|  |  |  |
| --- | --- | --- |
| **CMHC 610 — Sociocultural Counseling and Intervention** | | |
| **Term: SEM, YEAR** (start date-end date) |  | **Days:** |
| **Location:** |  | **Time: 5:30-9:30** |
|  |  |  |

|  |  |
| --- | --- |
| **Faculty:** First Last | **Email:** first\_last@redlands.edu |
| **Office Hours:** NUH xxx Days Hours | **Phone:** (909) 748-xxxx |
| **Web/Moodle:** | |

Course Description

This course will facilitate the exploration of similarities & differences that occur within and across cultures, and the conceptual intersection of cultural and social identities. Students explore their own cultural & personal attitudes-beliefs-and-biases which may influence cross-cultural interactions that impact the counseling relationship while developing their own theoretical approach to counseling diverse populations as professional counselors.

While this program is NOT accredited, this course aligns with the standards/learning objectives of the competency based framework for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Upon completion of this course, students will demonstrate the following competencies:

* Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, socioeconomic status, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.
* An awareness and assessment of acculturative experiences in (home, school, and community) and its effect and impact on attitudes, beliefs, and understandings.
* Counselors’ roles in social justice, advocacy and conflict resolution, cultural awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.
* Knowledge of multicultural theory, theories of identity development, and multicultural competencies.
* Knowledge about the history, educational plight, career opportunities, social experiences of the various ethnic and sub cultural groups including characteristics and concerns between and within diverse groups.
* Knowledge of institutional racism, sexism, and other forms of discriminatory practices discussed in class or in the reading.
* Knowledge of the individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.
* Through performance, possession of a significant number of personal qualities, skills and techniques, proven to be effective when counseling with the ethnically/culturally different and economically impoverished client.
* An ability to express knowledge of the above in written APA format.
* Ethical considerations as related to cultural competencies.

Required Readings

[Vacc,](http://www.amazon.com/s/ref%3Dntt_athr_dp_sr_1?_encoding=UTF8&amp;sort=relevancerank&amp;search-alias=books&amp;field-author=Nicholas%20A.%20Vacc) N.A., DeVaney, S.B., Brendel, J.M., (2003). *Counseling Multicultural and Diverse Populations: Strategies for Practitioners.* Brunner & Routledge: New York.

Fadiman, A. (2012). *The Spirit Catches You and You Fall Down*. Farrar, Straus and Giroux: New York.

Supplemental readings may be provided by the professor.

Grading System/Scale

Evaluation of your work will be based on the following criteria:

A/4.0: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

A-/3.7: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

B+/3.3: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

B/3.0: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

* It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.

B-/2.7: All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

* Student should arrange conferences with the professor and advisor to discuss it.

C+/2.3: All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparations for class and contributions as an individual and group member are slightly below an acceptable level.

* Student should arrange conference with the professor; and a conference with the advisor is required.

C/2.0: Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

* A meeting with the professor should be arranged; and a meeting with the advisor is required. The professor will notify the advisor of the grade.

D/1.7 and F 1.3 – 0.0: Assignments not met – no credit for class. Grades below 2.0 are not acceptable for credit toward a degree or credential. A conference with the advisor is required and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.

Course Policies & Expectations

**Evaluation, Assessment, and Grading**

A letter grade and narrative feedback will be provided on all assignments. As well as your successful completion of assignments, you are asked to demonstrate the following professional responsibilities:

* Being a self-disciplined “active” listener rather than a “side-bar” conversationalist.
* Being prepared with written work, oral presentations and willingness to participate in activities.
* Attending class and meeting with me if you must miss any class or need to leave early.
* Respecting other people.
* Understanding that in everything you do or say, you are modeling values, attitudes, and behaviors that impact the lives of others.
* Being “on purpose” (i.e. the person comes to class with an attitude of wanting to contribute to the learning of everyone and is responsible for creating dynamic and worthwhile class meetings).

Academic Honesty

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism may result in failing this course and can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

(For complete text of student responsibility please see the University of Redlands Catalog under

Academic Standards)

**Assignments, Presentations, and Facilitation**

All assignments should be approached with professionalism as a foundation. Material is to be typed; no hand-written assignments will be accepted. Oral presentations will be graded on the basis of content as well as delivery. If you need help with effective presentation skills please feel free to seek my assistance. Learning to communicate well is an important quality to develop as a counselor.

Late Work

Any work that is turned in late will automatically earn one half a letter grade less, unless prior approval has been granted (i.e. a 4.0 would become a 3.7, etc.) All late work must be pre-approved. If an incomplete grade for the course is requested (for an extenuating circumstance) a written plan defining requirements and specifying new deadlines will need to be developed and signed by the student and the instructor.

Reasonable Accommodations

The University of Redlands seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be on file with Martin Bright in the School of Education office of the Dean at 909-748-8815.

