

SUL ROSS STATE UNIVERSITY

ED 6344: COUNSELING IN A MULTICULTURAL SOCIETY

Spring 2017

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Office Hours: By arrangement

Virtual Office Hours: Email response time within 24 hours

REQUIRED TEXTS

Author: Robyn Brammer

Brammer, R. (2012). *Diversity in counseling, 2nd edition*. Belmont, CA: Brooks/Cole—Thomson Learning.

American Psychological Association (2009). *The publication manual of the American Psychological Association*. Sixth Edition. Washington, D.C. American Psychological Association.

COURSE DESCRIPTION

Designed to help students develop knowledge, skills, and attitudes needed to provide effective counseling in a multicultural and pluralistic society. Issues addressed include awareness of one's own worldview and that of others; racism, stereotyping, and discrimination; and demographic, community, and family characteristics of various minority groups.

COURSE OBJECTIVES

- Compare and contrast various identity development models
- Differentiate between various multicultural theories in counseling
- Identify various multicultural issues for different populations
- Enrich each student's understanding of his/her own identity
- Encourage each student to evaluate his/her own view of diversity
- Discuss ethical issues in multicultural counseling

TEXES STANDARDS

TEXES standards addressed in this course are:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

PROGRAM LEARNING OUTCOMES

This Course Contributes to the Following Required Program Learning Outcomes:

1. Students will demonstrate their ability to apply within guidance and counseling, the knowledge of human development, diversity, and factors that affect students'/clients' ability to achieve their potential.
2. Students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.

3. Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

REQUIREMENTS

Students will:

- participate in discussions and activities.
- complete reading assignments and **study** the material **prior** to participation.
- take 14 quizzes and one (optional) final exam.
- complete all assignments.
- practice professional conduct and ethics.
- practice respectful learning exchanges.

EVALUATION

Discussion Board	15%
Cultural contact	20%
Personal socialization paper	20%
Quizzes	45%

Course Grades:

A	B	C	F
91% - 100%	81% - 90%	71% - 80%	Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

Distance learning (Online) Absences Statement

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In Web courses, this policy is interpreted as not participating for more than 3 weeks in a long semester, 1 week in a summer session, or 3 days in the midwinter session. Any student dropped for non-participation will receive an F in the course dropped. Inactivity may include the following:

not logging on to the course

not submitting assignments
not participating in scheduled activities
not communicating with the instructor by phone or email, and/or
not following the instructor's participation guidelines stated in the syllabus

ASSIGNMENT DESCRIPTIONS

NOTE: NO LATE ASSIGNMENTS ARE ACCEPTED

Writing Style. APA writing format is required. Written assignments must be typed using one-inch margins, 12-point type, and double line spacing; have all pages starting with the title page numbered; and be edited for spelling, punctuation, and grammar. **Papers with multiple errors and/or high (over 10%) similarity report (SafeAssign) will receive a reduction in grade.**

Cultural Contact and Paper.

The purpose of this assignment is to use a personal experience to learn about a culture other than your own. This assignment requires you to engage in one out-of-classroom activity with a culturally different population. Suggestions for cultural contacts include, but are not limited to, community cultural events, community resource visits, or a family cultural celebration or ritual.

Make an effort to select an activity that provides an experience of the minority perspective. Casual conversations and/or contact with individuals of a different culture would not be an acceptable contact.

Students must receive prior approval of chosen contact from the instructor. This cultural contact must occur during this Fall semester. This paper should be a minimum of 5 pages in length, excluding the title page and reference section. This paper will require at least 2 references, one reference may be the Brammer textbook.

The paper will include the following:

- a. your feelings/thoughts/experiences with the population **before** engaging in the activity
- b. a step-by-step description of the activity
- c. observations of the population and your interactions during the activity
- d. your personal feelings and values in response to the activity
- e. what you learned from the experience and a specific application of that knowledge to your future counseling career

Remember, choosing an experience that will require you to “stretch” (i.e., doing something you would not ordinarily do) will provide the most benefit. **Do not hesitate to contact me for clarification.** For example, if you choose to attend a wedding that involves the African American culture, you will need to discuss this particular culture and the specific religion, such as Baptist. You will need to research what a typical Baptist wedding would involve and make some comparisons. When discussing section e, you will need to include the African American culture, the importance of religion, and how you can specifically apply this knowledge to your future counseling career.

