

YOUNGSTOWN STATE UNIVERSITY

Counseling Program Social and Cultural Issues in Counseling COUN 6976 / 3 S.H. Spring 2014

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Department of Counseling, Special Education & School Psychology

Office Hours: Tuesdays: 3-5; Wednesdays 2-3; Thursdays: 3-5

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Office: BCOE 3403

Class Meeting –Time/Place: BCOE 3408; Tuesdays 8:05 pm -10:45 pm

Catalog Description:

Counseling theory and techniques related to social and economic change, ethnic groups, subculture, issues of sexuality and gender, urban and rural societies, cultural mores, the use of leisure time, and differing life patterns.

Prerequisites: none

Required Text:

Hays, D. G., & Erford, B. T. (Eds.). (2010). *Developing multicultural competence: A system's approach*. Columbus, OH: Pearson Merrill Prentice Hall.

Articles

Coleman, E., & Remafed, G. (1989). Gay, lesbian, and bisexual adolescents: A critical challenge to counselors. *Journal of Counseling and Development, 68*, 36-39.

Garrett, M. T., & Pichette, E. F. (2000). Red as an Apple: Native American acculturation and counseling with or without reservation. *Journal of Counseling and Development, 78*, 3-14.

McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. *Independent School, 49*, 31-36.

McLennan, N., Rochow, S., & Arthur, N. (2001). Religious and spiritual diversity in counseling. *Guidance & Counseling, 16* (4), 132-137.

Miranda, A. O., Estrada, D., & Firpo-Jimenez, M. (2000). Differences in family cohesion, adaptability, and environment among Latino families in dissimilar stages of acculturation. *Family Journal, 4*, 341-350.

Nelson-Jones, R. (2002). Diverse goals for multicultural counselling and therapy. *Counselling Psychology Quarterly, 15*, 133-143

Rayle, A. D., & Myers, J. E. (2004). Counseling adolescents toward wellness: The roles of ethnic identity, acculturation, and mattering. *Professional School Counseling, 8*, 81-91.

Reynolds, A. L., & Pope, R. L. (1991). The complexities of diversity: Exploring multiple oppressions. *Journal of Counseling & Development, 70*, 174-180.

Zhang, N., & Dixon, D. (2003). Acculturation and attitudes of Asian international students toward seeking psychological help. *Journal of Multicultural Counseling and Development, 31*, 205-222.

The focus of this course is to develop beginning content knowledge and skills as they relate to multicultural counseling. The course content assists the students in becoming aware of their own attitudes, values, beliefs, biases, and potentials for developing into an effective counselor. Each student must identify and reflect on his/her own strengths, limitations, and obstacles in the counseling process. The independent assignments role-play exercises, and class discussions all contribute to the development of a culturally competent counselor.

****Course content/schedule is subject to change due to class participants and/or situations surrounding it****

CACREP 2009 Standards

Professional Identity

G. 2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (CACREP 2009 Foundation Standard G2A);
- attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients (CACREP 2009 Foundation Standard G2B);
- theories of multicultural counseling, identity development, and social justice (CACREP 2009 Foundation Standard G2C);
- individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies (CACREP 2009 Foundation Standard G2D);
- counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (CACREP 2009 Foundation Standard G2E); and
- counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 2009 Foundation Standard G2F).

Clinical Mental Health Counseling
Counseling, Prevention, and Intervention

- Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society (CACREP 2009 Clinical Mental Health Counseling Standards, C.1).

Diversity and Advocacy

- Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services (CACREP 2009 Clinical Mental Health Counseling Standards, E.1);
- Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client (CACREP 2009 Clinical Mental Health Counseling Standards, E.2);
- Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders (CACREP 2009 Clinical Mental Health Counseling Standards, E.3);
- Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling (CACREP 2009 Clinical Mental Health Counseling Standards, E.4);
- Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare (CACREP 2009 Clinical Mental Health Counseling Standards, E.5);
- Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services (CACREP 2009 Clinical Mental Health Counseling Standards, E.6);
- Maintains information regarding community resources to make appropriate referrals (CACREP 2009 Clinical Mental Health Counseling Standards, F.1);
- Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients (CACREP 2009 Clinical Mental Health Counseling Standards, F.2); and
- Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (CACREP 2009 Clinical Mental Health Counseling Standards, F.3).

