

Course	COUN 5100 Social & Cultural Foundations of Counseling																					
Term	Fall 2, 2009																					
Instructor	Name: Nadia Torres-Eaton, Psy.D. Phone: Wk: 714-532-8481; cell: 714-478-4415 Email: dr.torreseaton@gmail.com																					
Catalog Description	COUN 5100: Social Cultural Foundations of Counseling: This course examines the importance of understanding cultural and ethnic attributes and the dynamics these attributes have on the counseling relationship. Attention is given to gender roles, ethnic groups, subcultures, urban and rural societies, cultural mores, and differing family life patterns.																					
Course Level Outcome Objectives	<i>Upon successful completion of this class students will be able to:</i> 1. Demonstrate an understanding and sensitivity to the breath of attitude, belief, and experiences as well as differences between diverse groups (CACREP II K. 2. b.) 2. Demonstrate an understanding of multicultural trends including characteristics and concerns within and between diverse groups (CACREP II K. 2. a.) 3. Demonstrate an understanding of the counselors' role in social justice, advocacy, and support of behaviors conducive to mental health (CACREP II K. 2. d.) 4. Demonstrate competency in identifying cultural and ethnic factors and utilizing therapeutic interventions in multicultural counseling settings (CACREP II K. 2. e.)																					
Materials	Text: Counseling the Culturally Diverse: Theory & Practice (5 th ed) Author: Derald Wing Sue and David Sue Publisher: Wiley Publishers ISBN: 978-0-470-08632-2																					
Grading	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">1. Class Participation (4)</td> <td style="text-align: right;">20 pts</td> </tr> <tr> <td>2. Weekly Journals (4)</td> <td style="text-align: right;">20 pts</td> </tr> <tr> <td>3. Class Presentation (4)</td> <td style="text-align: right;">20 pts</td> </tr> <tr> <td>4. Literature Review of 3 articles</td> <td style="text-align: right;">15 pts</td> </tr> <tr> <td>5. World View Paper</td> <td style="text-align: right;">25 pts</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total pts: <u>100 pts</u></td> </tr> </table> <p><u>Grade Point System</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">93-100= A</td> <td style="width: 33%;">87-89= B+</td> <td style="width: 33%;">77-79= C+</td> </tr> <tr> <td>90-92= A-</td> <td>86-83= B</td> <td>73-76= C</td> </tr> <tr> <td></td> <td>82-80= B-</td> <td>No credit below 73</td> </tr> </table>	1. Class Participation (4)	20 pts	2. Weekly Journals (4)	20 pts	3. Class Presentation (4)	20 pts	4. Literature Review of 3 articles	15 pts	5. World View Paper	25 pts	Total pts: <u>100 pts</u>		93-100= A	87-89= B+	77-79= C+	90-92= A-	86-83= B	73-76= C		82-80= B-	No credit below 73
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Activities	<ul style="list-style-type: none"> • <u>Class Participation:</u> Your interest in the material and willingness 																					

	<p>to participate through class discussions, role plays, questions, opinions, and presentations are examples of “class participation.”</p> <ul style="list-style-type: none"> • <u>Attendance:</u> This is a seminar type class therefore attendance is supremely important. Students who miss more than one class should speak to the instructor immediately. Students who miss more than two classes shall be dropped 1 letter grade for each class missed in excess of 2. • <u>Journals:</u> After each class, write a 2 pg journal entry. The entry should include two sections; first discuss key points about the chapters and include your reflection/emotional response to the chapter (i.e. do you agree or disagree); second, discuss your reflection/emotional response to the material presented in class. The latter section should also contain a reflection on how your attitudes/beliefs might positively or negatively impact your ability to practice. • <u>Class Presentations:</u> Choose a diverse group from the book and develop a power point presentation for the class regarding counseling and therapy with that specific population. Review current literature; include 3 articles that discuss issues or concerns for this population. Be sure to include barriers that have lead to disenfranchisement and specific interventions that are appropriate for working with this population. You may use video/audio, newspaper or magazine articles, popular books, art, game show format...etc., to convey your message. • <u>Resource Manual:</u> Compile a resource manual consisting of articles and internet sites that cover theory, research, trends, and interventions for a specific population. You may choose to develop a resource manual for the same population that you chose for your class presentation. If you choose to same group for both please share your findings with the class at the end of your presentation. • <u>Worldview paper:</u> Draw from your readings, knowledge of self, and experiences in our multicultural society to describe your cultural identity development. Refer to models from the text to answer the follow questions: 1) what are your underpinnings and foundations? 2) How will your cultural self-understanding enable you to be a culturally effective counselor? and, 3) What are some personal biases and limitations that may hinder your effectiveness as a counselor? You may include a cultural genogram, your cultural identity development. Also describe how the material has improved your cultural competency.
<p>Policy Statements: University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university’s published policies. The following policies are of particular interest:</p> <p>Academic Honesty</p>

	<p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p>
Course Policies	The student shall be enrolled in the Webster University Master of Arts in Counseling program.
Weekly Schedule	<p>Week 1 (Thursday, Oct. 22): Introductions, Syllabus review, Chapter 1 and 2 Introduction of concepts, social and cultural variables</p> <p>Week 2 (Thursday, Oct. 29): Chapters 3 and 4/ Journal entry 1 due</p> <p>Week 3 (Thursday, Nov 5): Chapters 5 and 6/ Journal entry 2 due</p> <p>Week 4 (Thursday, Nov 12): Chapters 7 and 8/ Journal entry 3 due</p> <p>Week 5: TBA Chapters 9 and 10/ Journal entry 4 due</p> <ul style="list-style-type: none"> • Chapters 11 African American: Presentation: _____ • Chapters 12 American Indians/ Native Alaskans Presentation: _____ • Week 7: Chapters 13-15 Asian Americans, Hispanic Americans

	<p>Presentation: _____ Presentation: _____</p> <ul style="list-style-type: none">• Chapters 16 and 17 Sexual Minorities/ Elderly Presentation: _____ Presentation: _____• Week 9: Chapters 18 and 19 Women and Disabled Presentation: _____ Presentation: _____ <p>All Papers Due</p>
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