



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5593-301 Multicultural Counseling

Course Description:

This course is intended to increase understanding of culturally diverse individuals and groups; and for the student, as a counseling practitioner, to gain awareness of self. The class is practice-oriented. Students will engage in counseling sessions with each other, fulfilling the role of counselor as well as the counselee. The class is also concept-oriented. The literature on multicultural counseling continues to evolve and considerable emphasis is placed upon ideas that will structure and facilitate better counseling interventions and a broader base of knowledge regarding various cultures. Students should be prepared to self-disclose some personal biographical experiences during role plays and class discussions, as part of the learning process in class. Student oral presentations; team projects; research and writing; the preparation of case notes; and structured counseling interventions during class role plays are featured.

Class Dates, Location and Hours:

Dates: September 9 – 15, 2018

Location: Hangar 2, Room 202, Hickam AFB, Hawaii.

Hours: Sunday 8:30 a.m.-4:30 p.m.; Monday - Friday 6:00-10:00 p.m.; Saturday 8:30 a.m. - 12:30 p.m.

Last day to enroll or drop without penalty: August 11, 2018

Site Director:

Email: aphickam@ou.edu. Phone: 808-449-6364 (DSN & Commercial).

Professor Contact Information:

Course Professor: Tim Davidson, Ph.D.

Mailing Address: OU Department of Human Relations/
601 Elm, Rm 728,
Norman, OK 73019

Telephone Number: 405-325-1756/1741

Email Address: timdavidson@ou.edu

Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhcg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Thomas, A.J. & Schwarzbaum, S. E. (2011). *Culture & identity: Life stories for counselors and therapists* (2nd ed.), Thousand Oaks: Sage Publications, 978141298668
2. Pedersen, P. B., Draguns, J. G., Lonner, W. J., & Trimble, J. E. (eds) (2008). *Counseling across cultures* (6th ed.), Los Angeles: Sage Publications. 9781412927390
3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:

The learning objectives for this course are:

1. To improve counseling skills from a humanistic, multicultural, strategic, and strengths perspectives;
2. To learn more about key constituencies in the general population of the United States, with concentration on factors that should promote more informed and progressive counseling interventions;
3. To develop a conceptual foundation from the literature on multicultural counseling (regarding theory, ethics, and other professional issues);
4. To stimulate a continual process of learning to be a culturally-informed and competent human relations practitioner.

Course Outline:

This course is in-class. Written assignments will be submitted on-line on Canvas. The class will consist of lectures, counseling role-plays, group projects with class interaction, oral presentations of material in assigned texts, instructor-led class discussions. Readings for the course should be read prior to class, as these will be source material for instructor lectures, oral presentations and the final paper.

Assignments, Grading and Due Dates:

Oral Presentation (co-presenters) on Chapter from *Counseling Across Cultures*:

Due Dates: As assigned during class

Co-presenters will be responsible for summarizing and highlighting important ideas from an assigned chapter in Pedersen, *et al*, *Counseling Across Cultures*. The presenters will discuss key concepts and data from the assigned chapter, using a PowerPoint presentation or handouts and/or any other material deemed useful for a positive learning experience in the classroom. After summarizing and highlighting key ideas, the presenters will also lead the class in discussing one of the cases in the “Critical Incident” at the end of the chapter, applying ideas from the chapter to enhance an understanding of salient issues brought out in the incidents. The presentation should be 30-40 minutes in length (about 15-20 minutes for the summary and about 15-20 minutes to discuss the critical incident with class).

From Pedersen, *et al*, *Counseling Across Cultures*:

Ch 6: “Cultural considerations and perspectives for providing psychological counseling for Native American Indians” by J. Trimble and J. Gonzalez

Co-Presenters: _____

Ch. 7: “Counseling Asian Americans: Client and therapist variables” by F. Leong, S. Lee and D. Chang

Co-Presenters: _____

Ch. 8: “¡Adelante! Counseling the Latina/o from guiding theory to practice” by J. Casa, J. Raley and M. Vasquez

Co-Presenters: _____

Ch. 9: "Counseling Arab and Muslim clients" by M. Dwairy

Co-Presenters: _____

Ch.10: "Counseling persons of Black African ancestry" by I. Toldson

Co-Presenters: _____

Ch.12: "Culturally appropriate counseling considerations for lesbian and gay clients" by M. Pope

Co-Presenters: _____

Ch. 14: "Cross-cultural gerontological counseling: Current models and common issues" by C. Hill and S. Eklund

Co-Presenters: _____

Group Project:

Due Date: September 15

Your group project involves research and reading in addition to your required texts. Two current, important topics in multicultural counseling are "microaggressions" in race relations and "transgender identity" issues. Your task will be to research the topic assigned to your team and present your findings to the class. Your presentation to the class should be 30 minutes in length, with 15-20 minutes for follow-up discussions.

Group One: Racial microaggression

Derald Wing Sue popularized the concept of "racial microaggression" and started an important dialogue that others have built upon. Group One should explain to the rest of the class, in some detail, what ideas and research you uncover regarding "racial microaggressions". Then, after discussing the concept, prepare an imaginary case study about a client who is experiencing anxiety and depression as a result of ongoing racial microaggressions in his or her life. After describing the issues facing your imaginary client(s), describe some treatment ideas that will help using cognitive and strength-based, solution-oriented approaches.

