

Multicultural Issues in Counseling and Psychotherapy
Educational Psychology EDP 367 SPRING 2013
TUESDAYS & THURSDAYS @ 11:00-12:30 p.m. (Unique Number: 10310)
Room: SZB 444

Professor: Delida Sanchez, PhD

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Office Hours: T& Th 12:30 – 1:30 or by appointment

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Office Hours: Th 12 :30-1 :30

Required Texts:

Corey, G. (2009). *Theory & Practice of Counseling and Psychotherapy*. Thomson: Brooks Cole; 8th edition

Additional readings posted on Blackboard as .PDF articles via professor

Course Description and Objectives:

The purpose of this course is to provide a broad overview of counseling theories and skills with a particular focus on how contextual factors (e.g., race, ethnicity, culture, gender, socioeconomic status, and other issues) affect the application of these counseling theories. Through exposure to various counseling models, students in the course will:

- a. Analyze their assumptions about human behavior and how change occurs.
- b. Understand and critique the major theoretical models of individual counseling, including Psychoanalytic, Existential, Person-Centered, Gestalt, Behavioral and Cognitive-Behavioral, and Multicultural.
- c. Gain basic knowledge of important cultural issues and various cultural groups as well as self-awareness of oneself as a cultural being.
- d. Reflect on their own development *and* build a basic understanding for using theoretical models to understand a client's presenting concerns.
- e. Identify and practice basic counseling skills

Coursework will consist of lectures, discussion, video analyses, case discussions, objective tests, writing activities and role-plays.

Prerequisites

Students in this course are required to be upper-division students. There are no prerequisites for the course, although some familiarity with psychological theories can be helpful. It is possible to do well without any psychology background.

Course Requirements

1. Case Materials (20%)

a. Class Discussion Case Material (10%): Students will watch the movie *Antwone Fisher* as a basis for class discussion and activities. The movie will be viewed independently (outside of class). You may rent the video for free from the Audio Visual Library at UT (see library catalog) or rent it through netflix or your local video store. The deadline for viewing the movie is prior to class on January 29th. The characters in this movie will provide a basis for class discussion across the course of the semester. A brief in-class writing assignment on the movie will be done in class on January 29th.

Antwone Fisher Analysis Done in Class January 29th

b. In-Class Group Case Studies (10%). Given a description of a character distributed in class, students will work together in class in small groups to analyze the case study for three of the major theories. Part of the grade is based on being in class (to start the assignment), carrying out your responsibilities, cooperating in a timely manner with your partner(s), and submitting the document as instructed. The dates for these in-class activities are:

Person-Centered	Done in Class	February 14
Cognitive Behavioral	Done in Class	March 21
Multicultural	Done in Class	April 4

2. Behavior Management Activity (10%)

For the behavior management activity, students will participate in and document a behavior management program. See Appendix A for due dates.

3. Class Participation (20%):

This portion of the grade will be based on participation in the communication skills lab activities, attendance and class discussions. Students should be prepared to discuss the readings during each class. All students are expected to participate fully in these activities. Class attendance is mandatory. Absences should be avoided. More than three absences **will** result in a **grade letter penalty**. Also, as noted in class, attendance does not equal participation and attendance alone will not result in full credit for this important part of the class. It is critical that students have an open and positive attitude toward reflecting personally on the material and engaging in group discussions.

Attendance/Participation (10%)

Communication Skills Labs (10%)

Quizzes: If it is determined that overall the class is not sufficiently prepared to discuss the readings and theory of the day, quizzes may be given. These quizzes will be based on the content of the readings for the day. If you have done the readings you will likely do well on the quizzes. The grades for these quizzes will be credited toward participation grades.

4. Exams (30%) Students will take two in-class exams consisting of multiple-choice, short answer, and short essay):

February 28 th	Exam 1	(15%)
April 18 th	Exam 2	(15%)

5. My Counseling Worldview Paper (20%) This project is a culminating activity for the course. The purpose of this exercise is for you to consider your own construction of counseling. What is important to you? Where do you stand? Where are you heading? How does your family and cultural history relate to these issues? This project entails integrating the readings and class discussions as well as undergoing a process of critical self-reflection. See Appendix A for details.

