

# Syllabus PSY 574

## ***Multicultural and Gender Issues in Counseling***

Instructor: Robert Brammer, Ph.D.

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### OFFICE HOURS:

Monday 10:30 am to 12:00 pm

Tuesday 1:00 pm to 3:00 pm

### Course Description:

The course is divided into two sections. First it explores how culture and historical-political-social factors influence the personality and psychological development of all people. Emphasis is placed on how this knowledge and awareness can positively influence problem assessment/conceptualization, treatment, and therapy outcomes with African-American, Asian, Latino, and Native American clients. In the second section, the effects of gender-role socialization and bias on theories of human development, personality, behavior and counseling practice are explored. Current theory, research, and techniques for assisting women and men will be examined.

### Course Objectives:

This class will challenge your prejudices regarding ethnicity and gender. Research on stereotypes indicates that we all have prejudices; it is our way of coping with a dangerous world. These beliefs are coping mechanism, but they interfere with the counseling process and other areas of life. The main objective for this class is to provide students with skills that will assist them in placing their client's needs above their stereotypes. The seminar format is designed to help students share their prejudices and receive support and guidance from the class.

By the end of the quarter, you should:	Assessment method
Become aware of your prejudices	Assessment paper.
Have developed a plan for continued multicultural growth	Assessment paper.
Identified an expert counselor from your home area or Ellensburg to whom you would refer a specific multicultural population group	Assessment paper
Recognize critical incidence specific to minority populations	Midterm and Final exam
Gained exposure to multicultural settings	Classroom speakers and multicultural field trip.

### Purpose of the class

Prejudices and potential for discrimination exist in all people. This course identifies the threats of our prejudices and how such beliefs may impact our work as counselors. It also examines how discrimination affects various groups differently. These differences are subtle and take time

to understand. In some cases, they will evoke strong reactions within us. Sometimes, our reactions are so profound we cannot effectively counsel people from different groups. While this may seem like failure, it is not. Failure comes when we blindly assume we can work with all people the same way. Avoiding such ignorance is the primary purpose of multicultural training.

**Statement on knowledge:** Knowledge does not find us. We improve our understanding by filling the voids created by our ignorance. Active, purposeful and ongoing, knowledge requires us to try new things and to remain openness to our environment.

#### Texts:

Brammer, R. (2004). Diversity in counseling: Exploring ethnic and gender issues. Belmont, CA: Thomson, Brooks/Cole Publishers.
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Handouts, provided in class
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#### Weekly Readings:

The reading assignments form the basis for class lectures, discussions, and tests. The Madden and Blake book (excerpts will be provided) contains narratives of culturally diverse people struggling to survive in America. The Gender Stories "book" contains similar narratives of gender diverse people struggling to survive in a gender hostile world. These pages may be harder for some students to read. The book addresses such topics as homosexuality, transsexualism, cross dressing, rape, incest, spousal abuse, etc. Many students find these books the most interesting reading of the class, but some of the reading may tug at various parts of your heart. Please read ahead!

#### Reaction Papers:

Provide weekly typed reaction papers that include your thoughts and emotions in response to class process (1-2 paragraphs) and your thoughts and emotions regarding the assigned reading (1-2 paragraphs). Consider the following when writing your responses (Sue and Sue, 2008):

- What emotions or feelings are you experiencing while in class, while reading assigned material, and while thinking about class or the material?
- Where are these emotions coming from?
- Are they blocking your understanding of the material?
- What do these emotions mean for you personally and as a helping professional?
- Take an active role in exploring yourself as a racial cultural being.

**Late Assignments:** Assignments are due at the beginning of each class on the dates listed on the calendar. You will not be able to earn full points for assignments that are turned in late. For each day that the assignment is late, you will lose 10% of the possible points for that assignment. Additionally, in order to receive any points for a late assignment you must pre-arrange an extension, and this will only be granted under exceptional circumstances.

