

5774 Multicultural Counseling

CATALOG DESCRIPTION: Explore aspects of counseling clients from diverse ethnic, racial, religious, and socioeconomic backgrounds. Through didactic and experiential learning techniques, students will develop competency and cultural sensitivity for enhancing cross-cultural interventions in therapeutic settings. Particular focus is given to exploring the integration of spirituality and the counseling process for both counselors and clients.

*****IMPORTANT:** Course requires a 40-hour cultural immersion learning experience. **You will need to complete a proposal of a cultural immersion learning experience by May 17, 2010 in order to receive approval by May 20, 2010. The observational component of the 40-hour immersion experience (see page 13, Item II) must be completed prior to our first class meeting on July 12, 2010.**

Instructor:

John F. Kennedy, M.A., LMFT, LPC-MHSP, NCC
1000 Cherry Road
Memphis, TN 38117

Semester: Summer 2010 (7/12/10-7/17/10)

Format: Blended (On-campus/online)

Day(s) Class Meets: Daily

Time Class Meets:

M-F 8:15–11:30; 1:00-3:45;

SAT 8:15-11:30

Office Location: Ijams Administration Building, Room 226

Office Hours: by appointment during summer session

Office Phone: (901) 432-7715

Email: jkenned1@harding.edu

Website: <http://www.jfkcpa.com>

Skype ID: jfk1465

STUDENTS WITH DISABILITIES: It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, Associate Dean, at (901)761-1353.

LIBRARY RESOURCES: Information concerning library resources for students is available the HUGSR Web site (www.hugsr.edu). Under the “Library” tab, you will find a link and instructions for searching the HUGSR online catalog (Quest). There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. The research guides distributed in 5770-Research in Counseling are available on site as well. These annotated bibliographies list basic tools you will find helpful in your research.

ACADEMIC INTEGRITY: Harding University's Three Principles of Integrity:

- 1. Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
- 2. Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
- 3. Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

I. COURSE DESCRIPTION

This course focuses on experiential learning and your development of competency as a culturally-sensitive practitioner through readings, classroom interaction, and a cultural immersion experience project. The course is designed to give you an introduction to multicultural issues relating to counseling, to help you become acquainted with the multicultural counseling literature, and to prepare you to become a culturally-competent professional in Christian and secular settings.

II. COURSE OBJECTIVES

1. Students will demonstrate theoretical and experiential understandings of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities as evidenced by:
 - a. exploring one's own personal attitudes, values, beliefs, stereotypes, prejudices, and assumptions relating to diverse persons and groups;
 - b. reviewing worldviews as frames of reference in a counseling context;
 - c. knowing and understanding major issues in multicultural counseling;
 - d. enhancing counselor's ability to effectively treat clients of a different ethnic and/or racial background;
 - e. exploring Biblical views of healthy relations of people of different cultures;
 - f. understanding and applying racial identity models;
 - g. attaining skills in cross-cultural counseling situations; and,
 - h. learning and understanding legal and ethical issues relating to cross-cultural counseling.

III. USE OF TECHNOLOGY

This course is supported via **SKYPE** (free download from www.skype.com) and **Moodle** (available at <http://elearning.harding.edu/>) to facilitate synchronous class participation.

Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for submissions
- Exploration of the Internet to identify resources (e.g. dialogue groups, professional organizations, professional writings).
- Use of technology platforms for live-chats such as Moodle (text chat) and SKYPE (live text, audio, and visual chat)

Equipment Requirements: Internet access using a graphical web browser such as FireFox 2.0 or higher, Netscape Navigator 4.0 or higher, or Microsoft Internet Explorer 4.01 or higher.