Students with disabilities are encouraged to see me at the first of the semester in order to arrange reasonable accommodations. If not already registered, they are advised to register with the Services for Students with Disabilities Office. To ensure that the most appropriate accommodations can be provided, students should contact the SSD Office at 471-6259 or 471-4641 TTY.

Grades: 100 points total:

94-100 = A	90 - 93 = A-	87-89 = B+	84-86 = B	80-83 = B-	77-79 = C+
74-76 = C	70 - 73 = C-	67-69 = D+	64-66 = D	60-63 = D-	Below 60 = F

****Students taking class P/F – Please note that you must receive a 70 to receive a passing grade, details on this point will be described in the first day of class**

Course Policies

1. Students are expected to attend class and submit papers on time. Failure to attend class will result in a lower

grade for the course (see class participation policy). Late papers will be reduced by one letter grade per day late. Papers will not be accepted more than 3 business days late.

2. Students are expected to be responsible for class materials, including classes they have missed due to an excused absence. Students may network another student to obtain the information if they are absent.

3. Students are responsible for following the instructions provided for completing assignments. Assignments will be graded according to adherence to the instructions presented. All written assignments should utilize proper spelling, grammar, and organization. Students are encouraged to visit the Undergraduate Writing Center or the UT Learning Center for assistance with written material.

4. All written work submitted for this course is required to be your own work, not relying on unauthorized assistance. Use of the Undergraduate Writing Center is considered authorized assistance. For questions on assignments, please consult your professor and not your classmates. Please provide citations for all material that is not directly from the class lectures and all direct quotations from the textbook, using APA format. According to UT's academic integrity policy on the website listed below:

"Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site:

<http://deanofstudents.utexas.edu/sjs>."

http://deanofstudents.utexas.edu/sjs/acint_faculty_syllabus.php

5. If students are having problems with the course, they are expected to assume the responsibility for notifying the professor when difficulties arise. (Don't wait until the end of the semester!) The course is a team effort between professor and students: feedback is welcome.

6. Students are expected to respect the opinions, beliefs and feelings of other students and guest speakers, even though they may differ from their own.

7. University policy is to respect religious holidays. Please advise me of any upcoming holidays and the specific dates that you will be missing classes so that we can make arrangements for assignments and ensuring that you are able to cover class materials.

8. Use of electronic equipment for personal use during class activities demonstrates a lack of respect toward the professor and other students. Media usage may also be distracting to other students. Please check your cell phone prior to class to make sure that it will not ring or otherwise signal during class. Please put your cell phone away during class. Computers may be used only for note-taking or for class activities. Use of electronic materials during class time for activities beyond the scope of the class (including, but not limited to email, texting, twitter, YouTube, Facebook, un-authorized web searching etc.) is subject to consequences. Consequences may include a personal warning, loss of privilege for using a computer during class, and/or an invitation to leave the classroom. Leaving class for this reason will count as an unexcused absence and may affect your grade (see attendance policy).

(Subject to Revision)

Date	Topic/Activity	Assignments/Readings
WEEK 1		
1/15	Introductions and Syllabi Review	None
1/17	Introduction to Helping Skills Dr. Chris McCarthy	Corey, Chapter 1
WEEK 2		
1/22	The Counselor and Therapeutic Conversations Ethics in counseling	Corey, Chapters 2-3
1/24	Ethics and Culture	Hays (2008)
WEEK 3		
1/29	Psychodynamic models IN-CLASS WRITING ASSIGNMENT <i>Antwone Fisher</i>	Corey, Chapter 4 Khan, Chapters 1 & 2
1/31	Psychodynamic models con't	Khan, Chapter 7
WEEK 4		
2/5	Existential Models	Corey, Chapter 6
2/7	COMMUNICATION SKILLS LAB 1	
WEEK 5		
2/12	Person-Centered Model Dr. Leslie Moore	Corey Chapter 7 Khan, Chapter 3
2/14	In class – group case study	
WEEK 6		
2/19	Gestalt Therapy: Video (Perls)	Corey Chapter 8
2/21	Gestalt Con't	
WEEK 7		
2/26	Behavioral Management Activity (Target Behavior)	
2/28	EXAM 1	
WEEK 8		
3/5	Behavioral Model	Corey Chapter 9
3/7	COMMUNICATIONS SKILLS LAB 2	
3/12 & 3/14	SPRING BREAK	

