

**Culturally Aware Counseling  
COUN 509  
Spring 2014  
Syllabus**

**Course and Instructor**

**Instructor:** Aida Midgett, Ed.D., LPC  
Office hours: Mon & Wed 12:50-3:20 pm or by appointment  
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**Course Number:** COUN 509

**Course Title:** **Culturally Aware Counseling**

**Course Time:** Tuesdays 6-8:45 pm

**Course Location:** Education Building Classroom Room 106

**Semester:** Spring 2014

**Credits:** 3 credits

**Course Objectives and Accreditation**

<b>CACREP Standards Addressed in the Course</b>		
<b>II. G. 1</b>	<b>Social and Cultural Diversity</b>	<b>Key Assignments</b>
a.	multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally	Final Exam, SL Project
b.	attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;	SL Project, Color of Fear Reflection Paper, Cultural Life Story
c.	theories of multicultural counseling, identity development, and social justice;	Final Exam, SL Project, Group Presentation
d.	individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;	Final Exam, SL Project, Group Presentation
e.	counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote wellness and growth of the human spirit, mind, or body; and	Final Exam, SL Project
f.	counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	Final Exam, SL Project, Group Presentation

## Course Description

This is a theoretical course with an experiential component to develop awareness, knowledge, and skills for counselor-in-training preparing to work in a pluralistic society.

PREREQ: COUN 502 or PERM/INST

## Methods of Instruction

Lecture, guest speakers, group activities/cooperative learning (exercises, video discussions, etc.), visual media (video/DVD/PowerPoint), student presentations, service-learning

## Objectives

Upon completion of the course the student will have working knowledge of:

- How one's own socio-racial background impacts worldview (II.G.2.a).
- Be able to articulate how oppression, discrimination, and stereotyping effects the student personally, professionally, institutionally and how she/he is able to seek a more affirming and positive identity (II.G.2.c, e, f).
- Demonstrate specific knowledge and skills for working with diverse groups including the individual, couple, family, and group level (II.G.2.d).
- Demonstrate how sociopolitical and economic forces impact different populations (II.G.2.a).
- Pluralistic identity reference group memberships impact them as counselors, the clients they are working with, and the dynamics of their relationship (II.G.2.c).
- Engage in an empowering relationship building and job coaching experience with a refugee family, developing applied multicultural competency and social justice advocacy skills (II.G.2.a - f).

<b>Technology Skills Addressed in the Course</b>		
	<b>Instructor Application</b>	<b>Student Application</b>
Utilize Blackboard technology		
Word process, including APA formatting	<b>X</b>	<b>X</b>
Use a spreadsheet and a statistical package		
Acquire graphics from the web, digital camera, scanner, or Microsoft media and insert them into a poster or presentation		<b>X</b>
Create and deliver a power point presentation	<b>X</b>	<b>X</b>
Find material on the Web and review Web sites	<b>X</b>	<b>X</b>
Be able to use e-mail, including document attachments	<b>X</b>	<b>X</b>
Be able to sign in and participate in listservs		<b>X</b>
Be familiar with computerized testing		
Be able to use digital recording equipment		

## Required Text

Sue D.W. & Sue D. (2012). *Counseling the Culturally Diverse: Theory and Practice*. Hoboken: NJ, Joh Willey.

Thomas, A.J. & Schwarzbaum, S. (2006). *Culture and identity: Life stories for counselors and therapists*. Sage Publications, Inc., Thousand Oaks, CA.

McIntosh, P. (1988). *White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Working in Women's Studies*.

The following additional readings below will be provided to prepare you for the service-learning component of the course. I will refer to these readings as SL Prep in the Course Calendar.

Bemak, F., & Chung, R. (2014). Immigrants and refugees. In F. L. Leong, L. Comas-Diaz, G. C. Nagayama Hall, V.C. McLoyd, J.E. Trimble (Eds) , *APA handbook for multicultural psychology*, Vol. 1: *Theory and research* (pp. 503-517). Washington, DC US: American Psychological Association. Doi:10.1037/14189-027.

Horenczyk, G., Jasinskaja-Lahti, I., Sam, D. L., & Vedder, P. (2013). Mutuality in acculturation: Toward an integration. *Zeitschrift Fur Psychologie*, 221(4), 205-213. Doi: 10.1027/2151-2604/a000150.

Nilsson, J. (2011). Facilitating Trainees' Multicultural Development and Social Justice Advocacy Through a Refugee/Immigrant Mental Health Program. *Journal of Counseling & Development*, 89(4), 413-422.

