

<b>Course</b>	COUN 5100 Social & Cultural Foundations of Counseling
<b>Term, Day, Time</b>	Spring 2, 2010 – Saturday #1 8:00am-5:00pm 3/13, 3/27, 4/10, 4/24, 5/8 (8am -Noon)
<b>Instructor</b>	Name: Dr. Stephanie Vavilala Phone: 904-318-6109 Email: svavilala20@webster.edu
<b>Catalog Description/ Content Area</b>	<p><b>COUN 5100: Social Cultural Foundations of Counseling:</b>          This course defines and examines the importance of understanding cultural and ethnic attributes; and the impact these attributes have on relationships, issues and trends, and the counseling relationship. Attention is given to the influence of gender roles, ethnic groups, subcultures, urban and rural societies, cultural mores, and differing family life patterns on the counseling relationship; related counselor self-awareness; counselors' roles in eliminating biases and oppression; and theories of multicultural development and identity formation, social advocacy for diverse populations, related ethics, and culturally supported wellness. Self -growth experiential activities are associated with this course content.</p> <p>Content Areas: social and cultural diversity, helping relationships, professional orientation and ethics</p>
<b>Knowledge and Skills Outcomes</b>	<p><b><i>Upon successful completion of this class students will be able to:</i></b></p> <p>Knowledge:</p> <ol style="list-style-type: none"> <li>1. Describe multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;</li> <li>2. describe attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;</li> <li>3. label and describe theories of multicultural counseling, identity development, and social justice;</li> <li>4. describe individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;</li> <li>5. describe counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination;</li> <li>6. describe the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political</li> </ol>

	<p>climate regarding immigration, poverty, and welfare;</p> <ol style="list-style-type: none"> <li>7. recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders;</li> <li>8. demonstrate an understanding and sensitivity to the breath of attitude, belief, and experiences differences between diverse groups;</li> <li>9. demonstrate an understanding of multicultural trends including characteristics and concerns within and between diverse groups;</li> <li>10. demonstrate an understanding of the counselors role in social justice, advocacy, and support of behaviors conducive to mental health;</li> <li>11. summarize the current trends in the professional counseling literature as related to social and cultural diversity; and</li> </ol> <p>Skills:</p> <ol style="list-style-type: none"> <li>12. Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations;</li> <li>13. demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling; and</li> <li>14. demonstrate competency in identifying cultural and ethnic factors and utilizing therapeutic interventions in multicultural counseling settings.</li> </ol>						
<b>Materials</b>	<p>Sue, D.W., &amp; Sue D. (2008). <b>Counseling the Culturally Diverse: Theory and Practice</b>. (5th Edition). Wiley, John &amp; Sons, Incorporated. ISBN# 978-0-470-08632-2</p> <ul style="list-style-type: none"> <li>• APA, 6<sup>th</sup> edition</li> </ul> <p style="text-align: center;"><b>To Order Textbooks go to the local North FL website at <a href="http://www.webster.edu/jack">www.webster.edu/jack</a> and click on Order Textbooks to select a vendor.</b></p> <p style="text-align: center;"><b>Note: Textbooks must be ordered 2 weeks prior to class to ensure delivery</b></p> <p><b>Supplemental Reading:</b></p> <ul style="list-style-type: none"> <li>• Articles for review will be required throughout the course.</li> <li>• <b>Research Paper Guidelines and Sample Paper</b> – See website @ <a href="http://www.webster.edu/jack">www.webster.edu/jack</a> and click on Student Resources category</li> <li>•</li> </ul>						
<b>Method of Instruction</b>	<p>Students will learn through a variety of methods which include, but are not limited to lecture, text readings, discussion, <b>research</b>, and out of class assignments.</p>						
<b>Grading</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"><b>Assignments</b></th> <th style="width: 40%;"><b>Maximum Points</b></th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Multi-Cultural Learning Excursion</li> </ul> </td> <td style="text-align: center;">10 Points</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Personal Journey Paper and</li> </ul> </td> <td style="text-align: center;">10 Points</td> </tr> </tbody> </table>	<b>Assignments</b>	<b>Maximum Points</b>	<ul style="list-style-type: none"> <li>• Multi-Cultural Learning Excursion</li> </ul>	10 Points	<ul style="list-style-type: none"> <li>• Personal Journey Paper and</li> </ul>	10 Points
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	Presentation <ul style="list-style-type: none"> <li>• Movie Review</li> <li>• Individual Presentation- Movie Review OR Multi-Cultural Learning Excursion (You will be assigned one to present)</li> <li>• Term Paper and Presentation</li> <li>• Class Participation/Attendance</li> <li>• Final Exam</li> </ul>	10 Points  5 Points  25 Points for paper and 5 for Presentation 5 Points  30 Points
	<b>TOTAL</b>	<b>100 Points</b>

