Objectives: The course will have an applied focus and deal with cross-cultural issues as they apply to mental health and school counseling settings. The specific objectives of the seminar are:

- a. Critically evaluating the assumptions underlying our current methods of counseling and psychotherapy.
- b. Understanding the impact of sociopolitical influences on diverse populations.
- c. Identifying the barriers to counseling diverse populations in individual, group, and family counseling and psychotherapy.
- d. Being aware of the impact of identity development among ethnic minority and white populations.
- e. Considering the values, experiences and beliefs of different ethnic minority groups and other diverse populations.
- f. Developing appropriate assessment and intervention strategies with diverse populations in mental health clinics and school settings.
- g. Contributing to “best practices guidelines” and “evidence-based practice” or “practice-based evidence” in work with specific diverse populations.

This class will meet at least the following Basic CACREP Standards [Content Areas]:

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;
- e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

This class will meet at least the following CACREP Knowledge and Skill Outcomes for School Counseling Program Competency:

Diversity and Advocacy

/Knowledge

4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement. [This will be assessed through the required reaction papers that reflect the level of student knowledge through the readings and class content.]

This class will meet at least the following CACREP Knowledge and Skill Outcomes for Mental Health Counseling Program Competencies:

Diversity and Advocacy

/Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.
5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare. [This will be assessed through the required reaction papers that reflect the level of student knowledge through the readings and class content.]

Knowledge and Skill Outcomes for School Counseling Program Competency Diversity and Advocacy

/Knowledge 4: are assessed through the 19 required reaction papers assigned for all weeks of class.

Knowledge and Skill Outcomes for Mental Health Counseling Program Competencies:

Knowledge 1 & 2: are assessed through the 19 required reaction papers assigned for all weeks of class.
**Required Readings**: Required readings will consist of selected articles and chapters and posted on Canvas.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>March 29</td>
<td><strong>Introduction: Class Overview and discussion</strong></td>
<td></td>
</tr>
<tr>
<td>April 26</td>
<td><strong>Acculturation and Ethnic Identity Development</strong></td>
<td>Sue, D. W., &amp; Sue, D. (2008). Racial and cultural identity development in people of color:</td>
</tr>
</tbody>
</table>


[Readings address CACREP Basic Standard 2a, 2b, 2e, 2f]

April 28 Power

[Readings address CACREP Basic Standard 2a, 2e, 2f]

Video: “The Color of Fear”
[Addresses CACREP Basic Standard 2b]

May 3 Internationalizing Psychology/Social Justice


[Readings address CACREP Basic Standard 2a, 2e]

May 5 Ethnicity and Family Therapy
NOTE: MID-TERMS ARE DUE!!!


[Readings address CACREP Basic Standard 2a, 2b, 2e, 2f]

May 10 Counseling with Asian Populations


Miyamoto, J. Poem, “What Are You?!”

[Readings address CACREP Basic Standard 2b, 2e, 2f]

May 12 Counseling with East Indian Populations


[Readings address CACREP Basic Standard 2b, 2e, 2f]

May 17 Counseling with African American Populations


May 19  
**Counseling Issues with LGBT Populations**  
[Readings address CACREP Basic Standard 2b, 2e, 2f]

May 24  
**Gender Issues in Counseling**  
Video: “Killing Us Softly”  
[Readings address CACREP Basic Standard 2b, 2e, 2f]

May 26  
**Counseling Issues with Latino Populations**  
[Readings address CACREP Basic Standard 2a, 2b, 2e, 2f]

June 2  
**Cross-Cultural Research and Assessment**  
[Readings address CACREP Basic Standard 2a, 2e, 2f]

Final paper due June 4th.

**STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES:**  
Each class there is due a 1-page reaction paper in which you will: (a) for each article write in one or two sentences what the main points were, and (b) discuss your personal reactions to the readings and to the previous class discussion, topic, film, or speaker. These papers, combined, will count as 25% of your total grade. These papers are perhaps the best way I have to ascertain your own subjective reactions, etc. to the class.  
These reaction papers will allow me to determine the degree to which you are grasping the concepts and knowledge presented both in class and through the readings.

Attendance is important and three sessions missed will lower you one letter grade. **No make-ups allowed.**
Participation is also very important. Your participation in class will count as 25% of your grade.

A midterm paper of 5 pages (minimum) will focus on a personal study of your family's historical ethnic background. You may use McGoldrick’s *Ethnicity and Family Therapy* in reference to your own cultural background, or similar books or articles, as well as contact relatives, etc. and will count as 25% of your grade. This paper is due May 12\textsuperscript{th}.

*The mid-term is designed to allow you to gain insight into your own ethnic background and gain greater self-understanding of yourself as a cultural being.*

A final project will involve your writing up your encounter of venturing into the “space in-between.” You will take it upon yourself to reach out across cultures and make it into a learning experience. You will use the information you have gathered in this class to write your paper. The write-up will be approximately 10 pages (not to exceed 12 pages) and will count as 25% of your grade. This paper is due June 4\textsuperscript{th}.

*The final project is an experiential learning process that requires you to bring together many of the concepts and knowledge gained through class into a specific exchange between yourself and someone of a different culture.*

**Methods of Instruction:**

1. Chapter Presentation and Discussion
2. Small group discussion
3. Presentation of research articles
4. Use of audio and visual materials

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disAbility Resources for Students at 360.650.3844 or www.wwu.edu/depts/drs/.

Please let me know as well.