
Multicultural Counseling

Counseling Psychology 231
Santa Clara University
Spring Quarter 2015

Professor: Jasmín Llamas, Ph.D.
Office: Loyola Hall 140D
Office hours: Tuesday 4-5 pm (walk-in) & Wednesday 3-5pm (by appointment)
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Class Location: Loyola Hall 136
Class Time: Wednesday 5:30-8:30 pm

Course Objectives:

This course aims to orient students to the general concepts of multicultural counseling and the application of cultural competency in clinical practice and research. This course is designed to achieve the following goals:

1. Assess one's own cultural worldview
2. Develop understanding about other cultural worldviews
3. Identify culturally appropriate interventions

Required Texts:

1. Hays, D. G. & Erford, B. T. (2010). *Developing multicultural counseling competence: A systems approach* (2nd ed.) New York, NY: Pearson.

Other Required Readings: In Camino

Student Evaluation:

1. Class participation (15%)
2. Culture of origin paper (15%)
3. Weekly Journal and final Summary (20%)
4. Experiential presentation (15%)
5. Community Immersion Experience and write up (10%)
6. Assessment (25%)

Course Requirements:

Class participation - Students are expected to participate by coming to class on time, prepared, and contributing to class discussions (both in class and online). Participation includes your presence and active engagement in class (this includes listening) and in class activities. This includes your ability to integrate the course material, grapple with difficult concepts, and apply the concepts. Two missed classes will result in a loss of all class participation points. Three or more missed classes will result in failure of the course

Personal Technology. It is allowable to use a laptop, tablet, or other device for taking notes or otherwise participating in class. However, please do not use personal devices for any purpose unrelated to class, as it interferes with your ability to actively participate in class and is a distraction to your fellow students. Inappropriate use of personal devices may result in grade reductions.

Cultural Identity Paper - Throughout the class, we will be discussing culture and its influences on our own worldviews as well as our clients' worldviews. In order to clarify your understanding of your own cultural perspective and how that affects the counseling process, you will write a paper examining your own cultural identity. Papers will be evaluated based on writing quality, discussion of identities, power, privilege, and overall depth. I am looking for evidence that you have thought deeply about these questions and learned something new about yourself. More detailed information outlining topics that should be covered and grading are available on CAMINO. The paper should not exceed 6 pages. Papers submitted late will be reduced by the equivalent of one letter grade for each day late.

Journal - Keep a "journal" regarding comments, thoughts, reactions, feelings, and personal insights to class material, interactions, and discussions. Journal entries from the previous week are due in Camino the morning before each class. Viewpoints and opinions will not be graded. Journals will be given a "✓" if turned in, and a "✓+" if discussion of the material and personal insights are done especially well. Journals will be graded based on the evidence of substantial energy and effort and your ability to grapple with the topics covered in class. I encourage you to share as deeply as you feel comfortable. Journal entries should be 1-2 pages. See CAMINO for more detailed grading information. Late journals will be given half-credit.

Final Reflection- Your final journal entry will summarize your progress over the course of the class based on your journal entries. The summary should synthesize your journal entries, examining and discussing themes, insights, personal and professional concerns, and future goals.

Experiential Presentation – A challenge in working with diverse groups is learning how we as professionals can become more familiar with that group's values, community, and worldviews. Discovering how to do this is essential to becoming an effective multicultural counselor. The group project is intended to facilitate this process. Your purpose is not to present new material, but to creatively involve the class on a topic within one of the five cultural groups we will focus on in this course (Native Americans, African Americans, Latino Americans, Asian Americans, or LGBT individuals). I will be actively involved in helping you plan these presentations, although you will take the lead. Please make appointments to see me as a group before planning your presentation. Presentations should encourage class participation (discussion, activities, etc.) and groups are encouraged to use a variety of multimedia methods to produce a creative presentation. Presentations should be 45 minutes. More detailed information outlining the presentation and grading are available on CAMINO.

Community Immersion– For the community immersion component, students will be required to participate in an event or activity that would allow for an immersion experience of their assigned group. You will submit a 3-4 page summary of your experience, identifying why you attended the activity/event, what you observed that related to class discussion/readings, and how your experience will affect your work as a counselor. It should not be an activity that you would

engage in if it were not for this class. Cultural excursions are **NOT** intended to be group activities and events of your friends or relatives will not be counted. Further information about what might constitute an appropriate encounter will be discussed in the first class. Also, if you are uncertain of whether an event is appropriate, you can ask me at anytime.

Putting it all together - On the last day of class, you will be given a case study/vignette and asked to assess the case within a cultural context. Your response should include your assessment of the case as well as a discussion of appropriate interventions or counseling techniques. Grades will be based on organization, accuracy of conceptualization, synthesis of information, as well as how well your response is based on the concepts, lectures, discussions, theories, and readings covered throughout the course. You may reference your book and notes in conducting the written assessment. If you would like your materials returned, please provide a self-addressed stamped envelope the last day of class.

Course Guidelines:

Respectful Behavior- To create a constructive learning environment students are expected to demonstrate respect for others. Discussions should occur within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences.

Academic Integrity- You are expected to uphold our university policy on academic integrity and subscribe to the ideals of academic integrity. Any act of academic dishonesty, such as cheating or plagiarism, will subject a person to University disciplinary action. Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Please make sure that you appropriately cite your sources.

Individual Difference- If you experience difficulty in this course for any reason, please don't hesitate to consult with me. If you have a disability that may prevent you from fully demonstrating your abilities, please contact me so we can discuss accommodations necessary to ensure your full participation. A wide range of university services are available to support you:

HUB Writing Center: HUB helps students understand assignments and aids in all stages of the writing process (www.scu.edu/provost/writingcenter).

Counseling Resources: CAPS offers counseling for personal concerns, self-help information, and connections to off-campus mental health resources (www.scu.edu/cowell/caps).

Disability Resources: Any student who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact the instructor immediately. To request academic accommodations for disability please contact Disability Resources located in Benson, room 216, (408) 554-1111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources to receive accommodations. For more information about disability resources available refer to: www.scu.edu/studentlife/disabilities/.

Class Schedule:

	Class Schedule	Readings
1	April 1 st	
	Introduction, Cultural Competence	Iijima Hall (1997)
2	April 8 th	
	Cultural Identity Development Culturally Competent Assessment Journal 1 Due	Ch. 1 & 2 Vera & Speight (2003) Sabnani, Ponterotto, & Bordodovsky (1991)
3	April 15 th	
	Racism & Privilege Journal 2 Due	Ch. 4 Rudman et al. (2001) Liu, Pickett, & Ivey (2007)
4	April 22 nd	
	Sexual Orientation & Heterosexism Gender & Sexism Journal 3 Due	Ch. 4 & 5 Shelton & Delgado-Romero (2011)
5	April 29 th	
	Counseling Native Americans/American Indian and Arab Americans Journal 4 Due Culture Paper Due	Ch. 13 Ahmed & Reddy (2007)
6	May 6 th	
	Counseling African Americans Journal 5 Due	Ch. 9 Whaley (2001)
7	May 13 th	
	Counseling Latino/Hispanic Americans Journal 6 Due	Ch. 12 Cabassa, Zayas, & Hensen (2006)
8	May 20 th	
	Counseling Asian Americans Journal 7 Due	Ch. 11 Meyer et al. (2009)
9	May 27 th	
	Multiracial individuals Multicultural Conceptualization Final Journal Due Community Immersion Due	Ch. 15 LaFromboise, Coleman, & Gerton (1993)
10	June 3 rd	
	Multicultural Assessment	