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**Course Description:** Development of counseling techniques within an understanding of the historical, structural and cultural context of clients who are diverse in race, ethnicity, gender, age, class and sexual orientation in the United States. Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs, biases, prejudices and socio-cultural position.

**Introduction:**

Welcome!

In this course, I have brought together some very diverse forms of clinically applicable multicultural material.

This includes:

- ◆ current research and theory in multicultural psychotherapy and competencies,
- ◆ narratives of multicultural clients, therapists, researchers, clinical supervisors, and fiction about choices made around clinical experience, colonialism, cultural marginalization/oppression and multicultural identity,
- ◆ descriptions of multicultural history and socio-political conditions absent in standard education,
- ◆ and critical theory deconstructing the very roots of central psychological concepts.

My purpose in bringing you this array of information is not so that you learn it as "true," but that you learn critical skills in analysis, learning to take multiple perspectives, investigating your own cultural assumptions and how you have been cultured, and comprehending different levels of understanding the social and personal world of diverse people in the United States. This is an introductory course. As such, I have intended the material to offer you the broad scope of the field and its context, as well as personal and clinical applications. As much as possible, there will be extensive observation and discussion of multicultural counseling, conversations, and clinical role-playing.

While there will be discussion of techniques, reviews of scholarship and research, and other appearances of academic classes, this course cuts to the essence of our work as counselors. It takes the invitation presented by the immediate conditions of human diversity across race, ethnicity, gender,

sexual orientation, socio-economic class, physical and mental ability, language, religion, geography, and any other distinctions that might mediate human experience. This invitation is to see how honestly we may be of support, how the roles in which we appear in this life may be carried out with compassion, humility, and service. To do this we must bring our hearts, a willingness to look at how we have become who we have become, so that we may reach into the conditions of another as unjudgmentally and as uncentered in our own worldviews, biases, and opinions as possible. Knowing we will never truly experience the life of another.

### **Objectives:**

1. Think critically and reflexively about the history, presuppositions and social context of dominant American culture, student's own culture, and the cultural precepts inherent in all clinical practice. This includes the ability to recognize cultural limitations of existing counseling practices to consider how to use privilege to promote social equity.
2. Demonstrate beginning awareness, knowledge and skill for working cross-culturally, using multicultural competencies, including the ability to respectfully explore clients' lives, values, and beliefs integral to it.
3. Develop an awareness of how one's own assumptions, values, and worldview, including cultural heritage, life experiences, affiliations and identities, influence legitimation of normality, pathology, the process of treatment and the therapeutic alliance.
4. Identify and critically understand racial/cultural, sexual, & multiple identity development models and recognize issues of power and privilege relative to the intersecting identities of gender, race, class, religion, sexual orientation, ability, national origin, age, and language and how these influence social location in and out of therapeutic contexts.
5. Explore larger community, institutional and systemic forces that promote and maintain social inequalities related to group memberships (e.g. agencies of social control, transferability of knowledge/intellectual colonization, systems of class reproduction, institutionalized classism, racism and sexism in social policy and dominant discourse.

### **Required Texts:**

hooks, b. (2000). *Where We Stand: Class Matters*. NY: Routledge.

Baruth, L.G. & Manning, M.L. (2007). *Multicultural Counseling & Psychotherapy*. 4<sup>th</sup> Ed. NJ: Prentice Hall.

Thandeka. (1999). *Learning to Be White*. NY: Continuum.

Craighead, J. & Schoenherr, J. (1972, 2005). *Julie of the Wolves*. NY: Harper Collins Publishing.

