

COUNSELING RACIAL AND ETHNIC MINORITIES

*Department of Counseling Psychology
Lewis & Clark College*

CPSY 590

Summer, 2013

“A child born to a Black mother in a state like Mississippi has exactly the same rights as a white baby born to the wealthiest person in the United States. It's not true, but I challenge anyone to say it is not a goal worth working for.”

- Thurgood Marshall

Delishia M. Pittman, Ph.D.

Assistant Professor of Counseling Psychology
Professional Mental Health Counseling Faculty
Office: Rogers 335
Office: 503-768-6071
Cell: 602-628-7008 (texts ok ☺)
Email: dmpittman@lclark.edu
Office Hours: By Appointment Only

COURSE INFORMATION

Time: Wednesdays 1-4:00pm 5/29- 7/31
Location: York 116
Credits: 2 credit hours
Pre-requisites: None

COURSE DESCRIPTION

This seminar will review and explore issues concerning the practice of providing counseling services for people from different cultural, racial, ethnic, and national backgrounds. Emphasis is placed on problems, cultural similarities and differences, and approaches and techniques useful in cross-cultural counseling settings.

COURSE MATERIALS

Sue, D.W. & Sue, D. (2013). *Counseling the culturally diverse: Theory and Practice* (6th ed.). New Jersey: Wiley & Sons.

COURSE OBJECTIVES

Students will:

1. Demonstrate how their own cultural background and experiences have influenced their attitudes, values, and biases about psychological processes.

2. Demonstrate knowledge of ethical and legal considerations so that students will be able to contrast their own beliefs and attitudes with those of their culturally different clients in a nonjudgmental fashion.
3. Demonstrate knowledge and articulate their understanding about how oppression, discrimination, and stereotyping affect them personally, professionally, institutionally, and actively seek a more culturally affirming professional identity.
4. Demonstrate knowledge about verbal and non-verbal communication style differences, how their style may clash with or foster the counseling process with persons different from themselves.
5. Demonstrate specific knowledge and information about particular groups and discuss life experiences, cultural heritage, family systems, and historical background of identified culturally different clients.
6. Demonstrate how culture may affect psychological processes such as personality formation, vocational choices, psychological disorders and help seeking behaviors.
7. Examine relevant research regarding mental health issues and culturally appropriate interventions including indigenous helping practices and help-giving networks among communities.
8. Participate in activities outside the academic setting (e.g., community events, social and political functions, celebrations, friendships, neighborhood groups, and so forth) to clarify their role in social justice, advocacy, and conflict resolution, and to facilitate their knowledge of culturally different groups.
9. Articulate and demonstrate how culturally different clients' religious and/or spiritual beliefs and values, including attributions and taboos, affect worldview, psychosocial functioning, and expressions of distress.
10. Demonstrate knowledge about how to advocate at institutional and community levels on behalf of their clients.

COURSE POLICIES

Email Policy

I maintain a 48-hour response policy for all email communications not including weekends. If you do not receive an email response within 48 hours of your email being sent, assume that I did not receive your email unless I respond noting otherwise. **In very rare circumstances (i.e., emergencies) will an email receive a response between 5pm Friday and 8am Monday.** Note: Questions regarding assignments are not typically considered emergencies.

Attendance

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a

grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work. Additionally, it is important that you be on time for class. This is a professional program, and the expectation is that you treat it as such. Excessive tardiness will not be tolerated.

Late assignments

All assignments will be due at the start of class on the dates outlined in the syllabus. Late assignments will be penalized 10% of the points available for each 24-hour interval that they are late. Assignments > 1 week late will not be accepted unless you have medical or other valid documented reasons for the delay. In short, all assignments are outlined in the syllabus, are not subject to change, thus providing you with all the information and ample time to plan your schedules accordingly to ensure that all assignments are completed thoroughly and in a timely fashion.

Student with Disabilities Policy

Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Please see the Student Support Services website for more information:
http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

COURSE ASSIGNMENTS

Class Participation. You are expected to actively participate in class discussions, as this is a community of learners in which we all contribute. Participation not only adds to the quality of discussions, but also demonstrates that the class is completing assigned readings and understanding the material. When you do not participate, other students are forced to pick up your slack. **You can't participate if you are not present.**

Student's final letter grade will be determined by the number of activities successfully completed. Activities are listed below. All written reports will be evaluated according to their level of professional quality, accuracy of findings, and quality of expression. An individual's final letter grade for the course will be determined by the following:

- A** = Successfully complete Activities A and B and any 2 of the remaining 4 activities.
- B** = Successfully complete Activities A and B and any 1 of the remaining 4 activities.
- C** = Successfully complete Activities A or B.

