

CNE 592 CROSS CULTURAL ISSUES IN COUNSELING (On-Line)
CNE 592 is a required course for the LPC program
College of Education
Department of Educational Leadership and Counseling

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Text/Readings:

Sue, D.W. & Sue, D. (2003). 4th ed. *Counseling the Culturally Different: Theory and Practice*. John Wiley & Sons: New York. ISBN 0-471-41980-X SHSU Barnes & Noble Bookstore 936.294.1862

Course Description:

This web-based course, CNE 592, will examine the socio-cultural characteristics of counseling issues related to the varied cultures in today's society. Hispanic, African American, and Asian American cultures will be examined along with issues related to the elderly, persons with disabilities, women, gays, lesbians, and other under-represented members of the population.

Standards: At the completion of this course, the student should be able to demonstrate the following competencies set forth by these professional and certification agencies (Course Objectives; CACREP [Council for Accreditation on Counseling & Related Educational Programs], SBEC [State Board for Educator Certification] Standards [TExES – Texas Examinations of Educator Standards], and NCATE [National Council for Accreditation of Teacher Education]. Course objectives will be articulated with standards from other professional organizations. The following Standards Matrix will outline the Objectives/Learning Outcomes, Activities, Performance Assessment, and the Standards. For brevity, initials CA = CACREP, SB= SBEC, and NC = NCATE. Standards and competencies for these professional organizations are available through these websites.

CACREP: <http://www.counseling.org/cacrep/2001standards700.html>

SBEC: Standards for the School Counselor Certificate
[http://info.sos.state.tx.us/pub/plsql/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc](http://info.sos.state.tx.us/pub/plsql/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc)

NCATE: <http://www.ncate.org>

CACREP Objectives:

K 2. Social and Cultural Diversity – studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

K 2a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;

K 2b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;

K 2c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

K 2d. counselors’ role in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

K 2e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and

K 2f. ethical and legal considerations.

Objectives/ Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • State Standards • Specialty Organization Standards
1. Students will demonstrate an increased awareness of a wide spectrum of diverse culture in American society	Chapter discussions using <i>Counseling the culturally diverse theory and practice</i>	Group discussion and unit quiz	<u>SBEC Standard I- (7), (9)</u> <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> <u>SBEC Standard VI- (1), (2)</u> <i>NCATE Standard 4</i> <i>CACREP- K 2a, K 2b, K 2c, K 2e</i>
2. Students will demonstrate an increased awareness of the characteristics and attitudes of their own cultural teachings	Chapter discussions and reflections using <i>Counseling the culturally diverse theory and practice</i> Completion of Reflections	Group discussions and unit quiz	<u>SBEC Standard I- (7), (9)</u> <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> <u>SBEC Standard VI- (1), (2)</u> <i>NCATE Standard 4</i>

			<i>CACREP- K 2 a, K 2b</i>
3. Students will demonstrate an awareness of the presence of racism, cultural stereotyping and prejudicial behavior that is exhibited in society	Chapter discussions and reflections using <u><i>counseling the culturally diverse theory and practice</i></u> Field Interview and discussion	Group discussions and unit quiz Written Interview summary	<u>SBEC Standard I- (7), (9)</u> <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> <u>SBEC Standard VI- (1), (2)</u> <i>NCATE Standard 4</i> <i>CACREP- K 2a, K 2d, K 2e, K 2f</i>
4. Students will demonstrate a capacity to communicate in written format their personal learning pertaining to the range of diverse cultures in society	Two introspective essays (2 pages) that will concern the following articles A. Discuss the article “A Personal Journey Toward Culture Centered Counseling: An Interview With Paul Pederson B. Discuss the article “Profiling Derald Wing Sue: Blazing the Trail for the Multicultural Journey and Social Justice in Counseling	Completion and discussion of introspective essays	<u>SBEC Standard I- (7), (9)</u> <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> <u>SBEC Standard VI- (1), (2)</u> <i>NCATE Standard 4</i> <i>CACREP- K 2b</i>
5. Students will demonstrate a capacity to orally present and relate professional material related to multicultural issues	Chapter presentations and introspective essays Field visit discussion Discussion of articles: A. Discuss the article “A Personal Journey Toward Culture Centered Counseling: An Interview With Paul Pederson B. Discuss the article “Profiling Derald Wing Sue: Blazing the Trail for the Multicultural Journey and Social Justice in Counseling	Virtual classroom Group participation in discussion of articles	<u>SBEC Standard I- (7), (9)</u> <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> <u>SBEC Standard VI- (1), (2)</u> <i>NCATE Standard 4</i> <i>CACREP- K 2a, K 2c, K 2d, K 2e, K 2f</i>
6. Students will demonstrate a capacity to respect the worth, dignity, and value of those they encounter on a professional basis	Discussion of text chapters and Reflections Discussion of articles:	Class participation in discussion of introspective essays and articles	<u>SBEC Standard I- (7), (9)</u> <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> <u>SBEC Standard VI- (1), (2)</u> <i>NCATE Standard 4</i> <i>CACREP- K 2a, K 2b, K 2c, K 2d, K 2e, K 2f</i>
7. Students will demonstrate a capacity to creatively propose solutions to cultural, ethnic, gender, racially motivated individual and social dilemmas	Completion and Discussion of Review of Related Literature/Major Paper on Approved Topic Discussion of finding from Literature Review Discussion of articles:	Class participation in discussion of introspective essays and articles	<u>SBEC Standard I- (7), (9)</u> <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> <u>SBEC Standard VI- (1), (2)</u> <i>NCATE Standard 4</i> <i>CACREP- K 2d, K 2e, K 2f</i>

