

# **Counseling Global Populations:** **Perspectives and Procedures**

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**Office of Education Services**  
**3 Graduate Credits**

<b>Course Number:</b> GMU EDUC 500 - Section: (TBD) PWCS Course #ESL 746	<b>Instructor:</b> Johnnie C. Hicks <b>Phone:</b> 703 455-5536
<b>Dates and Time:</b> Tuesdays, – Jan. 8 – Apr. 23, 2013 4:30 – 7:30 p.m. (No class Mar. 26)	<b>Cell:</b> 703 328-8368 <b>E-mail:</b>
<b>Location:</b> Hylton High School – Room E-122 Prince William County Schools	<i>johnniehicks@earthlink.net</i>

## **Course Purpose and Intended Audience**

Dramatic demographic changes in school populations over recent years have created the need for counselors, teachers, administrators, and others in education to better understand the cultures, religions, and personal worldviews of students coming from many areas of the world. Prince William County Schools has indeed experienced profound changes in both growth and new ranges of cultural, religious and social diversity among its students, staffs, and communities.

Global counseling recognizes that cultural groups around the world do not all think, learn, communicate, and behave in the same ways. Indeed, the variety of thoughts and expressions often become barriers to understanding when the cultural contexts are not understood. This course is intended to provide cultural, religious, and other important information about students and their families who come from different cultural backgrounds and experiences. These cross-cultural factors present new challenges to counselors, especially since the professional field of counseling itself is a Western paradigm, rooted in European origin, and one that is not universally recognized.

Yet, counselors are in a key position to serve as transitional and cross-cultural agents for global and immigrant students as they take on their educational tasks in unfamiliar environments. Additionally, counselors are an important link between home and school, as parental experiences and expectations are generally rooted in the family's previous home and school cultures.

This course offers opportunities for participants to expand their personal awareness, knowledge, and skills in working with global populations while enjoying insights and experiences with other colleagues. It is designed to provide both general and specific content about cultures, religious traditions, family systems, child rearing practices, and other information to enable counselors and others to work more effectively in global environments.



## **Course Description**

This course provides insight into the nature of world cultures and how people of various worldviews perceive and interact with others in different ways. The process starts with an examination of one's own personal culture and begins to build a knowledge base of other cultural beliefs and traditions. Participants will develop skills as they apply this new knowledge in both their professional roles and personal experiences.

Course topics include: understanding the global nature of cultures and their implications for educators; ideas for integrating new cultures into our schools and communities; topics of similarities and differences among cultures; styles of verbal and non-verbal communication; influences of different religious beliefs; working with refugee and immigrant populations; and specific studies of cultural paradigms including Central and South American; East and Southeast Asian; South Asian (Indian); Pakistani; Afghan; Arab; and selected African groups. Models from several counseling approaches will be considered.

The purpose of this course is not to add on to the already overload of existing counselor roles and responsibilities. Rather, it is to provide important cultural perspectives and procedures that counselors need beyond traditional praxes. Class members will work together to address the current and future needs of Prince William County Schools as they move toward integrating the growing diverse populations into our schools and community, and help prepare ALL students for living and working together in a global and multicultural world.

## **Course Objectives**

1. To expand an awareness of one's own cultural beliefs and worldviews and explore a variety of other cultural views from around the world;
2. To acquire a general knowledge base about selected cultural and religious groups from non-Western backgrounds and develop new approaches for counseling these populations;
3. To develop and demonstrate skills in cross-cultural communication and to conduct appropriate cultural assessments and intervention counseling strategies that recognize the cross-cultural partnership of parents and educators in the child's education;
4. To engage with PWCS colleagues in class discussions and group activities regarding cultural issues and world events, and be able to apply this new information to counseling perspectives and procedures; and
5. To demonstrate a process of on-going learning about the diverse cultures, religions, worldviews, and traditions of today's changing local, national, and international world communities.



## Course Format

**In-class** sessions will consist of lectures, film clips, charts, printed materials, discussions, and small and large group activities designed to facilitate growth and understanding of cultural and global issues which relate to the wide range of diversity in our schools. Participants are encouraged to bring actual counseling situations and questions to the class' attention and to participate in problem-solving scenarios. **Class attendance and participation are essential components of this course and are important criteria for assessing the final grade.**

**Out-of-class** requirements consist of reading assigned materials; viewing selected films; completing short activity assignments; conducting informal interviews; and writing a minimum of four journal responses based on at least two books and two films from the Recommended Reading List and Recommended Movies/Videos lists attached to this syllabus. Participants are also expected to scan news media for relevant current world events and to assemble a personal resource notebook (or file) of all class materials. A self-assessment mid-term exam, class-sharing project, and completion of a final take-home written exam are also required.

