

Multiculturalism in the Helping Professions
RCE 5250 Fall 2015
Thursdays, 5:00 to 7:30

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Office Hours: Email or call to setup an appointment, or just stop by my office. If my door is open, I'm available.

Course Description: This course examines the impact of culture, race, ethnicity, disability, and the intersection of identity on the counseling event. Knowledge, skills, and competencies needed by rehabilitation counselors as helping professionals to facilitate client empowerment through the relationships will be explored; also briefly examined will be characteristics of different cultural, racial and ethnic groups that reside in the United States. Culture is examined as a variable in human attitudes, motivation, behavior and development.

The course also promotes an understanding of your personal values and attitudes in the framework of a helping relationship with clients from diverse backgrounds. The seminar course style emphasizes reviewing and discussing literature and research about multicultural issues that contribute to development of knowledgeable, skillful, and thoughtful counselors who work in diverse cultural settings. As a class participant, you will be led on a journey of self-exploration that ultimately will help you to have a better understanding of yourself and how you relate in cross-cultural situations.

This course is given by the College of Education. This means that class policies on matters such as requirements, grading and, sanctions for academic dishonesty are governed by the College of Education. Students wishing to add or drop this course after the official deadline must receive the approval of the Dean of the College of Education.

Departmental Executive Officer

John S. Wadsworth, Ph.D.
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CACREP AND CORE STANDARDS

This course meets the following competencies and objectives for licensure or accreditation;

CACREP Standards: <http://www.counseling.org/CACREP/2001standards700.htm>
Section I 1g; 2 a,b,c, d,e, f; 3 a, b, c,e; 6e Section II K7f

CORE Standards: Section C 2.2; C2.7 b

Course Goals:

As a result of this course, you will:

- Become knowledgeable about the social constructions of race, gender, sexual orientation, spirituality, socioeconomic status, and ability within society and resultantly within the context of counseling.
- Explore your personal beliefs, values, and attitudes concerning culture, race, ethnic, and other identities.
- Become familiar with knowledge, skills, abilities and professional competencies needed for effective counseling.
- Increase your knowledge of common cultural values in the United States.
- Become familiar with challenges to effective multicultural interaction.
- Learn to respond effectively to diverse clients across race, gender, ethnicity, and/or culture

Required Texts:

Allport, G. W. (1979). *The nature of prejudice*. Basic books.

Brown, L. S. (2004). *Subversive dialogues: Theory in feminist therapy*. Basic Books.

Coates, T (2015). *Between the world and me* .Random House.

Student rights and responsibilities: Information related to student rights and responsibilities is available on-line.

Accommodations: I would like to hear from anyone who has a disability which may require some modification of seating, testing or other class requirements so that appropriate arrangements may be made. Please see me after class or during my office hours.

Student grievances: Procedures for filing student complaints are explained in Policies and Regulations Affecting Students. Copies are published every September as a supplement to the Daily Iowan and additional copies are available at the Campus Information Center in the Iowa Memorial Union. It is your responsibility to be aware of these policies and regulations. These policies are available at:

http://www.uiowa.edu/~coedean/policies/student_complaint/index.htm

Plagiarism and cheating: The collegiate policy on plagiarism and cheating is outlined in the Schedule of Courses. It is your responsibility to be aware of this policy. The penalty for the first offense is disciplinary probation until graduation. A second offense could result in suspension, and a third offense expulsion. The Policy on Student Academic Misconduct can be found here: http://www.uiowa.edu/~coedean/policies/student_ac_misconduct/index.htm

Respect for diversity: It is the intent of the instructor to present material and activities that are respectful of diversity: Gender, sexuality (sexual preference), disability, age, socio-economic status, ethnicity (a group classification of individuals who share a unique social and cultural heritage, e.g., language, custom, religion, passed on between generations (Rose, 1964)), race ("A sub-group of people possessing a definite combination of physical characteristics, of genetic origin, the combination of which to varying degrees distinguishes the subgroup from other subgroups of mankind [womankind]" (Krogman, 1945, p. 49)), and culture (the configuration of learned behavior whose components and elements are shared and transmitted by the members of a particular society." (Linton, 1945, p. 32)).

Sexually explicit material: The University of Iowa requires advanced warning be given if sexually explicit material will be presented.

Adverse Weather Conditions: The University has established a hotline with updated information on weather-related cancellations under extreme weather conditions. The phone number is (319) 335-0557. Information may also be posted on the university homepage. Please review the entire extreme weather condition policy in the student handbook. You are responsible for checking either source to become informed on the status of class. *The policy for this course is that class will be held if the university is open.* You are responsible for making the decision about your attendance in inclement weather that is best for your own health and safety (review policy for procedures). If for some unforeseen reason the instructor is not able to make it to class due to weather conditions then, I will send an email or leave a message at CRSD office (319) 335-5275. If a message is not posted either place, you should assume that class will be held as scheduled.

Content and Process: This class is as much about content as it is about process. To be more specific, we will be having discussions about sensitive social issues. You will be exposed to controversial material and your classmates' varying viewpoints. Through these avenues, you will have the opportunity to learn more about yourself and the members of the class. This can be uncomfortable, but controversial discussion and varying viewpoints are critical components when learning about multicultural issues. To maximize your learning experience, you will need to engage in a process facilitated by the instructor. You will find a class will naturally develop a group identity and move through various stages of group process. This is also a vital part of the learning experience. You will be asked to be open to the content, engage in the process, trust the process, and respect your classmates. You are expected to be responsible in your role as a group member and this means that you will be honest, open, complimentary, supportive, and

constructively critical when interacting with your classmates as well as have confidence that the instructor will be the facilitator.

