INSTRUCTOR:

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PURPOSE:

The purpose of this course is to help students expand their awareness and experience of culture in the context of a postmodern and pluralistic world, and to begin applying this knowledge to the disciplines of pastoral care and counseling, mental health counseling, and pastoral ministry. Traditional foundations of mental health counseling will be explored to assess their applicability and/or inapplicability to contexts of cultural and ethnic diversity. Emphasis will be placed on the role of social location, culture, environment, history, race, ethnicity, language, gender, sexual orientation, age, education, religious and spiritual orientation, and socioeconomic status as factors that greatly impact the lives of clients and congregants. Attention will be given to working with clients from specific cultural and ethnic groups and the presenting issues unique to the particular groups or populations. At the same time, it is important to remember that in acquiring multicultural competencies, practitioners must guard against overgeneralizations and stereotypes, as cultural or ethnic populations are complex and dynamic.

OBJECTIVES:

1. Acquire an understanding of the foundations for clinical mental health counseling, and how they can be applied to the work of pastoral care and counseling.
2. Acquire an understanding of the foundations of multicultural counseling, and the specific issues unique to particular cultural groups and populations.
3. Develop an awareness of one’s own cultural worldview, in order to determine how it might be a resource and/or obstacle when working with culturally diverse clients and congregants.

REQUIRED READINGS:


RECOMMENDED READING:


ASSIGNMENTS:

1. Attendance at all class sessions. Please let me know by email if you are unable to attend a weekly class session. More than one unexcused absence will constitute a failing grade for the course. Also, please inform me if you need any accommodations to enable you to fully participate in this course.

2. Participation in class discussions. It is important that you come to class prepared to discuss the assigned reading for the week. Because this is a graduate course, students, with varied backgrounds and diverse experiences, learn from one another as they engage the course material in class discussions. Discussions will sometimes be in the context of in-class learning groups that focus on specific issues from the lectures, class discussions, film clips, and handouts. Students, working in groups, will be expected to apply a critical method of reflection to complex situations of mental health and multicultural counseling. Again, you will need to keep up with the readings in order to fully participate in the groups.

3. Twenty-minute Group Presentations based on the required reading, The Spirit Catches You and You Fall Down. Group #1 will present the position of the doctors, Neil Ernst and Peggy Philp, Group #2 will present the position of the parents, Nao Kao Lee and Foua Yang. The expectation is that the presentations will be creative, engaging, and informative.

4. A written Mid-Term Exam on the foundations of mental health counseling, covered in class presentations, PowerPoint slides, and Gerig readings. The exam will include definitions, short answers, and multiple choice.

5. An oral Final Exam on multicultural competencies and counseling: Part I of the exam will focus on multicultural terms and definitions. Part II will focus on case studies that address issues specific to particular ethnic and cultural groups.
SCHEDULE:

Module One: Foundations Of Mental Health & Multicultural Counseling

January 20:  Introduction to the Course
January 27:  What Is a Licensed Mental Health Counselor?
             Multicultural Terms and Definitions
             Gerig: Chapter 1; Lee: Chapters 1 & 2
February 3:  Historical Foundations of Counseling
             Understanding and Appreciating Differences
             Gerig: Chapter 2; Lee: Chapter 3
February 10: Theoretical Foundations for Counseling
             Culture Shock and Cultural Transition
             Gerig: Chapter 3; Lee: Chapters 4 & 5

Module Two: The Practice Of Mental Health & Multicultural Counseling

February 17: Traditional and Contemporary Theories of Counseling
             Counseling Native Americans
             Gerig: Chapter 4; Lee: Native Populations
February 24: Education, Licensure, Certification, and Employment Settings
             Counseling African Americans
             Gerig: Chapter 5 & 6; Lee: African Americans
March 2:  Appraisal and Research in Counseling
             Counseling Latino/a Americans
             Gerig: Chapter 7; Lee: Latino/a Americans
March 9:  Mental Health Counseling and Multiculturalism
             Counseling Asian Americans
             Gerig: Chapter 8; Lee: Asian Americans
March 16: Ethical and Legal Issues; Managed Care and Third-Party Reimbursement
             Counseling Euro-Americans
             Gerig: Chapter 9 & 10; Lee: Euro-Americans

Module Three: Contemporary Issues In Mental Health & Multicultural Counseling

March 23:  **No Class (Spring Recess)**
March 30:  The Future of Mental Health Counseling
             Counseling Women & Men; The Impact of Gender
             Gerig: Chapter 11 & 12; Lee: Women & Men
April 6: 
Narrative Agency, Systemic Thinking, and Intercultural Realities
Counseling Gay Men and Lesbian Women
Smith/Riedel-Pfaefflin: 1-3; Lee: GLBT

Module Four: Social Foundations of Multicultural Counseling

April 13: 
Invisible Social Forces; Gender and Culture
Counseling Older Adults
Smith/Riedel-Pfaefflin: 4-6; Lee: Older Adults

April 20: 
November 30: Trauma, Healing, and Forgiveness
Counseling Persons with Disabilities & Middle-Eastern Americans
Smith/Riedel-Pfaefflin: 7-9; Lee: Disabilities/Middle-Eastern Americans

April 27: 
Group Presentation
Final Exam Review

May 4: 
Group Presentation
Closing Reflections

May 11: 
Final Exam

EVALUATION:

Students will be evaluated based on evidence of mastery at three levels of performance: Beginner, Intermediate, and Advanced. The three levels of mastery will correspond, respectively, to letter grades of B-/B, B+/A-, and A.

TECHNOLOGY HELP:

For technical support with the Blackboard course management system, you will need to email blackboard@fordham.edu or call 718.817.2289. For questions about your username and password, you will need to email helpdesk@fordham.edu or call 718.817.3999 (on campus) or 877.366.HELP (off campus).

ACADEMIC INTEGRITY:

It is assumed that all students are familiar with the Graduate School of Religion & Religious Education’s policy on academic integrity. Any instances of academic dishonesty cannot be tolerated and will be brought to the attention of the dean and assistant dean. Plagiarism of any kind, including quotations from the Internet without supplying proper bibliographic data, is unacceptable, as is working collaboratively on written assignments (papers, exams, etc.). Note: When in doubt about issues of plagiarism, please contact me first with your questions before submitting any written work.