

Department of Counseling & Student Development
CSD 5600 Cross Cultural Counseling
Spring

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COURSE DESCRIPTION:

This course is designed to provide an introduction to, and overview of, the challenges and processes of counseling clients in our culturally diverse society. Factors will include race, culture, ethnicity, gender, sexual orientation, mental and physical characteristics. Special emphasis will be placed on becoming aware of one's own culture in order to view the client's world.

TEXTBOOKS:

Sue, D.W. & Sue, D. (2003). Counseling the culturally diverse: Theory and practice (4th Ed.). New York: John Wiley & Sons.

Adams, M., Blumenfield, W.J., Castaneda, R., Hackman, H.W., Peters, M.I., Zuniga, X. (Eds.) (2000). Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism. New York: Routledge.

International Programs Newsletter can be found at:

<http://www.eiu.edu/%7Einterntl/ipnewsletter.pdf>

OBJECTIVES OF THE COURSE: Students will:

1. Develop knowledge of their values and biases and know how they may impact culturally different clients.
2. Become comfortable with differences that exist between themselves and persons from different cultural, racial, ethnic, and class backgrounds.
3. Acquire cognitive understanding of how the sociopolitical systems operate in the United States with respect to its treatment of culturally different group members.
4. Understand multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.
5. Explore counselor's roles in social justice, advocacy, and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.
6. Demonstrate methods in which counselors send and receive verbal and nonverbal

messages accurately and appropriately in various multicultural counseling situations.

ACADEMIC INTEGRITY: As members of the Counseling and Student Development program, we must practice and model for others the highest possible ethical standards. The work you present, should be your own. Any attempt to plagiarize will result in failure of the assignment and of the course, in addition to any action the University may take. Work completed in this class is expected to remain in your personal possession and not to be used to assist any future student who enrolls in the course.

CLASS PREPARATION & PARTICIPATION: Class attendance and active participation is required. Much of our work will be in small group work and I am unable to observe your participation if you are not present. Graduate students are expected to have read all required readings and be prepared to engage in interactive discussions about questions posed by the readings. If this is not a good semester for you to do so, please let me know in advance.

COURSE ASSIGNMENTS:

I. PERSONAL CULTURAL IDENTITY BIOGRAPHY : Submit an eight to ten page paper exploring all of your cultural identities. (50 Points) Body of paper is maximum ten pages. (Excluding title page, abstract, & reference section). **See Sue & Sue, Chapter 10.**

1. Identify your family origins as far back as you can trace specific ancestors. You may check with relatives, archives, or genealogy web sites. (If nothing is found, speculate about what you believe happened). Specify earliest names, dates and locations, when possible. In other words - Where did you come from and how did you arrive here in the U.S.A. What are your racial/ethnic origins?

2. Describe advantages and disadvantages you and your ancestors may have experienced because of your ethnicity. Examples include values or issues of religion, racial characteristics, economic and social background, language, family patterns or political involvement. Discuss the concept of privilege and identify any and all groups that you belong to which have afforded you privilege, or prevented you from privilege in our society. Be thorough and provide examples from your life.

3. Discuss any know history of disabilities, gender issues, sexual orientation differences, military involvement, or any differences that you may be aware of that have affected you as an individual living in the dominant culture of the United States.

4. Discuss in detail your world view, values, and beliefs, and speculate about how these values might be considered a negative or positive influence when counseling people of different cultural backgrounds.

5. Describe one or two cultural groups that you would feel least comfortable working with and explain why. Don't be politically correct; be honest. This paper is confidential and your ideas will in no way determine your grade.

6. Speculate as to how you might work with people who are different from yourself.
ALL PAPERS MUST BE WRITTEN AT THE GRADUATE LEVEL & IN APA FORMAT:
 Please consult and/or buy the APA manual. (It will make your and my life easier). In the case of this paper what is expected is a title page, an abstract, APA page formatting, running head, font size, appropriate headings and margins, appropriate reference section. If you have questions please contact me for consultation ahead of time and before the due date.

Body of paper (excluding title page, abstract, and references is 8 to 10 pages. 10 pages maximum) I am interested in your ability to summarize. Please have someone proof read your material, if you like.

Evaluation is based on the following:

Writing and APA format 20 points	Unsatisfactory	Poor	Satisfactory	Good	Outstanding
Clear introductory & concluding paragraph, stating main purpose and points of paper.	1	2	3	4	5
Correct use of headings; clear organizational flow; transition paragraphs, sentences, words tell reader where you are going; topic sentences, paragraphs that include only those topics.	1	2	3	4	5
Reference list and text references in APA format	1	2	3	4	5
Correct, clear sentence structure, with no mistakes or sloppiness.	1	2	3	4	5
Attention to Questions:	10 points				
Depth of Analysis	10 points				
Support from discussion & research	10 points				
Total	50 points				

II. INTERVIEW PROJECT (50 Points) - Submit a 5 to 6 page summary paper from the results of an interview with an individual who is from a different culture/race/ethnicity/sexual orientation/socioeconomic status/religion from your own. This will involve at least two to three sessions. I want you to really get to know them and their culture.

