

## MHS 5428 - Counseling Special Needs

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

### **Catalog Description**

“This course explores the special issues and methods involved in counseling minority, bilingual, disabled, low SES, and other special population groups. This course is designed to both (a) provide students with an overview of the issues related to providing counseling services in a multicultural, pluralistic society, and (b) to critically examine the current trends in counseling special educational needs populations. The course will focus upon various special populations; cultural and ethnic minorities, students with disabilities, bilingual children, exceptional children, and children from rural, migrant, homeless and/or low SES families.”

### **Text**

Readings as assigned.

You are expected to access library resources to complement the textbook.

### **Course Objectives**

#### **Course Goals**

As a result of this course, students will:

1. Become knowledgeable about the social constructions of race, gender, sexual orientation, spirituality, socioeconomic status, and disability within society and resultantly within the context of counseling.
2. Explore their own personal beliefs, values, and attitudes concerning culture, race, ethnic and other identities.
3. Become familiar with knowledge, skills, abilities as well as professional competencies needed for effective counseling and practice in the field.
4. Increase their knowledge of common cultural values in the United States.
5. Be familiar with challenges to effective multicultural interaction.
6. Be able to respond effectively to diverse clients across race, gender, ethnicity and/or culture

### **Competencies**

#### **Florida Department of Education area Competencies:**

1.3, 1.9, 3.5, 4.4, 4.7, 4.8, 5.4, 6.1, 6.3, 6.4, 8.2, 8.4, 10.1-4.

**CACREP Competencies: General:** K.1.g, K.1.h, K.2a-f, K.3.c, K.4.i, K.5.a.

**School:** A.7.

## **Course Requirements**

1. Class attendance and participation: The seminar format is used in this course. Therefore, your attendance and participation contributes to the determination of your final grade. Attendance is defined as being in class. Participation is defined as your contributions to the class that reflect conceptual and practical understanding of information about counseling issues. Required readings should be completed by the date on the syllabus. Lack of participation is viewed as lack of preparation as reflected in your grade.
2. Group Work: The class will do many activities in small groups on a weekly basis. Your work on these activities as well as your overall and individual group performance
3. Examinations: There will be three exams in this course.
4. Presentations: The course is run as a seminar. You may independently coordinate your group membership based on area of interest, or other criteria. Each team (of 2) must competently and thoroughly present a seminar about an area of special needs counseling that is covered in the syllabus. For example, the presentation may cover topics such as:
  - a. A particular ethnic/cultural counseling approach
  - b. Multicultural perspectives in the media
  - c. Politics and how different groups are served

Presentation can take many forms, but should be informative. Media can be used, but should be backed up with appropriate literature. Each team member should interview a member of the chosen topic area, and include the gained insight in the presentation. Resources that will assist a counselor when handling a similar case should be shared. The group will lead class in discussion as well. Often reading assignments given the week before the presentation may be beneficial. We will talk about this more.

5. Personal Experience. This can be a fun one, but recognize where you need to grow. Choose experiences that get you out of your own culture and comfort zone, and will be at least ten hours duration all total, this should be a gradual process, not all occurring in one day. Experiences will vary and effort, along with a willingness to stray far from what is comfortable, may determine your growth. In the past students have; taken a bus once a week for the semester, volunteered as an ESL tutor for the semester, attended religious services of a vastly different group than their own, spent a day in a wheelchair, spent a night with a Navajo family on the reservation, visited a gay bar, spent spring break on a cattle ranch. In the end you will write a summary of your experiences and may give a short presentation on them, included in the summary may be: what you learned about the culture, how you would counsel someone from the culture, personal biases/ethical issues involved for you. You will also use your experience in the groups. The first experience should be completed by February 18, the project should be complete by March 31.
6. Ethnopsychobiography: we will take more about this in class.

## **Evaluation and Grading Criteria**

Exams	50 points per exam
Presentation	100 points
Attendance and Participation	50 points
Personal experience	50 points
Ethnopsychobiography	50 points
Group work	100 points
	Total: 500 points

Final grades will be assigned following the College of Education (COE) guidelines.

