

<b>Course</b>	COUN 5100/64 – Social and Cultural Foundations of Counseling								
<b>Term</b>	Fall 2, 2008								
<b>Instructor</b>	Edward H. Lyle, Ed.D. 321-768-6443 home, 321-409-6573 work. Email – <a href="mailto:elye674@bellsouth.net">elye674@bellsouth.net</a> . Advisement will be available prior to and after each class meeting. I will also be available via email with return comments usually within 24 hours.								
<b>Catalog Description</b>	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.								
<b>Prerequisites</b>	NONE								
<b>Course Level Learning Outcomes</b>	<p><i>Upon successful completion of this class students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate a clear and explicit knowledge and understanding of multicultural lifespan development and the knowledge of the nature, needs, and problems of multicultural learners <b>CACREP II.J.2a,b;</b></li> <li>2. Understand how sociopolitical systems influence culturally different individuals/families <b>CACREP II.J.2a,b,c;</b></li> <li>3. Recognize and understand various assessment strategies that minimize socioeconomic or cultural bias <b>CACREP II.J.2.c,d;</b></li> <li>4. Explore various theories of counseling and development applicable to social-cultural diversity and develop intervention strategies for specific use <b>CACREP II.J.2c;</b> and</li> <li>5. Acquire specific knowledge of and information regarding resources and utilize available technology to locate support services available <b>CACREP II.J.2c.</b></li> </ol>								
<b>Materials</b>	<p><b>REQUIRED TEXTS:</b> Counseling the Culturally Diverse: Theory and Practice by Derald Wing Sue and David Sue, 5 Edition ISBN# 978-0-470-08632-2, Wiley Publishers.</p> <p><b>SUGGESTED SUPPLEMENTAL READINGS: NONE. While there are no additional texts, a number of films/videos will be recommended throughout the course of instruction.</b></p>								
<b>Grading</b>	<table border="1"> <thead> <tr> <th><b>COURSE REQUIREMENTS:</b></th> <th><b>% OF GRADE</b></th> </tr> </thead> <tbody> <tr> <td><b>a. Attendance and Constructive Participation</b></td> <td><b>25%</b></td> </tr> <tr> <td><b>b. Term paper on any culture/religion other than your own</b></td> <td><b>25%</b></td> </tr> </tbody> </table>			<b>COURSE REQUIREMENTS:</b>	<b>% OF GRADE</b>	<b>a. Attendance and Constructive Participation</b>	<b>25%</b>	<b>b. Term paper on any culture/religion other than your own</b>	<b>25%</b>
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<b>c. Presentation – 15 to 20 minute presentation including your estimation of the most appropriate counseling theory for the culture presented.</b>	<b>25%</b>
<b>d. Examination</b>	<b>25%</b>

Taking the numerical score from the formula above and converting it to the appropriate letter grade from the chart determine the student’s letter grading for the course.

<b>Letter Grade</b>	<b>Numerical Score</b>
A	96-100% (4.0)
A-	91-95% (3.67)
B+	87-90% (3.33)
B	82-86% (3.0)
B-	78-81% (2.67)
C	70-77% (2.0)
F	69 & below (0)
I	Incomplete (0)
W	Withdrew

<b>Activities</b>	<ul style="list-style-type: none"> <li>• Students will complete a term paper using APA style/format on any culture/religion other than their own. The paper will be 7 to 10 pages with the maximum length being ten pages.</li> <li>• Students will provide a presentation of the data in their papers to the class. The presentation is to include the students recommendation concerning which theory would best fit the presented culture.</li> <li>• Students will participate in a Psychodrama during one class session and discuss the ramifications of their own socialization process on their current belief system.</li> </ul>
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<b>University Policies</b>	<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>Academic Honesty</b>  The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards.</p>
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Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

**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 (published elsewhere) 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.

**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**

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

**Course Attendance:**

The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. 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.

