

## **SUL ROSS STATE UNIVERSITY**

### **ED 6344: COUNSELING IN A MULTICULTURAL SOCIETY**

Summer II 2017

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### **REQUIRED TEXT**

Author: Robyn Brammer

Brammer, R. (2012). *Diversity in counseling, 2<sup>nd</sup> edition*. Belmont, CA: Brooks/Cole—Thomson Learning. ISBN:13:978-0-8400-3453-3

Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition.  
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**

### **School Counselor Standard I**

Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

### **School Counselor Standard II**

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

### **School Counselor Standard III**

Learner-Centered Process: The professional 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.

### **School Counselor Standard IV**

Learner-Centered Equity and Excellence for All Learners: The professional school counselor promotes academic success for all learners by acknowledging, respecting

## **STUDENT LEARNING OUTCOMES**

### **This Course Contributes to the Following Required Student 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 fourteen quizzes
- + complete all assignments.
- + practice professional conduct and ethics.
- + practice respectful learning exchanges.

## **EVALUATION**

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

Course Grades:

A	B	C	D
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

### **For web courses**

1. Place the following statement on your syllabus:

***Distance Education Statement:*** Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing

these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. *[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]* The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

## **ASSIGNMENT DESCRIPTIONS**

**NOTE: NO LATE ASSIGNMENTS WILL BE ACCEPTED**

## **PARTICIPATION REQUIREMENT**

**Each student will be expected to stay in regular communication with his/her professor and will be required to respond to emails sent to your Sul Ross email and/or telephone calls initiated by the professor within two days. If a timely response is not received, 50 points will be deducted from your overall grade. (No Excuses)**

**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 numbered, beginning with the title page; and be edited for spelling, punctuation, and grammar. **Papers with multiple errors and/or high (over 10%) similarity report (SafeAssign) will receive an additional reduction in grade.**

**Writing Programs: Smarthinking and SafeAssign**

**You must submit the Smarthinking report along with your submitted developmental studies. Simply copy and paste the report to the bottom of your paper and then submit. You will not receive credit for your paper if the Smarthinking report is not attached.**

**Turnaround time on tutorial reports is typically 24 hours. Do not wait until the night before the due date to write your paper. You will not have time to receive your paper back and make suggested revisions.**

## **Smarthinking**

With Blackboard, you will note two tabs on the left, a Smarthinking Handbook tab and a Smarthinking tab. Sul Ross State University is providing this writing tutorial program, free of charge, to currently enrolled students. I have personally used this program and have recommended it to many students over the years. I am thrilled that Sul Ross has adopted this program and although it has always been affordable, it is now free of charge! Smarthinking is a proven excellent writing tutorial program and user friendly. I have a short summary below to give you an idea of the services, however, the Smarthinking handbook will provide you with additional details. When you are ready to submit your draft paper to Smarthinking, you may do so through the Smarthinking tab. This service does not detect plagiarism; you will still need to use SafeAssign for similarity detection.

The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

### **The Critique Process:**

Each critique includes the writing tutor's comments inserted within the student assignment and a Response Form detailing additional feedback. Smarthinking writing tutors address students' writing issues, targeting higher-order issues (such as content and thesis development) as well as lower-order concerns (such as grammar and mechanics). They do not edit or correct student work. By expanding students' understanding of good writing techniques, our tutors help students become better writers.

Writing review services include the following options:

- **Standard Essay Review**

Smarthinking's standard essay critique prioritizes higher-order concerns, including main idea/thesis, content development, organization, and introduction/conclusion. This critique includes a tutor's embedded comments and a response form with commentary on essay strengths, areas in need of improvement, and a summary of next steps.

- **Long Essay Review**

The long essay review provides the same individualized feedback as the standard essay review, but applied to written pieces of greater length.

- **Paragraph Review**

The paragraph review provides the same individualized feedback as the standard essay review, but applied to a writing piece of 300 words or less.

- **Grammar & Documentation Review**

The Lower-Order Concerns-only essay critique addresses exclusively lower-order issues of grammar and mechanics, sentence structure, word choice, and documentation. This review offers the same personalized, essay-specific feedback as Smarthinking's standard Essay critique in that tutors assist students with recurring errors, model corrections, and offer concrete writing and revision advice without editing or proofing the students' work. Whereas Smarthinking's standard essay review prioritizes higher-order concerns (main idea/thesis, content development, organization, and introduction/conclusion), the grammar and documentation critique addresses exclusively lower-order issues of grammar & mechanics, sentence structure, word choice, and documentation.

- **Resume & Cover Letter Review**

Smarthinking critiques résumés and cover letters, which gives job applicants and students detailed feedback that can be essential as they seek employment. Key areas of focus include purpose/focus, content development, organization, grammar & mechanics, sentence structure, and word choice.

### **About Smarthinking Tutors:**

Smarthinking writing tutors have advanced degrees in composition and rhetoric, literature, creative writing, and other relevant fields within the humanities. They are trained to respond to writing submissions in a range of academic subjects (e.g. lab reports, business plans, literary analyses, writing across the curriculum) and at a range of academic levels (from developmental writers to graduate students). Specifically, Smarthinking-Certified Tutors review students' writing in the following general academic areas at the secondary through graduate levels, unless otherwise indicated: Composition; Literature; English for Speakers of Other Languages (ESOL);

Creative Writing; AP English (high school); English Language Arts (high school); Writing-Intensive Courses Across the Curriculum (to include writing projects for classes in the humanities, sciences, and business, and to include thesis and dissertation projects in the humanities and business), as well as student assessment.

### **SafeAssign**

What is the Safe Assignment Tool?

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism.

You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like.

This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

**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 friends 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. Cultural contacts for this assignment must be completed while this course is in session, previous cultural contacts will not be accepted. **Students must receive prior approval of chosen contact from the instructor.** 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 wouldn’t 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 type 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 was your family impacted by diversity issues of gender, nationality, race, sexuality, disability, or religion? 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 is one quiz for every chapter

**SCHEDULE** (Subject to change at discretion of instructor)

**ADA (Americans with Disabilities Act)**

1. Include a statement related to accommodating students with disabilities. *Sample: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas Telephone: 432-837-8691. E-mail: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) .*

**Academic Integrity:** Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden

**Course Calendar –Assignment Schedule – Summer 2017**  
**ED 6344: Counseling in a Multicultural Society**

**Week 1**

**Chapters 1, 2, 3, 4, and 5**

**Discussion Board: Chapters 1, 3, and 5-Due Sat. July 15**

**Quizzes: Chapters 1, 2, 3, 4, and 5-Due Sun. July 16**

**Week 2**

**Chapters 6, 7, and 8**

**Discussion Board: Chapter 7-Due Sat. July 22**

**Quizzes: Chapters 6, 7, and 8-Due Sun., July 23**

**Midterm Paper- Cultural Contact due, Monday, July 24**

**Week 3**

**Chapters 9, 10, and 11**

**Discussion Board: Chapters 9 and 11-Due Sat. July 29**

**Quizzes: Chapters 9, 10, and 11-Due Sun. July 30**

**Final Paper- Analysis of Personal Socialization due, Monday, July 31**

**Week 4**

**Chapters 12, 13, and 14**

**Discussion Board: Chapter 13-Due Sat. August 5**

**Quizzes: Chapters 12, 13, and 14-Due Sun. August 6**

*All deadlines are based on Central Standard Time (CST)*