### Course Schedule

Week	Topic/ Readings/ Assignments Due
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<p>Week 1 9/5/07</p>	<p>Welcome, Introduction, Syllabus, Multicultural Competencies &amp; The Social Construction of Reality.</p> <p>Trios Assigned</p>
<p>Week 2 9/12/07</p>	<p>Identity Development</p> <p>Baruth &amp; Manning: Ch 1-3: Intro, Identity Development Models, The Culturally Effective Counselor</p>
<p>Week 3 9/19/07</p>	<p>Understanding Complex Social Power</p> <p>Boler, M. (2000). <i>Feeling Power: Emotions &amp; Education</i>. NY: Routlege. Ch 1 &amp; 2: Theorizing Emotions and Social Control.</p> <p>Lipsitz, G. (1998). <i>The Possessive Investment in Whiteness</i>. PA: Temple University Press. Ch 1: The Possessive Investment in Whiteness, Ch 2: Law &amp; Order.</p> <p>(Begin Case Studies and Taping)</p>
<p>Week 4 9/26/07</p>	<p>Multicultural Guidelines, Understanding Ourselves in Context &amp; How We Have Been Gendered</p> <p>Constantine, M. (2007, Ed.) <i>Clinical Practice with People of Color</i>. APA Multicultural Guidelines on Education, Training, Research, Practice and Organizational Change. NY: Teachers College Press.</p> <p>Hyde, J. (2002). Feminist Identity Development. <i>The Counseling Psychologist</i>, 30(1), 105-110. Article to be handed out.</p> <p>Loewen, J. (1995). <i>Lies My Teacher Told Me</i>. NY: Simon &amp; Schuster. Intro, Ch 3, 5, 7.</p> <p>(Group Topic Due: Group Organizing Time)</p>
<p>Week 5 10/5/07</p>	<p>The Social Construction of Age &amp; Class Difference</p> <p>Lesko, N. (2000). <i>Act Your Age: The Social Construction of Adolescence</i>. NY: Routlege. Introduction.</p> <p>hooks, b. (2000) <i>Where We Stand: Class Matters</i>. NY: Routlege.</p> <p>(Case Study Organizing Time)</p>
<p>Week 6 10/12/07</p>	<p>Euro-American &amp; White Racial Identity, Skills Talking About Racism</p> <p>Thandeka. (1999). <i>Learning to Be White</i>. NY: Continuum.</p> <p>Baruth &amp; Manning: Ch 11 &amp; 12: Understanding and Counseling European American Clients</p> <p>Rastogi &amp; Wieling (2005, Eds.) <i>Voices of Color: First-Person Accounts of Ethnic Minority Therapists</i>.</p>

	<p>Thousand Oaks, CA: Sage. Ch 6: Taking Off The Mask, Ch 7: When Racism is Reversed.</p>
<p>Week 7 10/19/07</p>	<p>Working with African Americans, Understanding the Politics of Separate and Unequal</p> <p>Baruth &amp; Manning: Ch 5 &amp; 6: Understanding and Counseling African-American Clients</p> <p>Weis, L. &amp; Fine, M. (2004, Eds.) <i>Working Method: Research and Social Justice</i>. NY: Routledge. Ch 1: Dear Zora. Ch 3: Civics Lessons.</p> <p>Kelly, S. &amp; Boyd-Franklin, N. (2005). African-American Women in Client, Therapist, and Supervisory Relationships. In <i>Voices of Color: First-Person Accounts of Ethnic Minority Therapist</i>. Thousand Oaks, CA: Sage.</p>
<p>Week 8 10/26/07</p>	<p>Community Immersion Experience</p>
<p>Week 9 10/31/2007</p>	<p>Working with Native Americans</p> <p>Craighead, J. &amp; Schoenherr, J. (1972). <i>Julie of the Wolves</i>. NY: Harper Collins Publishing.</p> <p>Baruth &amp; Manning: Ch 7 &amp; 8: Understanding and Counseling Native American Clients</p> <p>Multicultural Competency article (TBA)</p> <p>Duran, E. (2003) <i>Healing the Soul Wound: Counseling with American Indians and Other Native Peoples</i>. NY: Teachers College Press. Excerpts of Intro, Ch 1, Ch 3.</p>
<p>Week 10 11/7/07</p>	<p>Community Experience</p>
<p>Week 11 11/14/07</p>	<p>Working with Asian Americans</p> <p>Baruth &amp; Manning: Ch 9 &amp; 10: Understanding and Counseling Asian American Clients</p> <p>Lipsitz, G. (1998). <i>The Possessive Investment in Whiteness</i>. Ch 4: Whiteness &amp; War. PA: Temple University Press.</p> <p>David, E. &amp; Okazaki, S. (2006). Colonial Mentality. <i>Cultural Diversity &amp; Ethnic Minority Psychology</i>, 12(1), 1-16.</p> <p>Liang, C. et al. (2007) Role of Coping... <i>Journal of Counseling Psychology</i>, 54(2), 132-141.</p> <p>Role Play Videos (2 sessions) Due</p>
<p>Week 12 11/21/07</p>	<p>Break</p>
<p>Week 13 11/28/07</p>	<p>Working with Latino/a, Hispanic &amp; Mexican Americans</p> <p>Baruth &amp; Manning: Ch 13 &amp; 14: Understanding and Counseling Hispanic (Latino/a) American Clients</p> <p>Lipsitz, G. (1998). <i>The Possessive Investment in Whiteness</i>. Ch 1: The Possessive Investment in</p>