A= 95 to 100%	C = 70 to 74%
A-= 90 to 94	C-= 67 to 69%
B+= 87 to 89%	D+= 65 to 66%
B= 80 to 86%	D= 61 to 64%
B-= 78 to 79%	D-= 59 to 60%
C+= 75 to 77%	F= < 60

Effective counseling leads to introspection and lots of personal issues as well as rational, emotive, and behavioral components. This class experience is designed to help you examine yourself as well as different ways of learning. Often when looking deeper into our selves and one's own bases and mindsets there can be a number of unresolved and/or distressing personal issues that may arise, some of these issues may not be resolved solely in the classroom setting. Students are encouraged to address such issues in one of the following ways:

1. Discuss the concerns within the class setting.
2. Discuss the concern with me outside the group setting.
3. Discuss the concern with another faculty member in the Counselor Education Department, such as Dr. Miranda, the chair of the department.
4. Discuss the concern with another mental health professional such as a counselor, or psychologist.

## 5. Schedule of Events\*

<b>Week and date</b>	<b>Readings, Topics and Activities</b>
<b>1</b>	Introduction, Syllabi, Class, Questions and Answers History, Competencies
<b>2</b>	Cultures, Ethics ch.1, readings
<b>3</b>	Counselor Cultural Identity Chapter 2, 3 Readings
<b>4</b>	Within-group differences, Inclusiveness ch17, readings
<b>5</b>	Contact theory, assimilation readings
<b>6</b>	<b>FIRST EXAM</b> Introduction to multicultural counseling
<b>Part II, Multicultural counseling</b>	
<b>7</b>	African-American perspectives Chapter 5, 6
<b>8</b>	Hispanic ch 13, 14
<b>9</b>	Asian and European American perspectives Chapter 9-12, readings
<b>10</b>	Spring Break
<b>11</b>	Sexual Orientation in multicultural counseling Ch 15, 16, readings
<b>12</b>	<b>Exam Two</b> Elderly and persons with disabilities readings
<b>13</b>	American Indian perspectives ch 6, 7, readings
<b>14</b>	Lifespan issues Readings, chapter 4
<b>15</b>	Homeless, low SES, forensic, spiritual, religious, gender readings
<b>16</b>	Current issues in Multiculturalism
<b>5-5</b>	<b>FINAL EXAM</b>

\*Deviations from the schedule may be necessary, and dates are tentative.

## **General Guidelines for the Presentation**

### **Time:**

Your presentation should cover the subject matter in 60 to 75 minutes. Let me know if you need more time. Realize the importance of limited time in conveying the important aspects of the subject you are covering.

### **Material:**

You may wish to give the class additional readings the week before your presentation. Your materials can include about anything (although you should probably skip the grossly offensive stuff). Journal articles, interviews, media are commonly used.

### **Manner of presentation:**

Be creative! What you use and how you do your presentation depends on the preferences of your group. I prefer for all of the members of your group to be involved in the presentation. Video-tapes and audio-tapes are valuable resources of information. You may use video-tapes for your presentation, but don't rely heavily on any particular tape.

### **What do I have to do?**

Your presentation ought to address special counseling needs in the area you selected. The class should be well prepared for your topic, through assigned readings or handouts you have previously given the class, therefore you should make the presentation interactive. At minimum you need to address the social, cultural and uniqueness of your population. Also remember this is a counseling course so throw some stuff in about challenges faced by the counselor and resources they may wish to use.

### **The aim of the presentation:**

The aim of the presentation is to educate us about an issue your group found important and interesting within the topical areas. Remember, your presentation must fit under the overall topic area of the class.

### **Handout:**

A handout should be distributed in class the day of your presentation. In this paper report the major findings of your research. Useful things you may want to include are bibliographies, references, references to outstanding works in the area, etc.

### **Exam Questions:**

Generate 3 questions that may be considered and included in one of the examinations. Be challenging.

