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. The cultural context of relationships, issues and trends in a multicultural society, theories of multicultural counseling, and the development of a cultural identity are explored in this course. Ethnocentrism, acculturation, communications patterns, racial conditioning, and micro-aggression are discussed. An emphasis is placed on implications for counseling in a culturally diverse society.

Discussions that are facilitated in this course are intended to widen the lens through which students view other cultures and to provide students with a series of hypotheses that can be accepted or discarded according to one’s 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 in the context of the professional roles to which they aspire.

The course is designed to increase students' cultural awareness by: 1) Challenging culturally biased assumptions; 2) Building a knowledge base concerning specific populations and service strategies/skills; and 3) Identifying appropriate professional interventions based on cultural competency and accurate knowledge.

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

3.1 Required texts:

Sue, D.W., & Sue, D. (2013). *Counseling the culturally diverse: Theory and*
3.2 Optional


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 theories of multicultural counseling, identity development, and social justice in the process of professional practice and building multicultural competencies in relation to diversity, equity, and opportunity in individual learning and development; 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; study current literature that outlines theories, approaches, strategies and techniques that are effective in working with specific populations in mental health field (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 among various cultural groups, nationally and internationally; as well as cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of learning and employment (competencies met are 2a);

4.3 Be able to identify implications of internalized oppression, institutional racism,
historical and current political climate regarding immigration, poverty, and welfare; public policies on different levels affecting quality and accessibility of mental health and educational services; ways in which educational and other organizational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of individuals and families; and define counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination;

4.4 Study attitudes, beliefs, understandings and acculturative experiences, multicultural counseling issues, and 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; participate in specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients when dealing with racism, discrimination, sexism, power, privilege, and oppression, and their ability in creating 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. (competencies met are 2b);

4.4 Plan individual, couple, family, group and community strategies for working with and advocating for the educational and employment experiences necessary to promote the academic, career, and personal/social development of individuals; for policies, programs, and services that enhance a positive interpersonal climate and are equitable and responsive to multicultural populations; learn to engage families to promote the academic, career, and personal/social development. (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. Attend to 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. (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 micro-aggression. 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; understand ethical responsibilities in providing mental health services for diverse populations in diverse society, including but limited by strategies in gathering and maintenance of community resources to make appropriate referrals. (competencies met are 2d,f);

4.8 Culturally skilled counselors will be aware of the impact of drugs and alcohol on individuals of various ethnic, cultural and other multicultural groups such as the GLBTQQA, aging, and disabilities populations and how they can be best addressed from a standpoint that takes into place the unique background, culture, and experiences and how they have influenced attitudes, values, and biases about recovery.
5. **Course Outline**

Please note:

- Minor changes may be made to adjust to specific needs of a particular class as this course progresses;
- There may be articles or papers that the instructor will hand out during the course of the class which are to be read for the next class session.
- **Chapters in this class are stated according to the latest (6th edition of Sue & Sue) (2013).**
- **The instructor reserves the right to give unannounced quizzes.**
- Included are an 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.

**Unit 5.1 – January 6, 2014**

1) Administration (grades, assignments, attendance, miscellaneous issues).
2) Introductions and personal goals for course. First approach in assessment of personal and professional values and ethics as related to multicultural counseling and community advocacy.
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) The superordinate nature of multicultural counseling and therapy
7) Multicultural Counseling Competence for Minority Group Counselors/Therapists
9) Systematic Oppression: Trust, Mistrust, Credibility, and Worldviews
10) **Read and Review: Chapters 2, 3, 4, and 5 – Reading due for this Unit**

**Unit 5.2 & Unit 5.3 – January 11, 2014**

1) Speaker – MaiNhia Khang. Hmong culture.
2) Multicultural theories on race and ethnicity in psychotherapy and counseling. Role of the theories in the process of professional practice and building multicultural competencies in relation to diversity, equity, and opportunity in individual learning and development, creating a conceptual cross-cultural therapeutic framework as applied to various aspects of diversity, including race, ethnicity, language, and religion.
3) Microaggressions in Counseling and Psychotherapy
4) Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives

Revised November 5, 2013
5) Culturally Appropriate Intervention Strategies  
6) Multicultural Evidence-Based Practice  
7) Non-Western Indigenous Methods of Healing: Implications for Counseling and Therapy  
8) Counseling Asian Americans and Pacific Islanders  
9) Counseling and Poverty

Read and Review: Chapters 6, 7, 8, 9, 10, 16 and 25 – Reading due for this Unit

Unit 5.4 – January 13, 2014

1) Recent News Article Summary Due  
2) Speaker – Andre Koen  
3) Multicultural theories on race and ethnicity in psychotherapy and counseling. Role of the theories in the process of professional practice and building multicultural competencies in relation to diversity, equity, and opportunity in individual learning and development, creating a conceptual cross-cultural therapeutic framework as applied to various aspects of diversity, including race, ethnicity, language, and religion.  
4) Counseling Older Adult Clients  
5) Counseling Women

Read and Review: Chapters 23 and 24 – Reading due for this Unit.

