

SUL ROSS STATE UNIVERSITY

ED 6344: COUNSELING IN A MULTICULTURAL SOCIETY

Spring 2019

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Virtual Office Hours: Monday through Friday by arrangement

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

REQUIRED TEXTS and DNA Testing

Paul B. Pedersen, Walter J. Lonner, Juris G. Draguns, Joseph E. Trimble, and Maria R. Scharrón-del Río *Counseling Across Cultures: 7th edition*, Thousand Oaks, CA: SAGE

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

All Students will also be required to purchase a DNA test online. There are several testing sites available online – Please be aware that your final paper will require information from your testing results. Also be aware that the results of your tests will typically require 6-8 week turn around for results.

Student Learning Outcome: *“To become accurately aware of how culture controls behavior, meaningfully knowing about culture specific/relevant facts and appropriately skilled in providing a multicultural counseling service.”*

Goals of the course:

1. To review essential topics presented by authors with specialized expertise about those topics;
2. To articulate the generic relevance of multicultural counseling for each and every counseling relationship;
3. To demonstrate the applications of multicultural counseling skills to others

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 boards and activities.
- complete reading assignments and **study** the material **prior** to participation.
- take 5 component exams.
- complete written assignments.
- practice professional conduct and ethics.
- practice respectful learning exchanges.

EVALUATION

DNA Analysis Summary	10%
Discussion Board	20%
Cultural /DNA analysis paper	30%
5 Exams	40%

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.**

Smarthinking

Within 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.

Summary of DNA Analysis - Students will provide a summary of your DNA results. Most DNA results will include 3-5 sections of information – Summarize each section without commentary or opinion. Just provide a summary. **Keep in mind that your results take 6-8 weeks to process so time is of the essence.**

Cultural / DNA Analysis 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) Personal cultural experience
- (b) Cultural heritage identified VS DNA Analysis
- (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.

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.

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?

Cultural heritage identified vs DNA Analysis: In this section address you will address information in two parts: **1)** 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). Questions to be considered are as follows; 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?

2) Address information from your DNA results. Identify areas of the DNA results that seem to support the information obtained from ancestors. Identify areas that might challenge this information. Identify the most surprising results. Identify what areas that may clarify inherit ideas of who you are that you might have had. What Ethnicity are you drawn to the most and will you most likely research going forward? What ideas, theories and concepts presented in your textbook now apply to you?

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 information from your text and the DNA results?

-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. While the DNA analysis is intended to enlighten you, the analysis information may not be well received by members of your family. So please use the information carefully.
If you have further privacy concerns, please feel free to discuss them with me.

Exams. There will be a total of 5 exams

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)**

PART 1- Essential Components of Cross Cultural Counseling

Assignment 1-Due 12:00(midnight)

Chapter 1 & 2 -Discussion Board Posting-Due: Saturday, Feb. 2

Chapter 1 & 2 -Discussion Board Responses-Due: Sunday, Feb. 3

Assignment 2-Due 12:00(midnight)

Chapter 3 & 4 -Discussion Board Posting-Due: Saturday, Feb. 9

Chapter 3 & 4-Discussion Board Responses-Due: Sunday, Feb. 10

Exam #1 chapters 1-4 Due - Sunday Feb 10, MIDNIGHT

PART 2 – Ethnocultural Contexts and Cross Cultural Counseling

Assignment 3-Due 12:00(midnight)

Chapters 5 and 6-Discussion Board Posting-Due: Saturday, Feb. 16

Chapters 5 and 6-Discussion Board Responses-Due: Sunday, Feb. 17

Assignment 4-Due 12:00(midnight)

Chapter 7 and 8 -Discussion Board Posting-Due: Saturday, Feb. 23

Chapter 7 and 8 -Discussion Board Responses-Due: Sunday, Feb. 24

Assignment 5-Due 12:00(midnight)

Chapter 9 -Discussion Board Posting-Due: Saturday, March 2

Chapter 9-Discussion Board Responses-Due: Sunday, March 3

Exam #2 chapters 5-9 - Due - Sunday March 3 MIDNIGHT

Part 3 Counseling Issues in Broadly defined Cultural Categories

Assignment 6-Due 12:00(midnight)

Chapter 10 and 11 -Discussion Board Posting-Due: Sat., March

9

Chapter 10 and 11 -Discussion Board Responses-Due: Sunday, March 10

Assignment 7-Due 12:00(midnight)

Chapter 12 and 13 -Discussion Board Posting-Due: Saturday, March 23

Chapter 12 and 13 -Discussion Board Responses-Due: Sunday, March 24

Exam #3 chapters 10 - 13- Due - Sunday March 24 MIDNIGHT

PART 4 - Counseling Individuals in Transitional, Traumatic, Or Emergent Situations

Assignment 8-Due 12:00(midnight)

Chapter 14 and 15 -Discussion Board Posting-Due: Saturday, March 30

Chapter 14 and 15 -Discussion Board Responses-Due: Sunday, March 31

******Summary of DNA Analysis due Sunday March 31 at Midnight******

Assignment 9-Due 12:00(midnight)

Chapter 16 and 17-Discussion Board Posting-Due: Saturday, April 6

Chapter 16 and 17 -Discussion Board Responses-Due: Sunday, April 7

Assignment 10-Due 12:00(midnight)

Chapters 18 -Discussion Board Posting-Due: Saturday, April 13

Chapters 18 -Discussion Board Responses-Due: Sunday, April 14

Exam #4 chapters 14 -18 - Due - Sunday April 14 - MIDNIGHT

PART #5 Professional Counseling in a Selection of Culture Mediated Human Conditions and Circumstances

Assignment 11-Due 12:00(midnight)

Chapter 19 and 20 -Discussion Board Posting-Due: Saturday, April 20

Chapter 19 and 20 -Discussion Board Responses-Due: Sunday, April 21

Assignment 12-Due 12:00(midnight)

Chapter 21 and 22 – Discussion Board Posting – Due: Saturday, April 27

Chapter 21 and 22 – Discussion Board Responses Due: Sunday, April 28

******Cultural/DNA Analysis paper due Sunday April 28 at Midnight******

Assignment 13-Due 12:00(midnight)

Chapter 23 and 24 -Discussion Board Posting-Due: Saturday, May 4

Chapter 23 and 24 -Discussion Board Responses-Due: Sunday, May 5

Exam # 5 chapters Chapters 19-24 - Due - Sunday May 5 at MIDNIGHT

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.