1. **Course Designation and Identifier**

1.1 Adler Graduate School
1.2 Course number 523
1.3 Multicultural Counseling
1.4 Three (3) credits
1.5 Prerequisites: none

2. **Course Description**

This course provides a comprehensive overview of the psychology of multicultural counseling. Cultural context of relationships, issues and trends in a multicultural society, theories of multicultural counseling and cultural identity development are explored in this course. Ethnocentrism, acculturation, communication patterns, racial conditioning, and microaggression are discussed. Emphasis is placed on implications for counseling in a culturally diverse society.

The cultural and clinical examples presented in this course are intended to widen the lens through which students view other cultures and to provide students with a series of hypotheses with an opportunity to accept or discard them according to his or her personal and/or professional experience. Students will have an opportunity to explore their own attitudes, beliefs, understandings, acculturative experiences and other culturally supported traits and behaviors as these traits and behaviors relate to their professional roles.

Teaching methods used in the course of study will include lectures and discussions, viewing culturally specific media, examining cultural patterns, social relationships and guest speakers. The course is designed to increase the students' cultural awareness through challenging culturally biased assumptions; knowledge, through presenting factual information about a particular method, population or problem; and skill through identifying right actions based on appropriate awareness and accurate knowledge.

3. **Texts, Materials, and Resources (required and optional)**

3.1 Required texts:

4. **Learning Outcomes**

Students in this course will:

4.1 Learn and begin to apply theories of multicultural counseling in the process of professional practice; create a conceptual cross-cultural therapeutic framework as applied to various facets of diversity, including race, ethnicity, age, gender, language, religion, sexual orientation, urban/rural status, level of abilities and education, and socio-economic status (competencies met are 2a, 2e).

4.2 Identify cross-cultural trends, from micro- to macro-level, and their impact on the dynamics of multicultural counseling occurring within and between various cultural groups (competencies met are 2a);

4.3 Analyze the influence of cultural differences in attitudes, beliefs, and understanding, as well as differences in acculturative processes on the therapeutic process (competencies met are 2b);

4.4 Plan counseling interventions ethically, incorporating an understanding of intercultural differences. Implement individual, group, couples, family, and community counseling strategies and techniques appropriate for specific cultural groups (competencies met are 2c, 2f);

4.5 Evaluate personal and professional values and ethics as related to multicultural counseling and community advocacy; incorporate professional ethics in determining appropriate multicultural interventions (competencies met are 2d, 2f);

4.6 Demonstrate sensitivity to the unintended consequences of therapeutic processes that may oppress populations at risk, including issues of biases, overt oppression, and microaggressions. Analyze the importance of culturally prescribed and culturally proscribed communication styles in a professional therapeutic environment (competencies met are 2b, 2d);

4.7 Evaluate competencies in multicultural counseling and develop a plan for growth (competencies met are 2d);
5. **Course Outline**

Please note: Minor changes may be made to adjust to specific needs of a particular class as this course progresses;

**Units 1 & 2 – November 17th, 2012**

1) Administration (grades, assignments, attendance, miscellaneous issues
2) Introductions and personal goals for course.
3) Understanding culture, cultural similarities, and differences
4) A Fourth Force: Multiculturalism. Sociopolitical considerations in multicultural counseling, consulting, and education. Cross-cultural trends, from micro- to macro-level, and their impact on the dynamics of multicultural counseling occurring within and between various cultural groups
5) Others, Self, and the World: attitudes, beliefs, worldviews in Multicultural Counseling. The impact of ability levels, stereotyping, family, SES, gender, sexual identity, and other aspects of multicultural society on various aspects of life, from interpersonal relations to academic and career achievement to counseling process.
6) The debate on Microaggression in everyday life and psychotherapy
7) Bridges and barriers to multicultural counseling and therapy
8) Culturally appropriate intervention strategies
9) Social Justice/Counseling Therapy-Locus of Control

*Reading:* Chapters 2, 3, 4, 5, 6, 7 and 12 of the required text; selected handouts.