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Course Format:

This is a course that will survey and sample the various issues related to counseling under represented members of the population. It will also assist to identify and address personal points regarding the counseling relationship with various members of society. The course will consist of various reading materials, students' participation in online group discussions, reflections, assessments, interviews, research of recent literature and other activities that may stimulate the growth and knowledge of ethnic/cultural studies.

Course (Individual Development & Educational Assessment/IDEA) Objectives:

Essential: 1) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to cross cultural/multicultural counseling (i.e. understanding culturally appropriate intervention strategies, identity development, and counseling and therapy with racial/ethnic minorities)

Important: 1) Developing a clearer understanding of and commitment to, personal values (understanding through discussion boards and reflection, your personal values as related to counseling racial/ethnic minorities; and

2) Learning to *analyze* and *critically* evaluate ideas, arguments, and points of view (und

Evaluation (Instructional assignments and Blackboard use):

1. Chapter Assignment (Chapters 1, 3, 4, 5, 8, 11, 13, 14, 16, 17, 18, 19), **240pts**
 1. a. Read the chapter
 1. b. Review Chapter PowerPoint Presentation
 1. c. Participate in Discussion **OR** Complete a Reflection – 10 points each (**120 points total**)
 1. d. Chapter Quiz-10 points each- (**120 pts total**)
2. Interview with Professional-**50 points**
3. On-Line Participation (45 hours)-**50 points**
4. Introspective Essays-2 @ 20 pts each-**40 points**
5. Article Review-**20 points** **TOTAL=400 pts**

Grading:

400-360=A
359-320=B
319-280=C
F ≤ 279

On-line Participation Policy:

1. Use of good “Netiquette” is essential in an online environment. Please observe the following rules of common courtesy:
 - a) Check the course website frequently and respond appropriately and on the subject.
 - b) Focus on one subject per message or use pertinent subject titles.
 - c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
 - d) Be professional and careful with your online interactions. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
 - e) Cite all quotes, references and sources.
 - f) Never forward someone else’s messages without their permission, this is considered to be extremely rude.
 - g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
 - h) All postings should be of top quality, on time, and rich in text. This means no comments such as “at a boy”, “you go girl”, “I agree with that”, “couldn’t have said it better myself”, etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in counseling, diversity and leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth.

(The above “Netiquette” guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom.)

2. Students are expected to submit all assignments by electronic mail by the date indicated in the course syllabus. Assignments should be sent as attachments and saved in Rich Text Format.
3. Students are expected to log in regularly during the week and are expected to post a substantive contribution to the discussion at those times. Participation in the online discussions is required to pass this class. Those sessions substitute for class sessions on campus, so students should plan to spend about three hours each week participating online. Blackboard course statistics will be used to monitor student activity on the course website and grade points will be assessed on consistent postings and the overall quality of their content.
4. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalogue and student code of conduct. Particular attention should be paid to the sections on plagiarism and theft of library materials. Academic honesty is expected.

