Adler Graduate School
Richfield, Minnesota
AGS Course 523
Spring (1) 2012

Multicultural Counseling

1. **Course Designation and Identifier Information**
   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:

   Sue, D.W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and*

3.2 Optional/additional recommended reading list in student handouts

3.3 Additional materials in student handouts and/or through the AGS library

4. Learning Outcomes

Students in this course will:

4.1 Learn and begin to apply multicultural theories 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;
- **Chapters in this section are stated according to the latest (5th) edition of the Sue and Sue textbook.**

**Unit 1 – April 9, 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
5) The Superordinate Nature of Multicultural Counseling and Therapy
6) The Politics of Counseling and Psychotherapy
7) Sociopolitical Implications of Oppression: Trust and Mistrust in Counseling
8) Social Justice Counseling

**Read and Review: Chapters 2, 3, 4, and 12 – Reading due for this Unit**

**Unit 2 – April 16, 2012**

1) **Recent News Article Summary Due**
2) Speaker – Andre Koen
3) Racial, gender, and sexual orientation microaggressions
4) Barriers to multicultural counseling and therapy
5) Culturally appropriate intervention strategies
6) Counseling African Americans

**Read and Review: Chapters 5, 6, 7, & 14 – Reading due for this Unit**

**Unit 3 & 4 – April 22, 2012**

1) Non-Western Indigenous Methods of Healing
2) Racial/Cultural Identity Development in People of Color
3) White Racial Identify Development: Therapeutic Implications
4) Social Justice Counseling/Therapy - Locus of Control
5) Minority Group Therapists
6) Counseling Asian Americans and Pacific Islanders
7) Counseling Arab Americans
8) Speaker – MaiNhiia Khang – Hmong Culture
9) Speaker – Fardowsa Mohamad - Somali Culture
Read and Review: Chapters 9, 10, 11, 13, 16, 19 of the required text. Readings due for this unit.

Unit 5 – April 23, 2012

1) Multicultural Family Counseling and Therapy
2) Gender and Sexual Orientation in Psychotherapy and Counseling
3) Culture of Social Class
4) Counseling Older Adult Clients
5) Counseling Women
6) Quiz on Multicultural Case and Cultural Identity

Read and Review: Chapters 8, 23, 24, & 25 of the required text. Readings due for this unit.

Unit 6 – April 30, 2012

1) Journal Article Due
2) Native American Counseling
3) Hispanic/Latino Counseling
4) Jewish American Counseling
5) Counseling Individuals with Disabilities
6) Speaker – Latino Culture – Diane Jorgenson

Read and Review: Chapters 15, 17, 20, & 26 of the required text. Readings due for this unit.

Units 7 & 8 – May 6, 2012

1) Student Presentations
2) Adlerian Theory and Psychotherapy in Contemporary Multicultural Society
3) Ethical Issues
4) Translation Services
5) Counseling Individuals of Multiracial Descent
6) Counseling Immigrants
7) Counseling Refugees

Read and Review: Chapters 18, 21, & 22 Readings due for this unit. Readings due for this unit.

Unit 9 – May 7, 2012

1) Student Presentations
2) Closure and issues for future exploration.
3) Cultural competence in mental health revisited

6. Special Project Time (SPT)
a. Special project time (SPT) is meant to be a self-contained, **30 hour experience**. 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.

b. Keep track of your time spent meeting with other students outside of class time, gathering research information, and preparing information for presentation or in writing for the journal article summary, special issue summary, presentation, or final paper. This is due **February, 2019** with your final paper. Please e-mail it to me, mail it, or place it in my AGS mailbox.

7. **Writing Guidelines including APA Format**

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2009, American Psychological Association)

8. **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.

9. **Participation Disclaimer**

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

For case presentations and other uses of clinical/personal information of others please refer to The Policy on Student Use of Patient/Client Information.

10. **Academic Integrity Policy**

Any work submitted by a student for academic credit must be the student's own work. Should copying occur, both the student who copied work from another student and the student who gave material to be copied (if applicable) will automatically receive a zero for the assignment. Penalty for violation of this policy can also be extended to include failure of the course and institutional disciplinary action.