WEEK 9

3/19 Cognitive-Behavioral Therapy Corey, Chapter 10
In-class develop behavioral intervention

3/21 In-class group case study

WEEK 10

3/26 Multicultural Counseling Ivey, Ivey & Simek-Morgan, Chapter 5
(Blackboard Reading)

**BEHAVIORAL INTERVENTION
PLAN DUE**

3/28 COMMUNICATION SKILLS LAB 3

WEEK 11

4/2 Multicultural Counseling Continued Corey, Chapter 12

4/4 In-class group case study

WEEK 12

4/9 Multicultural Con't Ivey, Ivey & Simek-Morgan, Chapter 6

4/11 Barriers to Multicultural Counseling Sue & Sue, Chapter 7

WEEK 13

4/16 Culturally Appropriate Intervention Strategies Sue & Sue, Chapter 8

4/18 **EXAM 2**

WEEK 14

4/23 Culturally Appropriate Intervention Strategies Con't

4/25 COMMUNICATION SKILLS LAB 4

WEEK 15

4/30 TBD

5/2 **MY COUNSELING WORLD VIEW PAPER DUE**

Appendix A Assignment Descriptions

Behavior Management Activity

Students will target a behavior that they wish to change, develop a baseline for this behavior, implement a behavioral intervention, track their progress and evaluate why or why not their interventions worked. This assignment will be done in segments and efforts will be documented on a worksheet provided in Course Documents on Blackboard. (10 points total)

Step 1: Target a Behavior	Done in class	February 26 th
Step 2: Tally the Behavior		February 26 th to March 7 th
Step 3: Develop an Intervention	Done in Class	March 19 th
Step 4: Tally Behavior		March 19 th to March 28 th
Step 5: Evaluate Intervention	Prior to Class	March 28 th (Due in Class)

Class Participation

Communication Skills Labs: The labs are designed to provide practice for listening skills and applying counseling theories. They are scheduled during class time and attendance is **required**; absences may result in a **grade penalty** for students who are taking it as a graded course and students taking the course on a credit/no credit basis. In the labs, students will rotate through the roles of “therapist”, “client”, and “observer” to apply the materials learned in this course.

My Counseling Worldview: The purpose of this exercise is for you to consider your own construction of counseling. What is important to you? Where do you stand? Where are you heading? How does your family and cultural history relate to these issues? This project entails integrating the readings and class discussions as well as undergoing a process of critical self-reflection. This 8-page, typed, double-spaced paper should consist of the following sections:

1. How do you view the goals of counseling?
Client-centered theory focuses on self-actualization; behavioral theory, on behavioral change; psychoanalytic theory, on awareness of unconscious forces; family theory, on an adequate family organization; feminist theory, on awareness of one's gender; multicultural theory, on becoming aware of how individual and family have been shaped and affected by the environment and history. These are only a few of the types of goals offered by different theoretical orientations. Consider these and other personal goals and values of your own. What do you want to have happen for your clients in your work as counselor?
 - Write a statement of your values and convictions regarding the key goals and values you have for the helping process.
2. Where do your values and convictions come from? How are they derived? Do they come from the readings? Or are they influenced by your own life-span developmental process? How do your family, gender, and multicultural background affect your values? The key constructs in your worldview are generated in a gender, family, and multicultural context.
 - Write a statement in which you discuss how your own life-span development relates to your selection of worldview and goals.
3. Where might your worldview be limited with some of your clients? Given the vast array of multicultural experience you will encounter, what types of groups do you need to learn more about? What types of values and behaviors might give you difficulty? None of us can relate equally well with all clients.
 - Write a statement describing areas where you need to learn more, and indicate some specific steps you plan to take to reach an expanded awareness.
4. What theories of counseling appeal to you? What type of integration of these diverse theories are you moving toward? From what approach do you personally plan to start practice, and what type of professional curriculum for further learning do you see for yourself in the future?

LETS HAVE A GREAT SEMESTER!!!