**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

	<p>other authorized activities on University premises.</p> <ol style="list-style-type: none"> <li>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.</li> <li>4. Theft of or damage to property of the University.</li> <li>5. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place. 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.</li> </ol> <p>Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.</p> <p><b><u>Course Contact Hours:</u></b></p> <p>Unless a course has enrolled fewer than four students, faculty have a contractual obligation to meet the full complement of contact/meeting hours (32 for undergraduate courses; 36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.</p>
<p><b>Course Policies</b></p>	<p>Attendance at all class sessions is expected.</p> <p>Late weekly write-ups and written case assignments will be accepted if prior</p>

	arrangements have been made with the instructor, but will be given reduced points based upon the number of class sessions it is late.
<b>Week 1 Schedule</b> Morning	<b>PREPARATION FOR CLASS: Introduction/Orientation/Expectations will be examined. Read chapters 1 and 2</b> <b>CLASSROOM DISCUSSION TOPICS: Individual values and the socialization process for each class member will be discussed. Further, we will discuss the diversification within the United States, its impact on society and the political aspect of counseling and therapy.</b>
<b>Week 1 Schedule</b> Afternoon	<b>PREPARATION FOR CLASS: Read chapters 3 - 6 of the text.</b> <b>CLASSROOM DISCUSSION TOPICS: Sociopolitical considerations of trust and mistrust in society and cross-cultural communication styles, the impact of racial, gender and/or sexual orientation on counseling and barriers to multicultural counseling.</b>
<b>Week 2 Schedule</b> Morning	<b>PREPARATION FOR CLASS: Read chapters 7 and 8 of the text.</b> <b>CLASSROOM DISCUSSION TOPICS: Culturally appropriate intervention strategies and cross-cultural family communication</b>
<b>Week 2 Schedule</b> Afternoon	<b>PREPARATION FOR CLASS: Read chapters 10 – 13 of the text.</b> <b>CLASSROOM DISCUSSION TOPICS: Discuss the racial and cultural identity development and development of the white racial identity model as well as dimensions of world views and social justice issues will be discussed.</b> Video - Eye of the Storm
<b>Week 3 Schedule</b> Morning	<b>PREPARATION FOR CLASS: Read chapters 14 - 16 of the text.</b> <b>CLASSROOM DISCUSSION TOPICS: The John Gray experience psychodrama and discuss counseling African-Americans, Native Americans and Asian Americans</b>
<b>Week 3 Schedule</b> Afternoon	<b>PREPARATION FOR CLASS: Read chapters 17 – 19 of the text.</b> <b>CLASSROOM DISCUSSION TOPICS: Counseling Hispanic clients, multiracial clients, and Arab American clients.</b>
<b>Week 4 Schedule</b> Morning	<b>PREPARATION FOR CLASS: Read chapters 20 - 23 of the text.</b> <b>CLASSROOM DISCUSSION TOPICS: Counseling Jewish Americans, Immigrants and how to assist them in their transition, counseling refugees and sexual minorities. Chapters 24 – 26 will only be covered if there is time. These specific categories will be covered in another class – Special Populations.</b>
<b>Week 4 Schedule</b> Afternoon	<b>PREPARATION FOR CLASS: All papers are due at the beginning of this class session. Late papers will receive an automatic reduction of a full letter grade. No papers will be accepted after the end of class without permission of the instructor.</b> <b>CLASSROOM DISCUSSION TOPICS: Presentations of your selected culture/religion will begin at the beginning of class.</b>
<b>Week 5 Schedule</b>	<b>PREPARATION FOR CLASS: Examination papers are to be turned in today. No late examinations will be accepted after this session without permission of the instructor.</b>

<b>CLASSROOM DISCUSSION TOPICS:</b> Final presentations will be completed during this session as needed.
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**PURCHASING TEXTBOOKS--**Most textbooks can be purchased through **MBS Direct**. Check the syllabus for textbook information. Give MBS Direct the campus location (for the purpose of ordering books the campus is **Space Coast Campus**, course name, number and section number (i.e. Space Coast Campus, COMP5000/64) and most important, the **title, author, edition, and ISBN** of the book you are ordering. MBS Direct will buy back your book at the end of the term should you elect not to retain it as a reference book. Order by phone or online. Orders should be placed no earlier than 4 weeks prior to the start of the term.

**MBS Direct:** 1-800-325-3252

MBS Direct Website: [www.mbsdirect.net/webster](http://www.mbsdirect.net/webster)

Monday-Thursday, 7am-10pm (Central Time)

Friday, 7am-6pm (Central Time)

Saturday, 8am-5pm (Central Time)

Sunday, noon-4pm (Central Time)

In order to meet the course objectives this syllabus may be modified at the discretion of the instructor without approval of the students.

**Original approved by:**

Dr. Calvin D. Fowler Academic Dean Space Coast Region July

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