

CNE 592 CROSS CULTURAL ISSUES IN COUNSELING
College of Education
Department of Educational Leadership and Counseling
Spring 2008

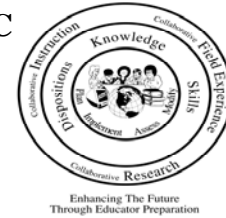
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Text/Readings:

American Counseling Association (2005). *Code of ethics*. Alexandria, VA: Author.
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Henriksen, Jr., R. C., & Watts, R. E. (1999). Cultural self-exploration questionnaire. *TCA Journal*, 27, 65-70. (Available from Gresham Library and in Blackboard)

Root, M. P. P. (2001). *Love's revolution: Interracial marriage*. Philadelphia, PA: Temple University Press.

Sue, D.W. & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5th Ed.). John Wiley & Sons: New York.

Recommended Text: Publication Manual of the American Psychological Association (5th Ed.)

Course Description:

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

The curriculum for this course includes (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

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 presentations using <i>Counseling the culturally diverse theory and practice</i>	Group presentation	<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> NCATE Standard 4 CACREP- K 2a, K 2b, K 2c, K 2e
2. Students will demonstrate an increased awareness of the characteristics and attitudes of their own cultural teachings	Book study using <i>Love's Revolution: Interracial Marriage</i> Chapter presentations using <i>Counseling the culturally diverse theory and practice</i>	Class participation in book study Group presentation	<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> NCATE Standard 4 CACREP- K 2 a, K 2b
3. Students will demonstrate an awareness of the presence of racism, cultural stereotyping	Chapter presentations using <i>counseling the culturally diverse theory and practice</i> Book study using <i>Love's Revolution: Interracial Marriage</i>	Group presentation Class participation in book study	<u>SBEC Standard I- (7), (9)</u> <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> <u>SBEC Standard VI- (1),</u>

and prejudicial behavior that is exhibited in society			(2) NCATE Standard 4 CACREP- K 2a, K 2d, K 2e, K 2f
4. Students will demonstrate a capacity to communicate in written format their personal learning pertaining to the range of diverse cultures in society	Three introspective essays (1-2 pages that will concern the following topics: A. Discuss your culture of origin (e.g., growing up, family, class, 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.	Completion and discussion of introspective essays	SBEC Standard I- (7), (9) SBEC Standard IV- (1) SBEC Standard V- (1) SBEC Standard VI- (1), (2) NCATE Standard 4 CACREP- K 2b
5. Students will demonstrate a capacity to present and relate professional material related to multicultural issues	Chapter discussions and introspective essays Discussion of multicultural articles.	Group presentation Class participation in discussion of articles	SBEC Standard I- (7), (9) SBEC Standard IV- (1) SBEC Standard V- (1) SBEC Standard VI- (1), (2) NCATE Standard 4 CACREP- K 2a, K 2c, K 2d, K 2e, K 2f
6. Students will demonstrate a capacity to respect the worth, dignity, and value of those they encounter on a professional basis	Discussion of introspective essays Multicultural Learning Experience Discussion of multicultural articles	Class participation in discussion of introspective essays and articles	SBEC Standard I- (7), (9) SBEC Standard IV- (1) SBEC Standard V- (1) SBEC Standard VI- (1), (2) NCATE Standard 4 CACREP- K 2a, K 2b, K 2c, K 2d, K 2e, K 2f
7. Students will demonstrate a capacity to creatively propose solutions to cultural, ethnic, gender, racially motivated individual and social dilemmas	Introspective essays. Community Interviews Discussion of multicultural articles.	Class participation in discussion of introspective essays and articles Group presentation	SBEC Standard I- (7), (9) SBEC Standard IV- (1) SBEC Standard V- (1) SBEC Standard VI- (1), (2) NCATE Standard 4 CACREP- K 2d, K 2e, K 2f

Student Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures, only with Dr. Henriksen's permission, provided they do not disturb other students in the process.

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

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 during class, activity and discussion video, audio presentations, assessments, and other activities that may stimulate the growth and knowledge of ethnic/cultural studies. 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.