You could choose one of the groups that you find difficult to work with and explore this area further to enhance your ability to work with a new situation or population. If you choose a

religious difference it should involve a difference in belief system. It should not be someone in this class.

A handout will be provided with ideas for interview questions, however you may use your own. They are simply suggestions, in case you have difficulties.

Please read appropriate material regarding the culture of the person prior to the interview.

In your summary please include the following:

How did you decide the person to interview?

What did you believe about this culture before the interview and what changed if anything?

What did you notice about your own comfort level?

This should include any differences you noticed?

Any similarities noted?

Anything you would do differently?

What did this assignment mean to you? And how will it affect your work as a counselor?

Include any feelings, conflicts, values, or in depth analysis of this experience?

Evaluation:

Writing and APA style	20 Points - Same as above
Attention to Questions	10 Points
Depth of analysis	10 Points
Support from discussion/research	<u>10 Points</u>
Total	50 Points

III. CULTURAL EVENT: Attend at least two cultural events that are of a different culture than your own. **(10 Points Each for a total of 20 points)**. This is a fun assignment, so enjoy the cultural phenomenon and make it part of your life long journey! February is African American Celebration month at EIU, and March is Women's History month. Any of the planned events on the agenda will suffice for this assignment. Please check the EIU or U of I, web site for more information.

Please write a two to three page description of your learning.

Include: What did I expect? What happened? What did I learn about the culture?

Analysis of what occurred?

Evaluation:

Writing: 4 points

Content: 2 points

Analysis: 4 points

Total: 10 Points

IV. Midterm and Final (40 points each for a total of 80 points)

V. Weekly dialogue - (Please buy a packet of 5 by 7 note cards). I would like for you to submit a weekly note card with a summary of your experiences and reflections from the week prior. This will assist me in knowing how you experience activities and help plan for the future. You can include anything you like, however I am interested in 1) What you learned about yourself, 2) What you learned about others, 3) How this experience affected you on an emotional level, 4) Any difficulties you may be having. Complete or Incomplete. (Cannot complete course without this component).

VI. Critical Incidents - I will also provide cross-cultural case summaries for your analysis, most of these will be in class, however some may involve homework. Complete or Incomplete. (Cannot complete course without this component).

Writing Assistance:

If you do not understand or are having difficulty with an assignment, please do not hesitate to contact me. If you struggle with writing, it is highly recommended that you visit the writing center for assistance - 301 Coleman Hall, 581-5929. One of our graduate students, Shelly Buckwell works there and you can ask to have her review your work.

COURSE ATTENDANCE:

If you need to miss a class for any reason, you are still responsible for all material covered in class. One excused absence is acceptable. Since this is a graduate course meeting only one time per week, a missed session is equal to missing 3 sessions of regular attendance. Students who miss more than one excused class will have their grade lowered one grade for every class missed. If you miss a class, even if it is excused please submit written answers to any group work covered.

FINAL EVALUATION:

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
Cultural Event Paper	10	Week 7
Learning Assessment I	40	Week 8
Personal Biography Paper	50	Week 11
Cultural Event Paper	10	Week 13
Interview Project Paper	50	Week 15
Learning Assessment II	40	Week 16
Weekly Note cards	Complete	
Critical Incidents	Complete	
Total	200	

180 to 200 = A

160 - 179 = B

140 - 159 = C

All assignments must be complete to receive a grade of “A” or “B” for the course.

CLASS SCHEDULE (TENTATIVE)

Date	Topic	Reading, ect
Week 1	Introduction & Syllabus	Sue, Ch 1 & 2
Week 2	Race, Culture, and White Privilege Politics of Counseling	RDSJ - 1-49, Sue Ch 4 & 5
Week 3	Identity Development Models Prejudice & Discrimination	Hand outs on Identity Models, Sue Ch 8 &9 RDSJ-73-99;477-482
Week 4	Counseling African Americans and Latinos	Sue, Ch 11 & 14
Week 5	Counseling Asians and Native Americans	Sue, Ch 12 & 13
Week 6	Issues of Classism & Counseling	RDSJ 397- 418 Sue Ch. 3
Week 7	Issues of Ableism & Counseling	Sue, Ch 19 RDSJ 340-376
Week 8	Learning Assessment I	
Week 9	Issues of Sexism & Counseling	Sue, Ch 18 RDSJ 199 – 260
Week 10	Spring Break	
Week 11	Issues of Heterosexism & Counseling	Sue, Ch 16 RDSJ 261-292
Week 12	Religious Diversity & Anti-Semitism Counseling Multiracial individuals	RDSJ 181-198 Sue Ch 15
Week 13	Cross-Cultural Diagnosing	Hand outs
Week 14	Cross-Cultural Family Counseling	Sue, Ch 6
Week 15	Closure Activity and Cultural Dinner	
Week 16	Learning Assessment II	

STUDENTS WITH DISABILITIES:

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (217-581-6583) as soon as possible.