

CSD 5600 Syllabus: Cross Cultural Counseling  
Wednesday 3.00-5.30PM  
Spring 2019

Instructor: Dr. Rebecca Tadlock-Marlo

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Office Hours: T 2:00-3:00pm, W 12:00-2:30pm, Th 9.30-10.30am

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**Course Description:** This course is designed to provide an introduction to the challenges and processes of counseling clients in a culturally diverse society. Factors will include race, culture, ethnicity, gender, sexual orientation, and abilities. Special emphasis will be placed on becoming aware of one's own culture in order to gain a new perspective of the client's world.

**Course Objectives:** Counselors-in-training will

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)

**Required Texts**

Sue, D.W. & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice*. New York, NY: John Wiley & Sons.

Readings posted to D2L

E-reserves at Booth Library: Robinson-Wood, T. (2009). Chapter 15: Religion. In *Convergence of race, ethnicity, and gender: Multiple identities in counseling*. Boston, MA: Allyn & Bacon.

**Teaching Philosophy:** Education is a growth process consisting of two mutually inclusive variables: educating and learning. Students are not regarded as passive recipients of knowledge. Rather, they are encouraged to participate actively and develop the ability to independently problem solve. I am provided opportunities to learn from students, especially regarding effective teaching strategies, theory conceptualization, and progressive intervention application. Learning objectives of all are more effectively accomplished when both roles are actively engaged.

**Method of Instruction:** Students engage in the educational process via class dialogue, websites, papers, consultation (instructor, peers, community members), panels, and experiential activities.

**Due Date Policy:** Written assignments are to be turned in on time. Five points will be deducted per day that the assignment is not submitted. Treat due dates like professional deadlines: be sure to carefully back-up computer work, be certain your printer has ink and is working, etc. so that if technology should fail, you will have time to compensate. All assignments should be in APA style. All assignments must be turned in to receive a passing grade in the course.

**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:** Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an "F" in the course. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course must be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.  
Include the originality report with your papers.

**Class ID: 19829043 Enrollment Key: CSD5600**

**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.

**Accommodations 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 9<sup>th</sup> 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.

**The Student Success Center:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ( [www.eiu.edu/~success](http://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.

<b>Student Evaluation:</b>	<b>CACREP</b>	<b>Points</b>	<b>Due Date</b>
Attendance and attitude	All	30	Weekly
Personal Biography Paper	II.F.2.a, b, c, d, e, h	100	03/06
Midterm Learning Assessment	II.F.2.a, b, c, d, e, f, g, h	60	02/27
Interview Project Paper	II.F.2.a, b, c, d, e, f, h	100	03/27
Cultural Event Paper	II.F.2.a, c, d, e, h	40	4/17
Final Learning Assessment	II.F.2.a, b, c, d, f, g	60	4/24
		<b>Total 390</b>	

**Attendance and participation** (30 points): Attendance is necessary for co-constructing a deeper meaning for the class. Investing in learning requires, at a minimum, attending class, arriving on time, and being prepared for discussions. Professionalism, knowledgeable conceptualization, and appropriate conduct are expected. If you must be absent, it is your responsibility to acquire material covered and be knowledgeable of any expectations discussed. Excessive absences (more than one) will result in a reduction of grade. Behaviors including but not limited to asking to leave class early, tardiness, extensions for papers, excuses for not being prepared will not be tolerated as they are not professional behaviors. Treat class as you would treat your future career. Arriving late or leaving early counts as ½ of an absence.

**Learning Assessments** (II.F.2.a, b, c, d, e, f, g, h) (60 points each): There will be two assessments of student learning throughout the course of the semester, one at midterm and one at the conclusion of the course. Both will include multiple choice, matching, and short answer formats.

**Cultural Event** (II.F.2a, c, d, e, h)(40 points): Attend a cultural event that represents a different culture than your own. You should choose an event where you will be the minority. For example, attend an African American Church if you are Caucasian, attend a GLBTQ event if you are heterosexual, etc. You should also check the EIU and U of I website for announcements about cultural events. Movies and Museums are not acceptable. Please check with me if in doubt. **Write a description of your learning.** Include:

- How and why did I choose this event?
- What did I expect (what assumptions were made)?
- What happened?
- What did I learn about the culture? How does this information align or disconfirm information in literature?
- Provide an analysis of what occurred that should include:
  - o How this experience is different from or similar to aspects of your own culture?
  - o What did you notice about your cognitive and affective reactions throughout the event?
  - o How did power and privilege dynamics manifest?
  - o How is this experience applicable (or not) to your own life?
  - o What personal insights were gained or what were the take aways?