Expectations:

1. 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.

2. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversation in class to all the students in the class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.
3. **All work is due on the date specified. Late work will not be accepted or awarded credit.**
4. 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. **Anyone caught cheating or plagiarizing will receive a zero (0) on the affected exam or assignment and may also receive an "F" for the course.**

COUNSELING PROGRAM ATTENDANCE POLICY

The following represents the attendance policy for all courses in the Counseling Program:

1. Students are permitted to miss one class (3 Hours) with no penalty, but a call to the professor of the class is expected.
2. With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
3. A drop of a letter grade will occur for each subsequent absence.

For purposes of this on-line class, failure to participate in a weekly discussion board or chat room will constitute an absence and will result in the loss of participation points for that week. Failure to participate for two different weeks will result in the loss of a letter grade.

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. Students are required to participate on the discussion board or chat room each week.

INSTRUCTIONAL ACTIVITIES:

A. Journal Article Review (50 points)

Find an article from the Journal of Multicultural Counseling and Development and write a review using the following guidelines:

- Summarize the conclusions/findings in the article and include your reactions concerning the strengths/weaknesses of the article, the applicability to counseling, your reactions to the theory or position of the author(s), etc.

- Discuss how you can use research to aid in your development as a culturally competent counselor
- Include a cover page, and a reference page.
- Follow APA Publication Manual Guidelines
- Grading
 - Following Instructions 5 points
 - Following APA guidelines 10 points
 - Grammar 10 points
 - Content 25 points

B. Cultural Identity Development Project (100 Points)

Directions: Drawing from your knowledge about yourself and your experiences in our multicultural society, you are to describe your cultural identity development, your cultural underpinnings and foundations, how your cultural self-understanding will enable you to be a culturally effective counselor, how your personal biases and limitations that may hinder you as a counselor. You will also use the “**Cultural Self-Exploration Questionnaire**” (this can be found Gresham Library-see course texts for reference citation) to discuss your cultural identity development. You will also discuss the multicultural counseling competencies and your development according to those competencies.

- This paper will be 6-8 pages (not including the cover page and reference page) and **must conform to APA writing guidelines**.
- See Page 9 of the syllabus for complete details of this paper.

C. Multicultural Learning Experience: 100 Points

See page 10 of the syllabus for complete instructions for this project.

D. Two Introspective Essays (10 points each)

- A) Discuss an experience or experiences you personally have had with racism, discrimination, or prejudice.
- B) Develop and discuss your personal value system and counseling philosophy related to persons who are culturally different from you.

We will share and discuss the information included in the essays during class.

E. Community Interviews (25 points each)

Each student will conduct three interviews with different community leaders.

1. Interview a religious or spiritual leader from a perspective that is different from your own. For example, if you consider yourself Christian you must interview a spiritual leader from a non-Christian background.
2. Interview a leader from a cultural group where English is a second language.
3. Interview the leader of a program that focuses on providing services to the homeless and poor.

For each of the interviews complete the following:

- A. Provide a rationale for choosing the person you interviewed.
- B. Describe the program they represent.
- C. Describe the services provided by the program.
- D. Describe what you learned about the individual and the population that he or she works with.
- E. Describe how what you learned is consistent and/or inconsistent with your beliefs and prior knowledge.

F. Video Review (100 points) Title will be provided two weeks before you are required to view it.

Students will write a 2-3 page reaction paper that gives their impressions of a video assigned for viewing, their personal reactions to the video that identifies what they learned about the cultural group(s) identified in the video, and will discuss how they can use what they learned to help them better understand the cultural group(s) depicted. Students will also discuss the effects of discrimination and oppression and how their personal views of race/ethnicity, sexual orientation and other aspects of diversity could affect the counseling relationship. Additionally, students will identify ways they can further learn about the cultural group(s) in the video and other minority groups. (**Papers must conform to APA style.**)

Grading:

Following Instructions	10 points
Following APA guidelines	10 points
Grammar	10 points
Content	70 points

G. Opportunities to Excel (Exams) (100 points each)

There will be **two** exams in this course. Each exam will cover the material presented since the previous exam. All exams will be on-line.

