

PORTLAND STATE UNIVERSITY
SCHOOL OF EDUCATION
DEPARTMENT OF SPECIAL AND COUNSELOR EDUCATION
“Meeting our diverse communities’ lifelong educational needs”

COUN 581 Sec. 001
Multicultural Perspectives in Counseling
Winter Term, 2011
January 05 – March 16

Faculty:

Liz Wosley-George, Ph.D.; LPC (Oregon) LPCC (Ohio)
Office: 504B Graduate School of Education Building
Phone (503) 725-4651 Fax (503) 725-5599
Email Wosleygeorgee@pdx.edu

Office Hours Mondays 3:00 pm - 4:00 pm General Advising
 Mondays 4:00 pm – 5:00 pm Drop in
 Wednesdays 3:00 pm - 5:00 pm By Appointment (503) 724-4619

Students needing an accommodation should immediately inform the course instructor. Students are referred to Disability services (503)725- 4005. The Office of Disability Services will provide support services when appropriate.

Course Prerequisites:

1. Graduate standing in Counselor Education or related fields. Students with post-Baccalaureate standing may be admitted to the course with instructor permission.
2. Satisfactory completion of COUN 441/541 (Introduction to Counseling) and COUN 430/530 (Introduction to Psychiatric Diagnoses or equivalents).

Program Policy Statement

The Counseling Profession requires a high level of personal integrity, self-awareness, and personal maturity. Being present and engaged in classroom activities, as well as demonstrating professionalism in classroom behavior is expected at all times as a Masters student in Counselor Education.

All students are expected to actively participate in creating a respectful learning environment in the classroom. Arriving late for class, being back late from break, the ringing of cell phones, etc, detract from the learning experience. Do not ask for special consideration in regards to these.

Demonstrating good professional conduct is extremely important and will be continuously monitored and reviewed by faculty in accessing your development as a professional counselor. Formal occasions for feedback in this regard, occur at your First Year’s Student Review, and during your practicum and internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/professional progress in the Program.

All students in the program will demonstrate behavior that is consistent with the Ethical Standards of the American Counseling Association (ACA: <http://www.counseling.org/resources/ethics.html>). Failure to do so can result in termination from the program.

Course Description:

Multicultural perspectives in Counseling is designed to expose students of counseling and the other mental health professions to methods, concepts and services that are more appropriate and relevant to the life experiences of culturally diverse groups. The course adopts several frameworks in addressing the counseling needs of culturally diverse clients at various stages of development. Emphasis is placed on increasing course participants' awareness of their own preferences, cultural biases, values and assumptions about human behavior, as a basis for awareness of other cultures. Class lecture and guest speaker presentations will focus on increasing students' knowledge and understanding of diverse cultures, including their history and experiences in America, accepted norms, values and mores as they relate to the counseling process. The Community-Based Learning component of this course is an essential and integral part of the course which allows for maximum integration of community and classroom experiences.

CACREP Essential Practices Addressed in this Course:

Develops ethical clinical practice.

Identifies, adapts, develops and designs intervention strategies.

Identifies client needs in family, work and community contexts.

Accommodates for cultural and linguistic diversity.

Course Objectives:

Upon completion of this course students will be able to:

1. Identify and discuss several barriers to effective multicultural counseling
2. Describe the characteristics of culturally effective and culturally intentional counselors
3. Discuss selected theories of counseling and psychotherapy and their multicultural applications
4. Discuss different worldviews and their implications for counseling.
5. Develop and use culturally relevant strategies in working with clients.
6. Identify and locate sources and resources that multicultural counselors can explore to enhance their effectiveness in multicultural situations.
7. Apply counseling strategies that indicate an understanding of the impact of religion, education and socioeconomic status on client and counselor relationship.
8. Describe several concerns of culturally diverse clients at each stage of the lifespan

Jan. 05 Introduction and Course overview
Pretest; Multicultural Counseling Competencies
The Culturally Skilled Counselor
Barriers to effective cross-cultural counseling

- Jan. 12** Barriers to effective cross-cultural counseling
The Superordinate nature of multicultural counseling and therapy
The Politics of Counseling: Socio-political implications of oppression:
Trust and mistrust in counseling/therapy
Readings: Sue & Sue Chapters 1-4, Chapter 6
- Jan. 19** Racial/Cultural Identity Development
Gender roles across cultures
Racial Identity in the social environment
Readings: Sue & Sue Chapters 5, 10 & 11
Pedersen & Carey Chapter 3, McGoldrick et.al. Chapter 1
- Jan. 26** Culture and Psychiatric Diagnosis
Culturally appropriate intervention strategies
Multicultural Family Counseling and Therapy
Organizations and institutions as clients
Readings: Sue & Sue Chapters 7, 8, 9 & 13
Other readings as assigned
- Feb. 02** **Midterm**
Counseling individuals of Multiracial descent
Social Justice Counseling/Therapy
Asian American Perspective
Readings: Sue & Sue Chapters 12 & 16
McGoldrick et.al. Chapters 20-27
Guest Speakers:
- Feb. 09** Jewish American Perspective
Disabilities Perspective
Readings: Sue & Sue Chapters 20 & 26
McGoldrick et.al. Chapters 48 -51
Pedersen & Carey Chapter 13
Guest Speakers:
- Feb 16** **Course Review**
Cultural Awareness Exercises
Group work
- Feb. 23** Hispanic/Latino American Perspective
Russian American Perspective
Readings: Sue & Sue Chapters 17, 21 & 22
McGoldrick et al. Chapters 11-19
Guest Speakers:

March 02 American Indian Perspective
African American Perspective
Arab American/Middle Eastern Perspective
Readings: Sue & Sue Chapters 14, 15 & 19
McGoldrick et. al. Chapters 2 - 10, 31-35
Guest Speakers

March 09 Project Presentations

March 16 Finals
Project Presentations
Course Summary and Closure

Course Evaluation

Evaluation will be based on attendance, participation, documentation of cultural learning experiences, project presentation, midterm and final examinations. Project presentations should focus on experience with a culture of your choice, and reflect the most appropriate techniques for counseling clients from the particular culture/background. Final projects should be typed, 5 – 8 pages long, APA style. Each cultural learning Experience documentation paper should be no more than three pages long.

Grading Weights:

1. Attendance and class participation	5%
2. Cultural Learning Experience Documentation (2)	15%
3. Group/Individual Project& Presentation	25%
4. Midterm (February 02)	25%
5. Final (March 16)	30%
Total	100%

Text:

1. Sue, D.W., & Sue, D.S. (2008). Counseling the culturally diverse, theory and practice (5th Ed.). New York: John Wiley & Sons.
2. McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). Ethnicity and family therapy (3rd Ed.). New York: The Guilford Press.
3. Pedersen, P.B., & Carey, J.C. (2003). Multicultural counseling in schools (2nd Ed.). Boston: Allyn and Bacon.