- 5 Students are expected to submit all assignments by electronic mail by the date indicated in this syllabus. Assignments should be sent as attachments and saved in Rich Text Format. Late work will **not** be accepted or awarded credit. There will be no make-up work.
- 6 Acts of cheating and plagiarism are not tolerated in the Counseling program. These offenses could result in failure of a course and/or dismissal from the program.

INSTRUCTIONAL PROCEDURES:

Everyone concerned must have an opportunity to furnish input, therefore, participation in the form of questions, discussion of related experiences, and involvement in individual work is solicited and will be expected.

INSTRUCTIONAL ASSIGNMENTS/ACTIVITIES:

1. Chapter Assignment (Chapters 1, 3, 4, 5, 8, 11, 13, 14, 16, 17, 18, 19), **240pts**
 1. a. Read the chapter
 1. b. Review Chapter PowerPoint Presentation
 1. c. Participate in Discussion **OR** Complete a Reflection –
To participate in the **discussion**, take time to think about what you write and how it relates to the topic, cross cultural counseling and the specific discussion statement. You will be expected to make a minimum of two (2) entries per discussion. Please respond to the discussion question in your first entry and feedback to the comment(s) of your classmates in your second entry (75 words minimum for each entry). (Also refer to “h” under “On-line Participation Policy” found on page 5.)
A **reflection** is a one page (250 words minimum) double-spaced written comment that refers to the topic and expresses your thoughts about past experiences or insights that have new meaning based on what you are learning. Reflections are designed to help you make better discussions or improve relationships when working with people, in particular, those who are culturally diverse. 10 points each (120 points total)
 1. d. Chapter Quiz-10 points each- (120 pts total). Each chapter has a quiz. There are five (5) multiple questions with **ONLY** one opportunity to get each question right. Each question is 2 points.
2. Interview with Professional; Interview a counselor or administrator using the following questions to structure the interview: 1) Describe your job responsibilities; 2) What skill sets does a professional need to work with culturally diverse clients/students in your job; 3) What are the challenges of working with people who are culturally diverse; 4) What advice would you give college students regarding preparation to work with culturally diverse people; 5) What is the future of relationships among culturally diverse people on the local and/or national level? Submit a paper for 3 – 5 pages in narrative format. **-50 points**
3. On-Line Participation (45 hours) Blackboard must be actively used at least 45 hours and will be tracked by the system. This includes emails from Blackboard,

document sharing, postings, looking in and printing documents in various areas, etc.-**50 points**

4. Introspective Essays-2 @ 20 pts each-**40 points**

#1-introspective (to look within) essay Select from A, B or C.(2 pages) that will concern each of the following topics: (20 points)

- A) Discuss your culture of origin (e.g., growing up, family, class, strata, traditions, values, prejudices, stereotypes, etc.)
- B) Discuss an experience or experiences you personally have had with racism, discrimination, or prejudice.
- C) Develop and discuss your personal value system and counseling philosophy related to persons who are culturally different from you.

#2-introspective essay -(2-4 pages) Discuss what you have learned and how it will change your practice as a professional. 20 points

5. **Article Review**- Summarize the article (“A Personal Journey Toward Culture Centered Counseling: An Interview With Paul Pederson” **OR** “Profiling Derald Wing Sue: Blazing the Trail for the Multicultural Journey and Social Justice in Counseling” and add your own observations (regarding culturally diverse persons in a professional setting). (2 pages) 20 points.

ASSUMPTIONS

This class is operating on the “assumption” that you want to gain the most you can from the class and will therefore, invest yourself in readings and assignments and come to every class prepared to engage fully. I trust you will work to balance effectively your personal, academic, and professional commitment.

I assume the following:

- You will take responsibility for your own learning
- You will contribute to others’ learning
- You will ask for help when you need it

You can assume the following:

- I care deeply about your success---personally, academically, and professionally
- I want you to gain the most possible from this experience
- I am committed to my role in this venture
- I want to hear your experiences, ideas, and feedback
- I will hold you accountable to high (and reasonable) academic standards

Disability Statement:

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as Chair of the Committee for Continuing Assistance for Disabled Students by telephone at (936) 294-1720.