#### Cultural Autobiography

Write a 5-7 page paper that investigates and reflects upon culture from the vantage point of your own heritage and includes the following:

- Brief overview of where you were born, when, # of siblings, your family's education level and activities, socioeconomic history and standing

- What is your first memory of recognizing color/race?
- What did you learn from your family about color/race?
- How would you define your ethnic, culture, sexual, and gender identity?
- Choose 3-4 cultural, ethnic, gender or sexual orientation groups that you have the strongest reaction to. Honestly explore your biases, prejudices, and stereotypical thinking. Examples of cultural categories for exploration include African-Americans/Blacks, Asian-Americans, European-Americans/Whites, Latino/as, Native Americans, Christians, Muslims, Jews, gays/lesbians/ bisexuals/ transgender folks, physical/mental differences, gender, older persons, etc.
- Consider how your cultural background will likely affect your work as a counselor/school psychologist when working with diverse populations. Based on your upbringing, what are some stereotypes, prejudices, assumptions, and biases about different ethnic groups? Where did these stereotypes, prejudices, assumptions, and biases come from?
- Which cultural group will be most difficult for you to work with at this moment in your life? What are your fears and discomforts about groups that are different from your own? What are your strengths and limitations in working with individuals from cultures different from your own? Where do you see yourself in your racial identity development? How do you know this to be true?

## Examinations

There will be a mid-term (take home) and a final examination for this course. The midterm will be an essay exam and will relate to the town hall meeting. The final will consist of multiple choice questions and short essay questions. The exams incorporate questions from the lectures and readings.

## Participation

- This is a seminar class. Student participation is mandatory. The reading is comprehensive and should provide most of the information you need to learn the subject matter. The class is designed to help students interact with the material and find out how it may impact their lives.
- Because participation is so important to this topic, if you must miss a class due to illness or an emergency, please let me know as far in advance as possible and turn in a 3-4 page reaction paper on the assigned reading for that week when you return to the next class (failure to do this will result in a 10% grade drop in your participation score).
- We will discuss anger, frustration, fear, or any other emotion when an issue is addressed. None of us will grow or become good counselors if we do not voice our concerns
- Part of the midterm examination will include an assessment of an interview you conduct with an individual, family, or group who is of a culture different from your own.
- The town hall meeting on Continuing the National Discussion on Race, Justice, and Peace is also a requirement for the course and part of your participation grade. If you cannot attend, you will be required to write a 4-7 page reaction paper on the content of the meeting. More details will be provided later.

**Evaluation:**

Your grade is comprised of the scores you obtain on the mid-term and final exams

Midterm	30%
Cultural Autobiography	15%
Weekly reaction papers	10%
Final	35%
Participation	10%

**GRADING SCALE:**

Grade	Percentage	Grade	Percentage
A	<b>93% or more</b>	C	<b>73%</b>
A-	<b>90%</b>	C-	<b>70%</b>
B+	<b>87%</b>	D+	<b>67%</b>
B-	<b>80%</b>	D	<b>63%</b>
B	<b>83%</b>	D-	<b>60%</b>
C+	<b>77%</b>	F	<b>&lt;60%</b>

**Academic honesty/Prohibited conduct:** Please refer to Appendix B, Section Two of the 2007/2008 of the CWU catalog for definitions of academic dishonesty and other prohibited conduct, and the consequences of this behavior. The instructor reserves the right to assign an “F” for the course, should circumstances warrant.

**ADA Policy:** Students who have special needs or disabilities that may affect their ability to access information or material presented in this course are encouraged to contact me or the ADA Compliance Officer and Director, on campus at (509) 963-2171 for additional disability-related educational accommodations.

Date	Topic	Reading
Sept. 24	Personal introductions	
	The practice of multicultural counseling	Chapter 1
Oct. 1	Feminist & Womanist Models	Brammer Chapter 9
	Counseling Men	Related Stories
Oct. 8	Transgendered Issues	Brammer Chapter 8
	Gay/lesbian/bisexual issues	Brammer Chapter 7
	<b>Guest Speakers</b>	Related Stories
	12:30 - Tylene Carnell	
Oct. 15	Transgendered Issues	Related Stories
	Gay/lesbian/bisexual issues	
Nov. 5	Latinos	M&B, 108-111; 164-180
		Brammer Chapter 3
Oct. 22	Asian Americans	M&B, p. 98-102; 334-339
		Brammer Chapter 4
Oct 29	Native Americans	Brammer Chapter 5
	<b>* Midterm Due *</b>	Extra readings will be assigned

Date	Topic	Reading
Nov. 12	Town Hall Class (the extra Town Hall Meeting will be within a day of this class)	
Nov. 19	African Americans/Racial and Cultural Identity	Brammer Chapter 2 M&B, p. 13-15; 440-442
Nov 26	Thanksgiving Holiday	
Dec 3	European Americans Biculturalism / Differently Abled / Age * <i>Assessment Paper Due</i> *	Brammer Chapter 6 Brammer Chapter 11
Dec 10	Final	

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**This course meets the following Washington State Residency-Level Benchmarks for School Counselors. These standards are reflected in WAC 181-78A-270 (a) (5) [Rev. 12/3/04].**

### PSY 574, Multicultural Counseling (3 credits)

**STANDARD 5: Equity, Fairness, and Diversity.** Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among sub-groups of students.