**Unit 3 – November 19th, 2012**

1) Cultural competence in mental health. Counselor roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body and counselor’s ability to identify community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development
2) Racial/Cultural Identity Development in People of Color
3) White Racial Identity Development: Therapeutic Implications
4) Counseling Asian Americans and Pacific Islanders

*Reading:* Chapters 10, 11, 16, & selected readings in students’ folders

**Unit 4 – November 26th, 2012**

1) Counseling African Americans
2) Minority Group Therapists
3) Non-Western Indigenous Methods of Healing

*Reading:* Chapters 9, 13, 14, & selected readings

**Unit 5 – December 3rd, 2012**
1) Counseling Hispanic/Latino Americans
2) Counseling American Indians and Alaska Natives
3) Counseling of Immigrants/Refugees

Reading: Chapters 15, 17, 21, & 22

Unit 6 – December 10th, 2012

1) Multicultural Family Counseling
2) Gender and Sexual Orientation in Psychotherapy and Counseling
3) Counseling of Women

Reading: Chapters 8, 23, & 25

Units 7 & 8 – December 15, 2012

1) Culture of Social Class
2) Counseling of Older Adults
3) Counseling of Individuals with Disabilities
4) Translation Services

Reading: Chapters 19, 20, 24, 26

Unit 9 – December 17th, 2012

1) Student Presentations
2) Closure and issues for further exploration.

6. Special Project Time (SPT)
Special Project Time (SPT) is meant to be a self-contained, 30 hour experience. The special project time allows students the opportunity to integrate course materials, to involve additional reading and experiential activities, to use academic knowledge and professional experience related to their chosen degree plan, to practice working in diverse teams, do research and deliver effective presentations.

7. Writing Guidelines including APA Format

8. Assessment/Evaluation Procedures

8.1 Special Project Time (Class Presentations on the last 2 days of class-20 minutes)

In this class, we will devote a portion of the SP time to one of the controversial topics in Adlerian psychology:
If you search indexes in Adlerian books and journal articles, you will not find much written on issues of multiculturalism, whether in its traditional definition of racial and ethnic differences, or in more contemporary understanding including age, gender, native language, ability status, religious practices, sexual orientation, social class, and other differences. In fact, some might argue that Adler and Adlerians did not and still do not pay enough attention to cross-cultural reality of the world. There are also claims that Adlerian understanding of human nature does not and cannot sufficiently describe most of the minority populations, and thus is losing relevance in contemporary multicultural reality.

What is your position on this issue? Is Adlerian theory relevant in contemporary multicultural society? Does it fit? If so, how? If not, why? What Adlerian concepts may be put in “use” in contemporary multicultural society in general, and in cross-cultural reality of your chosen discipline?

To answer the questions, you will choose at least one cultural group that might be of special interest to you and try to take a closer look at this group’s unique features, needs, intra-group dynamics, and concepts of health/illness from the Adlerian perspective.

The culmination of SPT is a brief (20 minute) group presentation during one of the last nights of this class. You are expected to write a brief (3-5 pages) integrative summary of your group topic and your experiences working in the group. The summary will address the main message that the presentation was to deliver, how and why you arrived to your respective topic, any personal reflection on how the project was accomplished (anticipated and unanticipated challenges, discoveries, “aha” experiences, etc.), and a reference list. To make your special project a success, you are encouraged to address any concerns that you may have early with your instructor. This summary is due on 12/22/12.

8.2 Journal Entries (5 entries)

In addition, you will write a weekly journal about professional self as a developing cultural being. When it comes to the different definitions of multiculturalism, theories and concepts we are studying in this class and discussing as a group you may gain insights and/or discover challenges for yourself as a professional. You will have 5 entries in the journal, and entries will be submitted weekly to your course instructor before the next class either as a word document attached to an e-mail or as a hard copy delivered to your course instructor’s AGS mailbox. These will be done on a weekly basis. So, if you miss one week this cannot be made up the next week. The intention of this experiential exercise is for you to start to recognize multicultural issues in the moment and how it affects you personally and professionally. Length is not as important as how the concepts you are learning about and witnessing affect you.

8.3 Recent News Article Summary

Each student will bring to class a recent article from the news that has to do with some aspect of multiculturalism and a one or two page summary of that article outlining the relevant facts, positives and negatives surrounding the issue and the way it is reported, and its potential impact on the people impacted, the country, and those people around them. This article and summary is to be turned into the instructor at the end of the class (Nov. 26th,
2012). If you miss this class, the news article and summary position paper must be handed in within one week of the absence to receive credit.