**Interview Project (II.F.2.a, b, c, d, e, h) (100 Points):** The case study involves finding an individual from a different culture who agrees to undergo a series of cultural interviews with you. **Please read appropriate material regarding the culture of the person prior to the interview.** You must get a signed consent form from the individual and submit the form with your paper. Develop a cultural interview protocol based on the readings and literature for this individual. Conduct 2-3 sessions with that individual to gather that information. It is **not** the intent of this assignment to provide counseling to the client but to learn how to conduct cultural interviews and explore the client's worldview. You must **NOT** address issues involving psychopathology but limit yourself to adjustment issues such as role, gender, family, religious, or school conflicts.

**In your paper please include the following:**

- Develop and interview protocol that is culturally sensitive and developmental in nature. This protocol should be reflective of the culture of your interviewee and grounded in relevant literature about the nature of society (Submit protocol with your paper)
- How did you decide the person to interview? Report interview dates/time of interview.
- Provide a description of the individual.
- Summarize and provide an analysis of the cultural interviews following your interview protocol (ie: what was discussed and what did you learn). How does this individual's story align or disconfirm information in literature?
- Identify, describe, and explain where you would place this person within a chosen identity development model. Support this position. Be mindful to define what the model is and why using a model is important.
- Describe potential resources that could help support this individual and counseling recommendations (academic, career, personal, familial, religious)
- Provide personal reflections:
  - o What did you believe about this culture before the interview; what changed?
  - o What did you notice about your own comfort level? This section should include any differences you noticed as time progressed.
  - o What would you do differently?
  - o What did this assignment mean to you? How will it affect your work?
  - o What was most impactful for you, personally and professionally?
- Include any feelings, conflicts, values, and an in-depth analysis (**apply class materials and terminology**) to this experience.

**Cultural Identity Biography** (II.F.2.a, b, c, d, e, h) (50): 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) cultural heritage, (b) personal cultural experience, and (c) development as a multicultural counselor. This paper should include a *minimum of two interviews and five scholarly references*.

**Cultural heritage:** Address information you are able to obtain about your ancestors passed on by word of mouth or family documents. You will need to discuss the history of your cultural heritage and any privilege or oppressions your ancestors may have experienced because of that culture. Respond to each of the following questions as appropriate and include additional information as needed. What nationalities are you able to identify and what type of work did they engage? Were they native to this country or immigrants from another country? Under what circumstances did immigration occur? How did acculturation occur? Did the family move to different locations or remain in the same community across generations? What specific values can you identify (e.g., religion, education, work, family)? What views were held about diversity and in what ways were they impacted by diversity issues? How did the social and cultural nature of society influenced your ancestors? Refer to family documents and academic literature.

**Personal cultural experience:** In this section address family and community values which have been part of your personal experience. Respond to each of the following questions as appropriate and include additional information as needed. In what way has the information discussed in the first section carried forward to influence your currently family's experience? What specific values are held by your current family and/or family of origin and community (e.g., religion, education, work, family)? How are your family values similar to and different from the community? What views are held about diversity? How is your family impacted by diversity issues? How has "privilege" eased or made life more difficult for your family?

**Becoming a sensitive multicultural counselor:** Examine your personal cultural experience within the context of becoming a sensitive multicultural counselor. Respond to the following questions and include additional information as needed. What are your own personal world views, values, and beliefs? How might these influence your ability to be a sensitive multicultural counselor? How would you describe your cultural identity development at the current time using a model described in the text? Considering the nature of your cultural experience: describe **five strengths** you will bring to multicultural counseling and **five weaknesses** you currently have which could prevent you from being a sensitive multicultural counselor. Describe **three attitudinal** and **three knowledge** goals for yourself that, if met, would help you develop as a competent multicultural counselor. Describe a cultural group that you feel least comfortable working with and explain what would make it difficult to provide services. Do not be politically correct; be honest. This paper is confidential and your ideas will not determine your grade.

