



Summer 2019 Syllabus

CO/WM712 Multicultural Diversity in Counseling

Dr. Catherine Mueller-Bell NCC, LPC, PhD
Gordon-Conwell Theological Seminary
June 10-14, 2019 9:00am-4:00pm

Course Description:

The course provides an overview of cross-cultural considerations in the conduction of therapy with families and individuals of different cultural backgrounds. Emphasis is given to family roles, structures and functions, and to the context in which individuals develop and relate. The course provides an opportunity to develop sensitivity and insight as well as strategies needed to work effectively among people in cross-cultural settings.

Course Objectives:

- To cognitively and intuitively understand the various complex dimensions of different cultures with sensitivity, respect and appreciation.
- To gain insight into how to best counsel and disciple people from diverse cultures.
- To acquire objective and subjective knowledge about the specific skills associated with multicultural counseling.
- To apprehend a broad theoretical base regarding the counseling skills necessary to address the mental health needs of diverse clients, which will involve a concentration on prevention, intervention and crisis management.

The course objectives also meet the requirements for 2016 CACREP- accreditation Standards (Section 2, F, 2, a-h). Class participants are expected to gain knowledge and skills in Clinical Mental Health Counseling:

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- i. cultural factors relevant to clinical mental health counseling

Required Text:

- American Psychological Association (2009). *Publication Manual of the American Psychological Association*, 6th Ed. (2nd Printing). Washington, DC: APA.
- Smith, L. (2010). *Psychology, Poverty and the End of Social Exclusion*. Teachers College Press.
- Kristof, N. & WuDunn, S. (2009). *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. Knopf Publishers.
- Sue, D. W. & Sue, D. (2019). *Counseling the Culturally Diverse: Theory and Practice*. (8thEd.). New York, NY: John Wiley & Sons, Inc.

Course Requirements: (Please adhere to deadlines. No late assignments will be accepted unless there is a documented emergency or crisis communicated to the Professor. Please do not request extensions due to regular life circumstances.) Please submit all assignments through Canvas. Thank you!

- ◆ ***Class Participation:*** You are expected to read required textbook and/or handouts before each class to be prepared to discuss in class. Laptops are permitted for note taking only.
- ◆ ***Book Review*** (1): A narrative review of the book entitled, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (Due on 6/21/19 by midnight) must include a reflective/contemplative summary that is at least 5 pages, double spaced.

◆ **Research Paper** (1): The body of the paper which does **not** include the title page, abstract, table of contents and reference page, is to be at least 12 pages (double spaced) written in APA format relying on at least 10 books, 10 scholarly journal articles, the integration of scripture. The topic needs to involve a particular area of interest to the student concerning issues related to multicultural counseling. Please use gender inclusive language and refrain from any tendency to stereotype various people in diverse cultures. You are encouraged to point out potential trends in diverse cultures but discouraged from ever generalizing anything about particular cultures or people groups, that could perpetuate stereotypes. (Due on 6/24/19 by midnight)

◆ **Group Presentations:** You will be assigned to the same group for group discussions, *informal* presentations about specific populations from the Sue and Sue textbook and this group project, which involves a *formal* presentation, for the course. You are required to collectively read, summarize and present a *formal* oral presentation of your assigned portion of the required book entitled, *Psychology, Poverty and the End of Social Exclusion*. The required time frame for the *formal* presentation is between 30-40 minutes. (Due on the last day of class, 6/14/19)

Course Evaluation and Grade:

- ◆ Class Participation, *Informal* group presentations and Attendance (95% promptitude expected) 50 points
- ◆ Research Paper 100 points
- ◆ Book Review 100 points
- ◆ *Formal* Oral Group Presentation 100 points

Grading Scale:

95-100 A
90-94 A-
86-89 B+
84-85 B
80-83 B-
76-79 C+
74-75 C
70-73 C-
66-69 D+
64-65 D
60-63 D-
Below 60 F

GCTS Policies:

Copyright Violation and Plagiarism:

Copyright violation and plagiarism have serious ramifications for GCTS students, both legally (the former) and ethically (the latter). Unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. Plagiarizing another's words *or ideas* (passing them off as your own) can result in loss of grade or failure. For a fuller explanation of these issues see GCTS copyright policy.

Disability accommodation:

Gordon-Conwell Theological Seminary will make reasonable accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.

Inclusive Language:

As noted in the GCTS academic catalog, writing and discussion should reflect the GCTS policy on inclusive language when referring to other people, regardless of their gender, nationality, culture, social class or religion.

Contact Information:

If you need to contact me in between scheduled class times or you would like to schedule an appointment you can reach me at: E-mail Address: cmuellerbell@gordonconwell.edu

Classroom Covenant:

The classroom is a place that can provide enriching and collaborative learning that is engaging and energizing. This effort involves the need for all students to be truly present in each class session in order to contribute and be a part of a forum and dialogue that promotes learning. An integral part of this process is the need for mutual respect and freedom for self-expression. Therefore, students disengaging by being online during class sessions or speaking in a manner that is disrespectful or "side-talking" will be prohibited. However, engaging in critical and honest discussions in a respectful manner will be encouraged. You are invited to embrace this covenant so that you can invest in your own way to creating a healthy classroom culture with

your peers. You can count on me to facilitate this process and you will also receive participation credit for your efforts.

Class Schedule:

Date	Assignments & Text	Topics
6/10/19	Sue & Sue Text Ch. 1-5	Introductions/Syllabus The Multiple Dimensions of Multicultural Counseling
6/11/19	Sue & Sue Text Ch. 6-10	The Political & Practice Dimensions The Practice Dimensions & Specific Populations
6/12/19	Sue & Sue Text Ch. 11-18	Specific Populations (Cont.) Special Circumstances In Multicultural Counseling
6/13/19	Sue & Sue Text Ch. 19-23	Counseling with Specific Populations (Cont.)
6/14/19	Sue & Sue Text Ch. 20-26	Group Presentations of <i>Psychology, Poverty and the End of Social Exclusion</i>