

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**

Revised Spring 2012

Semester:

Instructor:

Office:

Phone:

E-mail:

Office Hours:

Class Room:

Class Dates:

Class Times:

Website:

Note: The Instructor will add the above information each semester.

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

| M.A. Career Counseling | M.A. School Counseling | M.A. Mental Health Counseling | Ed.S. Counseling Education | Psychological Examiner Certificate |
|-------------------------------|-------------------------------|--------------------------------------|-----------------------------------|---|
| 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 assignments reflecting on the student's personal socialization and the impact that values, beliefs, assumptions, and acculturative experiences learned in the socialization process have on the delivery of culturally sensitive counseling services.

B. Students will increase their knowledge and identify multicultural and pluralistic trends within and among diverse groups. This outcome will be measured by quizzes and exams assessing knowledge of multicultural trends within and among diverse groups.

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 “immersing” in a culture different from the student’s culture and experience being part of the culture for, at least, 5 hours. After the “immersion into the culture” the student will write a personal journal reflecting on the lessons learned from this experience.

D. Students will apply their knowledge of multicultural counseling theories, theories of identity development, and multicultural competencies through case examples. This outcome will be measured by the assignments involving the case examples.

E. 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. This outcome will be measured by studying a specific culturally diverse population and designing multiculturally sensitive counseling interventions

F. Students will identify ethical and legal concerns affecting diverse populations. This outcome will be measured by the assignments involving applications and implications of the case examples and real-life situations involving ethical and legal concerns affecting diverse populations.

V. Course as Relates to External Requirements

| CACREP Requirements (2009) | DESE Requirements (2008) | LPC Requirements | | NBCC Requirements |
|-----------------------------------|---------------------------------|-----------------------------|-----------------------------|--------------------------|
| Social & Cultural Diversity | | Social & Cultural Diversity | Social/Cultural Foundations | |

VI. Course as Relates to External Standards

| CACREP Standards (2009) |
|---|
| <p>Section II.G.2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural society including all of the following:</p> <ul style="list-style-type: none"> a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally, b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients, |

- c. theories of multicultural counseling, identity development, and social justice
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies,
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.

CC. Diversity And Advocacy – E. Knowledge

- 1. Understands the role of multicultural issues in career counseling.
- 2. Understands the effects of racism, discrimination, power, privilege, and oppression in one's own life and career and those of the client.
- 3. Understands sociopolitical and socioeconomic forces that affect career opportunities of ethnic and cultural minorities, such as immigration, racism, and stereotyping.
- 4. Understands the changing roles and responsibilities of women and men, and the implications of these changes for employment, education, family, and leisure.
- 5. Understands the impact of globalization on life role(s), careers, and the workplace.

SC. Diversity And Advocacy – E. Knowledge

- 1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
- 2. Identifies community, environmental, and institutional opportunities that enhance, as well as barriers that impede the academic, career and personal/social development of students.
- 3. Understands the ways in which educational policies, programs and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families.
- 4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender and sexual identity and their effects on student achievement.

CMHC. Diversity and Advocacy – E. Knowledge

- 1. Understands how living in a multicultural society effects clients seeking mental health counseling services.
- 2. Understands the effects of racism, discrimination, sexism, power, privilege and oppression on one's own life and career and those of the client.
- 3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
- 4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding and promote programs that affect the practice of clinical mental health counseling.
- 5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
- 6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

DESE Standards (2008)

(MoSTEP 1.4.1.2.a; CACREP CC2a) multicultural and pluralistic theories, issues, and trends.

(MoSTEP 1.4.1.2.b; CACREP SCP[E]3) attitudes and behaviors related to diversity, and how the diversity in families impacts all students.

(MoSTEP 1.4.1.2.c; CACREP CC2b; CACREP SCP[E]3) strategies for educating students, colleagues, and others about diversity and its impact on learning, growth, and family and community relationships.

(MoSTEP 1.4.1.2.d; CACREP CC2e) strategies for facilitating the development of all students' respect for and valuing of human diversity, social justice, advocacy, conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, and body.

(MoSTEP 1.4.1.2.e; CACREP CC2f) counselors' roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.

(MoSTEP 1.4.1.2.f; CACREP CC2c; CACREP SCP[E]4) strategies for applying knowledge of how culture affects human relationships and demonstrating cultural awareness and sensitivity in counseling

(MoSTEP 1.4.1.2.g; ASCA A.9; CACREP SCP [E]2) strategies for demonstrating cultural awareness and sensitivity in the implementation of comprehensive guidance programs

(MoSTEP 1.4.1.2.h; CACREP CC2d) individual, family, group, and community strategies for working with and advocating for diverse populations.

VII. Purposes or Objectives of the Course:

- A. Students will report their exploration of attitudes, beliefs, understanding, and acculturative experiences.
- B. Students will increase their knowledge and identify multicultural and pluralistic trends within and among diverse groups.
- C. Students will identify strategies for working with individuals, couples, families, groups, and communities within and among diverse populations.
- D. Students will identify the counselor's role in social justice, advocacy and conflict resolution.
- 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.
- F. Students will apply their knowledge of multicultural counseling theories, theories of identity development, and multicultural competencies through case examples.
- 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.
- H. Students will identify ethical and legal concerns affecting diverse populations.

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 | |

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|----|-----|--|---|
| | 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. (Current) *Counseling the Culturally Diverse Theory and Practice*. Hoboken, NJ: John Wiley and Sons Inc.

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. Written examinations (25%)
- B. Written critiques of professional articles (25%)
- C. Presentation (25%)
- D. Graduate quality research paper (25%)

Final letter grade:

91% to 100% -- A

81% to 90% -- B

71% to 80% -- C

0% to 70% -- F

Note: The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.

XII. Methods of instruction

A combination of:

Classroom lectures and discussions

Classroom experiential exercises

Web-assisted instructions and tests/exams

XIII. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: <http://www6.semo.edu/judaffairs/code.html>

Note: Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.

XIV. Students with Disabilities Statement:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: <http://www.semo.edu/cs/services/disability.htm>

XV. Civility, Respect and Classroom Etiquette:

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

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 pager 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. 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](#).

XVII. Knowledge Base References:

An online Knowledge Base is maintained on the Program website. See <http://www4.semo.edu/counsel/Program/know-base.htm>

XVIII. Course Schedule

Note: Course Schedule will be added each semester by the instructor.

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Ruth Ann Roberts, Interim Chair, Department of Educational Leadership and Counseling.