**Recommended Reading for your program area:****Rehabilitation Novels:**

Stewart, J. (1993). *The Body's Memory*. St. Martins Press

Maxfield, G. (1996). *The novel approach to sexuality and disability*. Sparks, NV: Mass Market Paperback.

**Student Development/Counselor Education Novel:**

Suskind, R. (1998). *A hope in the unseen*. New York, NY: Broadway Books.

**Elementary School Counseling Novel:**

Paley, V. G. (2000). *White teacher*.

**Junior High/High School Counseling Novel:**

Maran, M. (2000). *Class dismissed: A year in the life of an American high school, a glimpse into the heart of a nation*. New York, NY: St. Martins Press.

**Some Helpful Journals**

The following journals regularly or periodically feature articles on multicultural issues:

Cultural Diversity and Ethnic Minority Psychology The Journal of Black Psychology

Journal of Counseling Psychology Journal of Black Studies

Journal of Counseling & Development Hispanic Journal of Behavior Science

Journal of Multicultural Counseling & Development American Psychologist

Journal of Cross-Cultural Psychology Psychology of Women Quarterly

The Counseling Psychologist Women and Therapy

International Journal of Intercultural Relations Sex Roles

Counselor Education & Supervision Gender and Society

Professional Psychology: Research & Practice

American Indian and Alaska Native Research

**Journal of Counseling and Development's:** Special Issue on Racism, VOL 77, Number 1, Winter 1999. Washington, DC: American Counseling Association

**Reference List for Articles**

1. American Psychological Association (2002). *Guidelines on multicultural education, training, research, practice, and organizational change for psychologists*. Washington, DC: In [www.apa.org](http://www.apa.org) link Public Interest.
2. Constantine, M.G. (2000). Social desirability attitudes, sex, and affective and cognitive empathy as predictors of self-reported multicultural counseling competence. *The Counseling Psychologist*, 28, 857-872.

