

MULTICULTURAL COUNSELING: An Innovative Model
Syllabus
Fall, 2004

FACULTY: Heesoon Jun, Ph.D.

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 Office Hour: 3:30 – 4:30 (Thursday)

CLASS SCHEDULE: Tuesday: 9:00 AM - 3: 30 PM
 Wednesday: 9:00 AM - 12:00 Noon
 Thursday: 9:00 AM - 3: 30 PM

CLASSROOMS

	Tuesday	Wednesday	Thursday
9:00 - 10:00	Lab 1 (1037)	Sem 2 (A3107)	Lab 2 (2207)
10:00 – 12:00	Lab 1 (1037)	Sem 2 (A 3107)	Lab 2 (2207) Lab 1 (1007, 2007) Lab 2 (2270, 3270)
1:00 - 3:00	Lab 2 (2207)		Lab 2 (2211)
3:00 - 3:30	Sem 2 (E4107)		Lab 2 (2211)

EXPECTATIONS OF AN EVERGREEN GRADUATE

1. Articulate and assume responsibility for your own work.
2. Participate collaboratively and responsibly in our diverse society.
3. Communicate creatively and effectively.
4. Demonstrate integrative, independent, and critical thinking.
5. Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.
6. As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

LEARNING OBJECTIVES

You will:

- A. demonstrate your understanding of personality development by being able to describe at least seven existing personality theory perspectives.
- B. be able to differentiate among various kinds of psychological counseling techniques and their

underlying assumptions.

- C. be able to assess the effectiveness of existing psychological counseling theories and techniques with individuals of multicultural backgrounds.
- D. gain insight into understanding your own personality development.
- E. operationalize conceptual understanding of psychological counseling theories.
- F. practice seeing a client as a whole person from developmental (physical, mental, emotional), sociocultural and historical perspectives.
- G. begin to understand the impact of hierarchical, linear and dichotomous thought patterns on the development of self, “isms” and psychopathology.
- H. make conscious awareness in which aspect (Target vs. Agent) of self-identity you are using from your multiple identities. Examine your myth in relation to Target vs. Agent.
- I. learn to be flexible.

REQUIREMENTS

A. Program Expectations

1. You are expected to commit to the program for the **entire** year.
2. You are expected to commit yourself to intensive academic work which will be preparatory for an internship in winter quarter. [You have read my expectation letter, which was a part of the application packet and you applied to the program after reading it. This indicates to me that you have decided to commit to the program.]

B. The "Counselor to be's" Search for Self as a Whole Person Through Examination of Theories of Personality

1. Write descriptions of your own personality from seven personality theory perspectives. **Read Weekly Schedule for Due dates... Maximum 2 pages**
2. Ethnopsychobiography: **Due 9th week (Thursday) ...Maximum 8 pages**
 - (1) What is your myth?
 - (2) Who are you? (race, gender, age, language, socioeconomic status, sexual orientation, ethnicity, religion, disability, age-graded, and history graded perspectives).
 - (3) Examine "material me", "social me", "psychological me", and "spiritual me"
 - (4) Is your story similar to one (or more) of your family member(s)?...Examine your narrative pattern (self-statement or your intrapersonal communication pattern).
 - (5) What are the milestones in your development? How do these affect your personality development? Examine these from normal and abnormal perspectives.
 - (6) What are some discrepancies among your selves? How do you manage them? Examine these from normal and abnormal perspectives.
 - (7) Describe your shadow. What do you do with it?

(8) What are your prejudices? What do you do with them?

C. Counseling/Therapeutic Skill Building

1. You will be practicing counseling skills from at least seven personality theories. It is important you understand the theory before practicing skills.
 - (1) You need a partner for practice for each quarter.
 - (2) After seeing my demonstration, you will be asked to practice the skill according to that particular perspective. You will practice both as a "counselor" and a "client". You will be asked to give your feedback to your skill practice partner when you play a "client".
 - (3) Your practice sessions will be videotaped and videotapes will be used for evaluation and critique. There will be small group evaluations and critiques throughout the quarter.
2. Learning from nonverbal communication and listening (both intra and inter) through activities such as centering, drawing, and videotape evaluation, movement, seminaring, etc.
 - (1) Skills will be practiced with your partner, with small group members, and with the class as a whole.
 - (2) Videotaped sessions will be used for nonverbal skill building.

D. Field Trip---Green Hill School (Nov. 16th)

E. Integration of Communication Skills and Counseling/Therapeutic Skills

1. You will be asked to identify different styles of communication and psychological counseling skills.
2. You will be asked to identify your own communication style and its impact on therapeutic relationships.
3. You will be required to practice skills to improve your communication skills. You are asked to find the origin of your style and its effectiveness.

