, please consult with me. When you have completed this activity, please write about it in your journal. Why did you select the experience that you did? What were your feelings and reactions?

### **Grading**

Self-Identity Analysis Paper	20%
Novel Analysis Paper	15%
Journal	30%
Annotated Bibliography	20%
Class Participation	<u>15%</u>
	100%

### **Statement on Plagiarism**

According to the Publication Manual of the American Psychological Association (1994), plagiarism involves presenting the work of another as if it were your own work. Work can refer to the written words of another, or their ideas. It is very important that you give appropriate credit to others when you use their work. If you use the exact words of an author in constructing a sentence or paragraph, you must use quotation marks around those words and give the page number in the citation. If you paraphrase someone else's work, you must also give them credit with a citation. Paraphrasing involves rewriting someone else's words to say what they said. It is best to use your own words when paraphrasing, but you can rearrange the order of words in an author's sentence AND change some of the words and this would be considered paraphrasing. A good rule of thumb to follow is that any time you use more than 3 words in a row from an author, put those words in quotes.

All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. If plagiarism exists, it is a violation of the APA Ethical Standards, regardless of whether the plagiarism was intentional or not. The Handbook for students in the department requires faculty to notify the Director of Graduate Studies when evidence of plagiarism is found. Plagiarism is an extremely serious ethical and professional violation and may result in sanctions such as probation, suspension, or dismissal from the program.

### **Course Outline**

#### Date   Topic   Reading Assignment

1/24   Introduction, Course Overview   APA (1993) - Guidelines  
Sue, Arredondo, & McDavis (1992)

1/31   Stereotyping, Oppression, Worldview   Operario & Fiske (1998)  
Steele (1997)  
Crocker & Quinn (1998)  
Sue & Sue, Ch. 8

- 2/7 Identity Development Sue & Sue, Ch. 6, 7  
Phinney (1996)
- 2/14 Overcoming Racism in Counseling Ridley (1995) - whole book  
Kiselica (1991) - optional
- 2/21 Class issues McCarthy et al. (1991)  
Piper (1995)  
Podhoretz (1967/1993)  
Siassi & Messer (1976)  
Allison (1995)
- 2/28 African Americans Sue & Sue, ch. 11  
Harris, S. (1995)  
Merrick (1995)  
Harris, V. (1995)  
**Self-Identity Analysis paper due**
- 3/6 Hispanics/Latino(a)s Sue & Sue, ch. 14  
Echeverry (1997)  
Anaya (1996)  
**Journals due**
- 3/13 SPRING BREAK
- 3/20 Asian Americans Sue & Sue, ch. 12  
Sodowsky et al. (1995)  
Wang (1995)
- 3/27 American/Native Indians Sue & Sue, ch. 13  
Choney et al. (1995)  
**Novel analysis paper due**
- 4/3 Gays/Lesbians/Bisexuals Reynolds & Hanjorgiris (2000)  
Fukuyama & Ferguson (2000)  
Morrow (2000)  
Dworkin (2000)  
Committee on Lesbian & Gay Concerns (1991) - optional, FYI
- 4/10 Jewish Americans Langman (1995)  
Weiner (1996)  
Beck (1991)  
Weinrach (1990)  
Goldberg (1991)
- 4/17 People with Disabilities Wendell (1996)  
Olkin (1995)  
Le Maistre (1995)
- 4/24 NO CLASS - UNIVERSITY HOLIDAY

5/1 Ethical Issues Brown (1995)  
Wrap-up Casas & Thompson (1991)  
LaFromboise et al. (1995)  
**Annotated Bibliography due**

5/5 **Journals due by 5pm in my mailbox** (turn in journal from whole semester)

\* Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible so that the necessary accommodations can be made.

### **Readings for PSY 5396 Spring, 2000**

Allison, D. (1995). A question of class. In K. Rosenblum & T-M Travis (Eds.), The meaning of difference: American constructions of race, sex and gender, social class, and sexual orientation, (pp. 184-193). New York: McGraw-Hill.

American Psychological Association (1993). Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. American Psychologist, 48, 45-48.

Anaya, R. (1996). "Im the king": The macho image. In R. González (Ed.), Muy macho: Latino men confront their manhood (pp. 57-73). New York: Anchor Books.

Beck, E. T. (1991). Therapy's double dilemma: Anti-semitism and misogyny. Women & Therapy, 10, 19-30.

Brown, L. S. (1995). Anti-racism as an ethical norm in feminist therapy practice. In J. Adleman & G. Enguidanos (Eds.), Racism in the lives of women: Testimony, theory, and guides to antiracist practice (pp. 137-148). New York: Harrington Park Press.

Casas, J. M., & Thompson, C. E. (1991). Ethical Principles and Standards: A racial-ethnic minority research perspective. Counseling and Values, 35, 186-195.

Choney, S. K., Berryhill-Paapke, E., & Robbins, R. R. (1995). The acculturation of American Indians: Developing frameworks for research and practice. In J. G. Ponterotto, J. M. Casas, L. A. Suziki, & C. M. Alexander (Eds.), Handbook of multicultural counseling (pp. 73-92). Thousand Oaks, CA: Sage.

