

**PSYCHOLOGY 623: SOCIAL AND CULTURAL FOUNDATIONS
“MULTICULTURAL COUNSELING”**

INSTRUCTOR:
COURSE DAY/TIME:
COURSE ROOM:
OFFICE HOUR:
OFFICE LOCATION:
PHONE/EMAIL:

COURSE DESCRIPTION AND OBJECTIVES:

This course examines the counseling issues and trends in a multicultural and diverse society, including characteristics of diverse groups that may include but are not limited to age, race, religious or sexual preference, physical disability, ethnicity and culture, gender, socioeconomics, intellectual ability, and individual, family, and group strategies with diverse populations. More specifically, the course will provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' 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
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

REQUIRED READINGS:

Sue, D. W. & Sue, D. (2016). *Counseling the Culturally Diverse* (7th edition or 8th edition). John Wiley & Sons, Inc.

McDermott, J. F., & Andrade, N. N. (2011). *People and cultures of Hawaii: The evolution of culture and ethnicity*. Honolulu: University of Hawaii Press.

The readings also will include articles that will be distributed.

COURSE PHILOSOPHY:

As professional counselors, we have a moral and ethical responsibility to prepare ourselves to work effectively with clients whose world views and cultural backgrounds are different from our own. To this end, I believe that reflection, self-analysis, and sharing of personal feelings, thoughts, experiences, and biases and maintaining a safe classroom environment for these activities are as necessary as gaining relevant scholarly information.

The process and outcome of this class will depend on everyone's contributions. It is expected that everyone will prepare for each meeting by completing the assigned readings and reflecting upon the material shared. Everyone's active participation during each class session will contribute to the learning process for all involved. The more each of us gives to the class, the richer the experience will be for all of us. At the same time, everyone is responsible for

maintaining safety in the classroom especially in terms of confidentiality and respect for each other's diverse views and backgrounds.

Promoting an Effective Learning Environment: To promote an effective teaching and learning environment for you, your classmates, and your instructor, please (a) turn off cell-phones unless you have a very good reason for leaving them on, (b) do not surf the Internet, send text messages, or check your email/IM/FB during class, and (c) do not carry on private conversations with classmates during lectures or group discussions.

You are expected to arrive to class on-time. **There will be no make-up exams or presentations for unexcused absences. Students having more than one unexcused absence will be dropped from the course and will receive either a W or an F for the course.** At the discretion of the instructor and the Director of the counseling psychology program, students who commit serious professional or ethical violations may also be dropped from the course and may receive a W or F.

Academic Integrity: Students are strongly encouraged to familiarize themselves with the Student Code of Conduct for UH Hilo, which can be found at http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php. I expect you to behave with integrity and hold both yourself and your peers to the highest standards of ethical behavior. Academic dishonesty encompasses, but is not limited to: (1) plagiarism (i.e., copying another individual's words or ideas without appropriately citing the source); (2) turning in assignments that somebody else has completed; (3) referring to notes or other written/electronic materials, collaborating with others, copying someone else's work, or providing answers to others in any fashion during an examination.

Should I have reason to suspect that academic dishonesty has occurred; I will have to conduct an investigation and/or may refer the matter to the Dean's Office for investigation. Possible sanctions should you be found responsible for academic dishonesty could include a failing grade for the course, suspension or even expulsion from the University (Please see the discussion of Academic Dishonesty in the UHH Catalog).

Special Needs and Accommodations: Any student with a documented disability who would like to request accommodations should contact the Disability Services Office - Student Services Center E215, 932-7623 (V), 932-7002 (TTY), uds@hawaii.edu - as early in the semester as possible.

Academic Advising: Advising is designed to help students complete the requirements of the university. You should consult with your advisor at least once a semester to decide on courses, check progress towards graduation, and discuss career options and other educational opportunities provided by UH Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements.

University Email Policy: (<http://hilo.hawaii.edu/catalog/email-policy.html>) Email is an official means of communication within the University. The University has the right to send communications to students via email and to expect that those communications will be received and read in a timely fashion. The University will send official email communications to the student's official UH email address. Students are responsible for checking their UH email account frequently and consistently to remain current with University communications. For information about obtaining and managing a UH email account and about email policies and practices, visit the Information Technology Services website at www.hawaii.edu/its/ and the "System and Campus-Wide Electronic Channels for Communicating with Students" policy online at www.hawaii.edu/apis/ep/e2/admin.html.