F. Written assignments (Please use font size 11, double space, staple, and put your name on the back of the last page)

1. Submit a bi-monthly **Learning Summary** (starting from the 4th week and ending at the 8th week) describing what you have learned from:
 - (1) Feedback on the assigned weekly reading after seminar (be specific).
 - (2) Feedback on the guest speaker(s).
 - (3) Reflection of yourself from the program expectations perspective (See Requirement A) and your plans about the coming week.
 - (4) Reflection about your own behavior in seminar.
 - (5) Learning the program content besides the seminar book (lectures, workshops, other readings, small group meeting, etc.).
 - (6) Reflection on Progoff's Journal Workshop.

Maximum 2 pages. At least 2-peer critiques before submitting. Peer signoffs required on your Learning Summary. You are required to spend at least 2 hours/week

for group work outside the class. The two hours do not include socializing. If you want to socialize do so after the required activity. **Due on Thursday, 9:00AM.**

2. Submit **description of your own personality** from seven different perspectives on **Tuesday, 9:00AM** (See Requirement B, 1.).
3. Submit **ethnopsychobiography** on the **9th Week Thursday** (See Requirement B, 2.). [Carry a small size sketchbook and coloring pens or crayons to draw, color, sketch or write a few words on your experience in relation to the program content. Please date your creation. This will assist you in your ethnopsychobiography. This does not need to be submitted.]

G. Book Seminaring (There will be **in-class essay** each week before book seminaring and the content will be rated **1-5 point scale**.)

Seminaring is the heart of Evergreen education when **all students** complete the book and participate **collaboratively** in intellectual sharing, challenging and learning different perspectives. The quality of book seminars decreases when some students do not complete the book and seminar on the basis of **incomplete knowledge** or, **when** some students **monopolize** the seminaring. In an attempt to encourage all of you to take care of your body, mind and soul, faculty will ask those who **did not finish the book to observe** seminaring. Faculty will ask full presence of each student and will also ask seminar participants to be mindful of **balancing** speaking and listening in order to create the learning community. **Please be mindful** of how often you speak, how long you speak (minutes) per time, and whether there will be enough time for all learning community members **who completed the book** to share their feedback or ideas.

1. (1) Find the author's main points as you read and what evidence, arguments, or reasons the author uses to support these main points. (2) Find connections between the program's lectures, workshops, seminar readings, and other readings.
2. Articulate clearly by using specific examples from text including page numbers and passages, etc.
3. Pursue intellectual curiosity by asking **specific questions** and/or stating a particular point from text (including page number) to the seminar group. Argue the author's point and **not your personal opinions**. Learn from diversity of opinions and ideas. Being offended when others disagree with your ideas and/ or opinions prevent you from learning to think from multiple perspectives.
4. Use respectable communication skills (e.g. "I" message) to disagree with other's opinions.
5. Take responsibility to make yourself intellectually challenged by initiating questions and/or comments to seminar group. You can only be **BORED** or **NOT CHALLENGED** when you become a passive learner who waits for someone else to speak on what you would like to discuss. No one can read your mind. Be active for your own education.
6. Avoid monopolizing. Involve others by asking their opinions on the topic. (Letting a few people dominate discussion leads to an unsuccessful seminar.)

7. Recognize that we are discussing abstract ideas rather than attacking or devaluing personal opinions.
8. Be accountable for keeping discussions on target (and away from huge tangents).

H. Presentation of Creative Project Due on the 10th Week

1. This is an opportunity to share your integration of the quarter through creative work. It has to be **your own original work during this quarter**.
 - (1) It can be a writing, performance, music (your own original), three dimensional artwork, visual images, movement, carpentry, painting, etc.
 - (2) Your work will not be judged on the basis of hierarchical, dichotomous and linear perspectives. It will be evaluated on the basis of holistic perspective with emphasis on **your own process and originality**. So, do not be anxious on the basis of your own self-judgement about your ability to be creative. All of us are creative and the learning from the program is your own and not comparable to others. Be courageous to be who you are and do not compare your learning, **your** process of meaning making, and your final product of expression. This is an opportunity to **transcend your inappropriate old myths and transform them** into who you really are.
 - (3) It can be a group project as long as you spend equal amount of time, effort, share expenses equally, and have a way of synthesizing the program content.
 - (4) Introduce your theme to the learning community before your presentation. Discuss with your small group members from the beginning stage.
 - (5) Give brief written feedback to each member of the learning community for his/her creative projects.