Standard 05-1. Models, demonstrates, and advocates for fairness, equity, sensitivity, and respect for students, staff, parents/caregivers, and community members;

Standard 05-4. Demonstrates an awareness of school climate and how it impacts student learning, especially for families and students who have been historically disadvantaged and marginalized;

**STANDARD 6: School Climate.** Certified school counselors work to establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

Standard 06-6. Demonstrates knowledge of the strategies and methodologies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest goals;

Standard 06-8. Models caring, acceptance, communication, and human relations skills to students, staff, parents, and community;

**STANDARD 11: Professionalism, Ethics, and Legal Mandates.** Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

Standard 11-1. Writes and speaks effectively in formal and informal communications;

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#### Multicultural Counseling

This course addresses the following 2001 curriculum standard(s) for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under Section II (Program Objectives and Curriculum) and Standards for Mental Health Counseling Programs:

- K-1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:
  - g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
  - h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

K-2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;

b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;

d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and

f. ethical and legal considerations.

K-5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

K-7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

i. ethical and legal considerations.

K-8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

f. ethical and legal considerations.

**A. FOUNDATIONS OF MENTAL HEALTH COUNSELING**

6. the role of racial, ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in mental health counseling.

**PSY 574 – Multicultural Counseling**

**Course Objectives and Assessment Methods**

<b>2001 CACREP Standard</b>	<b>State School Counseling Benchmark</b>	<b>Learning Outcomes Students will be able to:</b>	<b>Assessment Method</b>
K-1 g,h	11, 11-1	Articulate the following aspects of the counseling profession: g) advocacy processes needed to address institutional and social barriers that impede access, equity and success for clients h,11) ACA, ASCA and NBCC ethical standards; applications of ethical and legal considerations 11-1) formal and informal communication of the above in written and oral form	In-class discussion of assigned material (or 3-4 page paper on assigned materials if student does not attend)  Exams on readings, lectures and class activities

<p>K-2 a,b,d,e,f A - 6</p>	<p>5-4 6-6</p>	<p>Articulate the following aspects of the cultural context of relationships, issues and trends in a multicultural and diverse society, including schools:  a) multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally  b) attitudes, beliefs, understandings, and acculturative experiences  d) counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind or body  e, 6-8) multicultural and identity development theories, including strategies and methodologies designed to prevent or resolve problems that could limit the capacity of students to learn and achieve at their highest goals  f) ethical and legal issues associated with social and cultural diversity</p>	<p>In-class discussion of assigned material (or 3-4 page paper on assigned materials if student does not attend)  Exams on readings, lectures and class activities  Participation in outreach activities  Journal Article Review</p>
<p>K-5 a</p>	<p>5-1, 6-8</p>	<p>Articulate the following aspects of counseling and consultation processes: counselor and consultant characteristics and behaviors that influence helping processes  (5-1) Model, demonstrate and advocate for fairness, equity, sensitivity, and respect for students, staff, parents/caregivers, and community members  (6-8) Model caring, acceptance, communication, and human relations skills to students, staff, parents, and community</p>	<p>In-class discussion of assigned material (or 3-4 page paper on assigned materials if student does not attend)  Exam on readings, lectures and class activities  Participation in outreach activities</p>
<p>K-7i</p>		<p>Articulate the following aspects of individual and group approaches to assessment and evaluation:  i) ethical and legal issues associated with assessment and evaluation</p>	<p>In-class discussion of assigned material (or 3-4 page paper on assigned materials if student does not attend)  Exams on readings, lectures and class activities  Participation in outreach activities</p>
<p>K-8</p>		<p>Articulate the following aspects of research methods, statistical analysis, needs assessment and program evaluation:  f) ethical and legal issues associated with the scientific research process in multicultural counseling</p>	<p>In-class discussion of assigned material (or 3-4 page paper on assigned materials if student does not attend)  Exam on readings, lectures and class activities</p>