COURSE REQUIREMENTS AND EVALUATION:

- 1) Counseling issues with specific population(s) paper (DUE Oct 25th): Students will write a 5 page (single spaced) self-analysis of their racial/cultural identity and ability to work with

clients from a different group (The group should be as different as possible from the student's own group in terms of race, gender, religion, culture, disability, sexual orientation or economic class, etc. In the paper, students should describe similarities and differences between students' own cultural backgrounds and the cultural characteristics of the group, and how these factors relate to their ability to work with clients from this group. [30% OF THE GRADE]

- 2) Presentation on Basic concepts in Multicultural Counseling or Counseling issues with specific population(s): Students can choose to present and co-lead (with me) the discussion on several basic concepts in multicultural counseling or on counseling issues with specific populations. Students who present basic concepts are expected to thoroughly understand the assigned text book chapter(s) and to be well prepared to co-lead the discussion. Students who present specific populations are encouraged to select a population that is different from their own background. The cultural traditions, historical experiences, common counseling issues and strengths of the people covered in "People and Cultures of Hawaii" as well as those of African American, Native American, Latino American, Asian American, and European American peoples are suggested for the inquiry. The presentation should include information regarding the group's demographic characteristics, socio-political history, and cultural norms. Also included should be the implications for counseling that are based on this information. Lastly, the student should present a relevant vignette that can be used for role plays in the classroom. [30% OF THE GRADE]
- 3) Cross-cultural immersion experience and reaction paper (DUE Dec 11th): You are asked to participate in a cross-cultural immersion experience. This is a situation in which you are the only one of your kind. You are asked to select a cultural group that you would like to learn more about and attend some sort of activity within the community by yourself. You will submit a 3 page single spaced paper on the impact of the experience. Discuss how the knowledge gained could inform your multicultural counseling. [20% OF THE GRADE]
- 4) Final Take Home Exam (DUE Dec 17th): [20% OF THE GRADE]

All written assignments should be submitted via Lualima. I will NOT accept them via email.

GRADING

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = BELOW 60

Note: Syllabus may be changed at discretion of professor - changes will be announced in class.

Course Schedule PSY 623

Date	Topics	Readings	Paper/Exam
	Introduction Dual Pathways to Better America Sociological and Scientific Need for the Course Counselors as Change Agents to Eliminate Oppression	Sue 1	
	The superordinate nature of multicultural counseling and therapy The politics of counseling and psychotherapy Systematic Oppression	Sue 2, 4, 5	
	The practice dimensions of multicultural counseling/therapy Student Presentation: Student Presentation:	Sue 7, 8	
	The practice dimensions of multicultural counseling/therapy Student Presentation: Student Presentation:	Sue 9, 10	
	The racial/cultural identity development Student Presentation: Student Presentation:	Sue 11, 12	
	The Elderly Client/ The LGBT Client Student Presentation: Student Presentation:	Sue 22, 23	
	The African American Client Student Presentation:	Sue 14 McD 10	
	The Client with a Disability(ies) The Client with Poverty Student Presentation:	Sue 25, 26	
	The Immigrant and Refugee Client Student Presentation:	Sue 21	Paper (Reflection & population) Due 10/25
	The Native Hawaiian and Other Pacific Islander Client The American Indian Client Student Presentation:	Sue 15 McD 1, 11, 15	
	The Woman Client Student Presentation:	Sue 24 Feminist Therapy	
	Guest Speaker (Community mental health professional)		
	The Asian American Client Student Presentation: Student Presentation:	Sue 16 McD 3,5,6,8,9,12,13,14	
	The Asian American Client Student Presentation: Student Presentation:	Sue 16 McD 3,5,6,8,9,12,13,14	
	The Hispanic (Latino/a) American Client Student Presentation:	Sue 17, McD 7 McD 2, 4	Paper (Immersion) Due 12/11
	White Privilege/Haole Experience in Hawaii Student Presentation: Share multicultural immersion experiences	Tim Wise (2008) Fisher Case (2013) When whites just...1 and 2 (NYT 2014)	Take Home Exam Due 12/17