## Course Requirements and Criteria for Grading

1. Attend class sessions and participate in group activities and discussions; read assigned materials and view selected films between sessions; and bring personal reflections and inquiries to the class' attention (20% of grade);
2. Write a minimum of four journal responses related to books and films from the recommended lists attached to this syllabus. Each journal response should be about 2-3 pages in length (double-spaced) and reflect the writer's own personal reflections. Responses will be due on Sessions 4, 6, 8 and 10 (20% of grade);
3. Present a short class-sharing idea or topic of professional interest to the class. This project must be original and based on information relevant to the counseling profession. Two copies of the idea will be provided to the instructor with a short bibliography if appropriate. Project ideas will be submitted on Session 12 and will be presented during the last two class sessions (20% of grade).
4. Compile a resource notebook or other system of retrieval for handouts, notes, and other reference materials gathered during this course. Notebook should be organized and 'user friendly' for the professional work setting and will be due on Session 13 (20% of grade);
5. Complete a self-assessment mid-term and final take-home exam that demonstrates general understanding of major concepts covered during this course. The final exam consists of a core content response section and two additional essay questions which participants may choose from a provided list. Essay questions will be handed out on Session 13 and are due at the last class session (20% of grade).

# **Schedule of Classes**

## **Session #1**

**Welcome! So Glad You Are Here!**

**Course Overview and Structure**

**Demographics of Change**

**Understanding the Nature of “Culture” and “Worldview”**

- Course design, content, objectives, and criteria for grading
- Personal introductions
- A rapidly changing world
  - Regional ... National ... Global
  - Importance of “culture” in counseling diverse students
- The “observable” and “hidden” dimensions of culture
- “Windows and Mirrors” in our schools and offices

**Implications for counseling**

## **Session #2**

**Understanding Cross-cultural Counseling & Communication**

**“Bridging the Culture Gap”**

**A “Five-Culture” Model for Counseling Global Populations**

- Class sharing and warm-up
- A “world of views” activity
  - It’s all about “*perceptions!*”
  - The “*individualist - collectivist*” continuum
  - It’s about “*time!*”
- Bridging the “culture gap” ... an education imperative
- Verbal and non-verbal communication styles

**Implications for counseling**

## **Session #3**

**“Third Culture Kids” (“TCK’s”)**

**The Cultural Transitioning Experience**

**Beyond Culture: The Refugee Experience**

- Class sharing and warm-up
- What is a “TCK?”
  - American “TCK’s”
  - Other countries’ “TCK’s” in the United States
- The cultural transitioning experience
  - Physical, psychological, and social factors
  - Immigrant, undocumented, and non-immigrant experiences
- The refugee experience

**Implications for counseling**



#### **Session #4**

#### **Counseling Latino/Hispanic Students (Part I)**

##### **Diversity in “*The Americas*”**

##### **The Counselor as “Bridge Builder” between Home and School**

Class sharing and warm-up

- Understanding Latino/Hispanic cultures
  - Who is “*Hispanic?*” “*Latino?*” *other?*
  - Will the “*real*” American please stand up?
- Similarities and differences among Latino/Hispanic cultures
- The counselor as “bridge builder” between home and school
  - Putting the puzzle together
  - Assessment, intervention, and follow-up

##### **Implications for counseling**

##### **Book/Film Journal #1 Due**

#### **Session #5**

#### **Continue Counseling Latino/Hispanic Students (Part II)**

##### **Understanding “*High- Low-Context*” Cultures**

##### **Family Systems and Child Rearing Practices in Latino Cultures**

- Class sharing and warm-up
- Importance of “*high- and low-context*” in counseling
- Family systems and child-rearing practices
  - Child-rearing practices among Latino cultures
  - Assessment of young Latino children
  - Importance of “family systems” approach in counseling Latino/Hispanic students

##### **Implications for counseling**

#### **Session #6**

#### **Counseling East Asian Students (Part I)**

##### **The “Three Wisdoms” of Asia: Confucianism, Taoism, and Buddhism**

##### **Family Systems and Child Rearing Practices in East Asian Cultures**

- Class sharing and warm-up
- Understanding the “Three Wisdoms” of East Asia
  - “Confucianism - *wisdom of the head*”
  - “Taoism - *wisdom of as the heart*”
  - “Buddhism - *wisdom as the feet*”
- Counseling families with East Asian roots
  - Hierarchical relationships in families
  - Holistic views of mind, body, and spirit
  - Parenting and child-rearing practices