Plagiarism of any kind is unacceptable. **When completing written assignments, all sources must be appropriately referenced** (see *APA Manual*).
All materials provided by the instructor, other classmates, and presenters are intended for educational purposes only. Any use of the materials outside of this course must be pre-approved by the person who provided them. Any cell phone cameras or other copying of materials is not allowed without permission of the instructor and the presenter.

11. **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.

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

If a student in this course has a documented learning disability, tell the instructor as soon as possible, but no later than the first week of class (or as soon as a disabling condition starts). The Adler Graduate School is committed to helping all students become successful, as best 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.

13. **Assessment/Evaluation Procedures**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Each Class</td>
<td>25 points</td>
</tr>
<tr>
<td>2.78 points each unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Recent News Article</td>
<td>April 16, 2012</td>
<td>5 points</td>
</tr>
<tr>
<td>Summary in the News</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Study/Cultural Identity Quiz</td>
<td>April 23, 2012</td>
<td>10 points</td>
</tr>
<tr>
<td>Journal Article Summary</td>
<td>April 30, 2012</td>
<td>10 points</td>
</tr>
<tr>
<td>Special Project Presentation</td>
<td>May 6 &amp; 7, 2012</td>
<td>25 points</td>
</tr>
<tr>
<td>Final Paper and Special Project</td>
<td>May 28, 2012</td>
<td>25 points</td>
</tr>
<tr>
<td>Project Hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. 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 two 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, Unit number, 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, missed course date, unit number, and Missed Unit (#).

B. 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. The instructor is looking for discourse appropriate to the material that was to be read, and any readings that are assigned outside of the textbook. Articles will be distributed in almost every class and discussed in the next class. **Discussion of these articles in class will be a part of the points for each class.**

C. 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 to 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 their presentation. Each individual will discuss a summary of their article in class in terms of its current impact and how it has been reported. If you miss this class, the news article and summary position paper must be handed in within one week of the absence. **April 16, 2012.**

D. In-class Case Study/Cultural Identity Quiz. The instructor will hand out two case studies at the beginning of the class for each student to read and evaluate. Students will take a short quiz on two case studies. The first question will have to do with identifying cultural issues and possible treatment ideas of Case One. The second case will have to do with identifying the stage of cultural identify of an individual and recommendations you might make as a counselor for this individual. If you miss this class it is expected that you will make arrangements with the instructor to make it up as soon as possible. This make-up summary is due within one week of the absence for anyone who misses class. **Due date is April 23, 2012.**

E. Journal Article Summary. Each student will find a professional journal article related to multiculturalism. The student will write a 3-5 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. If you miss this class, the summary of the journal article and reference must be submitted to the instructor within one week of the absence. **Due date April 30, 2012.**
F. Presentation of Special Project. Choose a special project related to a multicultural topic or issue of your choice and present it in class. Prepare a presentation of at least 20 minutes that you will present in class with a Power Point and any other media you would like to use. Turn a piece of paper in with the topic you would like to present into the instructor and have it approved well in advance of the presentation and no later than April 23, 2012. Presentations will take place on May 6 & 7, 2012.

G. Final Paper. Topic to be different than Special Project and approved no later than April 30, 2012. Paper due May 28, 2012. Include your student folder number on your paper so it can be properly returned to you with comments.

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 April 30, 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 white parents who adopt black 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. There must be at least 5 professional references not including Sue & Sue.

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. Make sure you check with me on your topic before writing the paper. Turn in a small sheet of paper with your name and proposed topic no later than May 28, 2012. The paper should include an Abstract and Conclusion. Please place your student number on the paper if you would like your paper returned to you.

Submission instructions
Please submit your paper via e-mail or regular mail (either to Adler e-mail address or the instructor’s aol address). I will try to submit your papers with corrections back to you via e-mail.
If you have an older version of word or would prefer a hard copy with corrections please include your address or student number so that I can either mail it to you or put it in your folder at Adler which is preferred if you do want a hard copy. **Final Paper Due May 28, 2012.**

Karyl Frye, Ph.D., LMFT, LPC  
1425 W. 4th Street  
Hastings, MN 55033  
Home Phone: 651-437-5526  
Cell Phone: 612-850-4437  
E-Mail: karylfrye@aol.com