COURSE TITLE: EDCO 280: PRACTICUM IN MULTICULTURAL COUNSELING

Semester: Fall 2014
Course Code: 40264 (section 01)
Class Hours: Thursday 4-6:45pm
Course Location: Sweeney Hall 431
Instructor: Bob Gliner
Office Hours: by appointment
Office Location: Sweeney Hall 420
Office Phone: 408-924-3767
E-mail (preferred contact): bgliner@hotmail.com
Department Fax: 408-924-4137

Course Description

This course will explore the various aspects of multicultural counseling, as framed within the context of larger social issues facing American society in general and schools in particular, in order to develop/increase multicultural counseling skills. Service learning will be an integral part of the course providing a means to examine potential roles multicultural counselors do and can play in contemporary school settings. (3 units)

Course Objectives

1) To develop an understanding of multicultural counseling in the context of social issues facing American society.
2) To examine various strategies multicultural counselors can/might use to address societal issues which may impinge on student academic and social development.
3) To identify one’s own multicultural counseling approach.
4) To hone multicultural counseling skills and promote cultural social justice.
5) To understand the multifaceted nature of cultures through working with individuals and community members, and advocating for multicultural populations.
6) To increase one’s own self-understanding of their ethnic heritage.
7) To review diverse perspectives in order to broaden horizons, and overall knowledge and understanding.

Academic Integrity Policy

University policy regarding plagiarism will be actively enforced. Please consult the following website: [http://www.sjsu.edu/senate/pol_plag.html](http://www.sjsu.edu/senate/pol_plag.html)

Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs.
Please refer to San José State University Academic Senate website for the policy on academic integrity:  
http://www2.sjsu.edu/senate/plagarismpolicies.htm

**Accommodation of Students with Special Needs**
If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability.  
http://www.drc.sjsu.edu/

**Prerequisites**
Core curriculum and consent of instructor.

**Grading Policy**
All assignments are due by the end of class on the listed due dates. Late assignments will be graded accordingly unless a prior arrangement with the instructor has been agreed upon. For every day an assignment is late, there will be a 10% grade deduction. All assignments will be assigned a letter grade, or percentage unless otherwise noted. Any changes will be announced in class. Course calendar and all assignments are subject to change with fair notice.

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<thead>
<tr>
<th>COURSE REQUIREMENTS</th>
<th>Percentage</th>
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<tr>
<td>Class Participation/ textbook discussion</td>
<td>20%</td>
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<tr>
<td>Final Individual Reflection Paper</td>
<td>20%</td>
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<tr>
<td>Cross-Cultural Interview and Cultural Event</td>
<td>10%</td>
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<tr>
<td>Service Learning activity and paper</td>
<td>30%</td>
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<tr>
<td>Multicultural Activity Group Presentation</td>
<td>20%</td>
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**Course Requirements:**

**Participation:** Active participation in class is essential to the quality of the course. Students will be asked to participate in class discussions and exercises relevant to the content of the course. 10% of final grade.

**Class Meeting Preparation Papers:** Each week students will write a one page reflection related to the upcoming week’s topic and reading assignment. For example, what aspects of problems facing the family might have an impact on student academic and social development? How might these vary by culture? How might these impact a multicultural counseling situation? What might a counselor do about these issues? What challenges might a counselor face in trying to address these issues? How might these challenges be overcome? What insights does the assigned reading provide on these issues? Feel free to disagree with points of view the text might take. Also feel free to personalize your reflections. A copy of each student’s reflection will be turned into the instructor at the beginning of class. Students will be randomly selected to initiate a class discussion around reading assignments and issues/questions they have written.
Cross-Cultural Interview: Interview an individual of a different ethnic and/or cultural background than your own. For example, if you are born in the U.S., you can interview a person who was born in another country. Find out about his/her experiences coming to live in a new country. How was the transition? Did s/he learn English in the U.S.? What do they remember most about the transition? Be creative with your questions and remember to be respectful of your interviewee. Ask various questions so you get a clearer idea of his/her perspective. Briefly summarize the interview within one paragraph. Then, from this interview, answer the following questions: 1) What did you learn from this interview? 2) Any surprises? Please share. 3) What would you like to learn more about? 4) How can you go about doing this? 5) Did your perspective change in regards to this population? If so, how? If not, why not? 6) How has this interview impacted your multicultural counseling perspective? As part of this interview process, you should also attend one cultural event other than your own. 10% of final grade.