This course is designed to be completed in a blended face-to-face/online format. The minimum competencies include the use of standard course processes (homework and evaluation) and include the following technological competencies: email, Internet resources, dialogue via SKYPE, and use of Moodle. You may be asked to participate in asynchronous and, synchronous discussion and feedback forums, submit written assignments via attached document files, and utilize electronic databases as well as hard-copy resources for research papers. Moodle can be accessed at <http://elearning.harding.edu/>. If you have problems gaining access to the Moodle system, contact technical support for students by calling (501) 279-4545. You will need your HUGSR username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor's email addresses is jkenned1@harding.edu. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

IV. METHOD OF EVALUATING STUDENT PERFORMANCE

A. Course Requirements

1. Attendance, preparation, and participation

Students are expected to attend all scheduled classes for which they are enrolled. **Your professor should be notified in advance regarding any absence or missed deadline for an assignment.** In your professional practice as a counselor, you will need to notify your clients and employer should you need to reschedule appointments or meetings. The expectation is that you will regularly meet the deadlines listed in the syllabus as adult learners and responsible counseling professionals. A reduction in points per assignment will be made even with permission for late submission; however, a lack of prior notification for missed classes or assignments will increase the point reduction significantly.

Students are to have read the assigned readings prior to the beginning of class per the course schedule. You will be asked to evaluate your preparation at the beginning of the course to help determine the participation portion of your grade. *Make copies of the form on page 10 of this syllabus for your evaluation. This course requirement is worth 10% of your grade*

Evaluation of your level of participation this semester will be based on the following criteria:

Level of Participation Rubric	Level
<ul style="list-style-type: none"> • Demonstrates good preparation: knows readings well, has thought through implications of readings. • Offers interpretations and analysis of materials (not just recalling of facts). • Interacts with other students; able to hear other views, and respond professionally 	A-level
<ul style="list-style-type: none"> • Demonstrates adequate participation (reading sheets included): knows basic reading facts, but does not show evidence of higher order skills (Bloom's taxonomy) 	B-level
<ul style="list-style-type: none"> • Present, but not involved in discussions. 	C-level

2. Immersion Experience Proposal

This is your chance to delve more deeply into a culture of your choice. This culture can be defined more broadly than the four major ethnic groups (e.g. at-risk youth, inner-city single parent families, Middle Eastern college students, Hindu adherents, etc.). This is a large project and is divided into several major sections to help you to plan, prepare, and stay on track with your project. *See page 13 for instructions on preparing a proposal for your experience.* You must have approval from the instructor before beginning the experience. *This assignment is worth 5% of your grade and is due via the Moodle assignments link by 11:59 p.m. CST, May 17, 2010, in order to receive approval by May 20, 2010.*

3. Cultural Autobiography

See page 12 for details and instructions. This assignment is worth 10% of your grade and is due via the Moodle assignments link by 11:59 p.m. CST, June 7, 2010.

4. Midterm exam

The midterm exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover the text readings. *The midterm exam is worth 25% of your grade and will be given at the start of class, Tuesday, July 13, 2010.*

5. Immersion Paper/Project/Presentation

See pages 13-16 for detailed instructions. The body of the paper should be 10-12 pages, **no more**, and must follow either APA or Turabian style and format (include a cover sheet, and

references, but no abstract is required). The presentations will be made in class and should be no longer than 20 minutes in length. You are encouraged to be creative with pictures, music, art, clothing, Power Point, or any appropriate medium that will help you share your cultural experience with your fellow students. I prefer that you create a multimedia presentation. You can use iMovie, Pinnacle Movie Maker, Windows Movie Maker, or such software to create a video presentation. The idea is for you to create something that gives the viewer a firsthand view of the cultural experience as vividly as possible. Bring a CD or DVD copy to leave with your instructor. The presentations will be Thursday and Friday the week of class. *The paper/project/presentation is worth 35% of your grade. The paper is due via the Moodle assignments link by 11:59 p.m. CST, August 15, 2010.*

6. Final exam

The final exam will be a take-home exam. The exam will cover material read or discussed since the midterm and will include some comprehensive questions to assess students' grasp of the course content and implications. *The final exam is worth 15% of your grade and must be submitted via the Moodle assignments link by 11:59 p.m. CST, Sunday, July 25, 2010. Late papers will not be accepted.*