**Note:** I recognize some of you may find information requested in this paper to be sensitive in nature. For this reason the paper will be kept confidential and read only by the course instructor. It is assumed that information not desired to be shared will not be included. In the event you have further privacy concerns, please feel free to discuss them with me.

TENTATIVE SCHEDULE

Date	Topic	Readings/Assignments Due	CACREP	Objective
01/09	Introduction to class Basic Definitions	Sue 1 and 2	II.F.2. b, c, d, h	2, 3, 4, 8
01/16	Historical Foundations of Oppression and Discrimination Ingroup/Outgroup Bias	Sue 3 and 4 Brown, 2000	II.F.2.d, e, h	4, 5, 8
01/23	Power and Privilege Role of Social Justice and Advocacy	Sue 12	II.F.2.b, e, h	2, 5, 8
02/30	Self-Awareness Identity Development Models	Sue 10 and 11	II.F.2.b, c	2, 3
02/06	Indiv & Group Counseling Interv. Cultural humility Counseling competencies	Sue 6 and 7 Ortega (2011) pg 31-35	II.F.2. c, f	3, 6
02/13	Role of Assumptions Acculturation and Immigration	Sue 21 and 22	II.F.2.c, d, h	3, 4, 8
02/20	Counseling African Americans Counseling Latino Americans	Sue 14 and 17	II.F.2.a, b, c, d, f. g	1, 2, 3, 4, 6, 7
02/27	<b>Midterm Learning Assessment</b>		II.F.2.a, b, c, d, e, f, g, h	1-8
03/06	Counseling Asian Americans Counseling Arab Americans	<b>Personal Bio Due</b> Sue 16 and 19	II.F.2.a, b, c, d, f, g	1, 2, 3, 4, 6, 7
03/13	<b>Spring Break No Class</b>			
03/20	Gender and Sexuality Counseling Native Americans	Sue 5, 15, and 23	II.F.2.a, b, c, d, f. g	1, 2, 3, 4, 6, 7
03/27	Socioeconomic Issues/Classism Religion and Spirituality	Robinson-Wood, Chap 15 <b>Interview Paper Due</b>	II.F.2.a, b, c, d, f. g	1, 2, 3, 4, 6, 7
04/03	Ability/Disability Flex day	Sue 26	II.F.2.a, b, c, d, f. g	1, 2, 3, 4, 6, 7
04/10	Counseling Differing Generations Flex day	Fleshner, 2008 Hoffman, 2013	II.F.2.a, b, c, d, f. g	1, 2, 3, 4, 6, 7
04/17	Counseling Multiracial Individuals Counseling Multiracial/Minority Families	Sue 18 Maxwell & Henriksen, 2012 <b>Cultural Event Due</b>	II.F.2.a, b, c, d, f. g	1, 2, 3, 4, 6, 7
04/24	<b>Final Learning Assessment</b>		II.F.2.a, b, c, d, f. g	1, 2, 3, 4, 6, 7
05/01	Review Learning assessment and closure; Flex Day			

Protocol for Evaluating Interview Project (100 pts)

Please consult and/or buy the APA manual. (It will make your and my life easier). For a quick reference you may also use [www.owl.english.purdue.edu](http://www.owl.english.purdue.edu). If you have questions, contact me before the due date. Have someone proof your material or contact the writing center for help.

Criteria	Excellent	Average	Below Average	Not Evidenced
APA style	5 pts Serious attempt made for margins, headings, title page, font size & style, references; few errors	3.5 pts Moderate attempt for margins, headings, title page, font size & style, references; multiple errors made	2 pts Little attempt made for margins, headings, title page, font size & style, references; significant errors	0 pts No attempt made
English language	5 pts Serious attempt made for grammar, spelling, sentence structure, punctuation; few errors	3.5 pts Moderate attempt for grammar, spelling, sentence structure, punctuation; consistent errors	2 pts Little attempt made for grammar, spelling, sentence structure, punctuation; sig errors	0 pts No attempt made
Organization	5 pts Serious attempt made for intro, conclusion, transition statements, and thesis statement	3.5 pts Missing intro or concl; transition statements and/or thesis; organization mildly consistent	2 pts Missing intro or conclusion with missing thesis; no transitions.	0 pts No attempt made
Signed consent	5 pts Signed consent to interview included with paper	2 pts Signed consent to interview provided but one day late		0 pts Not presented
Interview protocol	5 pts Thorough protocol grounded in literature relevant to culture included	2 pts Protocol included not grounded in literature relevant to individual's culture		0 pts Not presented
Literature support	5 pts Serious attempt made to include concepts and terms from literature and discussions	3.5 pts Moderate attempt to include course concepts; few outside literature citations	2 pts Poor attempt to include course concepts. No outside literature	0 pts No attempt made
Choice and description	10 pts Superior ability to present choice of individual and description; all dates/times included	6 pts Moderate ability to present choice and description; only one date and time	3 pts Poor ability to present choice/description; one component missing. Dates/times not presented	0 pts Not Presented
Analysis	20 pts Superior ability to present analysis of questions discussed, learnings, and literature comparison	15 pts Analysis of questions not presented thematically; learnings omitted or loose literature comparison	10 pts Analysis of questions not presented thematically; learnings omitted; no literature comparison	0 pts Not Presented