The Graduate catalogue provides these guidelines and grading option:  
 Grades in the program are A, A-, B, B-, C, F, CR, I, ZF, and W

- A/A- Superior graduate work
- B+/B/B- Satisfactory graduate work
- C Marginal work
- F Unsatisfactory work
- CR Credit given for practica/internships
- I Incomplete work
- ZF Permanent grade for unfinished incomplete grade which treated as an F
- W Withdrawn from the course

The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognize that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should *demonstrate marked progress toward the course objectives* as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect *not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor*. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of *objective and subjective* assessment.

**Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments.** As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and

	consult the Academic Resource Center for assistance.
<b>Activities</b>	<p>Student activities may include: discussion, role playing, research assignments, field experiences, case vignettes, and presentations.</p> <p><b>Individual Journey Paper:</b></p> <ul style="list-style-type: none"> <li>You will write a 3 page personal paper discussing your racial and ethnic background, your challenges, how this affects you as a counselor, and what you still need to work on/develop. You will give a 5 minute presentation on this.</li> </ul> <p><b>Multi Cultural Learning Excursion:</b></p> <ul style="list-style-type: none"> <li>You are asked to take one excursion or do one activity that allows you to explore a culture different then your own. Write a 2 page about the cultural group, your thoughts/feelings about it, and important insights that you have gained about this learning excursion.</li> </ul> <p><b>Movie Review:</b></p> <ul style="list-style-type: none"> <li>Pick a movie with a cultural theme to watch and review. You will write a 2 page paper on it. The paper needs to address why you picked the movie, the cultural theme, your thoughts/reactions to it, and what you learned from it. DON'T give a play-by-play of the movie.</li> </ul> <p><b>Term Paper and Presentation:</b></p> <ul style="list-style-type: none"> <li>You will be assigned to a group to complete a group term paper and presentation. Each person in the group will write an APA (6<sup>th</sup> edition) 5 page paper with a minimum of 5 varied references (journal, book, only ONE website is allowed). The paper will be turned in and graded individually but needs to be part of the group topic/project. The presentation will be a GROUP presentation (30 mins.) with everyone participating together. DON'T just present your part individually after a group member. Presentation will be a group grade.</li> </ul> <p><b>Final Exam:</b></p> <ul style="list-style-type: none"> <li>Final Exam will be closed book in-class on week 5 (last class). The exam will cover everything covered in class. You will receive a study guide to prepare for the exam.</li> </ul> <p><b>Class Participation and Attendance:</b></p> <ul style="list-style-type: none"> <li>Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. <b>PLEASE NOTE: <u>Students who do not attend the first class session, who have not made prior arrangements with the instructor for being</u></b></li> </ul>

	<p><u>absent, will be dropped from their courses.</u></p> <ul style="list-style-type: none"> <li>• Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor’s Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.</li> <li>• Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.</li> <li>• Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.</li> <li>• Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.</li> <li>• A maximum of 10 points will be awarded based on the level and quality of participation and preparation.</li> <li>• Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.</li> <li>• All assignments are due as detailed in the Course Schedule.</li> <li>• Late assignments will be accepted, if they are turned in <b><i>no later</i></b> than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point. Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.</li> </ul>
<p><b>Policy Statements: University Policies</b></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><b><u>Academic Honesty</u></b> 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><b><u>Drops and Withdrawals</u></b> 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>

**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.

**Disturbances**

By university policy, every student is entitled to full participation in class without interruption. Therefore, disruption of class 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, including disrespectful comments or behaviors, lack of attendance, silence and or lack of participation, monopolization of class discussion, behaviors not consistent with a counselor in training, etc., are subject to disciplinary action potentially including meeting with the Counseling Advisory Committee, removal from the course, and or dismissal from the program.

The carrying of weapons onto campus is forbidden.

**Conduct:**

Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

	<p>Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.</p> <p>Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook and the Student Handbook for Counselor Education.</p>
<p><b>Course Policies</b></p>	<p><b><u>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:</u></b></p> <p>In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., <b>what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.</b> Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, <b>the student risks a failing grade</b> in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.</p> <p>We will be learning from each other in addition to the text throughout the semester. Therefore, it is important <b>that everyone feels safe, comfortable, and free</b> to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class <i>just as with clients</i>. You are encouraged to make your feelings and thoughts known, yet, <b>to do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills.</b> This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.</p> <p>Further, <b>openness to supervision and instruction</b> by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a</p>

professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

***ACA Code of Ethics (2005)***

*Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.*

*(See C.1., H.1.)*

**Cell Phones**

Turn off all cell phones during class unless otherwise advised by the instructor.