School Counseling

Diversity and Advocacy

- Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement (CACREP 2009 School Counseling Standards, E.4).

BCOE Conceptual Framework

R1: Reflective practice is *Reasoned*.

Candidates exercise rational judgment and give thoughtful consideration to their professional activities and decisions.

Outcomes:

- A. Candidates use research, theory, and wisdom of practice to inform their pedagogy.
- B. Candidates apply the appropriate knowledge of assessment and evaluation to their practice.
- C. Candidates utilize evaluation results for evidence-based decision-making.
- D. Candidates employ reflective professional judgment across all facets of their practice.

R2: Reflective practice is *Ethical*.

Candidates act in a moral, legal, and principled manner in professional practice.

Outcomes:

- A. Candidates apply ethical and legal practices in performing their professional responsibilities.
- B. Candidates demonstrate knowledge of education policies at the local, state and national level for instructional decision-making.
- C. Candidates value and apply the professional code of conduct particular to their area.

R3: Reflective practice is *Fair*.

Candidates exercise democratic fairness, principled concern, and humane care in their professional activities.

Outcomes:

- A. Candidates demonstrate professional, collaborative, and inclusive dispositions both in their field placements and within their courses.
- B. Candidates foster inclusive environments, and respect the backgrounds of and beliefs held by their students or clients.
- C. Candidates strive to meet the educational needs of **all** students or clients in a caring, non-discriminatory, and equitable manner.
- D. Candidates collaborate with colleagues, families and communities to ensure that all students reach their potential.

R4: Reflective practice is *Logical*.

Candidates think analytically in a deliberately consistent and rationally defensible manner.

Outcomes:

- A. Candidates think systematically and analytically about professional practice and professional decision-making.
- B. Candidates appropriately apply knowledge of research to their professional practice.

R5: Reflective practice is *Effective*.

Candidates apply professional knowledge in a consciously purposeful and deliberate manner.

Outcomes:

- A. Candidates are proficient in the procedures, techniques, and methods of their respective fields.
- B. Candidates are proficient in the content of their respective fields.

R6: Reflective practice is *Critical*.

Candidates use professional knowledge, objectively applying it to their own professional actions and the professional actions of others to the benefit of their students and clients.

Outcomes:

- A. Candidates evaluate their own effectiveness by giving attentive consideration to the positive growth of their students/clients.
- B. Candidates assess the needs for professional development and actively engage in professional activities to expand their knowledge, experiences and relationships.

R7: Reflective practice is *Technical*.

Candidates attend to procedural details and optimize the use of technologies appropriate to professional practice.

Outcomes:

- A. Candidates effectively and appropriately integrate various technologies into their work as teachers, counselors and administrators to maximize P12 student learning.
- B. Candidates utilize technology to enhance their own professional development.

Task Stream (ALL Counseling Students):

All Counseling candidates will be required to purchase a Task Stream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of all counseling candidates in each course. This is essential documentation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and National Council for the Accreditation of Teacher Education (NCATE). Task Stream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee.

Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

In this course, the Cultural Immersion Reflection Paper has been identified as the "Task" in COUN 6976. The completed assignment must be submitted through Task Stream by all Counseling students.