8.4 Class Participation
In a graduate level course it is expected that each student will participate in each class. You might be shy, introverted, or indifferent, but if you are going to be active as a counselor and active in social justice it is important to talk about things that might make you uncomfortable. I am looking for discourse appropriate to the material that was to be read, and any readings that are assigned outside of the textbook. Articles may be distributed in classes and discussed in the next class.

8.5 Missed Units
Any student missing a unit can make up points by submitting a summary paper of a journal article having to do with multiculturalism. The student will write a 4-5 page summary of the key concepts regarding the article, observations by the author(s), major arguments in the article, practice or policy limitations of the research, and your position and reactions to the topic. A Saturday or Sunday class is considered 2 units.

Make sure you include a reference page for this article as well as a cover page with your name, date of the missed class, and journal article name. Missed unit papers are due to the instructor no later than one class after the missed class. Any changes in due dates must be discussed prior to the time this paper is due or no credit will be allowed for a missed unit. These should be identified when sent to or given to the instructor as last name, first name, and missed course date.

8.6 Final Paper (APA Format)

**Topic to be different than the Special Project** and approved no later than Dec. 10th, 2012. Paper is due Dec. 31st, 2012.

Each student can either choose a 10-15 page paper on a multicultural topic related to those discussed in the course or in Sue & Sue. The paper should be an in-depth discussion related to a topic that is of interest to you whether you are in school counseling, marriage and family counseling, or counseling. The paper should reference how the issue might be addressed from a counseling perspective of your choice. This paper must be in 6th edition APA style and include 10-15 pages of content. The cover page, abstract, and references are to be separate pages in terms of total content. Make sure you check with me on your topic before writing the paper. Turn in a sheet of paper with your name and proposed topic no later than July 31st, 2012. The paper should include an Abstract and Conclusion. **There must be at least 5 professional references not including Sue & Sue.**

The paper is not to be general in terms of generalities about a specific culture or ethnic background. It is instead a paper about a specific issue related to individual counseling, school counseling, or marriage and family counseling in a specific cultural or ethnic context, with a specific topical and research orientation. An example might be Caucasian parents who adopt African American children and the issues that might be faced in counseling.
To answer the questions, you will choose at least one cultural group that might be of special interest to you and try to take a closer look at this group’s unique features, needs, intra-group dynamics, and concepts of health/illness from the Adlerian perspective.

8.7 Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Date Due</th>
<th>Maximum points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>each class</td>
<td>35 points</td>
</tr>
<tr>
<td>5 points for each of the days of participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Recent News Article</td>
<td>Nov. 26th, 2012</td>
<td>5 points</td>
</tr>
<tr>
<td>Journal Entries</td>
<td>weekly (5 entries)</td>
<td>20 points</td>
</tr>
<tr>
<td>Special Project (including presentations)</td>
<td>Dec. 17th, 2012</td>
<td>15 points</td>
</tr>
<tr>
<td>Special Project (individual summary)</td>
<td>Dec. 22nd, 2012</td>
<td>5 points</td>
</tr>
<tr>
<td>Final paper</td>
<td>Dec. 31st, 2012</td>
<td>20 points</td>
</tr>
</tbody>
</table>

Grades are assigned according to a classical strategy (i.e., A, B, C, R)
A – 90-100 points; B – 80-89 points; C – 70-79 points; R – Non-performance related to either attendance or failure to complete assignments within 45 days after last class session. **Highest possible grade for students who will miss two units is “B”**

Request for extension must be made in writing, prior to deadline. Extension (if granted) cannot go beyond 45 days after last class session. **Highest possible grade for students with extension requests is “B”**, and students are encouraged to submit their written assignments on time.

9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone. AGS attendance and grading policies appear in the School’s Student Manual. Please see the section on how to make up a missed class and expectations regarding missed assignments to make up these points.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty,
whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

13. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

14. **Instructor Contact Information**

Jessica Gourneau, Ph.D.
AGS Adjunct Faculty
(Office) 10413 Grand Valley Lane
Woodbury, MN  55129
Office 651-335-1336
E-mail: gourneau@hotmail.com

**Submission Instructions:** Please submit your paper via email or regular mail (either to my mailbox at Adler or my Hotmail account). **However, any papers submitted to me after the end of the final class need to be via email.** I will try to submit your papers with corrections back to you via email. If you have an older version of word or would
prefer a hard copy with corrections please include your address so that I can either mail it to you or give it to you in class in a hard copy format.