

Department of Counseling & Higher Education
CSD 5600 Cross Cultural Counseling
Fall 2018

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“We cannot discover new oceans unless we have the courage to lose sight of the shore.”
Elenor Roosevelt.

COURSE DESCRIPTION:

This course is designed to provide an introduction to the challenges and processes of counseling clients in our culturally diverse society. Factors will include race, culture, ethnicity, gender, sexual orientation, and mental and physical characteristics. Special emphasis will be placed on becoming aware of **one’s own culture** in order to view the client’s world.

OBJECTIVES OF THE COURSE: Students will be able to:

1. Discuss multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. (II. F.2.a)
2. Examine theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. (II. F.2.b)
3. Develop multicultural counseling competencies. (II. F.2.c)
4. Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others. (II. F.2.d)
5. Understand the effects of power and privilege for counselors and clients. (II. F.2.e)
6. Discuss help-seeking behaviors of diverse clients. (II. F.2.f)
7. Understand the impact of spiritual beliefs on clients’ and counselors’ worldviews. (II. F.2.g)
8. Develop strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. (II. F.2.h)

TEXTBOOKS:

Sue, D.W. & Sue, D. (2016). Counseling the culturally diverse: Theory and practice (7th Ed.). New York: John Wiley & Sons.

Vance, N.A., DeVaney, S.B., Brender, J.M. (2003). Counseling Multicultural and Diverse Populations: Strategies for Practitioners (4th Ed.). New York: Routledge.

CLASS PREPARATION & PARTICIPATION: Class attendance and active participation is

required. Much of our work will be in small groups and I am unable to observe your participation if you are not present. Graduate students are expected to have read all required readings and be prepared to engage in interactive discussions about questions posed by the readings and the instructor. If this is not a good semester for you to do so, please let me know in advance.

Late papers will be deducted one point for every day they are submitted after the due date.

TECHNOLOGICAL COMPETENCE: Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details.

ACADEMIC INTEGRITY: As members of the Counseling and Higher Education program, we must practice and model for others the highest possible ethical standards. The work you present should be your own. Any attempt to plagiarize will result in failure of the assignment and of the course, in addition to any action the department or the University may take. Work completed in this class is expected to remain in your personal possession and not to be used to assist any future student who enrolls in the course. Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct. Violations will be reported to the Office of Student Standards. Available on the EIU website. Sample papers may be available on my Department Web site.

QUESTIONS AND GRIEVANCES: Please talk with me directly if there is a problem or misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog.

ACCOMODATIONS FOR STUDENTS:

If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9th Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

STUDENT SUCCESS CENTER: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

GRADING SCALE: The CHE Department uses the university grading scale. Please refer to the current Graduate School Catalog.

I. PERSONAL CULTURAL IDENTITY BIOGRAPHY: Submit a five to six page paper (maximum) exploring all of your cultural identities. (50 Points) (Excluding title page, abstract, & reference section). An abstract differs from the introduction. It tells the reader what is included in the paper. Provide an analysis by including course concepts and terms from the readings. For example identify where you are on the appropriate cultural identification model. **See Sue & Sue, and handouts.** Use headings to organize your paper. One page for each of the following topics is a suggested guideline.

1. Describe the history of your personal ethnicity as you know it. (One Page).
2. Describe advantages and disadvantages you and your ancestors may have experienced because of your ethnicity. (One page). Examples include values or issues of religion, racial characteristics, economic and social background, language, family patterns or political involvement. Discuss the concept of privilege and identify any and all groups that you belong to which have afforded you privilege, or prevented you from privilege in our society. Be thorough and provide examples from your life. Think outside of the box!
3. Discuss any known history of disabilities, gender issues, sexual orientation differences, military involvement, or any differences that you may be aware of that have affected you as an individual living in the dominant or minority culture of the United States (one Page).
4. Discuss in detail your world view, values, and beliefs, and speculate about how these values might be considered a negative or positive influence when counseling people of different cultural backgrounds(one page).
5. Describe one or two cultural groups that you would feel least comfortable working with and explain what would make it difficult to provide services. Don't be politically correct; be honest. This paper is confidential and your ideas will in no way determine your grade. (One page or less).
6. Speculate as to how you might work with people who are different from yourself (one page or less).