##### **Implications for counseling**

##### **Book/Film Journal #2 Due**

**Session #7**

**Continue Counseling East Asian Students (Part II)**

**Working with Chinese Students and Families**

**Working with Korean Students and Families**

- Class sharing and warm-up
- Working with Chinese students and families
  - Issues of stereotyping and the “model minority”
  - “Saving face” in Chinese families
- Working with Korean students and families
  - Expectations in education
  - Academic and career counseling
- Other students from East Asia and the Pacific Rim
- Issues of race, gender, and ethnicity in counseling

**Implications for counseling**

**Session #8**

**Counseling Southeast Asian Students**

**Working with Vietnamese Students and Families**

**Working with Cambodian and Laotian Families**

**Impacts of War, Relocation, and Generational Issues among Families**

- Class sharing and warm-up
- Working with Vietnamese students and families
  - Waves of immigration to the United States
  - Impact of war, re-education camps, and family separations
  - Families with special needs
- Working with Cambodian and Laotian students and families
  - Impact of Pol Pot regime on Cambodian families
  - Laotian and other Southeast Asia immigrants and refugees

**Implications for counseling**

**Book/Film Journal #3 Due**

**Session #9**

**Counseling South Asian (Indian) Students**

**Understanding India and Hindu Cultures**

**Sikhs and Other Ethnic and Religious Groups in India**

- Class sharing and warm-up
- Basic concepts of Hinduism
  - Ancient wisdoms and views of the universe
  - Castes, stations, and stages of life
  - Beliefs and traditions among Hindu families
  - Practice of arranged marriages
- Who are the Sikhs?
  - Basic concepts, beliefs, and traditions of Sikhism
  - Sikhs in the region
- Muslims, Jains, and others from India and South Asia

**Implications for counseling**



**Session #10**    **Counseling Pakistani Students**  
**The Geography of India Partitioning**  
**Pakistan and Its Competing Ideologies**

- Class sharing and warm-up
- The partitioning of India and creation of “Pakistan”
  - Impact on families and lingering socio/political consequences
  - The geographies, ethnicities, and languages of modern Pakistan
  - Family traditions and child-rearing practices
- Competing ideologies in Pakistan: “Muslim homeland” or “Democratic Pakistan?”
- Impact of U.S. involvement in Pakistan and Afghanistan

**Implications for counseling**  
**Book/Film Journal #4 Due**

**Session #11**    **Counseling Students from Afghanistan**  
**Afghanistan: Diversity and Identity among Ethnic Groups**  
**Impact of Thirty+ Years of War and Family Dislocations**  
**Withdrawal of U.S. and NATO Forces and Implications for the Future**

- Class sharing and warm-up
- Afghanistan: people, places, religion, and politics
  - Who are the “Afghans?”
  - Understanding tribal cultures, traditions, and values
  - Afghan families in exile
- Impact of long wars, family separations, and losses of cultural identity
- Withdrawal of U.S. and NATO forces: implications for the future

**Implications for counseling**

**Session #12**    **Counseling Students from the “Arab World” (Part I)**  
**Who Are the “Arabs?”**  
**What is the “Arab Spring?”**  
**Understanding Islam: an Abrahamic Tradition**  
**Arab and Muslim Families in the United States**

- Class sharing and warm-up
- Who are the “Arabs?”
  - Cultures and traditions among Arab families
  - Diversity among people of “The Arab World”
  - Family systems and child-rearing practices
- What is the “Arab Spring?”
  - Dramatic changes and challenges within the region
  - Implications for the near and distant futures
- Understanding Islam: newest of the Abrahamic religious traditions
  - Who are the “*Children of Abraham?*”

- Who is the Prophet Muhammad (PBUH)?
- Basic concepts and beliefs of Islam
- Diversity and branches of faith among Muslims
- Impact of 9/11 on Arab and Muslim families in the United States

**Implications for counseling**

**Project-sharing Idea Due**

**Session #13**

**Continue Counseling Students from the “Arab World” (Part II)**

**Counseling African Students (Part I)**

**Diversity and Identity among African Cultures**

**African and African-American Children in Our Schools**

- Class sharing and warm-up
- Continue “Arab World” and working with Muslim families
- Counseling African students
- Geography, ethnicity, and identity among African cultures
  - Regions and make-up of a huge continent
  - Land of “kingdoms” and “countries”
  - Francophone, Anglophone, and other cultural identities
- Understanding African and African-American students in our schools