B. Grading

1. Scale

<u>Grade</u>	<u>Percentage Needed</u>
A	at least 90 – 100
B	at least 80 – 89
C	at least 70 – 79
D	at least 60 – 69
F	less than 60

2. Overview Criteria for Grading

1. Attendance/Participation		10%
2. Immersion Experience Proposal	(due May 17, 2010)	5%
3. Cultural Autobiography	(due June 7, 2010)	10%
4. Midterm Exam	(start of class, July 13, 2010)	25%
5. Immersion Project	(paper due August 15, 2010)	35%
6. Final exam-take home	(due July 25, 2010)	15%
<hr/>		
Total for course		100%

VI. NATURE OF COUNSELOR EDUCATION AND TRAINING

Becoming a professional counselor and/or marriage and family therapist requires a lot of hard work and self-examination. Although you will enjoy personal and professional growth opportunities through readings, assignments, projects, experiential activities, and practicum/internship experiences, you may also expect that some of your training may possibly invoke strong negative emotional reactions. You may experience a heightened awareness of past and/or present emotionally-charged issues. You are encouraged to make faculty and staff

members aware of strong personal reactions related to course materials, assignments, and experiences. Also, as part of your ongoing development in the counseling profession, you may be asked to seek professional counseling for any issues affecting your personal and/or professional development. Should you experience extreme reactions to your training experiences, you should consult with your departmental advisor to discuss appropriate courses of action. These may include entering personal therapy, deferring taking the course, or withdrawal from the program.

As part of your participation, I have set up discussion forums under the Moodle classroom for you to process your thoughts and emotional reactions to the readings. The content of the course often elicits thoughts and feelings that are best dealt with through interaction with your peers and instructor; therefore, I suggest participating in posting and reading the discussion forums on a weekly basis as you prepare for the course. Try to keep your post lengths as brief and concise as possible.

VII. CONFIDENTIALITY

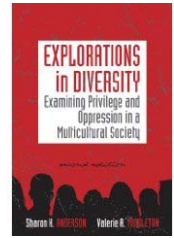
Counselors recognize that trust is a cornerstone of the counseling relationship. The ACA Code of Ethics (section B) and the AAMFT Code of Ethics (Principle 2) specify that counselors must respect their client's right to privacy and avoid illegal or unwarranted disclosures of confidential information. This includes anything that might readily identify a client to others who are not authorized to have this information. Counselors must make every effort to ensure that a client's privacy and confidentiality are maintained by supervisees, students, clerical assistants, and volunteers. Therefore, privacy and confidentiality are requirements regarding the sharing of either a student's or a client's personal information and the sharing of any identifying information should be avoided during class discussions, presentations, and in journals or other course assignments. Any breach of confidentiality will result in disciplinary action.

VIII. TEXTS/MATERIALS

A. Required Texts/Readings:

Textbooks are available through our book services on campus. You can order them by email (bdavid@hugsr.edu), phone (901-432-7735 or 800-366-7481), or fax (901-761-1358).

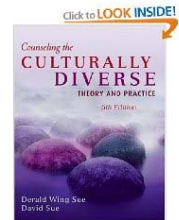
Anderson, S. K., & Middleton, V. A. (2010). *Explorations in privilege, oppression, and diversity* (2nd ed.). Belmont, CA: Thomson Brooks/Cole.
ISBN: 0840032153



Ginter, Earl (Ed.). (1999). Racism Healing Its Effects [Special issue]. *Journal of Counseling & Development*, 77(1). Permission obtained from American Counseling Association.