THE INTERNSHIP PREPARATION FOR WINTER QUARTER

As soon as you have some idea about your internship site, come and discuss it with me. The internship must be of two-quarter duration with 15 hours per week to fulfill credit (6) requirement. It must involve (1) supervision by a **qualified professional**, (2) experience with multicultural population, (3) an area which is unfamiliar to you, and (4) unpaid internship.

READING LIST

Corey, G. (2005). *Case approach to counseling and psychotherapy*. (6th ed.). Boston:

Wadsworth Publishing.

Datcher, M. (2002). *Raising fences : A Black man's love story*. N. Y.: Riverhead Books.

Miller, S. & Miller, P.A. (1997). *Core communication: Skills and processes*. Littleton, CO:
Interpersonal Communication Programs, Inc.

Progoff, I. (1992). *At a Journal Workshop*. N. Y.: Jeremy P. Tarcher/Putnam, a member of

Penguin Putnam Inc.

Robinson, T. L. & Howard-Hamilton, M. F. (2005). *Convergence of race, ethnicity, and gender: The multiple identities in counseling.* (2nd ed.). N. J.: Merrill Prentice Hall.

Rothernberg, P. (Ed.). (2005). *White privilege: Essential readings on the other side of Racism.* (2nd ed.). N. Y.: Worth Publishing.

Takaki, R. (1993). *A different mirror: A history of multicultural America.* N. Y.: Little Brown and Company.

Valdes-Rodriguez, A. (2003). *The dirty girls social club.* N. Y.: St. Marin's Press.

Zweig, C. & Abrams J. (Eds.). (1991). *Meeting the shadow.* N. Y.: Jeremy P. Tarcher/Putnam, a member of Penguin Putnam Inc.

WEEKLY SCHEDULE

	Tuesday	Wednesday	Thursday
Week 1 9/28-9/30	<ul style="list-style-type: none"> -Introduction, covenant, syllabus -Communication (1) inter vs. intra (2) "I" message (3) Listening -Relationship between perception and communication -Definition of counseling/psychotherapy -Jung's Theory (assumptions, assessment & therapeutic techniques) 	<ul style="list-style-type: none"> Centering -Talking for self, others, no one (<i>Miller, p. 59-68</i>)* <p>**Meeting The Shadow</p>	<ul style="list-style-type: none"> Centering -Choose skill practice partner and select small group -Introduction to partners and group members -Analysis of your own interpersonal communication style (<i>Miller, Chap. 1</i>)* -<i>Miller(Pre-assessment & Introduction)</i>* -Agent vs. Target (victim) -N=1 World View -Inter vs. intra personal communication -Process Seminar
Week 2 10/5- 7	<ul style="list-style-type: none"> Centering -Psychoanalytic perspective (assumptions, assessment, & therapeutic techniques) ---- --<i>Corey(chap 2 & p.26-28)</i> * -Material me, social me, psychological me, and spiritual me -Intent vs. Actual Communication -Listening skills (<i>Miller, chap 6</i>)* -Movement activity 	<ul style="list-style-type: none"> Centering Guest Speaker: Dr. Marilyn Frasca on Progoff's Journal Workshop @ 9:00AM 	<ul style="list-style-type: none"> Centering -Counseling Skill Practice (Psychoanalytic) -Questions from counseling skill practice **Raising Fences In class essay (Seminar on Thursday instead of Wed) -Questions about writing your own personality development -Process Seminar

