

**PORTLAND STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

Preparing professionals to meet our diverse community's life-long educational needs

Vision - Preparing professionals to meet our diverse communities' lifelong educational needs			
 Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)	 Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)	 Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)	 Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)

COUN 581: Multicultural Perspectives in Counseling

Instructor: Stacy England, LPC, ACS, NCC
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Term: Winter 2012
Location: N/A
Time: 6:40-9:20
Office hours: by appointment

DEPARTMENT POLICY STATEMENT:

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education Department seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the Department must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/resources/ethics.htm>

Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Department. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the Department.

If you require special accommodations, due to a disability, during the duration of the course (such as note takers, interpreters) or the final exams week (such as extra time, use of a computer) please notify the instructor at your earliest convenience. The instructor will coordinate with you and the Disability Resource Center to facilitate getting any needed supports

Course Description:

This course provides an opportunity to study of the human, ecological and societal forces influencing the provision of counseling services to culturally diverse students and other clients in educational and community settings. Current issues, problems and trends will be examined. Increased competence in individual and group counseling strategies and techniques will be emphasized, using didactic and experiential approaches.

Course Objectives:

Directly excerpted from CACREP Standards 2009

(<http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf>)

- * Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
- * Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
- * Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
- * Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
- * Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
- * Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.
- * Maintains information regarding community resources to make appropriate referrals.

- * Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
- * Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

Jan 11 Introductions and course overview
Introduction to key terminology, systems of oppression and privilege

Jan 18 **Readings**
Sue & Sue Preface and Section 1 (pages xix-52)
ACA 2005 Code of Ethics
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
ASCA Code of Ethics 2010
<http://www.schoolcounselor.org/content.asp?contentid=136>
AMCD Multicultural Competencies
<http://www.amcdaca.org/amcd/competencies.pdf>

Jan 25 **Readings**
Sue & Sue chapters 3-6 (pages 53-156)

Feb 1 Video: The Color of Fear
Readings
Sue & Sue Chapters 7-11 (pages 157-284)

Feb 8 Guest Speaker: Bethprana Novi, MSW discussing her work with clients who identify as LBGTQQI

Readings
Sue & Sue Chapters 23-26 (pages 441-496)
Training materials from the SMYRC/ Bridge 13 web site
<http://www.smyrc.org/node/59>

Singh, A. A., & Burnes, T. R. (2010). Introduction to the Special Issue: Translating the Competencies for Counseling with Transgender Clients into Counseling Practice, Research, and Advocacy. *Journal Of LGBT Issues In Counseling*, 4(3/4), 126-134. doi:10.1080/15538605.2010.524837

American Counseling Association Competencies for Counseling with Transgender Clients. (2010). *Journal of LGBT Issues in Counseling*, 4(3/4), 135-159. doi:10.1080/15538605.2010.524839

Feb 15 Guest Speaker: Jeff Causey discussing social justice issues in schools

Readings
Sue & Sue Chapters 12-15 (285-358)
Promoting Systemic Change Through the ACA Advocacy Competencies

<http://www.uwyo.edu/education/diversity/articlescontent/advocacysystemicchange2009toporek.pdf>

or PSU Library Accession Number 42842827

Experiential Activity Paper Due (may be turned in during class or emailed prior to 6:40pm on this date)

Feb 22 Guest Speaker: Dalia Baadarani discussing her work with refugees in America

Readings

Sue & Sue Chapters 17-22 (375-438)

Principles for Diversity Competent Group Workers

http://www.asgw.org/pdf/Principles_for_Diversity.pdf

Hamerdinger, S (2003). "Therapy using Interpreters: Questions on the Use of Interpreters in Therapeutic Settings for Monolingual Therapists". JADARA - ROCHESTER NY-, 36 (3), p. 12. (American Deafness and Rehabilitation Association)
Found at:

http://www.mh.alabama.gov/downloads/MIDS/DS70703_TherapyUsingInterpretersQuestionsUseInterpretersTherapeuticSettingsMonolingualTherapists.pdf

Feb 29 Guest Speaker: Lisa Sperlin, LPC discussing her work with clients from Asian countries

Readings

Sue & Sue Chapter 16 (pages 359-374)

Mar 7 Group Presentations (3)

Mar 14 Group Presentations (3)

Mar 21 Final Exam and Course Evaluations

Course Evaluation:

Evaluation will be based on attendance and participation as well as the assignments listed below:

Experiential Activity

During this course, you will be asked to participate in one activity that represents a cultural learning opportunity for you. Each student will then submit a 3-4 page paper outlining: 1) The Activity: What did you participate in? What was the experience like? How did it meet/ differ from your expectations? 2) How/why did you choose this activity? What were you hoping to learn (related to readings and Multicultural Competencies) 3) What implications will this experience have for your future/ current practice? Project due Feb 15th.

Group Project

We will divide into groups of approximately 4 students. Each group will create a 45-minute presentation relevant to clinical work with members of diverse populations. Each presentation will include information from the texts, as well as current research from the field. Each group member will be responsible for locating and reading a minimum of three journal articles or book chapters relevant to the topic. The group will compile an annotated bibliography of the sources used as well as a list of community resources available to be turned in by March 14th. These will be submitted electronically to the instructor and emailed to the class for future reference. Examples of topics will be discussed in class, and you should have some idea of what you will be researching by the end of the first evening.

Final Exam

There will be a short answer style final exam given on the last night of class.

Grading Weights:

Activity	Weight
Participation	25%
Personal Exploration	25%
Group Project	30%
Final	20%
Total	100%

Text:

Sue, D. W., & Sue, D. (2007). *Counseling the culturally diverse: Theory and practice* (5th ed.). New York: John Wiley and Sons.

Recommended:

Adams, M., Blumenfeld, W., Castaneda, R., Hackman, H., Peters, M., & Williams, Zuniga, X. (2010). *Readings for diversity and social justice* (2nd ed). New York: Routledge.

McGoldrick, M., & Giordano, J., & Pearce, J. K. (1996). *Ethnicity and family therapy*, (2nd ed.). New York: Guilford.