*Articles are listed individually as noted below. ***On reserve in HUGSR Library.***

Sue, D. W., & Sue, D. (2007). *Counseling the culturally diverse: Theory and practice* (5th ed.). New York: John Wiley & Sons.
ISBN-13: 978-0470086322



Yancey, G. A. (2003). *One body, one Spirit: Principles of successful multiracial churches*. Downers Grove, IL: Intersity Press.
ISBN-13: 978-0830832262



The Bible. Any translation

Individual Article Listing from Special Issue of *Journal of Counseling & Development

Arredondo, P. (1999). Multicultural counseling competencies as tools to address oppression and racism. *Journal of Counseling & Development*, 77(1), 102-108.

Brandyberry, L. J. (1999). Pain and perseverance: Perspectives from an ally. *Journal of Counseling & Development*, 77(1), 7-9.

Constantine, M. G. (1999). Racism's impact on counselors' professional and personal lives: A response to the personal narratives on racism. *Journal of Counseling & Development*, 77(1), 68-72.

Croteau, J. M. (1999). One struggle through individualism: Toward an antiracist white racial identity. *Journal of Counseling & Development*, 77(1), 30-32.

D'Andrea, M. (1999). The evolution and transformation of a white racist: A personal narrative. *Journal of Counseling & Development*, 77(1), 38-42.

D'Andrea, M., & Daniels, J. (1999). Exploring the psychology of white racism through naturalistic inquiry. *Journal of Counseling & Development*, 77(1), 93-101.

Delgado-Romero, E. A. (1999). The face of racism. *Journal of Counseling & Development*, 77(1), 23-25.

- Durodoye, B. A. (1999). On the receiving end. *Journal of Counseling & Development*, 77(1), 45-47.
- Fukuyama, M. A. (1999). Personal narrative: Growing up biracial. *Journal of Counseling & Development*, 77(1), 12-14.
- Glauser, A. S. (1999). Legacies of racism. *Journal of Counseling & Development*, 77(1), 62-67.
- Hermann, M.A., & Herlihy, B.R. (2006). Legal and Ethical Implications of Refusing to Counsel Homosexual Clients. *Journal of Counseling and Development*, 84, 414-418.
- Herring, R. D. (1999). Experiencing a lack of money and appropriate skin color: A personal narrative. *Journal of Counseling & Development*, 77(1), 25-27.
- Jackson II, R. L. (1999). 'Mommy, there's a n_____ at the door'. *Journal of Counseling & Development*, 77(1), 4-6.
- Kiselica, M. S. (1999). Confronting my own ethnocentrism and racism: A process of pain and growth. *Journal of Counseling & Development*, 77(1), 14-17.
- Locke, D. C., & Kiselica, M. S. (1999). Pedagogy of possibilities: Teaching about racism in multicultural counseling courses. *Journal of Counseling & Development*, 77(1), 80-86.
- Ortiz, S. O. (1999). You'd never know how racist I was, if you met me on the street. *Journal of Counseling & Development*, 77(1), 9-12.
- Pack-Brown, S. P. (1999). Racism and white counselor training: Influence of white racial identity theory and research. *Journal of Counseling & Development*, 77(1), 87-92.
- Parrilla de Kokal, Maria D. (1999). 'White chocolate': An inquiry into physical and psychological identity. *Journal of Counseling & Development*, 77(1), 27-29.
- Robinson, T. L. (1999). The intersections of dominant discourses across race, gender, and other identities. *Journal of Counseling & Development*, 77(1), 73-79.
- Talbot, D. M. (1999). Personal narrative of an asian american's experience with racism. *Journal of Counseling & Development*, 77(1), 42-44.
- Tate, G. A. (1999). Structured racism, sexism, and elitism: A hound that 'Sure can hunt' (the chronicity of oppression). *Journal of Counseling & Development*, 77(1), 18-20.
- Thomas, A. J. (1999). Racism, racial identity, and racial socialization: A personal reflection. *Journal of Counseling & Development*, 77(1), 35-37.
- Watt, S. K. (1999). The story between the lines: A thematic discussion of the experience of racism. *Journal of Counseling & Development*, 77(1), 54-61.
- Weeber, J. E. (1999). What could I know of racism? *Journal of Counseling & Development*, 77(1), 20-23.
- Wilbur, M. P. (1999). The rivers of a wounded heart. *Journal of Counseling & Development*, 77(1), 47-50.
- Williams, C. B. (1999). Claiming A biracial identity: Resisting social constructions of race and culture. *Journal of Counseling & Development*, 77(1), 32-35.