Group Two: Transgender identity

People who identify as transgendered are routinely misunderstood and oppressed. Competent multicultural counselors need to have a clearer understanding of issues facing transgendered individuals in order to provide caring, informed and effective counsel when needed. Your group should explore common issues that transgendered individuals face, like the issue of decision-making about gender assignment; or dynamics between parents and a transgendered child; or resolving family adjustments successfully; or managing discrimination in society; or how transgendered individuals go about seeking social justice, and so on. Then, after discussing the issues, prepare an imaginary case study to illustrate some of the key themes you discuss and suggest strategies a competent multicultural counselor might consider. Include a cognitive and strength-based, solution-oriented perspective to your treatment ideas.

3. Case Notes from Individual Practice Sessions:

Due Date: September 15, 2018

There will be six (6) structured, individual practice sessions, or role plays, throughout the course. You and a selected partner will work together for all 6 sessions. In role plays, both you and your partner will take turns being the counselor and then the client. Each counseling session will last 20-30 minutes, and then you will shift from counselor to counselee and participate in another 20-30 minute session. The content of each session will be a multicultural theme introduced by the instructor. [See the Course Packet] .

At the end of each counseling session (or after class depending on the time left) you should write a summary of the session as a dated "**case note**". The case note should summarize what your client described, as well as observations you make about the client's self-disclosure. (Some of the discussions may lend themselves better to a dialogue format rather than a counseling interview format, and when so,

you should still be focused on the content of your partner’s ideas for purposes of doing case notes afterwards).

You may use whatever format you want to convey the content of the session into a case note. Some of your notes will be more like summaries of highlights based on what you discuss with your partner. For individual sessions that are more traditionally set like a counseling session, one format you may want to use for your note is the “s-o-a-p” acronym;

- S** --*Subjective* impressions of client’s feelings;
- O** --Counselor’s notation of *objective* circumstances;
- A** --Counselor’s *assessment* of the client’s narrative; and
- P** --Any particular *plan* of action, or goals, that were discussed.

In your case note, you should also briefly describe the particular task of the session. All 6 case notes will be due on the last day in-class. Your notes should be typed and submitted on Canvas under “Assignments”.

Final Paper:

Due Date: September 23, 2018

Part One: Review your texts (*Culture & Identity*; and *Counseling Across Culture*). From these two books, select (10) key theoretical points that are most important to you in helping you understand people from diverse backgrounds and becoming a better multicultural counselor. Explain the concepts and say how these ideas can be applied in your personal and professional life.

Part Two: Write a case study (or “life story”) about yourself. Include a critical incident that conveys some challenges you have faced related to your own unique culture and personal development. Explain how self-understanding of your own cultural background can be useful for any counseling you may do.

The length of this paper should be approximately 7-10 pages in length. You should follow APA style and list your textbooks in the reference list (as well as any other sources you may choose to use). This paper should be submitted on Canvas, under “Assignments”.

Grading:

This is a letter-graded course: A, B, C, D, or F. Grades will be determined as follows:

Assignment	Value
Oral Presentation on Chapter (Co-presenters)	25 points
Group Project	25 points
Case Notes/Structured Practice Sessions	25 points
Final Paper	25 points
Total	100 points

Final grades will be assigned as:

- A = 90 -- 100 points
- B = 80 -- 89 points
- C = 70 -- 79 points
- D = 60 -- 69 points
- F = 59 and below

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Tim Davidson, Ph.D.

Education

1982 University of Edinburgh, Scotland, Interdisciplinary Studies in Clinical and Counseling Psychology, Existential and Phenomenological Philosophy and Theology

Current Positions

- Advanced Programs Professor since 1997
- Associate Professor of Human Relations, University of Oklahoma, Norman, OK

Frequently Taught Advanced Programs Courses

- HR 5003 Theoretical Foundations
- HR 5100 Assessment and Evaluation
- HR 5413 Chemical Dependency
- HR 5463 Counseling Skills

Major Areas of Teaching and Research Interest

- Clinical Practice
- Race Relations
- Ethics

Representative Publications and Presentations

- Davidson, T. & Davidson, J.R. (1995). Cost-containment, computers and confidentiality. *Clinical and Social Work Journal*, 23(4), 453-464.
- Davidson, J.R. & Davidson, T. (1996). Confidentiality and managed care: Ethical and legal concerns. *Health & Social Work*, 21(3), 208-215.
- Davidson, T. (2000). Economic determinants and managed behavioral healthcare. *Free Inquiry in Creative Sociology*, 28(2), 55-62.
- Davidson, J.R., Davidson, T. & Crain, J. (2001). White skin and sheepskins: Challenging the status quo in the education of helping professionals. *The Journal of Intergroup Relations*, 27(4), 3-15.
- Davidson, T. (Spring/Fall 2006). Ricoeur's phenomenology of the ego: A clinical emphasis. *Journal of French Philosophy* (16) 1,2, 82-92.
- Davidson, T. (2014). STRENGTH: A system of integration of solution-oriented and strength-based principles. *Journal of Mental Health Counseling*, 36(1), 1-17.

Major Professional Affiliations

- Texas State Licensed Professional Counselors (1983-94)
- Texas State Licensed Marriage and Family Therapists (1992-94)