ALL PAPERS MUST BE WRITTEN AT THE GRADUATE LEVEL & IN APA FORMAT:

Please consult and/or buy the APA manual. (It will make your and my life easier). In the case of this paper what is expected is a title page, an abstract, APA page formatting, running head, font size, appropriate headings and margins, and appropriate reference section. If you have questions, please contact me for consultation ahead of time and before the due date.

Body of paper (excluding title page, abstract, and references is 5 - 6 pages maximum) I am interested in your ability to summarize. Please have someone proof read your material or contact the writing center on campus for help.

Evaluation is based on the following:

Writing and APA format- 20 points	Unsatisfactory	Poor	Satisfactory	Good	Outstanding	
Clear introductory & concluding paragraph, stating main purpose and points of paper.	1	2	3	4	5	
Correct use of headings; clear organizational flow; transition paragraphs, sentences, words tell reader where you are going; topic sentences, paragraphs that include only those topics.		1	2	3	4	5
Reference list and text references in APA format	1	2	3	4	5	
Correct, clear sentence structure, with no mistakes or sloppiness.	1	2	3	4	5	
Attention to Questions: On syllabus						10 points
Depth of Analysis & Application of course Concepts						10 points
Support from class discussion & research						10 points
Total						50 points

II. INTERVIEW PROJECT (50 Points) Submit a five to six page maximum summary (no longer) paper from the results of an interview with an individual who is from a different culture/race/ethnicity/sexual orientation/socioeconomic status/religion from your own. This will

involve at least two to three sessions **in person**. (non-verbals are critical, so please no phone or skype interviews) I want you to really get to know them and their culture. You may give the person a list of questions before you meet.

You could choose one of the groups that you find difficult to work with and explore this area further to enhance your ability to work with a new situation or population. If you choose a religious difference it should involve a difference in belief system. It should not be someone in this class. If you are Christian it should not be another Christian from another denomination. Please clear this with me if you are in question.

An interview guide will be provided with suggestions for interview questions. Please develop your own possible questions tailored to your interview. Provide the questions for the interviewee prior to the interview.

Please read appropriate material regarding the culture of the person prior to the interview.

In your paper please include the following: (Use headings to organize your paper).

How did you decide the person to interview? Report interview dates and time spent in interview.

What did you believe about this culture before the interview and what changed if anything?

What did you notice about your own comfort level?

This should include any differences you noticed?

Any similarities noted?

Anything you would do differently?

What did this assignment mean to you? And how will it affect your work as a counselor?

Include any feelings, conflicts, values, and an in depth analysis (apply class materials and terminology) to this experience?

Use **at least five terms** from class discussion and readings to explain your learning (for example you might describe and analyze the stage of identity development for the person you interview).

Integrate the terms discussed in class and in the textbook to demonstrate your understanding of them.

Evaluation:

Writing and APA style	20 Points - Same as above
Attention to Questions on Syllabus	10 Points
Depth of analysis	10 Points - Apply concepts you have learned.
Support from discussion/research Course terms and concepts	<u>10 Points</u>
Total	50 Points

III. CULTURAL EVENT: Attend at least one cultural event that represents a different culture than your own. **(20 points)**. This is a fun assignment, so enjoy the cultural phenomenon and make it part of your life long journey! You should choose an event where you will likely be the minority. For example, attend an African American Church if you are White, attend a gay event

if you are straight, attend a Hispanic event if you are African American. You should also check the EIU and U of I website for announcements about cultural events. Movies and Museums are generally not acceptable. Please check with me if in doubt.