Identity development	10 pts Superior ability to present identity development model supported with literature and observations; Model and importance defined	7 pts Moderate ability to present identity development model; moderately supported with literature or observations; model and importance omitted	5 pts Poor ability to present identity development model with no literature or observations; model and importance omitted	0 pts Not Presented
Counseling recommendations	10 pts Superior ability to present resources and recommendations for counseling	7 pts Moderate ability to present resources or recommendations for counseling	5 pts Recommendations and counseling not recommended for the individual	0 pts Not Presented
Reflection	20 pts Superior ability to present analysis of personal reflections with all questions answered thoroughly	15 pts Moderate ability to present analysis of reflections with one component missing	10 pts Poor ability to present analysis of reflections with two or more components missing	0 pts Not Presented

\*Note scores midway between the posted levels are possible for each criterion at instructor's discretion

**Student score:** \_\_\_\_\_



## Example of Professional Disclosure and Consent to Interview

**Education and Training:** I am currently in the process of earning a Master of Science in Counseling from Eastern Illinois University. As a student in the Counseling department, I will abide by and uphold the ethical standards set forth in both my personal and professional endeavors.

**Nature of the Interview:** The interview will consist of two to three interviews. In these interviews, we will discuss your individual experiences with cultural, personal identity, acculturation, family dynamics, and historical information. Participation in any and all interviews is completely voluntary and you may decide to discontinue in the interviews at any time.

**Purpose of Interview:** The purpose of this interview is to increase an awareness, understanding, and appreciation for multiculturalism. This appreciation can be done through interpersonal interaction with individuals from another culture. The unique relationship that can be built through this interview will further develop the counselor-in-training's personal growth and self-awareness by building on their individual cross-cultural strengths.

**Limitations:** Although information disclosed within an interview session is confidential, there are limitations to be considered. As a mandated reporter, I am required to disclose information to the proper authorities if I suspect an individual is in danger of harming self or others, is being abused, being neglected, or if a court proceeding is mandated. Moreover, this interview is not considered a counseling service, and therefore, referrals will be made as necessary.

As a counselor-in-training, I will be supervised by Dr. Tadlock-Marlo, Ph.D., who can be reached at (618) 980-1082 or via email at [rltadlockmarlo@eiu.edu](mailto:rltadlockmarlo@eiu.edu).

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By signing this form, I recognize that I have read and understand the above stated material. I agree to participate in interviews conducted by the student for the CSD 5600 Cross-Cultural Counseling course.

Please Print Name

Signature

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## Example Cross Cultural Interview Structure

- A. Historical information of that culture (ie Vietnamese, Asian, Indian, African, GLBTQ, etc)
- B. Person's Background
  - date of birth
  - place of birth
  - siblings in birth order
  - education level
  - any religious association
  - any hobbies enjoyed
- C. Childhood
  - 1. Relationship with Mother
    - a. Close/not close
    - b. Activities done together
    - c. Any special bond
    - d. Does she work outside the home
    - e. Special memories
  - 2. Relationship with Father
    - a. A-e of above
  - 3. Relationship with siblings
    - a. A-e of above
  - 4. Other significant relationships
    - a. Was it difficult to form relationships with peers in school
    - b. Did you feel accepted by peers? Why or why not
    - c. How did American culture filter relationships
    - d. Did you spend more time with family or with friends
  - 5. Any important event or most memorable event?
  - 6. Anything else you would like to disclose
- D. Adolescence
  - 1. 1. – 6. of above
- E. Coming to America
  - 1. where did you and your family originally live (city details, what was it like)
  - 2. when did you move (date and age)
  - 3. where did you and your family go first (details)
  - 4. What reasons were behind your family moving
- F. Acculturation
  - 1. What is it like being in America
  - 2. What is different
  - 3. What is similar
  - 4. What do you miss most, what do you like most