B. General Bibliography (in process)

Hermann, M.A., & Herlihy, B.R. (2006). Legal and Ethical Implications of Refusing to Counsel Homosexual Clients. *Journal of Counseling and Development*, 84, 414-418. **On Reserve in HUGSR Library.**

Hesselgrave, D. J. (2002). *Counseling cross-culturally: An introduction to theory & practice for Christians*. Eugene, OR: Wipf & Stock Publishers.

Romano, D. (2001). *Intercultural Marriage: Promises & Pitfalls*. Intercultural Press; ISBN-13: 978-1931930338

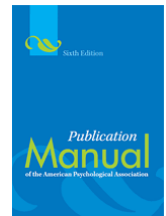
APA Resource:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: American Psychological Association.

*****Must use 6th edition. Be sure to get the CORRECTED version!**

*Paperback ISBN: 1-4338-0561-8

Spiral ISBN: 1-4338-0562-6



VI. COURSE SCHEDULE (*subject to modification*)

Date	Topics (general guide)/Assignments Due
May 17 (1)	Immersion Experience Proposal Due by 11:59 p.m.
June 7 (2)	Cultural Autobiography Due by 11:59 p.m.
July 12 (3)	Racial/Cultural Identity Models Video: The Color of Fear
July 13 (4)	Midterm exam (morning session) Video: Daughter from Danang
July 14 (5)	Stereotypes
July 15 (6)	Spirituality as Culture
July 16 (7)	Immersion Project Presentations
July 17 (8)	Immersion Project Presentations
July 25 (13)	Final exam Due by 11:59 p.m.
Aug 15 (14)	Immersion Paper Due by 11:59 p.m.

Name _____ Date _____

5774 Multicultural Counseling – Summer 2010

Self-evaluation of **required** text readings. Evaluate your effort in completing the required assignments of each text. Use the following number scale and **circle** the appropriate number below that most closely describes your reading. **Please turn in full-size page (do not cut).**

Sue & Sue: *Counseling the culturally diverse*

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of **pages** read: _____

Yancey: *One Body, One Spirit*

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of pages read: _____

Anderson & Middleton: *Explorations in privilege, oppression, and diversity*

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of pages read: _____

Assigned Article(s): *Special Issue: Journal of Counseling Development* (on reserve in library)

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of pages read: _____

CULTURAL AUTOBIOGRAPHY

The cultural autobiography is an analysis of how you came to be who you are. Before we can fully understand others (especially our clients) as cultural beings, it is important to understand ourselves. As you reflect, consider what attitudes and beliefs about the world around us have influenced who you are. You should describe how your demographic location (ethnicity, gender, economic situation, sexual orientation, cultural background, nationality, etc.) interacted with your social, cultural and geographic location (those peoples and places around you) to help shape your identity. The autobiography is not meant to be a chronological report of the major events in your life, but should highlight the major themes in your life that have determined who you are and how you self identify ethnically and racially. This project asks you to consider your ethnic, racial, gender, and socioeconomic experiences, including your religious, spiritual, and cultural values. Describe the impact of these factors on your values/ worldview and counseling styles. Include specific life experiences that you consider relevant. ***Create a cultural genogram as an appendix (it does not count as one of your pages) and include in your paper any insights that you may have gained from constructing your genogram.***

This 4-5 page (no longer) paper must be written in APA or Turabian style.