Service Learning Project (SLP): Students, working in teams, will collaborate with school or other sites to provide needed resources to students, parents, and/or teachers that will contribute to the achievement of educational goals. Through this project, students will actively engage in promoting and developing knowledge, skills, values, and motivation to make a difference in the civic life and well-being of our multicultural communities. Class time will be devoted to developing these projects. Students are encouraged to create projects which might impact societal factors contributing to multicultural counseling issues. Specifics will be discussed in class.

Service Learning Project (SLP) Post-Reflection Paper: Reflect on/summarize the overall Service Learning experience (approximately 1 paragraph), then answer the following questions: 1) How has the service learning project experience impacted/influenced/changed your multicultural perspective? 2) How has the service learning project increased your knowledge of multicultural communities? 3) How has the service learning project influenced your skills for communicating in multicultural/multilingual communities? 4) What aspects of the larger community and society influenced the effectiveness of your service learning project or must be taken into account in replicating it to have greater impact in the future? 5) What did you learn from the experience? In possibly improving your project’s impact in the future, what would you do differently? 6) What are key points to remember when counseling with multicultural communities in the future? An evaluation letter from the site where your service learning project was initiated must accompany your paper. 30% of final grade.

Multicultural Activity/Co-Facilitating: Co-facilitators will have approximately 30 minutes to present at least two multicultural activities that can be utilized in a clinical or school setting. These multicultural activities should be original, though ideas may be drawn from other sources. Class time will be devoted to facilitating multicultural activity groups in creating their presentations. Each co-facilitator will receive an individual grade for the activities that will be based upon the following areas: 1) content, 2) relevance to multicultural counseling included in the activity, 3) participation of class members and individual group members, and 4) creativity. As part of the debriefing, include how from a counselor’s perspective the activity/activities can be changed/tweaked in order to be utilized with different populations or group themes. A written summary of the activity for each class member needs to be available after the presentation. 20% of final grade.

Individual Reflection Paper: Prepare a 5 page paper that focuses on Multicultural Counseling in the context of broad social issues facing American Society. Specifically address the following questions: 1) How do you define Multicultural Counseling or what does Multicultural Counseling mean to you? 2) What specific issues facing American society have the greatest impact on a multicultural counselor’s effectiveness? 3) Given your answer to #2, how would you practice Multicultural Counseling? 4) How might a Multicultural Counselor impact larger societal issues which impact student achievement and success? In addition to the readings assigned for this class, cite at least three other journal references which support your answers. 20% of final grade.
August 28 — Week One
Multicultural Counseling in the Context of Social Issues Facing American Society and Public Education

September 4 — Week Two

September 11 — Week Three
Multicultural Counseling in the Context of Discrimination. Service Learning Groups meet.

September 18 — Week Four
Multicultural Counseling in the Context of Issues Facing the Family. Multicultural Activity Groups Organized.

September 25 — Week Five
Multicultural Counseling in the Context of Ethnic Discrimination

October 2 — Week Six
Multicultural Counseling in the Context of Ethnic Discrimination Continued.

October 9 — Week Seven
Multicultural Counseling in Context of the Economy, Poverty, and Consumerism. Develop Off-Campus Multicultural Interview Questions.

October 16 — Week Eight
Multicultural Counseling in the Context of Globalization and Immigration

October 23 — Week Nine
Conduct Off campus multicultural counseling interviews
October 30----Week Ten

November 6 ---Week Eleven - Multicultural Counseling in the Context of the Criminal Justice System

November 13—Week Twelve
DUE → Cross-Cultural Interview/Class Discussion
Multicultural Group Class Presentations/Activity

November 20—Week Thirteen
Off Campus: implement service learning project

November 27 – Week Fourteen - Thanksgiving – no class

December 4 —Week Fifteen
DUE: Individual Reflection Paper
Multicultural Group Class Presentations/Activity

December 11 – Week Sixteen
Service learning project oral discussions
Due: Service Learning Reflection Papers

December 18—Final
Continued Oral Discussion of Service Learning Projects if necessary

Required Text

Recommended Texts

Recommended Additional Readings


**Other References**


**Useful Websites**

**ASIAN AMERICANS FOR COMMUNITY INVOLVEMENT**

[www.aaci.org](http://www.aaci.org) — This website focuses upon Asian/Pacific American history and contemporary issues. It includes drop-out prevention services among Asian/Pacific American students in East San Jose and “Creating a Hate-Free Community.”
THE FUTURE OF CHILDREN
http://www.futureofchildren.org/ — The primary purpose of *The Future of Children* is to promote effective policies and programs for children by providing policymakers, service providers, and the media with timely, objective information based on the best available research.