Analysis of Personal Socialization Paper. The purpose of this assignment is to explore

and integrate information related to your cultural heritage with issues related to becoming a sensitive multicultural counselor. The assignment is divided into three parts:

- (a) cultural heritage
- (b) personal cultural experience, and
- (c) development as a sensitive multicultural counselor

Specific questions are provided below to stimulate your thinking across a range of cultural factors. Respond to each of the questions as appropriate, except when no information is available. **Section C, does have specific questions that you need to address, these questions are not optional.** (Remember, sometimes the fact that something is **not** valued is as meaningful as the fact that something **is** assigned value). Include additional information as needed to **complete a picture of your family heritage and personal cultural experience.** At the close of this section, I will address confidentiality and privacy. This paper should be a minimum of **10 pages** in length, excluding the title page and reference section.

Cultural heritage: In this section address information you are able to obtain about your ancestors passed on by word of mouth or family documents. (Note that I am NOT asking for a genealogy here, although you may use that to provide structure for presenting your information). What nationalities are you able to identify; what type of work was done? What forms of artistic expression were important? Were there specific values you can identify (e.g. religion, education, work, food, or family)? Were traditional rites or ceremonies important to your ancestors? What types of personalities and communication styles can you identify? What views were held about diversity? In what ways were your ancestors impacted by diversity--gender, nationality, race, or religion? Were they native to this country or immigrants from another country? Under what circumstances did immigration occur? Did the family live in a community in this country with the same nationality (e.g. German community)? How did acculturation occur? How was the native language treated by the family? Did the family move to different locations or remain in the same community across generations? Under what circumstances did moving occur? How did the social and cultural nature of society at the time influence your ancestors?

Personal cultural experience: In this section, address family and community values that have been part of your personal experience. Family should be addressed in the context of your extended family and include persons who assumed a familiar role in your development. Family would include your current "family" as well as your family of origin. Respond to each of the following questions as appropriate and include additional information as needed to complete a picture of your personal cultural experience. In what way has the information discussed in the first section carried forward to influence your personal cultural experience? What specific values were held by your family of origin and community (e.g. religion, education, work, food, or family)? How were your family values similar to and different from those of the rest of the community? What types of rituals or ceremonies were important to your family? What types of personalities and

communication can you identify? How was conflict handled? What views were held about diversity? How did diversity issues of gender, nationality, race, sexuality, disability, or religion impact your family? How has “privilege,” or the lack of it, eased life or made it more difficult for your family? Did the family move to different locations or remain in the same community throughout your development? Under what circumstances did moving occur? How did living in different communities influence your cultural experience? How is your current “family” culture similar to or different from your family of origin? How has change in the social and cultural nature of society at large influenced your cultural experience?

Becoming a sensitive multicultural counselor: Use this section to examine your personal cultural experience within the context of becoming a sensitive and competent multicultural counselor.

Respond to each of the following questions and include additional information as needed.

-How has your decision to become a counselor influenced your views toward cultural diversity?

-How would you describe your cultural identity development at the current time using a model described in the text?

-How will your communication values and skills impact your role as a competent multicultural counselor?

-Considering the nature of your cultural experience, describe five strengths you will bring to multicultural counseling.

-Within the same context, describe five weaknesses you currently have which could prevent you from being a sensitive multicultural counselor.

-Describe five attitudinal and five knowledge goals for yourself that, if met, would help you develop as a competent multicultural counselor.

NOTE: I recognize that some of you may find information requested in this paper to be sensitive in nature. Therefore, the paper will be kept confidential and will be read only by myself. It is assumed that information believed to be private to the family will not be included in the paper. If you have further privacy concerns, please feel free to discuss them with me.

Exams. There will be one quiz for every chapter

SCHEDULE (Subject to change at discretion of instructor)

Read the textbook assignments and **study** the material **PRIOR** to participation.