Unit 5.5 – January 27, 2014

1) Adlerian Multiculturalism Assignment Due  
2) Multicultural theories on race and ethnicity in psychotherapy and counseling. Role of the theories in the process of professional practice and building multicultural competencies in relation to diversity, equity, and opportunity in individual learning and development, creating a conceptual cross-cultural therapeutic framework as applied to various aspects of diversity, including race, ethnicity, language, and religion.  
3) Racial/Cultural Identity Development in People of Color: Therapeutic Implications  
4) White Racial Identity Development: Therapeutic Implications  
5) Counseling African Americans  
6) Counseling American Indians and Alaska Natives  
7) Counseling Latinos  
8) Counseling LGBT  
9) Counseling Older Adults  
10) Read and Review: Chapters 11, 12, 14, 15, 17 & 22 - Reading due for this unit.

Unit 5.6 – February 3, 2014

1) Case Study Response  
2) Multicultural theories on race and ethnicity in psychotherapy and counseling. Role of the theories in the process of professional practice and building multicultural competencies in relation to diversity, equity, and opportunity in individual learning and development,
creating a conceptual cross-cultural therapeutic framework as applied to various aspects of diversity, including race, ethnicity, language, and religion.

3) Culturally Competent Assessment
4) Counseling Individuals of Multiracial Descent
5) Counseling Immigrants and Refugees
6) Counseling Individuals with Disabilities
7) Read and Review: Chapters 13, 18, 19, 20, 21 and 26. Readings due for this unit.

Unit 5.7 & 5.8 – February 8, 2014

1) Translation Services
2) Counseling Arab and Muslim Americans
3) Counseling Jewish Americans
4) Counseling Individuals with Disabilities
5) Group Presentations

Read and Review: Handouts. Chapters 19, 21, and 26. Readings due for this unit.

Unit 5.9– February 10, 2014

1) Group Presentations
2) Adlerian Relationship to Multicultural Counseling
3) Closure and issues for future exploration.
4) Cultural competence in mental health revisited

6. Assessment/Evaluation Procedures

6.1. 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 outside of class time, gathering research information, and preparing information for presentation or in writing for the journal article summary, Adlerian and multicultural summary, case study, special class presentation and handout, and final paper. This is due with your final paper. Please e-mail it to me, mail it, or place it in my AGS mailbox by February 24, 2014

6.2 Final paper
Please choose one of the following articles and write a paper (10-12 pages) offering a critical analysis of the article and the ideas presented by its author or authors. In your paper, you will identify the most important observations made by the author or authors, key concepts presented in the article, major arguments, and practice or policy implications stemming from the ideas presented. You will discuss strengths and limitations of the research presented in the article. You will then offer your position, and your reaction to the topic and the article. If you would like to choose your own article, please have this approved no later than **February 3, 2014. Paper Due: February 24, 2014.**


7. **Writing Guidelines including APA Format**

7.1 All written assignments in courses at the Adler Graduate School, including those submitted in on-line courses, 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. ISBN 1-4338-0561-8).

7.2 Strict APA publication rules in Online Peer Discussions might prove difficult, if not impossible, to maintain. Following the “letter” of the Manual (i.e., not using “I”,or passive voice, keeping proper margins, or complying with headings requirements) may be either difficult or counterproductive in forums such as peer discussions. However, it is still important to adhere to the “spirit” of the APA Manual (i.e., grammar, orderly...
presentation of ideas, reducing bias in language, and presenting scholarly statements and arguments).

7.3 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.

7.4 Please keep in mind that, while the internet offers a lot of exciting and up-to-date information, not all internet sources are considered scholarly. For example, Wikipedia is not an academically peer-reviewed source. Rather, it is an “anybody-reviewed” source and, therefore, can’t be used in presenting your argument in AGS classes-related tasks.

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. Any student who misses a class is expected to turn in their assignment by the next class.

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**

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.

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 during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be 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>
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<tr>
<td>One Recent News Article</td>
<td>January 13, 2014</td>
<td>9 points</td>
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<tr>
<td>Summary in the News</td>
<td></td>
<td></td>
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<tr>
<td>Adlerian Multiculturalism</td>
<td>January 27, 2014</td>
<td>13 points</td>
</tr>
<tr>
<td>Case Study Response</td>
<td>February 3, 2014</td>
<td>13 points</td>
</tr>
<tr>
<td>Group Presentations</td>
<td>February 8 and 10, 2014</td>
<td>20 points</td>
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</tbody>
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Final Paper & Special Project

February 24, 2014

20 points

GRADE BASIS:

Total Points: 100 points

90 Points = A
80 Points = B
70 Points = C

A. Missed units. Any student missing a unit can make up points by submitting a summary paper of the chapters missed having to do with multiculturalism. The student will write a 3-4 page summary of the key concepts regarding the text or additional readings material. A Saturday or Sunday class is considered two units.