**Implications for counseling**

**Resource Notebook Due**

**Final Core Content Exams (in-class group activity)**

**Session #14**

**Continue Counseling African Students and Families (Part II)**

**Course Reflections and Follow Up**

**Special Topics (collected throughout the course)**

**Begin Class-sharing Projects**

**Session #15**

**Continue Class-sharing Projects**

**GMU Course Evaluations**

**Class Closure**

**Class-sharing Projects Due**

**Final Exam Essay Questions Due**

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## **Objective:**

To update personal resume for position as Adjunct Instructor with George Mason University

## **Skills:**

- Professional experience as teacher, counselor, multicultural specialist, and school-based administrator in public and private educational systems
- Specialist in multicultural issues and cross-cultural training
- Experienced presenter, consultant, and counselor in school and community settings
- Professional and volunteer worker/trainer with immigrant and refugee populations
- Independent presenter and lecturer at conferences, seminars, and workshops
- Writer of curriculum and assessment documents for graduate-level GMU courses
- Skilled in communication as teacher, presenter, panelist, and human relations team building projects

## **Professional Work History:**

- **Institutional**
  - 1990 - present – Adjunct Instructor with George Mason University for graduate level courses:
    - Cross-Cultural Counseling
    - Multicultural Education
    - Foundations of Cross-Cultural Education
    - Counseling Global Populations
    - Introduction to Middle Eastern Studies
  - 1983 - 2005 – Teacher, counselor, school-based administrator, and school-wide multicultural specialist with Fairfax County Public Schools, VA
  - 1979 – 1982 – Teacher with North Scott School District, IA
  - 1968 – 69 and 1972-75 – Teacher/Grade Level Chairperson with Teheran American School, IRAN
- **Independent**
  - Frequent presenter on cultural issues for Virginia statewide and local organizations including:
    - Virginia State Bar Association (Pro Bono & Access to Justice Conferences)
    - Virginia Legal Aid Society
    - Virginia Association for Adult and Continuing Education (VAACE)
    - Virginia Adult Institute for Lifelong Learning Conferences (VAILL-ESL)
    - Virginia Adult Learning Resource Center (VALRC)

- Commission on Adult Basic Education (COABE)
- Adult English Literacy Providers of Northern Virginia (AELPNV)
- Virginia Commonwealth University (VCU)
- James Madison University (JMU)
- University of Virginia Summer Institute on Academic Diversity
- George Mason University – special programs and workshops
- Keynote speaker and/or presenter for conferences and workshops in Virginia and Iowa public school systems including:
  - Fairfax County Public Schools, VA (teachers, counselors, administrators, support staffs)
  - Loudoun County Public Schools, VA (counselors, Head Start, and Child Find programs)
  - Frederick County Public Schools, VA (Administrative Leadership Conference – January, 2012)
  - North Scott Public Schools, IA
- Frequent presenter and/or panelist on world religions and interfaith dialogue at churches, as well as civic and social organizations

## **Qualifications**

- 30+ hours in Doctorate Program – Virginia Polytechnic Institute and State University in Counseling and/Student Personnel Services
- MA in Counseling and Human Development – University of Iowa (1982)
- BA in Elementary Education (K-9) – Marycrest College; Davenport Iowa (1973)
- Experiences living in Europe and the Middle East and additional extensive travel to other regions of the world (recent travels to Cambodia, Thailand, Brazil, and Mexico)
- Special independent studies and personal familiarity with ethnic groups, cultures, religions, and politics of the Middle East (particular interests in Iran, Kurdistan, and Afghanistan)

## **Personal Background and Aspirations**

I have carried a lifelong curiosity and passion for learning about world cultures and the histories, religious beliefs, and worldviews that shape them. As a child, I was blessed to have an uncle who opened doors for me beyond our Irish traditions to include curiosities about the world, especially its diversity and amazing wisdoms. As the wife of a career military officer, our family (with four children) traveled extensively. I continue to enjoy close personal and professional relationships with international communities both in the United States and in other countries.

As a professional educator, I have long focused on the need to open “windows to the world” in education. As a counselor, my specialty soon became working with immigrant and refugee families, assisting them to better understand the essential skills of a new culture. I look forward to continuing my work with George Mason University to promote positive perceptions among educators about our rapidly changing populations, as well as to develop and teach the necessary skills for living and working together in a global, interconnected world.