3. Constantine, M.G. (2002). Predictors of satisfaction with counseling: Racial and ethnic minority clients' attitudes toward counseling and ratings of their counselors' general and multicultural counseling competence. *Journal of Counseling Psychology*, 49(2), 255-263
4. Constantine, M.G., Kindaichi, M., Arorash, T.J., Donnelly, P.C., & Jung, K.K. (2002). Clients' perceptions of multicultural counseling competence: Current status and future directions. *The Counseling Psychologist*, 30, 407-416.
5. Constantine, M. G. & Yeh, C. (2001). Multicultural training, self-construals, and multicultural competence of school counselors. *Professional School Counseling*, 4, 202-207.
6. Cook, D. A., & Helms, J. E. (1988). Visible racial/ethnic group supervisees' satisfaction with cross-cultural supervision as predicated by relationship characteristics. *Journal of Counseling Psychology*, 35, 268-274.
7. Cushman, P. (1995). Psychotherapy as moral discourse: A hermeneutic alternative: In *Constructing the self, constructing America* (pp 279-331). Cambridge, MA: Perseus Publishing.
8. Dana, R, Behn, J. & Gonwa, T. (1992). A checklist for the examination of cultural competence in social service agencies. *Research on Social Work Practice*, 2, 230-233.
9. Division 44/Committee on Lesbian, Gay, and Bisexual Concerns Joint Task Force on Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients. (2000). Guidelines for psychotherapy with lesbian, gay, and bisexual clients. *American Psychologist*, 55, 1440-1451.
10. Fuertes, J.N., & Brobst, K. (in press). Clients' perceptions of counselor multicultural competency. *Cultural Diversity and Ethnic Minority Psychology*.
11. Fuertes, J.N., Mueller, L.N., Chauhan, R.V., Walker, J.A., Ladany, N. (in press). An investigation of Euro-American therapists' approach to counseling African-American clients. *The Counseling Psychologist*.
12. Gonzales, R., Bleva, J., & Gardner, G. (1994). The multicultural perspective in therapy: A social constructionist approach. *Psychotherapy*, 31, 515-524
13. Granello, D. H., & Wheaton, J. E. (1998). Self-perceived multicultural competencies of African American and European American vocational rehabilitation counselors. *Rehabilitation Counseling Bulletin*, 42, 2-15.
14. Haley-Banez, L., Brown, S., & Molina, B. (1999). Association for Specialists in Group Work principles for diversity-competent group workers. *The Journal for Specialists in Group Work*, 24, 7-14.
15. Helms, J.E. (1984). Toward a theoretical explanation of the effects of race on counseling: A Black and White model. *The Counseling Psychologist*, 12(3-4), 153-165.
16. Kawanishi, Y. (1995). The effects of culture on beliefs about stress and coping: Causal attribution of Anglo-American and Japanese persons. *Journal of Contemporary Psychotherapy*, 25, 49-60.
17. Ladany, N., Inman, A.G., Constantine, M.G., & Hofheinz, E.W. (1997). Supervisee multicultural case conceptualization ability and self-reported multicultural competence as functions of supervisee racial identity and supervisor focus. *Journal of Counseling Psychology*, 44, 284-293.
18. LaFromboise, T.D., Trimble, J.E., & Mohatt, G.V. (1991). Counseling intervention and American Indian tradition: An integrative approach. *The Counseling Psychologist*, 18, 628-654.
19. McIntosh, P. (2001). White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies. In M. L. Andersen & P. H. Collins (Eds.), *Race, class, and gender* (4<sup>th</sup> ed., pp. 95-105). Belmont, CA: Wadsworth/ Thompson.
20. Parker, W.M., Moore, M.A., & Neimeyer, G. J. (1998). Altering white racial identity and interracial comfort through multicultural training. *Journal of Counseling and Development*, 76, 302-310.
21. Pope-Davis, D.B., Toporek, R.L., Ortega-Villalobos, L., Ligiero, D.P., Brittan-Powell, C.S., Liu, W.M., Bashshur, M.R., Codrington, J.N., & Liang, C.T.H. (2002). Client perspectives of multicultural counseling competence: A qualitative examination. *The Counseling Psychologist*, 30(3), 355-393.
22. Prilleltensky, I. & Nelson, G. (2002). Community Settings: Creating capacity and mobilizing for change. In *Doing psychology critically: Making a difference in diverse settings* (pp.121-132). New York, NY: Palgrave Macmillan.
23. Rossello, J., & Bernal, G. (1999). The efficacy of cognitive-behavioral and interpersonal treatments for for depression in Puerto Rican adolescents. *Journal of Consulting and Clinical Psychology*, 67, 734-745.
24. Rotter, J.C., & Casado, M. (1998). Promoting strengths and celebrating culture: Working with Hispanic families. *The Family Journal: Counseling and Therapy for Couples and Families*, 6, 132-136.

