

## Chapter 1: Are the Helping Professions for you?

**Activity:** [The Cultural Quilt: Weaving together our stories](#)

- The activity will focus on each student providing a personal reflection of their own experiences and how that relates to getting into the helping professions, identifying their reason 'why'. They each will create a square that will represent them and what they have come up with in their personal reflection. They can draw, paint, write, decorate their square. This will help them gain a better understanding of how and why they are pursuing the helping professions. Once everyone has completed their square, students will assemble them into a "quilt" to be displayed.

**Discussion Board:** Discuss how your unique experiences and qualities could help an individual who is needing support and resources. How could they potentially negatively affect the individual as well?

**Lecture:** Adding in pictures that represent different cultures, groups, minorities, professions.

## Chapter 2: Helper, Know Thyself

**Activity:** [Johari Window activity](#)

- This activity will allow individuals to assess themselves and how they perceive others as well. This will help foster a real look at personal understanding, biases, stereotypes, and judgement of others.
- A four-paned "window" divides personal awareness into four types: open, hidden, blind and unknown This model can be applied to just about any area where there are more than 1 person (business, family, etc).

**Discussion Board:**

Discuss the importance of self-exploration and addressing issues that may come up for you during your work as a helper. Identify triggers that may come up for you regarding different cultures, groups, minorities, and experiences.

**Lecture:** Adding in pictures that represent different cultures, groups, minorities, professions.

## Chapter 3: Knowing Your Values

**Activity:** [Bridging the Gap: Understanding Cultural Influences on Client Interaction-](#)

- to help human service professionals recognize how their own upbringing, cultural values, and belief systems influence their interactions with clients from diverse backgrounds. This activity aims to foster greater empathy, self-awareness, and cultural responsiveness.

**Discussion Board:** Look up different values from different groups or cultures and identify what their core values are, their ideologies, their perspectives, and how that may shape their experience. Now knowing a little about their values, how do these align with yours? What can you learn from the group you picked?

Ex. LGBTQ+/Pride values, religious values, indigenous values, black values, Asian values, etc.

**Lecture:** Watch [What is the most important influence on child development | Tom Weisner | TEDxUCLA](#)

-Adding in pictures that represent different cultures, groups, minorities, professions.

## Chapter 4: Understanding Diversity

**Activity:** Write down the most common stereotypes you hear about others or yourself. Work in a group to discuss your findings and welcome conversation and feedback on how “good” and bad stereotypes can both create negative results.

**Discussion Board:** Consider a population that may face discrimination or lack the proper support in majority of experiences. For example, individuals with disabilities and not having proper accommodations available to them. Identify the population, issues they may experience or be at risk of facing, and how this may affect them in a setting that does not have multicultural awareness. This may require additional research to supplement your answer.

**Lecture:** Show Ted Talk video- [Challenges and Rewards of a culturally-informed approach to mental health | Jessica Dere | TEDxUTSC](#)

- Highlights mental health and why culture matters, common cultural ideas, assumptions, differences, cultural context and informed curiosity.

## Chapter 5: Common Concerns of Beginning Helpers

**Activity:** "Bias Awareness and Sensitivity Training for Working with Stigmatized Minority Groups"

- To help students and professionals identify and address their own biases and stereotypes when working with minority groups that are often perceived or stereotyped

as being difficult to work with. This activity aims to promote empathy, cultural competence, and effective strategies for working with these groups.

**Discussion Board:** After reading chapter 5, section "Types of Clients Who May Pose a Challenge to You", choose a client type that you would find to personally be most difficult to work with. Discuss why you would find difficulty and how would you work to resolve your struggles and address the client. You may utilize information from the chapter or additional resources. This is where you have a chance to practice and demonstrate your critical thinking skills, as well earn points for participation.

**Lecture:** Feature groups that are perceived or stereotyped as being difficult to work with, such as those that have a disability, a mental health illness, addiction, justice involved, homeless, etc. And watch [Working with DIFFICULT CLIENTS in Therapy | Clinical Social Work](#).

## **Chapter 7: Theory Applied to Practice**

**Discussion Board:** Pick a theory and a culture different from your own. How would this theory help benefit this culture? What negative or contradicting effects could they experience?

**Lecture:** Identify different groups historical rituals or ideologies that have previously helped with personal growth, relaxation, and stabilization.