GAY, LESBIAN, & STRAIGHT EDUCATION NETWORK
http://www.glsen.org/templates/index.html — GLSEN (pronounced “glisten”) is the largest national network of parents, students, educators, and others ending discrimination based upon sexual orientation and gender identity/expression in K-12 schools.

HMONG HEALTH WEBSITE
www.hmonghealth.org — This is a website designed to promote health information about and for Hmong residents. It includes a dictionary of medical terms and illustrations of various parts of the body, labeled in both English and Hmong, information about Hmong cultural practices, and links to pamphlets written in the Hmong language. The site is funded by a National Library of Medicine contract with Northern Wisconsin Area Health Education Center.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE (NAACP)
http://www.naacp.org/ — The primary focus of the NAACP continues to be the protection and enhancement of the civil rights of African Americans and other minorities. The NAACP believes strongly that future leaders must be developed today, and such development is ongoing in the Youth and College Division. The Legal Department operates with a mission focusing on class actions and other cases of broad significance and impact.

NATIONAL CENTER FOR AMERICAN INDIAN AND ALASKA NATIVE MENTAL HEALTH RESEARCH (NCAIANMHR)
http://www.uchsc.edu/ai/ncaianmhr/ — The National Center for American Indian and Alaska Native Mental Health Research (NCAIANMHR), a program in the Department of Psychiatry, is one of four minority mental health research Centers. The NCAIANMHR is sponsored by the National Institute of Mental Health and is the only program of this type in the country focusing specifically on American Indian and Alaska Native populations.

NATIONAL EDUCATION ASSOCIATION
http://www.nea.org/achievement — NEA helps its members help students achieve by providing up-to-date, practical information to help in day-to-day dealings with students. Their core strategic priorities are: Student Achievement; Teacher Quality; School System Capacity; Public, Parental, and Business Support; and Association Capacity Building. All items are free of charge to you unless otherwise indicated.

NATIVE AMERICAN RIGHTS FUND (NARF)
http://www.narf.org/ — NARF is a non-profit organization that provides legal representation and technical assistance to Indian tribes, organizations and individuals nationwide.

NATIONAL RESEARCH CENTER ON ASIAN AMERICAN MENTAL HEALTH (NRCAAMH)
http://nrcaamh.ucdavis.edu/ — NRCAAMH was established in 1988 with a grant from the National Institute of Mental Health. NRCAAMH prides itself as a national and multidisciplinary leader in the study of Asian Pacific American mental health research. Historically, attention to Asian Pacific American concerns in the delivery of mental health care has been minimal. NRCAAMH was founded out of a need for programmatic research devoted to Asian Pacific American mental health concerns. The Center aims to contribute theoretical and applied research that will have a valuable impact on mental health policy and service delivery to Asian Pacific Americans.
SOUTHERN POVERTY LAW CENTER
http://www.splcenter.org/ — A non-profit organization that combats hate, intolerance, and discrimination through education and litigation. The Center began as a small civil rights law firm in 1971. Now it is internationally known for its tolerance education program, its legal victories against white supremacist groups, its tracking of hate groups and its sponsorship of the Civil Rights Memorial.

UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMHSA)
http://www.mentalhealth.org/default.asp — The Center for Mental Health Services (CMHS) Knowledge Exchange Network (KEN) provides information about mental health via a toll-free telephone number (800-789-2647), this web site and more than 200 publications. KEN staff are skilled at listening and responding to questions from the public and professionals. KEN staff quickly direct callers to Federal, State, and local organizations dedicated to treating and preventing mental illness. KEN also has information on Federal grants, conferences, and other events.
http://www.mentalhealth.org/schoolviolence/ — School Violence Prevention
http://www.mentalhealth.org/suicideprevention/ — National Strategy for Suicide Prevention (NSSP)
http://www.mentalhealth.org/child/childhealth.asp — Child and Adolescent Mental Health

Library Resource
King Library
One Washington Square San Jose California 95192-0028
http://www.sjlibrary.org/gateways/academic/

Department of Counselor Education – Dispositions
Disposition 1 – Respect for all Forms of Diversity
Disposition 2 – Equity & Excellence for all Students
Disposition 3 – Life-Long Learning
Disposition 4 – Ethical & Professional Practice
Disposition 5 – Democratic & Reflective Practice