Week 3 10/12-14	<ul style="list-style-type: none"> - WASHPIRG ((9:00 – 9:10) -Guest Speaker: Ms. Julie Slone from Academic Advising (internship) –9:15-10:45 -Attend Azoulay's Lecture (11:00-1:00) -Small group processing on the speech (1:30- 2:30) -<i>Progoff's Journal Workshop*</i> (small group work on your own race) -Movement activity (small group) 	Internship Search (call or visit possible internship sites and submit your progress to faculty on 10/19) Read **White Privilege	<ul style="list-style-type: none"> -Exchange internship resources -Counseling skill practice (Object-relations Perspective) -Workshop: Videotaping (1:00-3:00) for counseling skill practice by Ms. Lin Crowley L 1308 (different classroom)
Week 4 10/19-21	<ul style="list-style-type: none"> Centering (Class starts at 1:00PM) -Psychoanalytic Perspective DUE@1:00PM -Seminar on **White Privilege -Cognitive Behavioral Perspective (assumptions, assessment, & therapeutic techniques) – <i>Corey, chap. 8*</i> 	Centering ** A Different Mirror (Part I-II) In-class essay	<ul style="list-style-type: none"> Centering -Learning Summary Due @9:00AM -Hierarchical and dichotomous thinking style on racism and heterosexism -Counseling skill practice (videotaping: ---- Cognitive Behavioral) -Questions from counseling skill practice -Self - other(s) - stakeholders (<i>Miller, chap. 2</i>)* -<i>Progoff's Journal Workshop*</i> -Process Seminar
Week 5 10/26-28	<ul style="list-style-type: none"> Centering -Feedback -Cognitive Behavioral Perspective DUE@9:00AM -Behavioral Perspective (assumptions, assessment & therapeutic techniques) – <i>Corey, chap. 7*</i> -Awareness (<i>Miller, p. 41-58</i>)* -Responding to attacks and mixed messages (<i>Miller, chap 11</i>)* -Movement activity 	Centering **A Different Mirror (Part III-IV) In-class essay Attend Cortes' Lecture (11:00-1:00)	<ul style="list-style-type: none"> Centering -Counseling skill practice (videotaping Behavioral Perspective) --Questions from counseling skill practice -Film -Special identity -<i>Progoff's Journal Workshop*</i> - Process Seminar
Week 6 11/2-4	<ul style="list-style-type: none"> Centering -Behavioral Perspective DUE @9:00AM -Humanistic Perspective (assumptions, assessment & therapeutic techniques) – <i>Corey, chap. 5*</i> -Stress management (<i>Miller, chap 4</i>)* -Nonverbal communication (<i>Miller, chap 5</i>)* -Effective communication (<i>Miller, chap 7</i>)* -Movement activity 	Centering Movement workshop: Dr. Crable **The convergence of Race, Ethnicity, and Gender Part I	<ul style="list-style-type: none"> Centering Learning Summary Due @9:00AM -Counseling skill practice (videotaping Humanistic Perspective) -Questions from counseling skill practice -<i>Convergence of Race, Ethnicity, and Gender Part II</i>* --<i>Progoff's Journal Workshop*</i> - Process Seminar

		In-class essay	
Week 7 11/9-11 Attend Johnson's Lecture on 11/8 (11:00-1:00 or 6:00-8:00)	Centering Humanistic Perspective DUE@9:00AM -Process Johnson's lecture -Family Therapy and -Trait Perspectives (assumptions, assessment & therapeutic techniques)- <i>Corey, chap 12*</i> -Family Sculpture - Conflict patterns (<i>Miller, chap 9</i>)* -Movement activity	Centering **The Dirty Girls Social Club In-class essay	Centering -Counseling skill practice (videotaping: Family or Trait Perspective) -The impact of hierarchical, dichotomous and linear thinking on sexism -Questions from counseling skill practice - Dealing with resistance (<i>Miller, chap 8</i>)* <i>-Progoff's Journal Workshop*</i> -Process Seminar
Week 8 11/16-18	Fieldtrip to Green Hill School -Trait & Family Perspective DUE when we get back from the field trip -Existential Perspective (assumptions, assessment & therapeutic techniques)— <i>Corey, chap 4*</i> -Review of various counseling techniques	Centering **Convergence of Race, Ethnicity, and Gender Part III In-class essay	Centering <u>Learning Summary Due @9:00AM</u> -Counseling skill practice (videotaping Existential Perspective) -The impact of hierarchical, dichotomous and linear thinking on “isms” -Questions from counseling skill practice -Your own thinking pattern and its impact on your ability to counsel -Collaborative process (<i>Miller, chap 10</i>)* <i>-Progoff's Journal Workshop*</i> -Process Seminar --Work on video to be critiqued by faculty—
Week 9 11/30-12/2	Centering <u>Existential Perspective DUE @9:00AM</u> -Effectiveness of traditional therapeutic techniques for multicultural population -Planning a process (<i>Miller, chap 12</i>)* -Movement activity	Centering **Convergence of Race, Ethnicity, and Gender Part IV	Centering <u>Ethnopsychobiography DUE@9:00AM</u> -Counseling skill practice (termination) -Questions from counseling skill practice -Group activity: Synthesis of the quarter <i>-Progoff's Journal Workshop*</i> -Process Seminar
Week 10 12/7-9	Centering -Creative Project Presentations	Centering -Creative Presentations	Centering -Creative Project Presentations -Potluck

**Seminar books

*Other books

Schedules are subject to change due to guest speakers