	Whiteness, Ch 3: Immigrant Labor & Identity Politics. PA: Temple University Press.
Week 14 12/5/07	Working with LGBT  Baruth & Manning: Ch 15 & 16: Understanding and Counseling Lesbian, Gay & Bisexual Clients Psychological Association Council of Representatives. (2000). Guidelines for psychotherapy with lesbian, gay and bisexual clients. <i>American Psychologist</i> , 55(12), 1440-1451. Garnets, L. et al. (1991). Issues in psychotherapy with lesbians and gay men: A survey of psychologists. <i>American Psychologist</i> , 46(9), 964-972.
Week 15 12/12/07	Putting it all together: Multicultural Competence & the "Subject of Psychology"  Henriques, et al. (Eds., 2000). <i>Changing the Subject</i> . NY: Routledge. Intro Section I and II. <b>Read Twice</b> . 4 Multicultural Competency Articles

### Assignments:

There are three primary assignments: Case Study Trio Exercises/Report (30%), Local Immersion (20%), and A Culture of One's Own Report/Presentation (30%). Grading will be based on the applicable course objectives.

Participation in a Learning Community (20%): Students are required to attend and *actively* participate in all scheduled class meetings. This includes being on time, being prepared, reading all of the assigned material and ready to discuss it, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor, psychologist, or family therapist involves looking closely at ourselves, our values, beliefs and biases. This can be a very personal and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse worldviews encourages a collaborative milieu of care in which we all challenge ourselves and each other to critically examine and develop our skills and perspectives. *In order to prepare for each class, students should carefully read and study all assigned material to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information.* Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning in another way. For example, you may be asked to

write a brief summary about, and personal reactions to, the required readings and/or provide abstracts from additional related readings for course participants. According to the Counseling Psychology Department attendance policy, missed class periods may result in lowered final grades and students who miss two class periods may be failed.

### Case Study Trios

Case Study Report: This Case Study Report (5-7 single spaced pages) has three sections: Case Study Description, Reflections Role Playing this Client, and Reflections on the Experiential Counseling Exercise (using Guide Questions, if you wish). Each student is required to research, create and present a realistic case study with a moderate presenting adjustment issue (relational, experience marginalization or forced acculturation, immigration, an unpopular lifestyle direction/issue) that they have created through their research of a complex, cultural identity other than one's own. Choose a client whose culture you know little about or struggle to understand. Suggestions include: gay/lesbian communities, veterans, recent immigrant or refugee groups, people who are learning English as a Second Language, Muslim families, Northwest Native Americans, veterans, Orthodox Jews, homeless of Portland, local trans/intergendered communities, Buddhist communities, etc. Because members of traditionally marginalized groups must routinely interact with those in the dominant, European American middle-class, this group will be excluded as a viable choice. Choices will be made at the beginning of the semester and are subject to instructor approval. I suggest that your case study be concerning the same population you choose for your immersion experience.

This client's presenting issue is to be culturally embedded—to make sense from their worldview and to make a different sense from a dominant American worldview. The Case Study is to be descriptively written and include typical intake assessment categories where relevant (not necessarily in that format) including presenting issue and its history and context, psychosocial and familial history/dynamics, educational and medical history/issues, relevant cultural context. You may, if you wish, use the DSM-IV in your description, but be sure to consider and reflect on its accuracy. Be creative and enjoy this assignment. Be sure to include ways that your client struggles with (either or both) the client's dominant

culture and dominant American culture. You may also add cultural issues with the therapist, such as an African American lesbian complaining that she was placed with a Caucasian lesbian just because someone thought that they would have something in common, a Japanese American client fearing judgment from a Japanese American therapist, whereas he/she expects a Caucasian therapist to be less judgmental, a Nepali man who does not respect his female Caucasian "touchy-feely" therapist because she is a woman. Write a page on your reflections of your experience as a client of different origin and as a therapist. This is due on the date of your Trio Presentation (Week 6-11).