**Academic Integrity**

All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.

Recycling papers from other coursework is not acceptable.

According to the *Publication Manual of the American Psychological Association* (2001), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else's work, you must also give them credit with a citation.

**All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work.** Plagiarism will not be excused by ignorance on the student's part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.

**Course Attendance:**

The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Absences will result in a significant loss of learning, which will not be recouped through borrowing a classmate's notes. **Students are expected to attend all class sessions of every course.** It is expected that you will come to class having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.

The student is subject to appropriate academic penalty for incomplete or

	<p>unacceptable makeup work, or for excessive or unexcused absences. See <i>Grading</i> for further information.</p> <p><b>Note:</b> To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.</p>	
<p><b>Weekly Schedule</b></p>		<p><b>Pre-Assignments for Session 1:</b></p> <ul style="list-style-type: none"> <li>• Read Chapters 1, 2 and 4 and prepare for in class discussion on these chapters.</li> </ul>
	<p><b>Session 1</b></p>	<p><b>THEME: Introduction to Multicultural Counseling</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Class Introductions</li> <li>• Syllabus review</li> <li>• Assign dates for assignments and groups for projects</li> <li>• Shelter Activity</li> <li>• Awareness Activity</li> <li>• Ideas/Topics for Paper (e.g. immigrants, ESOL, FCAT, affirmative action, children in poverty, women’s issues, political coalitions)</li> <li>• Chapter 1: The Multicultural Journey to Cultural Competence: Personal Narratives</li> <li>• Chapter 2: The Superordinate Nature of Multicultural Counseling and Therapy</li> <li>• Chapter 4: Sociopolitical Considerations of Trust and Mistrust in Multicultural Counseling/Therapy</li> </ul> <p><b>Assignments for Session 2:</b></p> <ul style="list-style-type: none"> <li>• Read Chapters 6 &amp; 7 and prepare for in class discussion on these chapters.</li> <li>• Complete personal journey paper</li> </ul>
	<p><b>Session 2</b></p>	<p><b>THEME: Skills in MCT</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Chapter 6: Barriers to MCT</li> <li>• Chapter 7: Culturally Appropriate Intervention Strategies</li> <li>• Interview Activity</li> <li>• Present personal journey paper</li> </ul> <p><b>Assignments for Session 3:</b></p> <ul style="list-style-type: none"> <li>• Read Chapters 9 and 10 OR 11 depending on your cultural identity and prepare for in class discussion on these chapters.</li> <li>• Complete movie review or cultural excursion (based on what you were assigned)</li> <li>• Prepare for individual presentation</li> </ul>

	<b>Session 3</b>	<b>THEME: Indigenous Healing and Cultural Identity</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Chapter 9: Non-Western Indigenous Methods of Healing</li> <li>• Chapter 10/11: Cultural Identity Development</li> <li>• Cultural Bound Syndromes Activity</li> <li>• Individual Presentations</li> </ul> <b>Assignments for Session 4:</b> <ul style="list-style-type: none"> <li>• Read the 2 Chapters that were picked FROM Chapters 14-22 and the 1 Chapter that was picked FROM Chapters 23-26 and prepare for in class discussion on these chapters.</li> <li>• Complete movie review or cultural excursion (based on what you were assigned)</li> <li>• Prepare for individual presentation</li> </ul>
	<b>Session 4</b>	<b>THEME: Counseling with Multicultural Populations</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• 2 Picked Chapters FROM Chapters 14-22</li> <li>• 1 Picked Chapter FROM Chapters 23-26</li> <li>• Individual Presentations</li> </ul> <b>Assignments for Session 5:</b> <ul style="list-style-type: none"> <li>• Study for exam</li> <li>• Prepare for group presentations</li> <li>• Complete term paper</li> </ul>
	<b>Session 5</b>	<b>THEME: Wrap-Up</b> <span style="float: right;"><b>Topics:</b></span> <ul style="list-style-type: none"> <li>• Final Exam</li> <li>• Group Presentations</li> </ul>
<b>Additional Information</b>	<b>Disclaimer:</b> <ul style="list-style-type: none"> <li>• This syllabus is intended to provide a basic structure to this course. Adherence to this syllabus is subject to change at the discretion of the instructor without the prior notification or consent of the student.</li> </ul> <p>For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at <a href="http://www.webster.edu/acadaffairs/asp/arc.htm">www.webster.edu/acadaffairs/asp/arc.htm</a>, or call 800-981-9801 ext 7620, to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.</p> <p>Reviewed by: <i>Cristina M. Phillips</i></p> <p>Job Title: Director</p> <p>Date: March 4, 2010</p>	