Please write a two page description of your learning. Use headings with the following in mind. What did I expect? What happened? What did I learn about the culture? Analysis of what occurred? Analysis should include how this is different from or similar to aspects of your own culture? How is this experience applicable (or not) to your own life? What personal insights were gained? What did this experience mean for you? Will you do anything different as a result of the experience?

Evaluation:

Writing & Grammar	5 points
Attention to Questions	5 points
Content	5 points
Analysis	<u>5 points</u>
Total:	20 Points

IV. Midterm and Final (40 points each for a total of 80 points)

V. Weekly dialogue: (Please buy a packet of 4 x 6 note cards). I would like for you to submit a weekly note card with a summary of your experiences and reflections with regard to race, culture, and diversity from your life during the week or the prior class. This will assist me in knowing how you experience activities and to help plan for the future. You can include anything you like, however I am interested in any new insights or awareness you experience. Please be reflective, thoughtful, and describe your experience. Complete or Incomplete. Incomplete note cards will be returned for resubmission. (Cannot complete course without this component).

Writing Assistance and Student Success Center:

If you do not understand or are having difficulty with an assignment, please do not hesitate to contact me. If you struggle with writing, it is highly recommended that you visit the Writing Center for assistance - 301 Coleman Hall, 581-5929. You may have other people read your paper for grammatical errors before submission. Students who are having difficulty achieving their academic goals, and need assistance with note taking or procrastination, should contact the Student Success Center at 9th St. Hall, 581-6696.

COURSE ATTENDANCE:

If you need to miss a class for any reason, you are still responsible for all material covered in class. A great deal of our work will be completed in small group discussions. One excused absence is acceptable. Since this is a graduate course meeting only one time per week, a missed session is equal to missing 3 sessions of regular attendance. Students who miss more than one

excused class will have their grade lowered one grade for every class missed. If you miss a class, even if it is excused please submit written answers to any group work covered. Also submit a 3 page summary of the material covered in your absence.

FINAL EVALUATION:

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
Interview Project Paper	50	Sept 26
Learning Assessment I	40	Oct 10
Personal Biography Paper	50	Oct 31
Cultural Event Paper	20	Nov 14
Learning Assessment II	40	Dec 5
Weekly Note cards	C/I	Weekly
Total	200	

180 to 200 = A

160 - 179 = B

140 - 159 = C

All assignments must be complete to receive a grade of "A" or "B" for the course.

Late papers will be deducted one point per day they are late.

CLASS SCHEDULE (TENTATIVE) Speakers will be scheduled as available. Booth library has electronic resources and videos of cross cultural counseling sessions. I also have several videos for loan to students.

Date	Topic	Reading, ect
Aug 22	Introduction & Syllabus	Sue, Ch 1, 2
Aug 29	Race, Culture, and Prejudice & Discrimination Politics of Counseling	Sue Ch 3, 4, 6
Sept 5	Identity Development Models White Privilege, Micro-aggressions	Hand outs Sue Ch 5, 11, 12
Sept 12	Counseling African Americans and Latinos	Sue, Ch 14, 17
Sept 19	Counseling Asian Americans and Native Americans	Sue, Ch 15 & 16
Sept 26	Counseling Arab Americans Religious Diversity	Sue Ch 19, 20 Interview Due
Oct 3	Counseling Multiracial individuals	Sue Ch 18
Oct 10	Learning Assessment I	

Oct 17	Issues of Classism & Issues of Ableism	Sue Ch 22, 25
Oct 24	Issues of Sexism & Counseling	Sue Ch 26
Oct 31	Issues of Heterosexism & Counseling	Sue, Ch 23 Personal Bio Due
Nov 7	Cross Cultural diagnosing Counseling Elderly, Methods of Healing	Hand outs, Sue 10, 13
Nov 14	Cross-Cultural Family Counseling	Sue, Ch 7, 8, 9 Cultural Event - Due
Nov 21	Break – Study for LA II	
Nov 28	Closure Activity & Cultural Dinner	
Dec 5	Learning Assessment II	
Dec 12	Review Learning Assessment	