Case Study Role Play: You are to role-play such a client (twice) in a first session format (video-taped) for a 30 minute session in which two classmates (individually) will be challenged to understand the client's worldview and presenting issue. In the second role-play you may alter the presentation as you see relevant for the purposes of this exercise. Debrief this session with your classmate (Debriefing Guide Questions will be handed out). If the therapist wishes, redo this session for 15-30 minutes more on video. This session is intended to challenge you and bring out your skills, your counter-transference, so that you see what skills you are developing that were helpful and where you want to learn more.

Experiential Counseling Exercise: Video-tape two first counseling (15-30 minutes) sessions with 2 different classmates role-playing clients (with whom you do not know who they are role playing until just before the session). These are the same classmates that will then practice being in the counselor position when you role-play your case study. Debrief this exercise (not taped) beginning with your own questions and making sure you have covered the topics in the Debriefing Handout. If the Experiential Counselor wishes, re-role play this session for 15-30 minutes. You are required to organize with the 2 clients who worked with you to contribute your experience to their Case Study Presentation. This video-tape with both sessions (and redos) is due on the date you present your case study.

Trio Presentation with Experiential Counselors: This is a 20 minute class presentation with additional discussion. Briefly describe the case studies in a narrative format, include presenting issues in cultural context. Include a reflection on

what it was like to play this person, what your concerns were. The Experiential Counselors will add their experiences of being the counselors, what they learned from it. The Case Study Report is due on the date you present it. Case Study Presentations will be between Week 6 and Week 11.

#### Local Cultural Immersion (20 %)

At the beginning of this course, you will choose one of several local communities to study. Choose a community that you know little about or struggle to understand. Suggestions include: gay/lesbian communities, veterans, recent immigrant or refugee groups, people who are learning English as a Second Language, Muslim families, Northwest Native Americans, veterans, Orthodox Jews, homeless of Portland, local trans/intergendered communities, Buddhist communities, etc. Because members of traditionally marginalized groups must routinely interact with those in the dominant, European American middle-class, this group will be excluded as a viable choice. Choices will be made at the beginning of the semester and are subject to instructor approval. You will then spend 8 hours of volunteer work/participant-observation in the community with this group over the semester. We suggest you volunteer at an agency or service center that offers you additional experience in your chosen community. This will offer you more exposure. Write a 2-3 page reflection paper on what you learned about yourself from this experience.

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#### A Culture of One's Own Report:

##### The Overt and Hidden Curriculum that Cultured You (30%)

This assignment assumes that humans respond, albeit differently, to meanings they make of the world. Assuming you were a somewhat blank slate, how have you been cultured and how have you responded to that cultural curriculum? Be creative and have fun in this assignment. You may include narrative, quotes, pictures, art work, multiple voices, video. This is analytic collage, if you will, of what experiential opportunities, or not, you have been given and ways you have consciously or unconsciously accepted, negotiated, responded, or resisted them. It may be helpful to begin with the ways you have noticed your own difference or marginalization and to reflect on those experiences, and then review how you were given opportunities or privileges that may not at first be so easy to see. Like Thandeka

(1999) *in Learning to Be White*, I am asking you to critically take up, how you learned to be you in 10-15 pages. *Address the course objectives in the narrative.*

My goal is that you will see and question the ways we make sense of our lives, so that we can be more conscious of our assumptions, how we interact with others, and as an added benefit therefore have more conscious choice in these.

How have you been taught basic assumptions (or the absence of them) about who you are and your purpose, your role and choices? Feel free to take different perspectives in this exercise, such as a global, species, ecological, family systems, social systems, social inequality, religious, society, family, cognitive-behavioral, economy, educational, psychodynamic. Include the lessons you have learned with parents, relatives, neighborhoods, in school, in the grocery store, on TV. What is the hidden curriculum of the structure of your major experiences? Use topics and forms of analysis in class readings to get you started. Address the objectives of this course.

Presentation: While this cultural experience is very personal, such insights are key to the counseling profession. Everyday narratives of our lives are transformed into research and psychological philosophy all the time. Take an insight that you feel comfortable presenting as a concise 10 minute analytic presentation, as if you were presenting a poster session at a professional conference. In other words, use your example and your insight and apply it to counseling psychology practice so that it may help others.