**ED6344: Counseling in a Multicultural Society
Calendar of Assignments**

NOTE: NO LATE ASSIGNMENTS WILL BE ACCEPTED.

All Assignments are due by midnight, (CST)

Assignment 1-Due 12:00(midnight)

**Chapter 1-Discussion Board Posting-Due: Friday, Jan. 27
Chapter 1-Discussion Board Responses-Due: Saturday, Jan. 28
Quiz 1: Chapter 1- Due: Sunday, Jan 29**

Assignment 2-Due 12:00(midnight)

**Chapter 2-Discussion Board Posting-Due: Friday, Feb. 3
Chapter 2-Discussion Board Responses-Due: Saturday, Feb. 4
Quiz 2: Chapter 2- Due: Sunday, Feb. 5**

Assignment 3-Due 12:00(midnight)

**Chapters 3 and 4-Discussion Board Posting-Due: Friday, Feb. 10
Chapters 3 and 4-Discussion Board Responses-Due: Saturday, Feb 11
Quizzes 3 and 4: Chapters 3 and 4- Due: Sunday, Feb. 12**

Assignment 4-Due 12:00(midnight)

**Chapter 5-Discussion Board Posting-Due: Friday, Feb. 17
Chapter 5-Discussion Board Responses-Due: Saturday, Feb. 18
Quiz 5: Chapter 5- Due: Sunday, Feb. 19**

Assignment 5-Due 12:00(midnight)

**Chapters 6 and 7-Discussion Board Posting-Due: Friday, Feb. 24
Chapters 6 and 7-Discussion Board Responses-Due: Saturday, Feb. 25
Quizzes 6 and 7: Chapters 6 and 7- Due: Sunday, Feb.26**

Assignment 6-Due 12:00(midnight)

**Chapter 8-Discussion Board Posting-Due: Friday, March 3
Chapter 8-Discussion Board Responses-Due: Saturday, March 4
Quiz 8: Chapter 8- Due: Sunday, March 5**

Assignment 7-Due 12:00(midnight)

**Mid-Term
Cultural Contact Paper
Due: Sunday, March 12, 12:00(midnight)**

Assignment 8-Due 12:00(midnight)

**Chapter 9-Discussion Board Posting-Due: Friday, March 24
Chapter 9-Discussion Board Responses-Due: Saturday, March 25
Quiz 9: Chapter 9- Due: Wednesday, Sunday, March 26**

Assignment 9-Due 12:00(midnight)

Chapter 10-Discussion Board Posting-Due: Friday, March 31
Chapter 10-Discussion Board Responses-Due: Saturday, April 1
Quiz 10: Chapter 10- Due: Sunday, April 2

Assignment 10-Due 12:00(midnight)

Chapters 11 and 12-Discussion Board Posting-Due: Friday, April 07
Chapters 11 and 12-Discussion Board Responses-Due: Saturday, April 08
Quizzes 11 and 12: Chapters 11and 12- Due: Sunday, April 09

Assignment 11-Due 12:00(midnight)

Chapter 13-Discussion Board Posting-Due: Friday, April 14
Chapter 13-Discussion Board Responses-Due: Saturday, April 15
Quiz 13: Chapter 13- Due: Sunday, April 16

Assignment 12-Due 12:00(midnight)

Analysis of Personal Socialization Paper
Due: Sunday, April 23, 12:00(midnight)

Assignment 13-Due 12:00(midnight)

Chapter 14-Discussion Board Posting-Due: Friday, Apr.28
Chapter 14-Discussion Board Responses-Due: Saturday, Apr.29
Quiz 14: Chapter 14- Due: Sunday, Apr. 30

Important Dates

Jan 17 -First Day of Classes
March 12 Mid-Semester – cultural Contact Paper due
March 13 Spring Break Begins
April 23 –Socialization paper due
May 12 Graduation

All deadlines are based on Central Standard Time (CST)

SRSU Disability Services: The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator, in Counseling and Student Support Services, is responsible for ensuring that students with disabilities are provided opportunity for full participation in programs, services, and activities.

Students seeking disability services must contact the Disability Services Coordinator in the University Center, Room 211. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8178. Fax: 432-837-8724.