Make sure you include a reference page as well as a cover page with your name, and date of the missed class. 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. It is also vitally important that you share a respect for any differences of opinion you might have over the material presented in class by either the instructor or other students. Discussion of differences is certainly encouraged but any behavior construed as inappropriate in terms of tone or action will be addressed by the instructor and if further intervention is needed, the Academic Dean will be consulted. 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 turn in a recent article from the news that has to do with some aspect of multiculturalism and a three to five page summary of that article outlining the a) relevant facts, b) positives and negatives surrounding the issue and the way it is reported, and c) its potential impact on the people impacted, the country, and those people around them, and d) any issues related to the writer of the article or where it is published. Attach the article to your paper. The article and summary are to be turned into the instructor on January 13, 2014. If you miss this class, the news article and summary position paper must be handed in within one week of the absence or January 20, 2014.
D. Adlerian Theory and Relationship to Multicultural Issues. Each student is to find as much information as possible related to Adlerian Therapy and Multiculturalism. 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? You might want to interview Adlerian instructors concerning their thoughts on this issue as well as students who are nearing the completion of their degree and their thoughts on this matter. You will turn a four to five page paper regarding this topic. You must include at least 3 references. Due Date: January 27, 2014. If you miss this class, the paper and references must be submitted to the instructor within one week of the absence which is February 3, 2014.

E. Case Study Response. You will be given a case study for which you are to prepare a written response. The response should include who you identify as the client, other family members or individuals you would include in therapy, cultural or related issues you think might impact therapy, what you see as the primary therapeutic diagnosis or issue, contributing factors to this issue, possible therapeutic responses to this issue, any additional information you would seek regarding this case, number of sessions you would need to complete treatment from the initial information, and what you believe would be a favorable therapeutic outcome to this case. Include any reactions that you had as an individual to issues around this case. You must include at least 3 references for this case. The case study response is due on February 3, 2014. If you miss this class, the paper and references must be submitted to the instructor by February 8, 2014.

F. Presentation of Special Project: In groups of three (3) (depending on class size) you will be assigned a one hour presentation that will be presented to the class on either February 8th or February 10th, 2014.

The one hour will include:
1. Set up time.
2. Presentations by each member of the group.
3. You will include in your presentation:
   a. Why this topic is important to the field of counseling.
b. How individuals present in therapy related to the issues you are exploring.
c. Tips for the counselor addressing this population or issue.
d. Possible diagnoses for individuals in this population or with this issue.
e. Articles that support or challenge this area of counseling. You will put together a reference list of at least 5 journal articles or books pertaining to this subject.
f. Local or national references to utilize in counseling individuals in this population. At least 5 references.

4. A possible case study you would like to present.

5. What types of Adlerian therapy and other therapy types might be useful in treating this issue.

6. Possible questions for an initial overview with the client.

7. You may use u-tube, videos, DVS’s, Power Points or other media to present your findings.

8. Make sure that each member of the group is presenting in a manner that supports the other group members and does not seem to be presenting on their own.

9. Time also includes presentation time and questions from the class and or teacher.

10. Each member of the class as well as the instructor will receive a copy of your references and Power Points.

11. Issues to be assigned to groups include the following:

   a. Bicultural marriage.
   b. Adoption of children of another culture.
   c. Poverty and working with individuals in poverty.
   d. Immigration and its impact on immigrants and refugees.
   e. The unspoken issues – Women’s Issues, Disability Issues, and Aging.
   f. The new Families – Single parents, cohabitating couples, gay and lesbian families, aging couples who remain unmarried.

12. Due February 8th or 10th, 2014 - Your group will be assigned to one of these dates.

**G. Final Paper. Paper due February 24, 2014.** Include your student folder number on your paper so it can be properly returned to you with comments or preferably e-mail it to me so I can make comments on your paper and return it to you online.

Please choose one of the following articles and write a paper (10-12 pages) offering a critical analysis of the article and the ideas presented by its author or authors. In your paper, you will a) identify the most important observations made by the author or authors, b) key concepts presented in the article, c) major arguments, and d) practice or policy implications stemming from the ideas presented. You will discuss e) strengths and limitations of the research presented in the article. You will then f) offer your position, and your reaction to the topic and the article. **OR** Choose an article, book, or movie you would like to review for your paper and write a paper of (10-12
In your paper, you will a) identify the most important observations made by the author or authors or other media presenters, b) key concepts presented in the media, c) major arguments, and d) practice or policy implications stemming from the ideas presented. You will discuss e) strengths and limitations of the research or information presented in the media choice. You will then f) offer your position, and your reaction to the topic and your media choice. **Your alternate choice must be approved by February 3, 2014. Your final paper is due February 24, 2014.**

If for a special reason such as illness or a previously unknown exception you will need additional time for your paper, you must request a Request for Extension no later than **March 3, 2014.** I will send you the form to be completed and signed by you, myself, Ev Haas, and Chris Helgestad for approval.

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**Submission instructions**

Please submit your paper via e-mail (preferred) or regular mail. I will try to submit your papers with corrections back to you via e-mail unless you want it returned to you at Adler (make sure you include your folder number). 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.

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