Some important questions to consider:

- Was there a time when you were unconscious of your cultural self/identities?
- When, why, and how did you first become aware of them?
- When did you first become aware of being different from those around you?
- What supports did you have in the struggle to come to grips with your identity?
- Are certain aspects of your demographics more influential in your life than others?
- How do your life experiences and worldview affect/influence your counseling?

These are only a few of the aspects you should examine in order to write your story with accuracy and conviction. Though you should not feel tied to these questions, it would be hard to write an ethnic autobiography without considering at least some of them. Below are some questions that can help you glean the information you will need to write the paper:

- Family structure and relationships, role of parents, grandparents, and other extended family members (your cultural genogram may help you here)
- Nationalities of yourself, parents, and grandparents
- Rituals of family life, both daily and on special occasions
- Environment where you grew up, including the home and physical surroundings
- Friends – gender, ages, for how long, around what activities
- Individuals and/or institutions (i.e. church, college, Girl Scouts, etc.) which have had a strong influence on you
- Mobility, both social and economic – both your own and your family's
- Education – where, how long, principle influences
- Spirituality – how does your relationship with God interact with your life story?
- Other relevant aspects of your life and influences upon it

IMMERSION PROJECT AND PROPOSAL

Immersion Project Proposal: Your 2-3 page proposal must contain the following sections.

- I. **Identification and Description of Population:** *This section must clearly identify the population you will be studying, how this population is different from you, and what your perceptions of this group are at this point in life. The description of differences should include both the obvious (visible differences, etc.) and the not so obvious (religious beliefs, sexual orientation, etc.). Please state all the differences you can identify – **the instructor should not have to presume anything.** Your perceptions of this group should include information such as what you were told about this group as you were growing up, any beliefs/perceptions/assumptions you have about this group, what your sources of information about this group have been in the past, and why you have an interest in this group. In this section, you must make a case for how this person is different from you and why this experience will be challenging for you.*

- II. **Observation:** *You will need to do an observational activity of the group you have chosen to study. Examples of observational activities are: attend a lecture that focuses on this group or issues related to this group, attend a church service, take a tour of this group’s community (observe their homes, recreational facilities etc.), attend a festival, attend a play, tour an exhibit, etc. **For this section of your proposal, you must identify the observational activity you will attend and the date you will attend it** (If you are having trouble finding an observational activity, it may be helpful to contact a group related to this population and gather information about their upcoming activities.) *Please note: You are required to do this experience without inviting along a member of your family or regular social group.**

- III. **Personal Dialogue:** *You will need to gather information about the lived experience of a person from your selected population. You will gather this information through a dialogue with someone from your selected population. This assignment is called a *dialogue* rather than an *interview* because it is not simply a one-sided gathering of information. The dialogue should be a two-sided conversation that results in the exchange of information about cultural experience. This dialogue can happen over time or in a one-time sitting, but you must decide which way you will do it for this assignment. The professor has provided a list of questions that should help to guide your dialogue (see attached sheet). **This section of your proposal should specify 3 things:***

 - a. **How** you plan to gather this information - whether you plan to gather this information over time or in a one-time setting;
 - b. The **date(s)** you expect to have completed the dialogue; and
 - c. How does the person you intend to dialogue with fit the characteristics of the population you are studying?

IMMERSION DIALOGUE QUESTIONS

The following are questions that can be used to guide your cultural dialogue. While you will want to obtain information about all of these questions, keep in mind that it should be more of a *dialogue* than an interview.