## **Chapter 8: Ethical and Legal Issues Facing Helpers**

**Activity:** Compare and contrast Articles: [From Gang Member to Mental Health Advocate](#) and [Discrimination and Racism in the History of Mental Health Care](#).

- Identify the ethical and legal issues present

**Discussion Board:** read the article [Ethical Implications of a Critical Legal Case for the Counseling Profession: Ward v. Wilbanks](#). Discuss your thoughts and opinions on the article and how you would react to working with someone that contradicted your values and beliefs.

**Lecture:** Present historical mental health ethical/legal cases of segregation and marginalized groups.

Ex. Working with elders who are unable to make decisions for themselves

## Chapter 9: Managing Boundary Issues

### **Activity:** "[Understanding Boundaries in Collectivist vs. Individualistic Cultures](#)"

To help students understand and appreciate the differences in boundary setting between collectivist and individualistic cultures, and to develop sensitivity and adaptability when working with individuals from diverse cultural backgrounds.

### **Discussion Board:** Read article [The Sensitivity of Boundary Setting in Collectivist Cultures](#)

After reading the chapter, pick one of the following questions below, to answer:

1. How might the client's cultural background influence boundaries in the therapeutic relationship? How might your own cultural background influence your own boundaries in both personal and professional domains?
2. What kinds of multiple relationships do you believe are problematic, and why? Can you think of any multiple relationships that you might be willing to engage in with a counseling client?
3. How might you deal with unavoidable multiple relationships with your clients?
4. If a client were interested in forming a social relationship with you, what would you say? If this person were a former client, would that make a difference?
5. If a client expressed his or her sexual attraction to you, what would you be likely to do or say? What would you do if you experienced sexual attraction to a client?
6. What ethical, legal, and clinical issues would you consider before entering a multiple relationship (social, sexual, business, professional) with a former client?

**Lecture:** Demonstrate the differences between collectivistic and individualistic cultures. Represent each one's values, common beliefs, family systems, and personalities.

## Chapter 10: Getting the Most from Your Field Work

### **Activity:** "Immersive Experience with Underserved Populations"

*Objective:* To challenge a prospective interning student to engage with a population they are least familiar with or would least likely volunteer to work with, emphasizing the importance of social justice and developing cultural competence.

This activity aims to push the intern out of their comfort zone, promoting empathy, cultural competence, and a deepened commitment to social justice in their professional practice.

**Lecture:** Provide information on groups within the communities that are underserved, neglected, or difficult to sustain treatment for.

## Chapter 11: Working with Groups

**Activity:** Create a support group for a minority group. The intentions of the group must be to create a safe, inclusive, and supportive environment for minorities to share their experiences, build community, and empower each other. The group will focus on addressing unique challenges, fostering resilience, and promoting well-being.

Ex. Racial/Ethnic Minorities, Religious Minorities, Sexual Orientation/Gender Identity Minorities, Language Minorities, Immigrants and Refugees, Disabilities, Economic Minorities, Age-related, etc.

**Discussion Board:** Discuss the implications of working with couples in counseling after reading [“A Critical Look at Self-care Culture and the Importance of Knowing It’s Limits”](#)

**Lecture:** Watch- [Group Counseling with Adolescents: A Multicultural Approach Video](#)

-Add in lecture slides different representations of groups: adults, adolescents, genders, support groups, etc.

## Chapter 12: Working in the Community

**Activity:** Building Our Community: Creating a Sustainable Organization

**Objective:** To collaboratively develop a community-based organization that addresses a specific need within the community and establish criteria for its successful operation.

**Discussion Board:** What needs/resources are missing in the community that you feel are not being addressed? What kind of organization and services would you create to address what is missing?

**Lecture:** Discuss our community needs, what we have, and what we are lacking.

## Chapter 13: Stress, Burnout, and Self-care

**Discussion Board:** Read [“A Critical Look at Self-care Culture and the Importance of Knowing It’s Limits”](#) and discuss the benefits, consequences, and troubles it can have.

Lecture: Discuss trends and practices of [self-care within different cultures](#).

Czech: “Let’s go hiking”

Japan: Forest Bath

Russia: With Light Steam

Sweden: Coffee and Cake Break

India: Laughter Yoga

