

**CNE 592 CROSS CULTURAL ISSUES IN COUNSELING (On-Line)**  
**College of Education**  
**Department of Educational Leadership and Counseling**  
**Spring 2008**

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**Text/Readings:**

Sue, D.W. & Sue, D. (2003). 5<sup>th</sup> ed. *Counseling the Culturally Diverse: Theory and Practice*. John Wiley & Sons: New York. ISBN 978-0-470-08632-2 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:** The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice. 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.

<b>Objectives/ Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <u>State Standards</u></li> <li>• <u>Specialty Organization Standards</u></li> </ul>
1. Students will demonstrate an increased awareness of a wide spectrum of diverse culture in American society	Chapter discussions using <u>Counseling the culturally diverse theory and practice</u>	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	Chapter discussions and reflections using <u>Counseling the culturally diverse theory and practice</u>  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>

teachings			<i>NCATE Standard 4 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 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 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 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 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 CACREP- K 2d, K 2e, K 2f</i>

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**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.

**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.*

**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.*

**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.**

**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.

**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 2, 4, 6, 7, 10, 11, 13, 14, 16, 17, 23, 24), **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.”)

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. Two Introspective Essays (20 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.

**3. Article Review- (20 points)** Summarize either 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)

**OR**

**Chapter Summary – (20 points)** Since we are not able to cover all the chapters in the text book, you are asked to choose a chapter that you like, summarize the key points, and share your thoughts and insights. (2 pages)

#### **4. 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 chapter 10 and 11 from the text book 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 11 of the syllabus for complete details of this paper.

#### **5. Multicultural Learning Experience: 100 Points**

See page 12-15 of the syllabus for complete instructions for this project.

#### **6. Community Interviews (100 points)**

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.

#### **7. On-Line Participation (Include A Personal Profile and the Online survey)**

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)**



**Evaluation (Instructional assignments and Blackboard use):**

1. Chapter Assignment (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 points)

(240 points)

2. Two Introspective Essays (40 points)
3. Article Review or Chapter Summary (20 points)
4. Cultural Identity Development Project (100 Points)
5. Multicultural Learning Experience (100 Points)
6. Community Interviews (100 points)
7. On-Line Participation (50 points)

**TOTAL=650 pts**

**Grading:**

650-585=A  
584-520=B  
519-455=C  
F ≤ 455

## **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

## 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.
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 hand 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 interview and either observe the activities at the agency and/or attend an appropriate orientation. This portion of the project should be approximately two hours. The total service for this project is six hours.**

**The chosen site must not be connected with your work or be a place that you currently volunteer or have volunteered in the past. Students must work on this project independently and not with other students. The chosen site must demonstrate a cultural difference from you as articulated in this course and should put you outside of your normal comfort zone.**

**The chosen site cannot be one of the sites used for your community interviews.**

**Volunteer duties must involve direct interaction with the population served and cannot be clerical in nature.**

**The chosen activity must be approved by the instructor prior to completing the MLE using the form found on the next page.**

Grading:

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

### **MLE Project Schedule**

- 1. MLE Project Proposal Due                      Week 4---February 23rd**
  - a. The MLE must be completed with a community agency that serves a cultural population with which you are not a member. It must also be one in which you have little familiarity and would place you outside of your normal comfort zone. Your presence at the organization would constitute your being in the minority. The place must be one where you do not know the people who work there and it cannot be located where you work. You must also provide a description of how this location is different from you and how you hope to benefit from the experience. Once you have done this you must send that information to me along with the MLE Approval Form I will sign it and e-mail it back to you once I approve of your proposal.**
  
- 2. MLE Approval Form Due                      Week 6---March 8**
  
- 3. Project Paper Due                              Week 10---May 10**

**CNE 592 Cross Cultural Issues in Counseling  
Sam Houston State University  
Department of Educational Leadership and Counseling**

**Multicultural Learning Experience  
Project Approval and Volunteer Service Verification**

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

Student:

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Name of Community Organization:

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Address and Phone of Organization:

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Organization Contact and Title (including Phone #):

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Proposed Date and time of Interview and Volunteer Hours:

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Description of Proposed Volunteer Activity:

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Population Served by Organization:

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Instructor Approval and Date:

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

Date and Times of Interview and Observation:

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Dates and Times of Volunteer Service: (Include Activities)

Day 1

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Day 2

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

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Student Signature & Date

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Organization Rep. Signature & Date

### Spring Semester 2008 Calendar

Week/dates	Instructional Activities/Assignments	Due Date (by 11:59pm)		
Week 1/Jan 20 - 26	Establish email account; Review syllabus; Clarify assignments; Read Chapter 1; <b>Create a Personal Profile</b>	Jan 26		
Week 2/Jan 26 - Feb 2	Chapter 2	Feb 2		
Week 3/Feb 3 - 9	Chapter 4; <b>Introspective Essay #1</b>	Feb 9		
Week 4/ Feb 10 - 16	Chapter 6	Feb16		
Week 5/ Feb 17 - 23	Chapter 7; <b>Proposal of The MLE project</b>	Feb 23		
Week 6/ Feb 24 – Mar 1	Chapter 10	Mar 1		
Week 7/Mar 2 - 8	Chapter 11; <b>Approval of the MLE project</b>	Mar 8		
Week 8/Mar 9 - 15	SPRING BREAK	Mar 15		
Week 9/Mar 16 - 22	Chapter 13; <b>Article Review/ Chapter Summary</b>	Mar 22		
Week 10/ Mar 23 - 29	Chapter 14	Mar 29		
Week 11/Mar 30 -Apr 5	Chapter 16, <b>Community Interviews</b>	Apr 5		
Week 12/Apr 6 - 12	Chapter 17	Apr 12		
Week 13/ Apr 13 - 19	Chapter 23; <b>Introspective Essay #2</b>	Apr 19		
Week 14/ Apr 20 - 26	Chapter 24,	Apr 26		
Week 15/Apr 27– May 3	<b>Multicultural Learning Development Project</b>	May 3		
Week 16/May4– May 10	<b>MLE paper; Survey of online experience</b>	May 10		