Levels/Criteria	Unsatisfactory	Satisfactory	Competent	Exemplary	Score/Level
Demonstrates multicultural and diversity counseling knowledge (CACREP School Counseling Standards A.8 and A.9; CACREP Community Counseling Standards A.1 and A.5)	Candidate demonstrates inadequate or inaccurate knowledge.	Candidate demonstrates	Candidate demonstrates a thorough knowledge of multicultural and diversity counseling issues.	Candidate demonstrates an unparalleled understanding of multicultural and diversity counseling issues.	
Demonstrates knowledge of differences in verbal and non-verbal communications and their interpretations as practiced by the cultural group under study (CACREP Community Counseling Standards C.5, C.6., C.7)	Candidate demonstrates inadequate, irrelevant, or inaccurate information regarding differences in communications.	Candidate demonstrates minimal knowledge of communications differences.	Candidate demonstrates a thorough knowledge of communication differences and their interpretations.	Candidate exceeds all expectations in demonstrating knowledge of communication differences	
Candidate exceeds all expectations in demonstrating knowledge of communication differences	Candidate is unable to compare and contrast cultures.	Candidate demonstrates minimal ability to compare	Candidate is able to comprehensively compare and contrast cultures.	Candidate demonstrates an unparalleled ability to compare and contrast cultures.	
Demonstrates awareness of personal strengths and areas requiring improvement in working with people of differing cultures (CACREP Community Counseling Standard A.5)	Candidate demonstrates little or no awareness or personal strengths or areas requiring improvement.	Candidate demonstrates minimal awareness of personal strengths and areas requiring improvement.	Candidate demonstrates awareness of both personal strengths and areas requiring improvement.	Candidate demonstrates an in-depth awareness of both personal strengths and areas requiring improvement.	
Demonstrates an understanding of the complexity of counseling culturally diverse persons (BCOE Conceptual Framework R6, R8).	Candidate demonstrates little or no understanding of such complexity.	Candidate demonstrates a limited understanding of such complexity.	Candidate demonstrates an adequate understanding of such complexity.	Candidate demonstrates an in-depth understanding of such complexity.	
Demonstrates knowledge of professional, legal, ethical, and political issues in multicultural and diversity counseling (CACREP School Counseling Standard A.11; CACREP Community Counseling Standards A.4 and B.1)	Candidate demonstrates inadequate, irrelevant, or inaccurate knowledge of issues.	Candidate demonstrates limited knowledge of issues.	Candidate demonstrates an adequate understanding of issues.	Candidate exceeds all expectations for understanding issues.	

Instructional Methodology:

Students will be expected to participate by regular attendance, completion of assignments on due dates, and participation in **class discussions**, and **activities**. Students will also be required to **journal** their reactions on specified discussions and activities. **Late assignments will be reduced by one letter grade per day late.** Participation is expected and rewarded in class. Come to class prepared to participate in class discussions and activities with questions and comments.

Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, music, role-plays, videotapes, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class, and engaging in class activities.

Attendance:

It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion **greatly** contributes to your learning processes as well as your classmates' learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one (1) class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one (1) class and do not have data to substantiate your missed class, your final grade will be dropped one (1) letter grade for each class missed. If you **miss more than TWO classes, you will fail the course**. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or classmates to learn about the content of the missed class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

Course Requirements:

Personal Mission Assignment: Create a written description of your personal mission for understanding, appreciation, and social action. **What do you expect to get out of this course? How would you personally like to change in order to make the world a better place? How would you like to impact others in your school, work, local, national or the global community?** This statement will serve as a beginning point for the course and allow you to reflect on your own progress throughout the course. This paper is expected to be **1-2 pages (1/28/14)**.

Two (2) Reflection Papers: **2 pages** in length. The paper should not summarize class material but a reaction/reflection is needed.

- **Paper 1** - Reaction to the course materials and/or class activities from the beginning of the class to the due date (**Due: 2/11/14**)
- **Paper 2** – Reaction to the course materials and/or class activities from the due date of the last paper to the due date of this paper (**Due: 4/15/14**).