Committee on Lesbian and Gay Concerns (1991). Avoiding heterosexual bias in language. American Psychologist, 46, 973-974.

Dworkin, S. H. (2000). Individual therapy with lesbian, gay, and bisexual clients. In R. M. Perez, K. A. DeBord, & K. J. Bieschke (Eds.), Handbook of counseling and psychotherapy with lesbian, gay, and bisexual clients, (pp. 157-181). Washington, DC: American Psychological Association.

Echeverry, J. J. (1997). Treatment barriers: Accessing and accepting professional help. In J. G. Garcia & M. C. Zea (Eds.), Psychological interventions and research with Latino populations (pp. 94-107).

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.

Goldberg, A. D. (1991). Being Jewish in America: A response to Weinrach. Journal of Counseling & Development, 70, 344-346.

Harris, S. M. (1995). Psychosocial development and black male masculinity: Implications for counseling economically disadvantaged African American male adolescents. Journal of Counseling & Development, 73, 279-287.

Harris, V. R. (1995). Prison of color. In J. Adleman & G. Enguidanos (Eds.), Racism in the lives of women: Testimony, theory, and guides to antiracist practice (pp. 75-83). New York: Harrington Park Press.

Kiselica, M. S. (1991). Reflections on a multicultural internship experience. Journal of Counseling & Development, 70, 126-130.

LaFromboise, T. D., Foster, S., & James, A. (1995). Ethics in multicultural counseling. In P. B. Pedersen, J. G. Draguns, W. J. Lonner, & J. E. Trimble (Eds.), Counseling across cultures (4th ed.), (pp. 47-72). Thousand Oaks, CA: Sage.

Langman, P. F. (1995). Including Jews in multiculturalism. Journal of Multicultural Counseling and Development, 23, 222-236.

LeMaistre, J. (1995). Brad: Psychotherapy from disability to death. In M. A. Blotzer & R. Ruth (Eds.), Sometimes you just want to feel like a human being: Case studies of empowering psychotherapy with people with disabilities (pp. 205-221). Baltimore: Paul H. Brookes.

McCarthy, P. R., Reese, R. G., Schueneman, J. M., & Reese, J. A. (1991). Counseling working class women. Canadian Journal of Counselling, 25, 581-593.

Merrick, E. N. (1995). Adolescent childbearing as career "choice": Perspective from an ecological context. Journal of Counseling & Development, 73, 288-295.

Morrow, S. L. (2000). First do no harm: Therapist issues in psychotherapy with lesbian, gay, and bisexual clients. In R. M. Perez, K. A. DeBord, & K. J. Bieschke (Eds.), Handbook of counseling and psychotherapy with lesbian, gay, and bisexual clients, (pp. 137-156). Washington, DC: American Psychological Association.

Olkin, R. (1995). Matthew: Therapy with a teenager with a disability. In M. A. Blotzer & R. Ruth (Eds.), Sometimes you just want to feel like a human being: Case studies of empowering psychotherapy with people with disabilities (pp. 37-51). Baltimore: Paul H. Brookes.

Operario, D., & Fiske, S. T. (1998). Racism equals power plus prejudice: A social psychological equation for racial oppression. In J. L. Eberhardt & S. T. Fiske (Eds.), Confronting racism: The problem and the response, (pp. 33-53). Thousand Oaks, CA: Sage Publications.

Phinney, J. S. (1996). When we talk about American ethnic groups, what do we mean? American Psychologist, 51, 918-927.

Piper, D. (1995). Psychology's class blindness: Investment in the status quo. In C. L. B. Dews & C. L. Law (Eds.), This fine place so far from home: Voices of academics from the working class, (pp.286-296).

Philadelphia: Temple University Press.

Podhoretz, N. (1993). The brutal bargain. In V. Cyrus (Ed.), Experiencing race, class, and gender in the United States, (pp. 98-105). Mountain View, CA: Mayfield Publishing Co.

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.

Siassi, I., & Messer, S. B. (1976). Psychotherapy with patients from lower socioeconomic groups. American Journal of Psychotherapy, 30, 29-40.

Sodowsky, G. R., Kwan, K.L.K., & Pannu, R. (1995). Ethnic identity of Asians in the United States. In J. G. Ponterotto, J. M. Casas, L. A. Suziki, & C. M. Alexander (Eds.), Handbook of multicultural counseling (pp. 123-154). Thousand Oaks, CA: Sage.

Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. American Psychologist, 52, 613-629.

Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. Journal of Counseling & Development, 70, 477-486.

Wang, N. (1995). Born Chinese and a woman in America. In J. Adleman & G. Enguidanos (Eds.), Racism in the lives of women: Testimony, theory, and guides to antiracist practice (pp. 97-110). New York: Harrington Park Press.

Weiner, K. M. (1996). Appreciating cultural difference: On being an American Jewish woman. In J. C. Chrisler, C. Golden, & P. D. Rozee (Eds.), Lectures on the psychology of women (pp. 152-164). New York: McGraw-Hill.

Weinrach, S. G. (1990). Personally Speaking: A psychosocial look at the Jewish dilemma. Journal of Counseling & Development, 68, 548-549.

Wendell, S. (1996). The rejected body: Feminist philosophical reflections on disability. New York: Routledge.