

**SOUTHEAST MISSOURI STATE UNIVERSITY**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**  
*COURSE SYLLABUS*

Title of Course: **Social and Cultural Counseling (3 cr)**

Course No. **CP 613**

Semester:

Instructor: Kirsten LaMantia, Ph.D., LPC

Office:

E-mail:

Office Hours: By appointment

Class Room:

Class Times:

Website: Website: <https://learning.semo.edu/>

**I. Catalog Description and Credit Hours of Course:**

Study of social changes and trends in stereotyping, societal subgroups, and different lifestyles and how this is incorporated in counseling. (3)

**II. Prerequisite(s):**

Graduate Standing and Permission of the Instructor.

**III. Course Integrated in to the Program Requirements**

| <b>M.A. Career Counseling</b> | <b>M.A. School Counseling</b> | <b>M.A. Mental Health Counseling</b> | <b>Ed.S. Counseling Education</b> | <b>Psychological Examiner Certificate</b> |
|-------------------------------|-------------------------------|--------------------------------------|-----------------------------------|---|
| Required                      | Required                      | Required                             | Required Prereq.                  |   |

**IV. Student Learning Outcomes**

- A. Students will report their exploration of attitudes, beliefs, understanding, and acculturative experiences. This outcome will be measured by the completion of the Comprehensive Professional Counseling Portfolio (CPCP).
  
- B. Students will increase their knowledge and identify multicultural and pluralistic trends within and among diverse groups. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

- C. Students will demonstrate cultural self-awareness, the nature of biases and prejudices, and the processes of intentional and unintentional oppression and discrimination through experiential learning activities. This outcome will be measured by the completion of the Comprehensive Professional Counseling Portfolio (CPCP).

**V. Course as Relates to External Requirements**

| <b>CACREP Requirements (2016)</b> | <b>DESE Requirements (2012)</b>  | <b>LPC Requirements</b>     |                             | <b>NBCC Requirements</b> |
|-----------------------------------|--|-----------------------------|-----------------------------|--------------------------|
| Social & Cultural Diversity       | Standard 1 – Quality Indicator 4: Social and Cultural Diversity: The school counselor demonstrates knowledge and understanding of how social and cultural diversity affects learning and development within the context of a global society and a diverse community of families through lesson plans, counseling activities, and interactions with students. | Social & Cultural Diversity | Social/Cultural Foundations |                          |

**VI. Course as Relates to External Standards**

|   |
|---|
| <b>CACREP Standards (2016)</b>  |
| <p>Section II.F.2. 2. SOCIAL AND CULTURAL DIVERSITY</p> <ul style="list-style-type: none"> <li>a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</li> <li>b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</li> <li>c. multicultural counseling competencies</li> <li>d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</li> <li>e. the effects of power and privilege for counselors and clients</li> <li>f. help-seeking behaviors of diverse clients</li> <li>g. the impact of spiritual beliefs on clients’ and counselors’ worldviews</li> <li>h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</li> </ul> |
| <b>DESE Standards (2012)</b>  |
| Standard 1 – Quality Indicator 4: Social and Cultural Diversity: The school counselor demonstrates knowledge and understanding of how social and cultural diversity affects learning and development within the context of a global society and a diverse community of families through lesson plans, counseling activities, and interactions with  |

students.

## VII. Purposes or Objectives of the Course:

- A. Students will report their exploration of attitudes, beliefs, understanding, and acculturative experiences. (II.F.2. 2.a-h)
- B. Students will increase their knowledge and identify multicultural and pluralistic trends within and among diverse groups. (II.F.2. 2.a-h)
- C. Students will identify strategies for working with individuals, couples, families, groups, and communities within and among diverse populations. (II.F.2. 2.a-h)
- D. Students will identify the counselor's role in social justice, advocacy and conflict resolution. (II.F.2. 2.b; 2.h)
- E. Students will demonstrate cultural self-awareness, the nature of biases and prejudices, and the processes of intentional and unintentional oppression and discrimination through experiential learning activities. (II.F.2. 2.a-h)
- F. Students will apply their knowledge of multicultural counseling theories, theories of identity development, and multicultural competencies through case examples. (II.F.2. 2.a; 2.b; 2.c; 2.d)
- G. Students will demonstrate their understanding of how living in a multicultural society effects clients seeking mental health counseling, career counseling, and students in a school setting. (II.F.2. 2.a; 2.b; 2.d; 2.e; 2.f; 2.h)
- H. Students will identify ethical and legal concerns affecting diverse populations. (II.F.2. 2.e; 2.h)