25. Richardson, T. Q., & Molinaro, K. L. (1996). White counselor self-awareness: A prerequisite for developing multicultural competence. *Journal of Counseling and Development*, 74, 238-242.
26. Roysircar, G. (2004). Counseling and psychotherapy for acculturation and ethnic identity concerns with immigrants and international students: In T. Smith (Ed.), *Practicing multiculturalism: Affirming diversity in counseling and psychology* (pp 248-268). Boston, MA: Allyn & Bacon.
30. Roysircar, G., Webster, D.R., Germer, J., Campbell, G., Lynne, E., Palensky, J.J., Liu, J., Yang, Y. & Bludgett-McDeavitt, J. (2003). Experiential training in multicultural counseling: Implementation and evaluation of counselor process. In G. Roysircar, D. S. Sandhu, & V. B. Bibbins (Eds.), *Multicultural competencies: A guidebook of practices* (pp 3-15). Alexandria, VA: American Counseling Association.
31. Shonfeld-Ringel, S. (2001). A re-conceptualization of the working alliance in cross-cultural practice with non-western clients: Integrating relational perspectives and multicultural theories. *Clinical Social Work Journal*, 29, 53-63.
32. Sadowsky, G.R., Kuo-Jackson, P.Y., Richardson, M.F., & Corey, A.T. (1998). Correlates of self-reported multicultural competencies: Counselor multicultural social desirability, race, social inadequacy, locus of control racial ideology, and multicultural training. *Journal of Counseling Psychology*, 45, 256-264.
33. Sadowsky, G. R., & Taffe, R. C. (1991). Counselor trainees' analyses of multicultural counseling videotapes. *Journal of Multicultural Counseling and Development*, 19, 115-130.
34. Steele, C.M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6) 613-629.
35. Sue, D.W. (2001). Multidimensional facets of multicultural competence. *The Counseling Psychologist*, 29, 790-821.
36. Thompson, C. E., Jenal, S. T. (1994). Interracial and intraracial quasi-counseling interactions when therapists avoid discussing race. *Journal of Counseling Psychology*, 41, 484-491.
37. Thompson, C. E., Worthington, R., & Atkinson, D. R. (1994). Counselor content orientation, counselor race, and Black women's cultural mistrust and self-disclosures. *Journal of Counseling Psychology*, 41, 155-161.
38. Yutzenka, B. (1995). Making a case for training in ethnic and cultural diversity in increasing treatment efficacy. *Journal of Consulting and Clinical Psychology*, 63, 197-206.
39. Wampold, B.E., Ahn, H., & Coleman, H.L.K. (2001). Medical model as metaphor: Old habits die hard. *Journal of Counseling Psychology*, 48, 268-273.

## BOOKS:

*African-American: Makes Me Want to Holler*(McCall); *Autobiography of Malcolm X*; *Up South: African American Migrations* (Adero); *Beloved—Jazz—Tar Baby* (Toni Morrison); *How Stella Got hHer Groove Back* (McMillan); *I Know Why the Caged Bird Sings* (Maya Angelou); *Honey Hush! African American Women's Humor*; *Black on White: Black Writers on What It Means To Be White*. *Asian-American: Snow Falling on Cedar*; *Joy Luck Club*; *Living for Change, an autobiography* (Gree Lee Boggs). *Hispanic: House of Spirits—Stories of Eva Luna—Infinite Plan* (Isabel Allende); *Bless Me, Ultima* (Rudolfo Anaya); *Fragile Night* (Stella Duarte, counselor at Carl Hayden HS in Phx); *La Maravilla* (Alfredo Vea); *Like Water For Chocolate* (Laura Esquivel); *Growing up Chicana/o* (Tiffany Lopez). *Native American: Education of Little Tree* (Forrest Carter); *Lakota Woman* (Mary Crow Dog); *From the Glittering World: A Navajo Story* (Irvin Morris); *The Dancing Healers: A Doctor's Journey of Healing with Native Americans* (Hammerschlag); *Molded in the Image of Changing Woman: Navajo Views on the Human Body and Personhood* (Schwartz); *Mankiller—A Chief and her People* (Wilma Mankiller); *Black Elk Speaks* (Neihardt).

Narrative Questions (Pinderhughes, 1989, p.217):

1. How do you identify yourself racially? How do you identify yourself ethnically? and/or How do you identify yourself .....(you may include identities such as sexual orientation identity, disability identity, etc.?)
2. What are the values common to your ethnic group?
3. What do you like about your ethnic group?
4. What do you dislike about your ethnic group?
5. Where did you grow up?
6. What other ethnic/racial groups resided in or near your neighborhood?
7. Regarding the other ethnic/racial groups that resided near your neighborhood, how similar to/different from them did you feel?
8. What is your earliest memory of skin color?
9. What was your first experience with feeling different?
10. What type of messages were you given from your parents about race?
11. If you are a person of color, what does it mean to you to be the race you are?  
If you are European American, what does it mean to you to be the race you are?
12. If you are European American, how do you think people of color feel to be the race they are?  
If you are a person of color, how do you think European Americans feel to be the race they are?

Pinderhughes, E. (1989). Understanding, race, ethnicity, and power: The key to efficacy in clinical practice. New York, NY: The Free Press.