H. Book Report (100 points)

Students will read and write a book report over the book “love’s Revolution; Interracial Marriage.” Students will discuss the author’s purpose for writing the book, what they learned about multiracial families from reading the book, implications for counseling, and how their reading the book has helped with their understanding of the unique challenges faced by multiracial families. Students will also be prepared to discuss the reading in class. The book report must be 4-5 pages in length and must follow APA writing guidelines.

Grading:

Following Instructions	5 points
Following APA guidelines	10 points
Grammar	10 points
Content	75 points

I. Discussion Board or Chat Room (5 points per week 13 weeks-75 points)

Each week of the course there will be a discussion board question or a chat room discussion. You are required to participate in these discussions. For discussion boards, you will make one original post and two posts responding to your classmates as a minimum. Participation in chat rooms will be discussed prior to them.

All papers must comply with APA format.

Evaluation:

Journal Article Review	50 points
Cultural Identity project	100 Points
Multicultural Learning Experience	100 Points
Introspective Essays	20 Points (10 points each)
Class and Blackboard Participation	65 Points (5 points per week)
Community Interviews	75 Points (25 points each)
Video Review	100 Points
Opportunities to Excel (2-Exams)	200 Points (100 points each)
Book Report	100 Points

Total Points: 810

729-810	A
648-728	B
567-647	C
Below 567	F

ASSUMPTIONS

I am 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

Cultural Identity Development Project

Directions: Drawing from your knowledge about yourself and experiences in our multicultural society, you are to describe your cultural identity development. What are your underpinnings and foundations?

1. Describe how your cultural self-understanding will enable you to be a culturally effective counselor.
2. What are some personal biases and limitations that may hinder you?
3. Define the culture of your ancestors back two generations (all 4 grandparents and both parents). Include place of birth, date of birth, religion, race, marital history, presence of any disability, education, birth order, occupation, primary language, primary holidays celebrated (and how celebrated), and any other facts you feel are relevant. You will use the “**Cultural Self-Exploration Questionnaire**” (this can be found in Gresham Library) to help you provide the above information and information gleaned from the questionnaire. Try to interview as many of the persons listed as possible.
4. Define your own culture by covering the topics listed for your ancestors and how they have impacted your current view of culture.
5. Discuss your current level of multicultural competence based on the Multicultural Counseling Competencies (found in your textbook).
6. Using one or more of the racial/ethnic/cultural identity development models found in your textbook, describe your racial/ethnic/cultural identity development. (Reference the model(s) used.)

**The paper must be 6-8 pages (not including cover page, abstract, and references), double-spaced, complete with reference page, *APA style must be adhered to*, paper must have one inch margins, and avoid sexist language.

Grading Rubric:

Following Directions	5 points
Grammar	10 points
Appropriate use of References	5 points
APA Format	10 points
Content and Integration	70 points
Total	100 points

Multicultural Learning Experience

Each Student will complete a Multicultural Learning Experience. A MLE is an activity designed to help students gain cultural knowledge, increase sensitivity to culturally diverse people, and become more culturally effective helpers. The purpose of the activity is through service learning to gain new and direct knowledge of a cultural with which you have little or no experience with. After the MLE experience, students will write a 5 page reaction paper.

Follow **APA style** for the creation of headings in your paper. Headings should refer to the following topics:

- A. Reasons for selecting the experience and how you see the experience will contribute to your particular multicultural learning needs.
- B. Description of the experience. How were you impacted by the interview, observations, and interactions at the volunteer site?
- C. What was learned about the cultural group involved (aspects of values, worldview, or communication style of this group; particular issues often common among this group; impact of sociopolitical history upon this group, effects of cultural and environmental factors on school performance, work, etc.)
- D. Feelings/Reactions to the experience, including what these thoughts and feelings imply about you (e.g. your identity level, prejudices/stereotypes, knowledge or lack of knowledge about this group, etc.)
- E. The value of the experience for counselors-what did you learn that counselors should be aware of in working with clients from this group, how should practice be adapted, etc.

I will particularly be looking for how you are integrating the concepts you have learned from class discussions, readings, and instruction with this hands on experience.