## VIII. Course Content or Outline:

### Class Hours

- |    |  |   |
|----|--|---|
| A. | Recognizing and Addressing One's Own Biases as a Counselor | 3 |
|    | 1. Getting in touch with one's own social identity         |   |
|    | 2. Getting in touch with one's own values                  |   |
| B. | Legal and Ethical Concerns of Diverse Populations          | 3 |
|    | 1. Ethical issues  |   |
|    | 2. Legal ramifications                                     |   |
| C. | The Impact of Culture on Counseling                        | 3 |
|    | 1. Cultural context  |   |
|    | 2. Race  |   |
|    | 3. Ethnicity   |   |
|    | 4. Age   |   |
|    | 5. Religion  |   |
|    | 6. Gender  |   |
|    | 7. Lifestyle   |   |
|    | 8. Socioeconomic status                                    |   |
|    | 9. Disabilities  |   |

|     |  |   |
|-----|--|---|
| 10. | Sex  |   |
| D.  | History and Rationale of Cross-Cultural Counseling | 3 |
|     | 1. Mono-cultural approach                          |   |
|     | 2. Multicultural approach                          |   |
| E.  | Barriers to Effective Cross-Cultural Counseling    | 9 |
|     | 1. Communication across cultures                   |   |
|     | 2. Critical-Incident case study analysis           |   |
| F.  | The Sociopolitical Climate                         | 6 |
|     | 1. Historical background                           |   |
|     | 2. Multicultural and pluralistic trends            |   |
|     | 3. Effects on counseling                           |   |
|     | 4. Critical-Incident case study analysis           |   |
| G.  | The Culturally Skilled Counselor                   | 9 |
|     | 1. Multicultural Counseling Competencies           |   |
|     | 2. Processes and strategies                        |   |
|     | 3. Goals   |   |
|     | 4. The client's world view                         |   |
|     | 5. Counselor characteristics                       |   |
|     | 6. Critical-Incident case study analysis           |   |
| H.  | Cultural Identity Models                           | 6 |
| 1.  | 1. Racial / Ethnic Identity Development            |   |
|     | 2. Gender-Based Identity Development               |   |
|     | 3. Sexual Identity Development                     |   |
|     | 4. Cultural Identity Development                   |   |
| I.  | Systemic Influences in Cultural Counseling         | 3 |
|     | 1. Privilege                                       |   |
|     | 2. Intentional and Unintentional Oppression        |   |
|     | 3. Counselor Role in Advocacy and Social           |   |

**IX. Textbook(s):**

Sue, D. W. and Sue, D. (7<sup>th</sup> Edition) *Counseling the Culturally Diverse Theory and Practice*. Hoboken, NJ: John Wiley and Sons Inc.

Coates, T.N. (2015). *Between the World and Me*.

DiAngelo, R. (2018). *White Fragility: Why it's so Hard for White People to Talk about Racism*.

**X. Expectations of Students:**

- A. The student will be expected to read the required assigned materials.
- B. The student will maintain a course journal of personal reactions and attitudes relevant to social and cultural biases.
- C. The student will be expected to participate in assigned experiential activities.
- D. The student will be expected to conduct research and present in a group on a diverse population.

## **XI. Basis for Student Evaluation**

- A. Journals – 10 points
  - B. Forum Discussions – 8 Points
  - C. Google Doc Chapter Questions - 26 Points
  - D. Values and Bias Paper - 6 Points
  - E. Population Presentation – 15 Points
  - F. Immersion Presentation – 15 Points
  - G. Immersion Paper – 15 Points
  - H. Class Reflection Paper – 5 points
- TOTAL: 100 points.

### ***Final letter grade:***

- 91% to 100% -- A
- 81% to 90% -- B
- 71% to 80% -- C
- 0% to 70% -- F

## **XII. Methods of instruction**

A combination of:

- Classroom lectures and discussions
- Classroom experiential exercises
- Web-assisted instructions and tests/exams

**XIII. Academic Honesty** – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else’s work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.

- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsibleredhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

**XIV. Accessibility** – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

**XV. Civility** – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and [http://www.semo.edu/pdf/Conduct\\_Faculty\\_Resource\\_Guide.pdf](http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf)

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

**XVI. Mandatory Reporting** – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

## **XVII. Counselor Dispositions**

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See [Student Handbook](#).

## **XVIII. Student Success:**

This course uses SupportNET, Southeast's student success network, to improve communication between students, faculty and staff on campus. You'll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at [supportnet.semo.edu](http://supportnet.semo.edu) to see any academic alerts, ask for help and to access resources to support your success at Southeast.