Root Representation: In order to increase personal awareness of your own cultural background, you will design a “Roots Representation”. This is an opportunity to explore your own cultural identity by investigating your family’s unique history. By looking at your own roots you may gain insight into your own worldview. Creatively represent

your own roots with words, pictures, personal items, poetry, or drawings, etc. You will display your roots representation and describe it to your peers in a **10 minutes** presentation (**Presentation I-VIII**).

Cultural Immersion Exercise: This assignment is designed to increase your knowledge and awareness of the experiences of others by stepping outside of your personal comfort zone. You will take one learning excursion to explore a culture difference from your own. You may choose to attend a religious service, art exhibit, or go to a neighborhood festival, museum, dance recital, etc. You may collaborate with other classmates on this immersion experience. You are required to spend a minimum of two hours in a culturally different environment. *Students **MUST** obtain approval from the instructor before engaging in the experience.* You are required to write a **4-5 page** typed reaction paper about your experience (**Paper Due: 4/8/14**).

- What were your preconceptions about the group?
- Where you in the minority? If so, how did that feel?
- What did you learn about others?
- What did you learn about yourself?

“I Am Poem” Assignment: This assignment gives you an opportunity to reflect on the voices you heard and the messages you received growing up related to what it means to be who you are. The poem can also encompass any current life information. These poems should be **at least a page long, no more than 2 pages, and will be shared with the class.** It may be in essay format or poem format. Please feel free to use your creative skills! (**Due: 4/29/13**)

Midterm Examination: Focus will be on the understanding of concepts, terminology, and the application of knowledge. The exam may consist of definitions of terms, multiple choice, short answers, and/or application questions. (**3/18/14**)

Final Exam: Focus will be on the understanding of concepts, terminology, and the application of knowledge. The exam may consist of definitions of terms, multiple choice, short answers, and/or application questions. **The Final Exam may consist of material covered from the beginning of the course.** (**5/6/14**)

Technological components:

Provided is a list of websites. Additional references will be provided throughout the semester.

- <https://ysu.blackboard.com/webapps/login/> (Blackboard YSU)
- www.counseling.org (American Counseling Association)
- www.ohiocounselingassoc.com (Ohio Counseling Association)

Assumptions for this course (Dr. Mary Arnold, 1990)

1. There is no difference between apparent and unapparent diversity as experienced by the oppressed person X. We all stand simultaneously in the shoes of oppressor and oppressed.
2. Support, as used in this course, is an active affirmation or acknowledgment that X feels or thinks a certain way about a matter of discussion. This is the opposite of telling X that she or he does not think that way; or to ignore or reject X for feeling and thinking as she or he does.
3. It is difficult to support someone with whom we disagree as long as we focus on content rather than on the person speaking. X is a person, and before you can develop a genuine interest and appreciation for her or him, it is necessary to understand the basis for X’s feelings and thoughts.
4. Shutting X off or out before discovering the basis for her or his point of view closes the door to understanding and accepting, which evoke spontaneous support for X, the person.

Grading

A total of 1000 points may be earned in this course as follows:

Attendance and Participation	100
Personal Mission.....	50
Reaction Papers (2 @ 100 pts. each).....	200
Cultural Immersion Exercise.....	200
Root Presentation.....	200
I Am Poem.....	50
Midterm Examination.....	100
Final Examination.....	100

Grading Scale

A	1000 - 900
B	899 - 800
C	799 - 700
D	699 - 600
F	599 and below

Paper and Grading Policy: Papers should reflect the quality of a professional in the counseling profession. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The *APA Publication Manual 6th* edition will be the primary reference for issues of style (e.g., double spacing).