The activities are as follows:

A. Culture of Origin. A paper exploring each student's own culture of origin. You must include your race and ethnicity, to the extent that you know, since this is the focus of the course. How have you and your family been advantaged/disadvantaged by structural racism? Talk to your parents and grandparents about topics like applying for loans, home ownership, inheritance, education, labor market experiences, and segregation. After you have gathered this information from your family, think carefully about how your family's race (or races) has/have affected their life trajectories. How has white privilege or lack of white privilege affected your life? You may also include your cultural values, beliefs, traditions and elements of worldview(s) that have been passed down from generation to generation, up to the present time. Include, without limiting yourself to such areas as:

1. The causes and nature of health and illness
2. Notions of spirituality/religion
3. The degree of responsibility that an individual has over life choices
4. Examples of ideal relationships with nature and other human beings (especially family relationships)
5. Attitudes about and approaches to education
6. Approaches to understanding and expressing emotions
7. What is the meaning that you make of each of the above?

It can be challenging to write about one's own culture, and one's own life. Though this is not a traditional research paper, at least two illustrative journal articles or other external sources should be cited in this paper. **7-10 pages**

B. Write a case study about an ethnic-minority or culturally unique client who experienced (or is experiencing) a mental health or chemical dependency problem. In preparing the description of the client you should include the following information: 1) sociodemographic information; 2) acculturative status and level of identify with own or preferred culture; 3) nature of presenting problem; 4) background information on the nature of the presenting problem; 5) identification and discussion of cultural factors likely to be contributing to the problem including their response to counseling and/or therapy; 6) intervention technique (if any); 7) description of problems client experienced (or is experiencing) that derive from the intervention process. Some of the case studies likely will be discussed in class probably during the latter half of the course.

C. Immersion Experience: Cultural Activity in the Community Choose an experience that highlights interaction with those who are racially/ethnically different from you. Attend one cultural event, and use the following as guiding questions for your reflection on this activity:

1. Attend an event within a culture that is different from your own. This might include attending a service at a church that primarily serves members of a particular ethnic group, a powwow, a festival, event, a trip to a cultural center, visit to a reservation, etc. The idea is to be around and interact with people who are culturally different from you.

2. Find out what resources in the community are available specifically for clients of that culture.
3. Address the following questions in a **7-10 page** paper:
 - ◆ ***Counselor Awareness of Own Cultural Values and Biases***
What prior knowledge and or preconceived/expectations ideas did you have before participating in this activity? What did you find compelling about this experience? What changed in your thinking based on this experience? Are there now any behavioral changes that you can anticipate for yourself?
 - ◆ ***Counselor Awareness of Client's Worldview***
Describe how this event might be different from a similar event within your own culture. If you were seeing a client from this culture, what might your experience tell you about her or his worldview? How might intersections of identity impact their worldview?
 - ◆ ***Culturally Appropriate Intervention Strategies***
Based on what you learned during this experience and from your readings and experiences in class, what are some themes that you might want to explore when working with clients from this culture? Make a list of community resources available to the cultural group (e.g., associations, counseling services, foundations, community clinics, community outreach groups).

The quality of your work on this assignment is determined by the degree to which you immerse yourself in a new cultural experience, and by the depth of your thinking about the experience

D. Select a term or concept that is frequently used in the literature in the field of cross-cultural counseling (examples of the terms will be discussed in class). Conduct an exhaustive literature search of the definition and use of the term. Each definition should be limited to about 2 pages (maximum of 350 - 400 words). Students have the freedom to format the definition in a style that best suits their background, expertise and interests however they must provide information that answers the following questions: Where did the term come from? What are the alternative definitions? What is the preferred definition and why? What one or two primary sources can one go to find out more about the term? The meaning of some terms changes over time so you may want to consider providing a short historical perspective in writing the definition. Definitions should be typed, doubled space throughout. APA style guidelines should be used with reference citations.

E. Maintain a journal In this course, you will be asked to keep reflections throughout the semester that you gather from class discussions, readings, events, and personal thoughts and experiences. Use specific examples, drawn from the course content, in combination with your reaction and your thoughts about the content. What thoughts occur with respect to your own life and learning? When possible, you will have five minutes at the end of each class to write your reflections. Summarize and evaluate your

own engagement in the class in a 4-5 page final reflective journal. Journals will be collected about **5** weeks into the semester (July 3, 2013) and at the end of the semester

F. Interview a mental health worker (counselor, clinical psychologist, psychiatrist, psychiatric social worker, school counselor) concerning his/her views and experiences in the general area of cross-racial/cultural counseling. Prepare a report (**5-6 pages**) on the interview, to include transcribed excerpts, and be prepared to discuss the results of the interview in class, if time and circumstances allow.

COURSE SCHEDULE

Week 1

29-May Introductions and orientation

Week 2

5-Jun Chs 2, 3

Week 3

12-Jun Chs 4, 5, 6

Week 4

19-Jun Chs 7, 8, 9, 10

Week 5

26-Jun Chs 14, 15, 16

Week 6

3-Jul Chs 17, 18

Week 7

10-Jul Chs 19, 20

Week 8

17-Jul Ch 21

Week 9

24-Jul Chs 11, 12, 13

Week 10

31-Jul Final Wrap Up