## **XIX. Course Schedule**

### **Journals – 10 points (2 points each)** (II.F.2. 2.a-h)

You need to complete 5 journals throughout this 8-week course. Journal Criteria will be discussed in first class.

### **Forum Discussions – 8 Points (2 points each)** (II.F.2. 2.a-h)

There will be one forum post per week we do not meet, minus the last week- which totals 4 forum discussions.

### **Google Doc Chapter Questions - 26 Points (1 point per question)** (II.F.2. 2.a-h)

You will need to create a google account so you can have access to a shared document for this class. You will need to write two questions PER chapter of your assigned readings in our textbook including the chapter you use for your population presentation. No repeat questions. The final document may be used as a study guide for the NCE and CPCE.

### **Values and Bias Paper Due ? – 6 Points** (II.F.2. 2.a-h)

The purpose of this paper is so you can take time toward the beginning of this class to sit down and think about your current values and biases. Everyone has their own values and culture and everyone has their own biases. I want you to write truthfully about yours. Once you begin to acknowledge your biases, you will be able to encounter them in order to become more culturally competent. We will discuss this assignment during the first day of class.

### **Population Presentation – 15 Points (10 points for the presentation, 1 point per response to a peer)** (II.F.2. 2.a-h)

The purpose of this assignment is to spend a significant amount of time learning as much as you can about one specific population. This will mimic what you will need to do when faced with clients who are culturally different. Chapters 14-26.

### **Immersion Presentation – 15 Points** (II.F.2. 2.a-h)

The purpose of this assignment is to physically engage with a culture other than your own. Because it is not helpful for you to have a superficial immersion experience, you will be expected to have 4 points of contact with a population of your choosing.

**Physical Engagement** – This is you going to an event/experience created by/for your population by yourself. You must spend a minimum of two hours interacting with this culture. If your event is less than two hours, you will need to attend another event to get a cumulative 2 hours of exposure.

**Dialogue** – You will need to have a sit-down conversation with at least one person from your population. We will come up with questions you need to discuss with this person in class.

**Advocacy** – Once you gain a better understanding of the oppression this group faces, you will need to do at least one task that advocates for the population.

**Other** – You may choose what your fourth task is. You may an additional engagement, dialogue, or advocacy. Or you can complete something different such as read a book about the population, watch a movie made by and about that population, etc.

**Immersion Paper – 15 Points** (II.F.2. 2.a-h)

This will be where you write about your Immersion Project experiences and cover the 4 points of contact.

**Class Reflection Paper – 5 Points**

This is a requirement for graduation from the Counseling Program and must be submitted to Moodle so it can be transferred to your Chalk and Wire.

**Class Meeting**

We only meet three times this semester. That means each class meeting is equal to about 5 weeks of class meetings during a 16-week semester. Therefore, if you miss one class meeting, your grade will be lowered by one letter grade (approximately 10 points). There may be an opportunity to make up half of those points if you talk to me before a missed class, you have a valid excuse, and you make up all other work and extra make-up work.

**COURSE TIMETABLE**

| <b>Date</b>        | <b>Readings/ Preparations</b>                 | <b>Assignments</b>                             | <b>CACREP</b>  |
|--------------------|---|--|----------------|
| Week One<br>6/15   | White Fragility<br>Sue & Sue 1                | Google Doc                                     | (2.F.2. 2.a-h) |
| Week Two<br>6/22   | Sue & Sue 2, & 4                              | Google Doc<br>Value and Bias Paper<br>Due      | (2.F.2. 2.a-h) |
| Week Three<br>6/29 | Sue & Sue 5, 6, &7                            | Google Doc                                     | (2.F.2. 2.a-h) |
| Week Four<br>7/6   | Sue & Sue 8 & 9<br>ACA Competencies           | Google Doc                                     | (2.F.2. 2.a-h) |
| Week Five<br>7/13  | Sue & Sue 10 &11                              | Google Doc                                     | (2.F.2. 2.a-h) |
| Week Six<br>7/20   | Sue & Sue 12 & 13<br>Between the World and Me | Google Doc Population<br>Chapter<br>Population | (2.F.2. 2.a-h) |



|                                  |  |   |                |
|----------------------------------|--|---|----------------|
|                                  |  | <b>Presentations</b>                                |                |
| <b>Week Seven</b><br><i>7/27</i> |  | <b>Immersion Project<br/>Presentations<br/>FOOD</b> | (2.F.2. 2.a-h) |
| <b>Week Eight</b><br><i>8/2</i>  |  | <b>Immersion Paper<br/>Class Reflection Paper</b>   | (2.F.2. 2.a-h) |

Highlighted Dates Indicates Class Meetings