Protocol for Evaluating Personal Cultural Identity Biography (100 pts)

Criteria	Excellent	Average	Below Average	Not Evidenced
APA style	5 pts Serious attempt made for margins, headings, title page, font size & style, references; few errors	3.5 pts Moderate attempt for margins, headings, title page, font size & style, references; multiple errors made	2 pts Little attempt made for margins, headings, title page, font size & style, references; significant errors	0 pts No attempt made
English language	5 pts Serious attempt made for grammar, spelling, sentence structure, punctuation; few errors	3.5 pts Moderate attempt for grammar, spelling, sentence structure, punctuation; consistent errors	2 pts Little attempt made for grammar, spelling, sentence structure, punctuation; sig errors	0 pts No attempt made
Organization	5 pts Serious attempt made for intro, conclusion, transition statements, and thesis statement	3.5 pts Missing intro or concl; transition statements and/or thesis; organization mildly consistent	2 pts Missing intro or conclusion with missing thesis; no transitions.	0 pts No attempt made
Interviews	5 pts Two or more interviews evidenced	2 pts One interview evidenced		0 pts Not presented
References	5 pts Five or more academic references	3 pts Four academic references	1 pt Three or less academic	0 pts Not presented
Cultural heritage	25 pts Superior ability to present analysis with literature and course concept support	15 pts Moderate ability to present analysis with limited literature and course concept support	5 pts Poor ability to present analysis with no literature and course concept support	0 pts Not Presented
Personal cultural experience	25 pts Superior ability to present analysis with literature and course concept support	15 pts Moderate ability to present analysis with limited literature and course concept support	5 pts Poor ability to present analysis with no literature and course concept support	0 pts Not Presented
Multicultural counselor	25 pts Superior ability to present analysis with literature and course concept support	15 pts Moderate ability to present analysis with limited literature and course concept support	5 pts Poor ability to present analysis with no literature and course concept support	0 pts Not Presented

Personal communication (interview) cited in text only, not in reference page and appears as follows:

(R. Tadlock-Marlo, personal communication, 10/4/2016)

Protocol for Evaluating Cultural Event (40 pts)

Criteria	Excellent	Average	Below Average	Not Evidenced
APA style	5 pts Serious attempt made for margins, headings, title page, font size & style, references; few errors	3.5 pts Moderate attempt for margins, headings, title page, font size & style, references; multiple errors made	2 pts Little attempt made for margins, headings, title page, font size & style, references; significant errors	0 pts No attempt made
English language	5 pts Serious attempt made for grammar, spelling, sentence structure, punctuation; few errors	3.5 pts Moderate attempt for grammar, spelling, sentence structure, punctuation; consistent errors	2 pts Little attempt made for grammar, spelling, sentence structure, punctuation; sig errors	0 pts No attempt made
Organization	5 pts Serious attempt made for intro, conclusion, transition statements, and thesis statement	3.5 pts Missing intro or concl; transition statements and/or thesis; organization mildly consistent	2 pts Missing intro or conclusion with missing thesis; no transitions.	0 pts No attempt made
Reasons	5 pts Superior ability to present how and why the event was chosen	3.5 pts Moderate ability to present how or why event was chosen	2 pts Only how <b>or</b> why presented	0 pts Not presented
Expectations and event	5 pts Assumptions versus reality of event thoroughly compared	3.5 pts Assumptions and event roughly presented	2 pt Assumptions <b>or</b> event presented	0 pts Not presented
Learning compared to literature	5 pts Superior ability to present learnings and how it compares to literature	3.5 pts Moderate ability to present learnings and loose comparison to literature	2 pts Only present learnings and no literature support	0 pts Not presented
Analysis	10 pts Superior ability to present analysis with attention to all five questions	7 pts Moderate ability to present analysis with one question missing	5 pts Poor ability to present analysis with two or more questions missing	0 pts Not Presented