

## Tamkang University Academic Year 104, 1st Semester Course Syllabus

Course Title	MULTICULTURAL AND GENDER ISSUES IN COUNSELING	Instructor	HUNG-YEN ANGELA SUNG
Course Class	TDCXM2A MASTER'S PROGRAM, GRADUATE INSTITUTE OF EDUCATIONAL PSYCHOLOGY AND COUNSELING, 2A	Details	<ul style="list-style-type: none"> <li>◆ Selective</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
<b>Departmental Aim of Education</b>			
<ul style="list-style-type: none"> <li>I. To foster prospective practitioners with disciplines of Educational Psychology and Counseling Psychology.</li> <li>II. To train students with disciplines and research specialization.</li> <li>III. To nourish students' disciplines in interacting with settings of various levels of schools and other related agencies.</li> <li>IV. To enhance students' competitiveness via incorporating studies of Educational Psychology and Counseling Psychology.</li> <li>V. To integrate theory and practice in diversifying the horizons for students.</li> <li>VI. To well-prepare students with competence in their certifying by the public agencies.</li> </ul>			
<b>Departmental core competences</b>			
<ul style="list-style-type: none"> <li>A. Well-equipped with disciplines of Educational Psychology and Counseling Psychology.</li> <li>B. Competent for conducting research on the fields of Educational Psychology and Counseling Psychology.</li> <li>C. Competent for acting as a specialist in Educational Psychology and Counseling Psychology.</li> <li>D. Well-specialized in ethics of Educational Psychology and Counseling Psychology.</li> </ul>			
<b>Course Introduction</b>	<p>This course will offer the learners to acquire multicultural competencies with an emphasis on gender issues in our society as well as in others. The importance of multicultural counseling is focused on the awareness of the counseling psychologist's own values and biases and her or his awareness of the client's worldview. The future counseling psychologists will be expected to cultivate multicultural awareness and sensitivity through practice and research.</p>		

**The Relevance among Teaching Objectives, Objective Levels and Departmental core competences**

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,  
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,  
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,  
A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	The learners will acquire knowledge of multicultural counseling.	C4	A
2	The learners will be able to conduct a practical project.	P4	B
3	The learners will be able to demonstrate their skills in multicultural counseling.	A6	C

**Teaching Objectives, Teaching Methods and Assessment**

No.	Teaching Objectives	Teaching Methods	Assessment
1	The learners will acquire knowledge of multicultural counseling.	Lecture, Discussion	Report, Participation
2	The learners will be able to conduct a practical project.	Discussion	Report, Participation
3	The learners will be able to demonstrate their skills in multicultural counseling.	Discussion, Problem solving	Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◇ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◇ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

#### Course Schedule

Week	Date	Subject/Topics	Note
1	104/09/14 ~ 104/09/20	Why do we talk about culture and gender?	
2	104/09/21 ~ 104/09/27	Multicultural counseling and psychology defined	
3	104/09/28 ~ 104/10/04	Multicultural competencies for counseling psychologists	
4	104/10/05 ~ 104/10/11	The complexities of culture and gender in counseling	
5	104/10/12 ~ 104/10/18	Multicultural contexts in Taiwan	
6	104/10/19 ~ 104/10/25	Native Americans and Alaskan Natives	
7	104/10/26 ~ 104/11/01	Latinos	
8	104/11/02 ~ 104/11/08	People of African Descent	
9	104/11/09 ~ 104/11/15	People of Asian Descent	Proposal due
10	104/11/16 ~ 104/11/22	People of Middle East (Midterm Exam Week)	Guest talk
11	104/11/23 ~ 104/11/29	Converging gender	
12	104/11/30 ~ 104/12/06	The client' s gender issues	

13	104/12/07 ~ 104/12/13	Gender issues in the family	
14	104/12/14 ~ 104/12/20	Gender issues in education	Presentation
15	104/12/21 ~ 104/12/27	Gender issues in the workplace	Presentation
16	104/12/28 ~ 105/01/03	Power and empower in multicultural counseling	Presentation
17	105/01/04 ~ 105/01/10	Practice for the future counseling psychologists	Presentation
18	105/01/11 ~ 105/01/17	Final Exam Week	Project due
Requirement			
Teaching Facility	Computer		
Textbook(s)	Robinson-Wood. T. (2013). Convergence of race, ethnicity, and gender: The multiple identities in counseling. Pearson.		
Reference(s)	<p>Banks, J. R., &amp;&amp;&amp;&amp; Fedewa, A. L. (2012). Counselors' attitudes toward domestic violence in same-sex versus opposite-sex relationships. <i>Journal of Multicultural Counseling and Development</i>, 40, 194-205.</p> <p>Bertram, D. M., Poulakis, M., Elsasser, B. S., &amp;&amp; Kumar, E. (2014). Social support and acculturation in Chinese international students. <i>Multicultural Counseling and Development</i>, 42, 107-124.</p> <p>Gray, J. S., &amp; Rose, W, J. (2012). Cultural adaptation for therapy with American Indians and Alaska Natives. <i>Multicultural Counseling and Development</i>, 40, 82-92.</p> <p>Hays, P. A. (1996). Addressing the complexities of culture and gender in counseling. <i>Journal of Counseling &amp;&amp;&amp;&amp; Development</i>, 74, 332-338.</p> <p>Roysircar, G. (2009). Evidence-based practice and its implications for culturally sensitive treatment. <i>Journal of Multicultural Counseling and Development</i>, 37, 66-63.</p> <p>Sisley, E. J., Hutton, J. M., Goodbody, C. L., &amp; Brown, J. S. L. (2011). An interpretative phenomenological analysis of African Caribbean women's experiences and management of emotional distress. <i>Health and Social Care in the Community</i>, 19(4), 392-402.</p>		
Number of Assignment(s)	3 (Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 15.0 %    ◆ Mark of Usual : 30.0 %    ◆ Midterm Exam : 15.0 %</p> <p>◆ Final Exam : 40.0 %</p> <p>◆ Other &lt; &gt; : %</p>		
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> .</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>		