IMPORTANT: I INVITE ANY OF YOU WHO HAVE ANY DISABILITY, EITHER PERMANENT OR TEMPORARY, OR ANY OTHER SPECIAL CIRCUMSTANCES WHICH MIGHT AFFECT YOUR ABILITY TO PERFORM IN THIS CLASS TO INFORM ME SO THAT TOGETHER WE CAN ADAPT METHODS, MATERIALS, OR ASSIGNMENTS AS NEEDED TO PROVIDE EQUITABLE PARTICIPATION. THANK YOU!

Candidate Assessment

1. Class attendance. Working on the premise that any class missed is a loss of learning/sharing opportunity, attendance at all classes is expected. Please be present and on time. 10% of your final grade

2. Film analysis. Write two papers responding to two different films viewed from the list provided.

Each paper should be 3-5 pages. Focus on your learning regarding oppression and cultural differences. This is not a book report. Please write a critical response/reflection to the themes and issues presented in the film and how you were affected by the experience. 20% of your final grade

3. Cultural self-analysis. Investigate your own roots and culture. Guidelines for the cultural self- analysis will follow. The paper should be 8-10 pages in length and address, at a minimum, the questions posed in the outline below. The paper will be worth 30 points. 30% of your final grade

4. Focus group paper and presentation. You are to focus on one of the following ethnic groups (different from the group you may have focused on for the above assignment) African American, Hispanic/ Latino American (i.e. Puerto Rican, Mexican, Cuban, etc.), Asian Americans (i.e. Chinese, Japanese, Laotian, Cambodian, Vietnamese, etc.), or Native Americans.

Components of the Project:

1. Using scholarly references to address

A. The immigration history of this group

B. World view including Communication patterns and typical family structure

C. A common social justice/advocacy issue that one might encounter when working with this group. Include ideas or strategies as to how one might be an advocate in regards to this issue.

D. Implications for counseling.

2. Find local resources that service this population.

You will need to scout this out on your own. I strongly recommend that you make contact with someone in the agency to find out the nature and extent of the services offered to this population. You might also consider interviewing a person of this cultural group about their experiences with the counseling or mental health syst em and their group’s perceptions of the mental health system. Use this information to create a brochure of local resources for the specific population you are studying.

In class presentation. This should highlight each of the areas listed above and should also include video, other audio-visual aids, speakers, food, etc. (ppt. presentations are required.) Be creative and informative in your presentation. The group will provide the professor and classmates an outline of the presentation, list of references, and other handouts as appropriate. 20% of final grade

Paper. This paper will be due the day you conduct your in-class presentation. Summarize findings in journal article format. Take a look at JMCD and JCD articles. How is material presented? What are the author guidelines re: the type of article, submission requirements, and the style of the manuscript? Also, you will need to review the guidelines for manuscript preparation in the APA Publication Manual, 6th ed., (2010). 20% of final grade

This assignment typically results in very rich and diverse student led classes. One group that presented on Chinese Americans included very informative PowerPoint slides complete with Oriental art, a participatory Tai Chi experience, video snippets demonstrating characteristics of Chinese Worldview, a performance by Asian dancers, and a feast of various Asian foods, providing a true multi-method, sensory, experiential learning experience.

Students will be evaluated by:

* The quality of their process; that is, their participation in class. This includes their ability to assume responsibility for the class’s work, their ability to cooperate with class members and to integrate their own needs with the needs of their class mates, their ability to follow through on commitments made to the class, their supportiveness and respect for other class members.
* The quality of their content; that is, the material presented to the class and to the instructor. This includes the thoroughness of their work, their ability to compile information from a variety of sources, their ability to integrate theory with practice, their ability to demonstrated verbally and in writing mastery of the course content and their ability to place their learning within the larger context of counseling.

Guidelines for Cultural Self-Analysis

I. Your cultural heritage

A. Examine your cultural heritage in terms of the following questions.

i. What is your national background, racial group, or membership in a diverse

population or group?

ii. How did your family (initial immigrants – unless your family is indigenous) come into the United States? What impact does their way of entering the United States have on your culture? On your identity?

iii. What was your religious affiliation during your childhood – impact on identity?

iv. What is your religious affiliation now – impact on identity?

v. What is your gender – what impact does this have on your identity?

vi. What is you age – what impact does this have on our identity?

vii. Based on your income and job, what is your socioeconomic status – impact on identity?

viii. What was the socio-economic status of your family when you were growing up –

impact on identity?

ix. In what geographic region were you reared – impact on identity?

x. In what geographic regions have you lived and where do you currently reside –

impact on identity?

B. What meaning do you make about your identity based on these parts of your identity?

What privileges might these parts bring to you? What privileges might you have been denied?