Level 1: Experiential Learning: Involves contact with a culturally different community based agency. Interview the agency director or other designated individual about the purpose of the agency and concerns of the population served. For example, visit a Native American Tribal Council and interview the director about programming for both children and adults, interview the president of a culturally diverse organization (Black Student Union, International Students Organization, Hispanic/Latino Center, etc.), interview the director of a program designed to help people who are Lesbian or Gay males, or the leader of a religious group (Jewish, Muslim, etc.), volunteer at an agency that provides services to individuals and families with disabilities. **Additionally, students will provide four hours of volunteer service to the chosen group. The volunteer service must take place over two different days. Students will also conduct the**

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Sam Houston State University
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**Multicultural Learning Experience
Project Approval and Volunteer Service Verification**

Project Approval: (To be completed prior to completion of service)

Student: _____

Name of Community Organization: _____

Address and Phone of Organization: _____

Organization Contact and Title: _____

Proposed Date and time of Interview and Volunteer Hours: _____

Description of Proposed Volunteer Activity: _____

Population Served by Organization: _____

Instructor Approval and Date: _____

Volunteer Service Verification: (To be completed following completion of service)

Date and Times of Interview and Observation: _____

Dates and Times of Volunteer Service: (Include Activities)

Day 1 _____

Day 2 _____

The following signatures serve as verification that _____ has performed a minimum of Six Hours of interview, observation, and volunteer service at the above organization.

Student Signature & Date

Organization Rep. Signature & Date

CNE 592 Cross Cultural Issues in Counseling**CNE 592 Kryset Kulturell Utgaver inne Råd****Class Schedule Spring 2008***(Subject to Change)*

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
Week 1 Jan 16-19	Course overview: Read Syllabus.	Discussion Board 1 <u>Chapter 1</u>
Week 2 Jan 20-26	Introduction to Multicultural Counseling; Ethical and Legal considerations; Multicultural Competencies	Discussion Board 2 <u>Chapter 2</u> Essay A Due
Week 3 Jan 27-Feb 2	Sociopolitical Considerations	<u>Chapters 3, 4</u> Article Due Discussion Board 3
Week 4 Feb 3-9	Culturally Effective Counseling; Counseling Barriers	<u>Chapters 6, 7</u> Discussion Board 4
MLE Project Proposal Due		Week 4---February 9th
Week 5 Feb 10-16	Family Issues	<u>Chapter 8</u> Interview 1 Due Discussion Board 5
Week 6 Feb 17-23	Spirituality and religion in counseling; Counseling Women; ethical and legal considerations.	<u>Chapter 25</u> Discussion Board 6 Essay B Due
MLE Approval Form Due		Week 6---February 23rd
Week 7 Feb 24-Mar 1	Mid Term Exam	Interview 2 Due

Week 8 Feb Mar 2-8	Multiple Heritage Issues	<u>Chapter 18</u> Book Report Due Discussion Board 7
Week 9 Mar 9-15	SPRING BREAK (NO CLASS)	
Week 10 Mar 16-22	Counseling Latino/a Clients; Counseling Immigrants	<u>Chapters 17, 21</u>
MLE Project Paper Due	Week 10---March 22nd	
Week 11 Mar23-29	Racial/Cultural/Identity Development Video	<u>Chapter 10</u> Discussion Board 8
Week 12 Mar 30-Apr 5	Counseling African-American Clients	<u>Chapter 14</u> Video Paper Due Discussion Board 9
Week 13 Apr 6-12	Counseling Asian Americans and Pacific Islanders	<u>Chapter 16</u> Interview 3 Due Discussion Board 10
Week 14 Apr 13-19	Counseling American Indians and Alaskan Natives	<u>Chapter 15</u> Discussion Board 11
Week 15 Apr 20-26	Counseling Sexual Minorities	<u>Chapter 23</u> Identity Project Due Discussion Board 12
Week 16 Apr 27-May 3	Socio-Economic Issues and Counseling Counseling for Ability	Discussion Board 13 <u>Chapter 26</u>
May 4-10	Final Exam	