Singer, R. R., & Tummala-Narra, P. (2013). White clinicians' perspectives on working with racial minority immigrant clients. *Professional Psychology: Research and Practice*, 44(5), 290-298. Doi: 10.1037/a0034299.

Staub, E. (2013). Building a peaceful society: Origins, prevention, and reconciliation after genocide and other group violence. *American Psychologist*, 68(7), 576-589. Doi: 10/1037/a0032045.

Stevens, G., Eagle, G., Kaminer, D., & Higson-Smith, C. (2013). Continuous traumatic stress: Conceptual conversations in contexts of global conflict, violence and trauma. *Peace and Conflict: Journal of Peace Psychology*, 19(2), 75-84. Doi: 10/1037/a0032484.

## Academic Requirements and Evaluation

### Key assessments and other assignments:

#### **Cultural Life Story (40 POINTS) (II.G.2.b)**

Please read at least one story from each chapter in the Thomas and Schwarzbaum (2006) textbook to prepare and use as guide for this assignment. Then, using the *Life Stories* from Thomas & Schwarzbaum (2006) as well as the personal narratives in chapter 1 of your textbook as a guide, identify behaviors and attitudes you have been taught that affect your view of your own cultural group as well as other cultural groups in the United States and internationally. Be sure that you reference a few life stories in a way that is applicable to your own life story.

We have all been observers, victims, and perpetrators of racism, discrimination, and oppression in various forms throughout our lives. We are a product of our socialization, and without malice or bad intentions, our behaviors are sometimes oppressive to others of different racial/cultural backgrounds. Please explore these areas and discuss how you have been an observer, victim, and perpetrator of racism.

Additionally, if you have had cross-cultural experiences, discuss how those may help and/or hinder you from being affective with people from cultures other than your own.

Additionally discuss how you can use the information you are learning now to move into a more positive and affirming socio-racial identity status. How you can express social justice advocacy in both attitudes and behaviors and effectively engage in your role as a counselor to eliminate biases, prejudices, and the process of intentional and unintentional oppression and discrimination.

You will be graded based on (total of 40 possible points):

- Did the student utilize the personal narratives (Thomas & Schwarzbaum, and Chapter 1 from D.W. Sue and Sue) as a guide to her/his own autobiographical story? (10 points)
- Did the student identify social messages from parents, teachers, media, etc. that have affected how she/he views people from the same cultural group as well as people from other cultural groups? (10 points)
- Did the student identify self as an observer, victim, and/or perpetrator of racism, discrimination and/or oppression? (10 points)
- Was the autobiography focused on oneself rather than the presentation of personal opinions regarding socio-racial issues? (10 points)

TOTAL POINTS: \_\_\_\_\_/40

### **Service Learning Hours, Reflective Journals, and Social Justice Advocacy Poster or Video Presentation (90 POINTS) (II.G.2.a-f)**

We will be working closely with the Agency for New Americans this semester. The city of Boise is designated to receive refugees who are relocated to the United States. You will have the opportunity to learn about refugee issues in our community by working with a refugee family or individual. You will be asked to use your relationship building skills to develop a connection with your family/individual, and then help them along the process of obtaining social and economic self-sufficiency in this country.

*You will be required to register for a Service-Learning project you will receive an email with instructions from the Service-Learning Program. If you do not receive this email by January 22nd, contact the SL staff at 426-1004 or [servicelearning@boisestate.edu](mailto:servicelearning@boisestate.edu) or visit their website at [servicelearning.boisestate.edu/students/project-registration/](http://servicelearning.boisestate.edu/students/project-registration/)*

- Jan. 31st: SL project registration deadline
- Your Orientation to the Agency will take place in class on 1/21

This is a 'real life' experience, therefore unexpected issues will arise. It is important that you communicate in a straightforward and timely manner with the agency, and with me so that we can problem-solve and come up with strategies for dealing with whatever arises. In other words, if issues come up that you are not able to solve with your partner, let Eric or Yasmin from ANA, and me know

right away. We may not have immediate answers, but together we will work through whatever comes up and develop a plan of action with your safety and the family's safety and best interest in mind.

Your success with this experience will depend largely on your ability to be flexible, open, creative, and willing to deal with uncomfortable situations. We will spend time in class discussing your experiences as they relate to the material we are learning (textbook, personal narratives, guest speakers, videos, etc.). We will brainstorm how to deal with situations you encounter as a group. You and your partner can also meet with me individually during office hours or by appointment to talk through or process your experience. Be sure to seek out support when needed.

