CPSY 433: MULTICULTURAL COUNSELING
Fall 2015
Loyola University Chicago

Instructor: J. Corey Steele, Ph.D.
Location: Corboy Law Center Room 526
Day/Time: Tuesdays, 4:15-6:45pm
Email: jsteel1@luc.edu
Office Hours: By appointment

Required Text and Articles:

Course articles as posted on Sakai

Course Description and Objectives
This course is designed to assist students in understanding and valuing diversity so that they can strive towards becoming increasingly culturally competent. Specifically, students will be asked to examine their own cultural background, values, and biases, and the impact of those things on them as professionals. We will explore various cultural groups, examine influences of different cultural assumptions and world views, and consider counseling strategies through in-class exercises, videos, discussions, and experiential components.

The primary objectives of this course are:
(1) to increase students' awareness of their own cultural background, biases, and world views
(2) to increase students' knowledge and understanding of the experiences and histories of various cultural groups within the United States
(3) to increase students' ability to develop appropriate intervention strategies
(4) to introduce students to the multicultural counseling research literature. Ultimately, the goal is for students to understand the social-cultural contexts of human development and behavior and to be able to competently apply the knowledge base of their discipline in a culturally-responsive manner.

IDEA Objectives
1. Learning fundamental principles, generalizations, or theories
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing a clearer understanding of, and commitment to, personal values

School of Education Conceptual Framework
As a professional counselor, higher education professional, school psychologist, or counseling psychologist you can be a vehicle for justice in what ever setting you work. This class is designed to help you consider social justice as a critical aspect of your professional work
CF3: Professionalism in Service of Social Justice
CF4: Skills to work effectively with diverse clients

Course Requirements

You will write a 5-7 page paper describing your cultural identity. The project asks you to consider your racial/ethnic, gender, socioeconomic, and sexual orientation identities and how they have shaped your life experiences. What factors have contributed to the development of your cultural identity? Specifically, how has your identity been influenced by your experiences of oppression, power, and privilege? What values and perspectives of the world around you can you attribute to your cultural identity? Include examples of specific life experiences that you consider relevant. For example, what are your earliest memories of an experience involving race? Gender? Describe the impact of your cultural identity on your ideas/views of therapy.

Grading rubric
1 – 13 points “FAIR/POOR” Did not address topic, minimal self-reflection
14 – 20 points “GOOD” Answered all questions adequately, self-reflection is somewhat superficial
21 – 25 points “EXCELLENT” Shows superior insight and self-reflection ability, willingness to be open
*Cultural Autobiography due on October 20.

2. Learning Excursions (5 points each)
You will complete two learning excursions of your own choosing during the semester. The excursions are designed to increase your knowledge of the experiences of others by stepping outside of your personal comfort zone. Chicago is rich in cultural diversity, and you will have the opportunity to explore a culture different from your own. You may choose to attend a religious service, movie/concert, attend a lecture, go to a neighborhood festival, go to a museum, attend a play, explore a neighborhood, etc. It is recommended that you discuss your excursions with the instructor before you "travel". You may collaborate with other
classmates on these excursions (although reaction papers are to be submitted individually). After
each excursion, you will write a 1-2 page typed reaction paper about your experience for each
excursion.

Questions to consider for your reaction paper include the following (but not limited to):
What were your preconceptions about the group?
What was it like to be in the minority during this experience? What feelings did you
experience?
What did you learn about this cultural group?
What did you learn about yourself?
Grading Rubric

1 – 2 points “FAIR/POOR”: Does not address each question, minimal self – reflection
3 points “GOOD”: Describes background adequately, self-reflection is somewhat superficial
4 – 5 points “EXCELLENT”: Shows superior insight and self-reflection ability, willingness to be
open to self – exploration, clearly written

*Learning Excursion papers are due on October 13 and November 10.*

3. Novel Paper (20 points)

This assignment is designed to increase students’ knowledge and understanding
of the experiences of a cultural group different from their own and to aid students
in thinking about intervention strategies and issues of social justice. This is an opportunity to
gain an insider's perspective into a racial, ethnic, cultural group that the student does not know
very much about. Students will read a contemporary novel or autobiography set in the United
States representing a racial, ethnic, or cultural group about which that they need to learn more
about. Students will write a 3 -4 page reaction paper discussing their initial assumptions about
the cultural group and answering the following questions:

What injustices and inequities were faced by the characters?
How did the main character feel about their cultural identity?
If this character presented for counseling what sort of treatment goals and intervention strategies
might be appropriate?
What new knowledge or insights have you gained from the book?
What sort of social justice implications arise from this book?

This assignment will be used to fulfill the assessment component for the SOE Conceptual
framework CF3. Students must submit the assignment via LiveText and bring a hard copy to
class.
SOE Assessment Rubric

**Target:** In reaction paper the student moves beyond individual level (micro) interventions and problem identification to macro-level description of the client’s problem and the interventions needed. Students demonstrate a sophisticated understanding of issues of inequity and justice.

**Acceptable:** In reaction paper the student showed that he/she understands injustices and inequities in society by describing the individual injustices faced by the character and by suggesting counseling interventions designed to address the client’s suffering and promote justice.

**Non – Target:** In reaction paper the student does not discuss social inequities or injustices faced by the character, nor does the student suggest interventions that might promote justice for the character.