Confidentiality: During the course of class discussions, class members may reveal personal information, politically incorrect feelings, newfound opinions, etc. In fact, all of the aforementioned acts are encouraged and contribute to the group process. The rules of confidentiality are in effect. This means that you are not to discuss any of this type of information outside of class with other classmates. If you feel the need to process information shared in class with family members or other faculty, please do not reveal specifics that will allow what you are sharing to be attributed to a particular class member.

Course Policies:

Attendance – Attendance is required. If 2 or more classes are missed, one letter grade will be deducted from the student's final grade unless an extreme extenuating circumstance prevented attendance and the student documents the excused absence with the instructor. Lack of participation or excessive tardiness will also be penalized.

Expectations for Assignments – All assignments must be typed and in APA format. All assignments are to be turned in during the class session on the day they are due. Failure to turn assignments in during class will result in loss of points. An automatic reduction of 5 points will occur for each day an assignment is late.

Course Requirements:

Participation – Everyone is expected to have read all the assigned readings and come to class prepared to contribute to each class discussion and the writing groups. There will be a great deal of work required in this class, and each person will be held responsible for the quality of the discussions generated from the readings and assignments. Participation points will be reduced if a student comes to class without having read the assigned, or fails to participate in class discussion.

Journal Entries – You will be required to acquire a journal and journal your thoughts, opinions and reactions to class discussions, readings, videos etc. Your journal entry will be utilized between and during class time. Between class periods, take a few moments to write down any thoughts or reactions you have about class material. Journal entries should not consume your time by any means but they must be genuine, thoughtful, meaningful, and contribute constructively to class discussion. You may catch yourself walking to work, the library or the gym and a thought may come to mind. Take a second or two to then capture that thought in a couple of words or in a sentence or two. You will turn in your journal entries on October 8th, November 5th, and December 10th.

Cultural Immersion Experience – Each student will identify and attend an event that is outside of your own culture-of-origin. This event must also be unfamiliar to you and would help to challenge your perception of yourself and others of a different culture. It is ideal that you choose an event that is of significant interest to you or would help to expand your understanding of something you would like to better understand (e.g., a meeting at the afro-house on racism in Iowa). Other events may include a church services, attending a service at a Muslim Temple, attending an Asian American show

case etc. The event will need to be approved by the instructor prior to your attendance. You will be required to write a one page reflection paper about your experience and discuss your experience with the class. This one page reflection will be due on November 5th.

Cultural Genogram Assignment – Each student will be required to complete presentation and paper that describes their cultural of origin. The structure of the paper and presentation can be found in Hardy, K. V., & Laszloffy, T. A. (1995). THE CULTURAL GENOGRAM: KEY TO TRAINING CULTURALLY COMPETENT FAMILY THERAPISTS. *Journal of Marital and Family Therapy*, 21(3), 227-237. Presentation will occur on November 19th, and papers will be due December 10th.

Grading/Evaluation:

Grades will be based on the following criteria:

Participation	32 Points
Journal Entries (10 points each)	30 Points
Cultural Immersion Experience	38 Points
<u>Cultural Genogram</u>	<u>50 Points</u>
Total	150 Points

Although specific grading criteria are provided for the grant writing assignment, in general: Papers receiving A's are comprehensive, well-written, scholarly, in APA format, and error free. B papers are well-written but have a deficiency in one of the above areas, and C papers have deficiencies in two or more of the above areas.

In conjunction with university policy, the students will be graded on the plus/minus grading system. There are no grades of A+, F + or F-

A	=	92 to 100%	C	=	72 to 77%
A-	=	90 to 91%	C-	=	70 to 71%
B+	=	88 to 89%	D+	=	68 to 69%
B	=	82 to 87%	D	=	62 to 67%
B-	=	80 to 81%	D-	=	60 to 61%
C+	=	78 to 79%	F	=	59% and below

Course Schedule

This course schedule is subject to change.

Aug 27th

Syllabus, class overview, and groups

September 3rd

The Nature of Prejudice – pp. 3 – 81

September 10th

The Nature of Prejudice – pp. 85 - 162

September 17th

The Nature of Prejudice – pp. 165 - 282

September 24th

The Nature of Prejudice – pp. 285 - 339

October 1st

The Nature of Prejudice – pp. 343 - 457

October 8th

The Nature of Prejudice – pp. 461 – 519

*First journal entries due

October 15th

Subversive Dialogues – pp. 1 - 99

October 22nd

Multicultural Experience

October 29th

Subversive Dialogues – pp. 92 - 177

November 5th

Subversive Dialogues – pp. 178 – 234

*Second Journal Entries due

*Multicultural Experience paper due

November 12th

Hardy, K. V., & Laszloffy, T. A. (1995). THE CULTURAL GENOGRAM: KEY TO TRAINING CULTURALLY COMPETENT FAMILY THERAPISTS. *Journal of Marital and Family Therapy*, 21(3), 227-237.

November 19th

Cultural Genogram Presentations

November 26th – Thanksgiving Holiday

December 3rd

Between the World and Me – pp. 1 - 88

December 10th

Between the World and Me – pp. 89 – 176

*Third Journal Entries due

*Cultural Genogram papers due