Cultural Questions

1. Describe a typical family composition within this culture (size, relationships among relatives).
2. What is the authority structure and the roles of family members in this culture?
3. What is the nature of male/female relationships within this culture?
4. How are the elderly perceived?
5. What are the attitudes toward marriage and family life?
6. How are children viewed in this culture? Their roles?
7. What are the common attitudes toward work and career? Is there a pattern to career choices?
8. What are prevalent attitudes toward education?
9. What role does religion play in the culture?
10. What are the intergenerational issues of families in this culture?
11. Discuss adjustments to living in the U.S. and differences for 1st, 2nd and subsequent generations.
12. What are the cultural strengths for coping and adjusting? In the past? In the present?
13. How are conflicts and disagreements resolved between members of the culture?
14. What other cultural groups are least & most respected? Why?
15. What thoughts, beliefs, attitudes and/or values are most important to this culture?
16. What historical dates, beliefs, attitudes are most important in this culture?
17. Are bi-ethnic, biracial, bi-religious marriages/partnerships common? How are such relationships viewed?
18. Is there another culture that they always seem to have difficult with? What is the nature of the difficulty?
19. Are there ways this culture is discriminated against? What ways? Have they had such experiences?
20. How does this culture group define success?

Questions about the individual with respect to their own culture

1. Are you living up to your culture's expectations? How?
2. Are there cultural expectations you would rather do without?
3. What are the strengths in your culture that you would not give up? Questions adapted, in part from: McGrath, J.A. & Axelson, P. (1993). *Assessing Awareness & Developing Knowledge: Foundations for Skills in a Multicultural Society*. Pacific Grove, CA: Brooks/Cole.

IMMERSION PAPER

This **10-12 page (no longer) paper** will be a culmination of what you have experienced and learned throughout the time spent on this project. Because everyone's experience will be different, the content of the paper will vary for each student. However, there are two sections that should be followed in writing the paper.

1. **Reflection on your Immersion Project Proposal** (This section should be **2-3 pages long, no more**)

- a. What observational activity did you attend? Reflect on your experience and what insight it gave you into your selected population.

Suggested questions:

- Discuss some of your impressions of this culture.
 - How do you think your cultural background “colors” or influences what you observed?
 - What did you notice about the types of social roles between and amongst people (age, gender, etc.)?
 - How were interactions between people organized, and what “rules” dictate the interactions?
 - What surprised you in what you learned about this person/people group and about yourself?
 - Is there anything from this experience you wish was part of your own culture?
- b. How did you carry out your dialogue? Reflect on your experience and what insight it gave you into your selected population. Suggested questions:
 - How did you feel during the dialogue (nervous, comfortable, etc.)?
 - How did the preconceived notions you identified in your proposal impact your interactions with this person?
 - How did this dialogue impact or influence your future interactions with people from this group?
 - How did this experience change or contribute to your growth?
 - How were you similar or different from this person?
 - How was what you observed different from what you experienced during your dialogue with the person from the population you are studying?

2. **Reaction and Critical Analysis of your experience**

- a. This section of the paper should incorporate your reflections with your experiences, what you learned about the group, what you learned about yourself, and how your perceptions of this group have changed over time. Each individual's paper will vary here because you should highlight your own experiences and insights. You should incorporate any research that you have done about counseling this population into this section of the paper.

- b. Several areas to address in this section:
- Description of the group
 - Values/Belief Orientations
 - Social Interactions (relationships within and between groups)
 - Religious/Spiritual Beliefs
 - Roles and Expectations
 - Language and Communication (verbal and nonverbal)
 - Perceptions of the world
 - Methods of ensuring conformity
 - Methods of conflict resolution
 - Group personality
 - What is most important to achieve (in a lifetime)
 - Unique behaviors and their meaning
 - Historical events of critical importance in this cultural group
 - Critical information relevant to understanding this culture
 - Key ideas and behaviors that would help someone relate to this culture
 - How this culture is similar and/or dissimilar to your own
 - What you learned about yourself through this process

Grading Rubric	The A paper	The B paper	The C paper	The D Paper	The F paper
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of the central idea and the possibility of other points of view. Shows careful reading if sources, but may not evaluate them critically. Attempts to define terms, not always successful.	Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
Organization/Coherence	Uses a logical structure appropriate to the paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to the paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	No appreciable organization; lacks transitions and coherence.
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
Style	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well-structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.