Here are some tips to maximize the positive potential of your experience:

1. *Read* articles provided before you begin your work with your refugee family.
2. *Communicate* with the instructor, Eric, and Yasmin if you run into problems.
  - a. Examples might include: your family did not show up for several appointments, you feel like you are repeating services that another provider is already offering, etc.
3. *Think creatively* as to how you can help your family move from where they are at your first meeting to becoming self-sufficient (e.g., employed or moving closer to becoming employed).
  - a. Assess potential roadblocks to employment – for example, the family has not learned to navigate the public transportation system and does not understand what a job, as a hotel cleaning staff would require. Potential course of action: You and your partner meet the father or mother of the family at their home, travel with the family member by bus to spend 3 hours job shadowing the cleaning staff at a hotel where he/she could potentially get employed. Assess whether, either both of you or only one of you should stay with the family member while they job shadow, or if the family member feels confident enough to stay and find her/his way home.
4. *Possible activities*:
  - a. Conduct an initial getting to know you interview/conversation. Work together with your partner so that you know what you want to learn from the family during your first visit. Also, begin the conversation about boundaries and your role in helping them. Set realistic expectations- what they can expect from you and what you expect from them.
  - b. Develop a plan of action, which could include:
    - i. Practicing English language skill acquisition, especially as it relates to interviewing for a job, asking for an application, etc.
    - ii. Helping family members learn to search for jobs
    - iii. Setting up job shadow opportunities
    - iv. Creating a relevant resume and teaching family members how to update it (meet them at a location where they can access a computer and printer on their own – if this is appropriate).
    - v. Talking about issues related to acculturation (dress, interview process, U.S. cultural expectations, etc.) **BE MINDFUL OF YOUR OWN CULTURAL, RACIAL, RELIGIOUS, GENDER ROLE, ETC. ASSUMPTIONS.** Be aware of implications of acculturating and giving up aspects of one's one traditions and way of life in order to fit into another culture.
    - vi. Helping family members fill out employment-related forms (you might need to set up a meeting where a translator is present).
  - c. *Re-visit* your initial intake and plan of action.
    - i. Are you moving in a positive direction?
    - ii. Are changes needed?

- iii. What new knowledge do you need to gain in order to better serve your family?
- d. *Developing rapport*, building trust, listening, and providing support and information that is helpful to family members.
- e. *Developing a realistic plan* for the family as you terminate your relationship.
- f. Electing to continue your relationship with the family and ANA after the class is over on a *volunteer* basis.

**You will receive credit for your service learning activity in three ways:**

- 1) **Hours completed (40 points):** You will be expected to log 30 hours with your family/individual (You will need a minimum of 15 direct, face-to-face hours with your family. However, if for example, you end up with 20 direct hours, you only need 10 indirect). All the time you spend face-to-face with your family counts as direct hours. Any time you spend preparing, for example, meeting with your partner, reviewing the resources, reading, etc. counts as indirect hours.

It is important that you log ALL of your hours. You will log your hours online through the SL website where you sign up for the project.

- 2) **Social Justice Advocacy Project and Poster or Video Presentation (30 points):** Based on your experience as a job coach, identify an area in our community that needs to be improved or changed to better serve the needs of our refugee population. Then, create a plan and take action. You will submit your plan as a poster or video presentation at the Civic Learning Student Exhibition Spring 2014. Please go to the following website for details on how to submit and to access poster templates: <http://servicelearning.boisestate.edu/students/sl-student-exhibition/>. Keep in mind that submission deadline for posters and videos is Friday, April 25th by 5:00 PM. The reception will be on Monday, May 5<sup>th</sup> from 4-6pm. In order to get credit for this assignment you must be in attendance. Please make scheduling arrangements at this time. Note that not all poster/video submissions will be accepted for presentation. Therefore, your grade is based on submission and not acceptance to the Exhibit. Everyone will be expected to attend, even if your poster did not get accepted.

You will submit your poster or video to me via email at the same time you submit it to the Service-Learning Department. Unless you submit to the Service-Learning Department by 5 pm 4/25, your poster will not be considered for the Exhibit. You will include the following information in your poster or video (30 total possible points):

- a. Background information about your refugee family (for example, information about their country of origin, language, religion) \_\_\_\_/5 points
- b. National and international trends that impact your refugee family (for example, relocation experience, economic trends, religious persecution, gender issues) \_\_\_\_/5 points
- c. Relevant attitudes, beliefs, understandings and acculturative experiences (this can be done through relevant quotes you heard or you thought of during your experience) \_\_\_\_/5 points
- d. Individual, couple, family, or group strategies you implemented in working with your family \_\_\_\_/5 points
- e. Your role in eliminating oppression in working with this family (through personal/family empowerment and community change) \_\_\_\_/5 points
- f. Community strategies you implemented in your social justice advocacy project (social justice plan and steps you took to implement your plan) \_\_\_\_/5 points

TOTAL POINTS: \_\_\_\_\_/30

**3. Reflective Journals (20 points):** You will turn in 4 reflective journals – refer to the course calendar for due dates. Journals should be two or three paragraphs, and they include a discussion of your experience with your refugee family as it relates to what we are learning in class (textbook readings, videos, lectures and discussions, etc.). Discuss issues such as what you are learning, what are you struggling with, what are you surprised by, your own biases that you are becoming aware of, community biases, worldview clashes, and joys from the experience. The journal will be graded based on completion and perceived effort rather than content. I encourage you to be honest and use this activity as a way to communicate with me, as well as learn about yourself. You will have 5 points deducted per each journal entry you do not turn in.

TOTAL POINTS: \_\_\_\_\_/20

**The Color of Fear Reaction Paper (20 POINTS) (II.G.2.b)**

Reflect on your experience of watching the film, *The Color of Fear*. You will not be graded based on the perspectives, thoughts, and feelings you express. Rather your grade will be based on whether it seems you thoughtfully linked your personal experiences, the film, and your conclusions.

- Did the student identify attitudes, beliefs, understandings, and other experiences that impact his/her worldview (how she/he views self and others from a socio-racial perspective? \_\_\_\_\_/10 points
- Did the student focus on her or his personal emotional reactions in addition to opinions and thoughts about what was presented? \_\_\_\_\_/ 10 points

TOTAL POINTS: \_\_\_\_\_/20

This video can evoke strong reactions from viewers; therefore, I suggest that you continue to process your feelings with the instructor or any other trusted helping professional or supportive people as needed.

This paper should be two pages, double-spaced.

**Working with and Advocating for Diverse Populations Group Presentation (50 POINTS) (II.G.2.c, d, f)**

You will be divided into six groups. Your group will select a chapter (from chapter 14 through 25) from your textbook to research more deeply and present. All classmates in attendance will grade the group presentation. All scores will be added and a mean will be calculated for the total score for each group presentation. Presentations should last 45 minutes, include a PowerPoint presentation, handout, and a creative component (see below for details). Presentation dates will be discussed in class. See class schedule for possible dates.

The rubric your classmates will use to grade the presentation is below (50 total possible points).

- Did the group members seem knowledgeable and have insight beyond what was presented in textbook about the subject researched? \_\_\_\_\_/10 points

- Did the group introduce a creative component to the presentation (e.g., video, speaker, skit, music, food, etc.) \_\_\_\_/10 points
- Did the group discuss appropriate and relevant theories related to working with this population? \_\_\_\_/15 points
- Did the group discuss counselor's role in eliminating biases, prejudices, and process of intentional and unintentional oppression and discrimination? \_\_\_\_/15 points

TOTAL POINTS: \_\_\_\_/50

**Final Exam (50 POINTS) (II.G.2.a, c, d, e, f):** This exam will comprise of 50 multiple-choice, objective, forced choice questions. The exam will cover all chapters from the D.W Sue and Sue textbook. The final will be timed. You will have 75 minutes to complete 50 questions. Once you begin you have to complete it. You cannot save your work and return to it later. Your final will be posted on Blackboard. More details will be discussed after Spring Break.

<b>Total Points and Grading Scale</b>
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**Total Possible Points: 200 points**

<b>Grading Criteria</b>	<b>90-100%= A</b>
	<b>80-99%= B</b>
	<b>70-79%= C</b>

Assignments not submitted when due or not in the assigned format will not earn full points. Those submitted more than three days past the due date will not be accepted. Plagiarism is sufficient grounds for failure for the course. See current *Boise State Graduate Catalog* for academic regulations and appeal procedures.

<b>Disability and Academic Integrity Statements</b>
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Disability Statement: To request academic accommodations for a disability, contact the Disability Resource Center by phone, (208) 426-1583, or e-mail, [drcinfo@boisestate.edu](mailto:drcinfo@boisestate.edu). Students are required meet with a Disability Specialist prior to receiving accommodations and may be required to provide documentation to clarify accommodation requests. Information about a disability is confidential. More information on the accommodation process can be found at <http://drc.boisestate.edu>.

Academic Integrity Statement: Academic misconduct or dishonesty including cheating and plagiarism is unacceptable and appropriate penalties will be imposed.



COURSE SCHEDULE			
Week	Topic	Reading	Key Assessment Due Date
1/21	Introductions, Syllabus and ANA Orientation to service-learning project	<ul style="list-style-type: none"> <li>• Thomas &amp; Schwarzbaum</li> <li>• Sue and Sue Chapter 1</li> <li>• SL Prep</li> </ul>	
1/28	Discussion of Superordinary Nature of MLTC counseling Discussion of SL project Mike from SL will come talk about registering online and provide an overview	<ul style="list-style-type: none"> <li>• Thomas &amp; Schwarzbaum</li> <li>• Sue and Sue Chapter 2 &amp; 21</li> <li>• SL Prep</li> </ul>	
2/4	Discussion of Multicultural Competence for Minority Counselors Discussion of SL project	<ul style="list-style-type: none"> <li>• Thomas &amp; Schwarzbaum</li> <li>• Sue and Sue Chapter 3</li> <li>• SL Prep</li> </ul>	Journal 1 due
2/11	Discussion of Politics in Counseling and Social Justice (Robin Hausheer) 7:30 pm Guest Speaker	<ul style="list-style-type: none"> <li>• Thomas &amp; Schwarzbaum</li> <li>• Sue and Sue Chapter 4</li> <li>• SL Prep</li> </ul>	
2/18	Video, The Color of Fear Discussion of Systemic Oppression	<ul style="list-style-type: none"> <li>• Thomas &amp; Schwarzbaum</li> <li>• Sue and Sue Chapter 5</li> <li>• SL Prep</li> </ul>	Journal 2 due
2/25	Discussion of Color of Fear Discussion of Racial Identity Development, People of Color and White Discussion of SL project	<ul style="list-style-type: none"> <li>• Thomas &amp; Schwarzbaum</li> <li>• Sue and Sue Chapter 11 &amp; 12</li> <li>• McIntosh article</li> </ul>	Color of Fear Reflection Paper due
3/4	Discussion of Microaggressions 7:30-8:45 pm Guest Speakers: MSS panel	<ul style="list-style-type: none"> <li>• Sue and Sue Chapter 6</li> </ul>	
3/11	Discussion of Cultural Life Story Discussion of Barriers to MLTC counseling, Individual and Family Discussion of SL project	<ul style="list-style-type: none"> <li>• Sue and Sue Chapter 7</li> </ul>	Cultural Life Story Due
3/18	Discussion of Culturally Appropriate Intervention Strategies Discussion of SL project	<ul style="list-style-type: none"> <li>• Sue and Sue Chapter 8</li> </ul>	Journal 3 due
3/25	<b>SPRING BREAK</b>		
4/1	Discussion of Best Practices (Robin Hausheer)	<ul style="list-style-type: none"> <li>• Sue and Sue Chapter 9</li> </ul>	

4/8	Discussion of Indigenous and Non-Western Methods of Healing  Discussion of SL project	<ul style="list-style-type: none"> <li>Sue and Sue Chapter 10</li> </ul>	Journal 4 due
4/15	Discussion of Culturally Competent Assessment  Guest Panel	<ul style="list-style-type: none"> <li>Sue and Sue Chapter 13</li> </ul>	
4/22	Group Presentations	<ul style="list-style-type: none"> <li>Sue and Sue Chapter 14-26 (excluding 21)</li> </ul>	*Reminder that poster/video submission deadline to SL is at 5pm 4/25. You can submit to me at the same time via email.  Group Presentation 1, 2, and 3
4/29	Group Presentations	<ul style="list-style-type: none"> <li>Sue and Sue Chapter 14-26 (excluding 21)</li> </ul>	Group Presentation 4, 5, and 6  Service-Learning log due
5/5	Attendance of Civic Learning Exhibit from 4-6 pm (class does not meet on Tuesday of this week)	<ul style="list-style-type: none"> <li>Sue and Sue Chapter 14-26 (excluding 21)</li> </ul>	
5/6-9	Final will be posted online. It will open at 8am on 5/6 and close at 11:59 pm on Sunday 5/11. The final will be timed. You will have 75 minutes to complete 50 questions. Once you begin you have to complete it. You cannot save your work and return to it later.		Final Exam
5/13	Final week. Class does not meet		