Tentative Course Schedule

#	Date	Topic	Readings	Assignments	Activities
1	1/14/14	Introduction, Review of Syllabus			
2	1/21/14	Introduction to Multicultural Counseling	Chapter 1 Nelson-Jones (2002)		
3	1/28/14	Identity Development and Models	Chapter 2	Personal Mission Assignment	
4	2/4/14	The Culturally Effective Counselor	Chapter 3		Root Presentation I
5	2/11/14	Multicultural Human Growth and Development	Chapter 15	Reflection Paper 1	Root Presentation II
6	2/18/14	Understanding and Counseling European American Clients	Chapters 4 & 14 McIntosh (1990)		Root Presentation III
7	2/25/14	Understanding and Counseling African American Clients	Chapter 9 Reynolds and Pope (1991)		Root Presentation IV
8	3/4/14	Understanding and Counseling Asian American Clients	Chapter 11 Zhang and Dixon (2003) Rayle and Myers (2004)		Root Presentation V
9	3/11/14	Spring Break			
10	3/18/14	Midterm Exam			
11	3/25/14	Understanding and Counseling Hispanic American Clients	Chapter 12 Miranda, Estrada, and Firpo-Jimenez (2000)		Root Presentation VI
12	4/1/14	ACPA Conference (No Class)			
12	4/8/14	Understanding and Counseling American Indian/Native American Clients & Arab Descent	Chapters 10 & 13 Garrett and Pichette (2000)	Cultural Immersion Reaction Paper	Small Groups: Cultural Immersion Experience
13	4/15/14	Understanding Gender, Sexism, Sexual Orientation & Heterosexism	Chapters 5 & 6 Coleman and Remafed (1989)	Reflection Paper 2	Root Presentation VII
14	4/22/14	Social Class & Classism Disability, Ableism, and Ageism Spiritual Diversity	Chapters 7, 8 & 16 McLennan, Rochow, and Arthur (2001)		Root Presentation VIII
15	4/29/14	Professional Issues in Multicultural Counseling Pull It Together	Chapters 17, 18 & 19		"I Am Poem" (presentation)
17	5/6/14	Final Exam			

Course Policies

Academic Conduct: Cheating on exams, submitting work of other students as your own or plagiarism result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense. Please review department plagiarism policy for more detail.

YSU Counseling Program Statement: The Youngstown State University Counseling Program prepares students for careers as professional counselors, school counselors, or college student affairs professionals. The faculty is dedicated to providing a challenging and supportive environment in which students rights and responsibilities are respected.

Students are continually assessed by faculty throughout the program and progress may be interrupted or terminated by failure to comply with academic standards or if a student’s interpersonal or emotional status interferes with training/education related requirements for self and others. In addition to academic competence, the counselor education curriculum requires students to be aware of their own affective and cognitive development, be open to personal growth and change, and be willing to present themselves in an open manner. Awareness of the needs of others and acceptance of human rights is paramount.

Counseling Services: If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

YSU CUE-Mail (Common University E-Mail): Each student at YSU has access to an individual e-mail account through the university e-mail system. The e-mail system may be very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.

Students with Disabilities: In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with Disability Services, which is located at Wick House, and provide a letter of accommodation to verify your eligibility. You can reach Disability Services at 330-941-1372.

Extra Credit Opportunities: There will be extra credit opportunities with the tests. **These points are not to be used in place of an assignment or attendance points.** They will be used when there are points lost on an assignment and/or exam where the students’ efforts have been applied but yielded an unfavorable outcome as a result. There *MAY* be

other extra credit opportunities that will not be greater than 10pts but can certainly be less than.

Writing and Group Presentation Policy: Presentations and projects should reflect the quality of a professional in the counseling profession. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The *APA Publication Manual* (see supplemental readings) will be the primary reference for issues of style (e.g., double spacing).

Technology Fees: The technology fees for this course are applied to help pay for the use of the various forms of technology that are used to increase the quality of your clinical experience (i.e., bug-in-the-eye technology, etc.).

Technology Use During Class: Please turn off all cell or smart phones during class. Messaging during class is not permitted. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class Computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes.

Dispositions: The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs.

Collaborative: Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. *Inclusive:* Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc.

Professional: Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one's workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

Problematic Behaviors: The Candidate Performance Alert form is completed when a concern is raised about a candidate's performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate's ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.