II. Past Influences

A. Think of significant people in your life when you were a child (i.e. parents, close relatives, close friends, teachers, counselors, administrators, faith community-leader, siblings, etc.)

i. What do you remember about their attitudes and feelings toward multicultural and diverse populations?

ii. What did you overhear them saying about multicultural and diverse groups?

iii. What did you overhear them saying about multicultural and diverse groups that

was not intended for you to hear?

iv. What “message” did you get indirectly about people of color, LGBT, people with disabilities, etc. (perhaps through silence)

v. What do you know about their music, clothing and art preferences, political preferences?

vi. What are some of the “social norms” or “rules” of your family? Who passes on

these rules and enforces them?

vii. What have been significant events that have affected your family?

viii. Discuss your socioeconomic history.

ix. What are the work choices and gender roles in your family?

x. Is your family more matriarchal or patriarchal?

B. Be sure to tie these answers into the meaning that they have on your present identity or your identity development.

III. Interfacing with Diversity

A. Think about your life

i. What events can you remember that involved personal contact with people of color; lesbians, gay men, bi individuals, transgendered individuals; people from lower “class” status; people with disabilities?

ii. What events can you remember that involved personal contact with people from

significantly different religious groups?

iii. What were your feelings, thoughts, and reactions? B. Think of friendships you have developed over time.

i. How many of these friends were members of multicultural and diverse groups? If some have been with members of diverse groups, what are those groups?

ii. In what ways, if any, were these friendships different from other friendships you have established?

C. Think of your own multicultural and diverse background.

i. To what groups do you belong?

ii. When did you first become aware that you were a member of a group (i.e.

Caucasian, African American, Heterosexual, Homosexual, etc.)

D. What have you learned about how your history reflects your cultural identity and what meaning has it had for you?

Grading rubric

“FAIR/POOR” Minimal self-reflection, little ability to summarize, synthesize and analyze how autobiographical issues impacted development, functioning, values, behaviors and

worldview. Too much chronology. Too little connection to literature or scant use of conceptual ideas. Several mistakes in APA style (C or lower)

“GOOD” Self-reflection is somewhat superficial, ability to summarize, synthesize and analyze autobiographical effect on development and worldview is limited. Connection to literature or use of conceptual ideas adequate. APA style adequate (B or C)

“EXCELLENT” Shows superior insight and self-reflection ability, willingness to be open. Superior ability to summarize, synthesize and analyze autobiographical information and its impact on development, functioning, worldview and values. Superior connection with the literature and superior use of conceptual ideas. Flawless APA style (A)

|  |  |  |
| --- | --- | --- |
| Class Session | Class Activities | Readings |
| Session One  9/10/13 | Introductions  Review syllabus  Self-assessment  Topic: What is sociocultural counseling? Discussion: The need for self-awareness in multicultural counseling | Vacc: Chapters 1 & 2  Fadiman: Chapters 1-3 |
| Session Two  9/17/13 | Sign-up for presentations  Video: A Place at the Table (Teaching  Tolerance)  Topic: Counseling Native Americans  Discussion: Acculturation and Assimilation | Vacc: Chapter 3  Fadiman: Chapters 4-8 |
| Session Three  9/24/13 | Topic: Counseling African Americans  Discussion: Social Justice Counseling  (Kiselica & Robinson, 2001) The Tuskegee Experiment  Due: Film Analysis One | Vacc: Chapter 4  Fadiman: Chapters 9-  13 |
| Session Four  10/1/13 | Topic: Counseling Asian Americans  Discussion: Health/Mental Health Disparities Due: Completion of The Spirit Catches you and you Fall down | Vacc: Chapter 5  Fadiman: Chapters 14-  19 |
| Session Five  10/8/13 | Topic: Counseling Hispanic Americans  Discussion: Therapeutic Engagement  Due: Film Analysis Two | Vacc: Chapter 6 |
| Session Six  10/15/13 | Topic: Counseling Arab Americans  Discussion: The nature of prejudice and implicit stereotyping  Due: Presentations 1 with paper | Vacc: Chapter 7 |
| Session Seven  10/22/13 | Topic: Counseling Multiracial Americans  Discussion: Racial identity models/matching  Due: Presentations 2 with paper | Vacc: Chapter 8 |
| Session Eight  10/29/13 | Topic: Gender Considerations in Counseling  Discussion: Microaggressions (Sue et.al.,  2007)  Due: Presentations 3 with paper | Vacc: Chapters 9 & 10 |
| Session Nine  11/5/13 | Counseling for People with Physical  Disabilities  Due: Presentations 4 & 5 with paper | Vacc: Chapter 11 |
| Session Ten  11/12/13 | Counseling the LGBTQQIA community  Guest Speaker | Vacc: Chapter 12 |
| Session Eleven  11/19/13 | Counseling the Elderly Population  Due: Cultural Self-Analysis Paper  Guest Speaker | Vacc: Chapter 13 |
| 11/26/13 | Thanksgiving Break | NO CLASS |
| Session Twelve  12/3/13 | Self-assessment  Wrap-up |  |