Grading Rubric

1 – 13 points “POOR/FAIR”: Too much summary and not enough analysis, did not address each question, several APA style errors

14 – 20 points “MARGINAL/GOOD”: Adequately addresses each question, cursory response to treatment goals or ignores/minimizes cultural issues, minimal self-reflection

21 – 25 points “VERY GOOD/EXCELLENT”: Answers to each question demonstrate superior knowledge of the constructs of oppression and cultural identity, treatment goals were creative, superior insight and reflection, flawless APA style

*Novel Paper due December 1.*

4. **Group Presentation (25 points)**

Student will form groups and sign up a topic related to working with diverse populations. Please select an issue that is particularly relevant for the population that you have selection. For your presentation, please highlight the history of the issue that you have identified and related counseling implications. You should prepare a handout for your peers that includes useful references and resources related to your presentation topic.

Presentation Topics:

Topic 1: Counseling American Indians
Topic 2: Counseling Latino Americans
Topic 3: Counseling African Americans
Topic 4: Counseling Older Adults
Topic 5: Counseling Women
Topic 6: Counseling Immigrants and Refugees
5. Reaction Papers (5 points each)

You will write four reaction papers over the course of the semester. These assignments are similar to journal entries, which should explore the cognitive and affective reactions you experience in response to course reading material, in-class discussions and activities, and assignments. The reaction papers are a place for you to reflect on your internal process during and outside of class. You may use your reaction papers to respond to reading assignments for the week the reaction papers are due or you may respond to readings, presentations/activities/discussions, etc from the previous week. Each paper should be 1-2 pages.

Grading Rubric

1 – 2 points “FAIR/POOR”: Minimal self-reflection
3 points “GOOD”: Self-reflection is somewhat superficial
4 – 5 points “EXCELLENT”: Shows superior insight and self-reflection ability, willingness to be open to self-exploration, clearly written

Reaction papers due on September 8, September 29, October 27, and November 17

Evaluation

Grades will be distributed according to the following scale and will be based on the course requirements as listed in this syllabus:

Cultural Autobiography Paper- 25 points
Reactions Papers 5 points each/20 points total
(2) Learning Excursions- 5 points each/10 points total
Novel Paper- 20 points
Class Presentation- 25 points

Total points = 100

Late work will have a 5% grade deduction for each day beyond the due date. No papers will be accepted 4 days after the due date without prior permission from the instructor. In case
of urgent personal emergencies, the instructor should be contacted as soon as possible to discuss alternative arrangements. Please note that computer and work related difficulties are not considered personal emergencies and therefore students should plan accordingly.

Final Grading Scale (total points out of 100):
100-93 A, 92-90 A-, 89-87 B+, 86-83 B, 82-80 B-, 79-70 C, 69 and below F

**Note:** Attendance is mandatory. Students should see the course catalogue for the official attendance policy.

**Dispositions**

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific dispositions that students should develop in this class are fairness/equity and belief that all students can learn. The descriptions for the expected behaviors for the listed dispositions can be found on the rubric posted in LiveText for this course.

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chaps and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25</td>
<td>Introduction and Course Overview</td>
<td>Ground Rules, Dialogue, and Communication</td>
</tr>
<tr>
<td>September 1</td>
<td>Introduction to Multicultural Counseling</td>
<td>Chaps 1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>In class film: The Color of Fear</td>
<td></td>
</tr>
<tr>
<td>September 8</td>
<td>Political Dimensions</td>
<td>Chaps 4, 5</td>
</tr>
<tr>
<td></td>
<td>APA (2007)</td>
<td><strong>Reaction Paper #1</strong></td>
</tr>
<tr>
<td>September 15</td>
<td>Political Dimensions</td>
<td>Chp 6</td>
</tr>
<tr>
<td></td>
<td>Microaggressions</td>
<td>Speight (2007)</td>
</tr>
<tr>
<td>September 22</td>
<td>Practice Dimensions</td>
<td>Chaps 7, 8, 10</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter/Section</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>September 29</td>
<td>Race and Ethnicity Whiteness and Privilege</td>
<td>Chap 11, 12 McIntosh (1989)</td>
</tr>
<tr>
<td>October 6</td>
<td>Fall Break: No Class</td>
<td></td>
</tr>
<tr>
<td>October 13</td>
<td>Social Class</td>
<td>Chapter 19</td>
</tr>
<tr>
<td>October 20</td>
<td>Spirituality and Religion</td>
<td>Chapter 20 McIntosh (1989)</td>
</tr>
<tr>
<td>October 27</td>
<td>Counseling African Americans</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>November 3</td>
<td>Group Presentation:</td>
<td>TBA</td>
</tr>
<tr>
<td>November 10</td>
<td>Group Presentation:</td>
<td>TBA</td>
</tr>
<tr>
<td>November 17</td>
<td>Group Presentation:</td>
<td>TBA</td>
</tr>
<tr>
<td>November 24</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>December 1</td>
<td>Wrap - up</td>
<td>November Paper</td>
</tr>
</tbody>
</table>
Please note that the course schedule is tentative and subject to change. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

GENERAL POLICIES:
Loyola University Chicago/SOE Policies:

http://luc.edu/education/syllabus-addendum/

- Academic Honesty
- Accessibility
- Conceptual Framework
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines

TECHNOLOGY: In this course you will use technology to aid you in communicating and locating resources.

DIVERSITY: Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities