

SYLLABUS
Counseling 655: Social and Cultural Issues in Counseling
Old Dominion University
CACREP Accredited Program

Instructor: Dr. Garrett McAuliffe

Phone: 757-683-5075

Office Location: Room 165-9 - Education Building

E-mail: gmcaulif@odu.edu

Text: *Culturally Alert Counseling: A Comprehensive Introduction* by McAuliffe and Associates, Sage Publications

NATURE OF THE COURSE

Catalog Course Description: “This course is designed to familiarize prospective helping professionals with the environmental, personal, socioeconomic, and psychological characteristics of special (sic) client (culturally different) groups and to help them understand the unique counseling concerns related to varying racial and cultural groups.”

NOTE: This special version of the course will be a “hybrid” offering in that some of the learning will occur through on-line discussions and some will be in-person, in Ireland. However, the course will meet all of the CACREP standards and be a full experience in the topic of culture and counseling.

Purpose: The Social and Cultural Issues in Counseling course is an invitation for students to become multi-culturally competent professionals. Three dimensions of multicultural competence infuse the course:

- (1) Awareness of one’s own cultures
- (2) Knowledge of others’ cultures
- (3) Skills in counseling or educating diverse clients.

Six major “social identities” are highlighted in the course, in this order: ethnicity, race, class, gender, sexual orientation, and religion/spirituality. Disability may also be discussed.

Course Competencies: All of the “Multicultural Counseling Competencies” of the American Counseling Association comprise the learning objectives of the course.

Attendance: Attendance at the Ireland seminars is required, as well as participation in the on-line discussions. One point is deducted for each absence from in-person sessions, and .5 deducted for half of class missed, regardless of reason. This not meant to be punitive. Rationale: The learning that inevitably occurs, or is missed, due to being at class sessions. *list to reach a fellow student.* Any student who must miss a class should also *leave a message with the instructor via e-mail or phone before class.*

SUMMARY OF CLASS-BY-CLASS ASSIGNMENTS*

(NOTE: Assignments are due Mondays and Thursdays)

NOTE: As you will see in the listings below, there will be two categories of written responses required from you for each assigned chapter/topic:

1. **A comment to the Discussion Board** (directions below) on your reading of each chapter, that is, thoughts on what struck you in the chapter, what seemed important, or what was confusing. Each student will make one initial submission of at least 75 words (minimum total, not for each reading or video) by 7pm each day that is designated for EACH reading or video. At least one follow-up response on other students' contributions by 7pm the next day. The instructor will read the discussion threads soon after the reading was due. You can also choose to comment on what struck you from doing any of the activities (See below), but you do not have to reveal your specific responses to the Activities in the Discussion Board.
 2. **Your actual responses to any Activities assigned** from the chapter, submitted to Assignments in Blackboard. To be seen only by the instructor and the teaching assistant. The initial submission is due on the day designated below.
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Monday June 27: Foundational Concepts

Module 1 - Assignments due today:

I. Do the following and comment on each in Discussion Board 1:

1. Find one example of why culture matters – By noting a news story, magazine article, TV item, movie, etc. that illustrates the power of culture (ethnicity, race, social class, gender, sexual orientation, religion) in individuals' lives and/or in society.
 - Mention it on Discussion Board, with an explanation of its possible importance.
2. Read and study:
 1. Preface, pages x-xiii
 2. Chapter 1, all. Note: Skip activities unless assigned (See below).
 3. Make one initial submission of at least 75 words for each reading (e.g., today there are two) by 7pm today. At least one follow-up response on other students' contributions by 7pm the next day.

II. Activities to be done and submitted to Assignment 1:

(If you choose, you can comment on the experience of doing any activities in the Discussion Board.)

1. 1.2 (*Introductory Cultural Self-Awareness*),
2. 1.3, p.15 (*Encounters with Cultural Diversity*), and
3. 1.4, p.17 (*Attitudes toward Difference*).

Thursday, June 30: Ethnicity; Race

Module 2: Assignments due today:

I. Do the following readings and post one comment from each of the three on the Discussion Board 2.

1. Chapters 3, Ethnicity, and Chapter 4, Race.
2. One reading of your choosing on (one of) your ethnicity(ies) – e.g., a chapter from the book *Ethnicity and Family Therapy* (on reserve in the ODU library and should be available in your local university library) or from the posted readings about specific ethnic groups under Course Documents -> Ethnicity. Browse and find one that matches you in some way and then do Activity 3.2 (See next.). A few of the chapters from *Ethnicity and Family Therapy* are posted in Blackboard under Ethnicity.
3. Make one initial submission for each reading (today there are three) of at least 75 words by 7pm today. At least one follow-up response on other students' contributions by 7pm the next day.

II. Activities to be done and submitted to Assignment 2 by today:

1. 3.2, pp. 88-89 (*Ethnic Self-Awareness*) and 3.3 (*Characteristics of Bicultural Competence*).
2. 4-4 (*Racial Identity Development for People of Color*), and 4-5 (*White Racial Identity Development*).

July 4: Social Inequality and Social Justice

Module 3 - Assignments due today:

I. To be read and commented on in the Discussion Board 3:

1. Read Chapter 2 (Social Inequality and Social Justice).
2. Make one initial submission for each reading (today there is one) of at least 75 words by 7pm today AND at least one follow-up response on other students' contributions by 7pm the next day.

II. Activities to be done and submitted to Assignment 3 by today:

1. 2-6 (Privilege Inventory) (Again, comment merely on what struck you as you did the exercise),
2. 2-7 (Privilege Awareness Activity),
3. 2-8 (Stages of Oppressive to Non-Oppressive Thinking).

July 7: European Americans

Module 4 - Assignments due today:

I. To be read or listened to and commented on in the Discussion Board 4:

1. Chapter 8.
2. Make one initial submission for each reading (today there is one) of at least 75 words by 7pm today AND at least one follow-up response on other students' contributions by 7pm the next day.

NOTE: No Activities due today. Therefore, no submission required to Assignments. Automatic two points assigned.

July 11: Latino/Latina Americans.

Module 5 - Assignments due today:

I. To be read/viewed and commented on in Discussion Board 5:

1. Chapter 10.
2. The video under Course Documents on counseling Latino/as .
3. Make one initial submission for each reading and video (today there are two) of at least 75 words by 7pm today AND at least one follow-up response on other students' contributions by 7pm the next day.

II. Activities to be done and submitted to Assignment 5 by today:

1. 10.1 (Preconceptions about Latinos/Latinas)
2. 10.2 (Stereotypes of Latinos/Latinas)

July 14: East and Southeast Asian Americans

Module 6 - Assignments due today:

I. To be read/viewed and commented on in the Discussion Board 6:

1. Chapter 6.
2. The video on Counseling East and Southeast Asians.
3. Make one initial submission for each reading and video (today there are two) of at least 75 words by 7pm today AND at least one follow-up response on other students' contributions by 7pm the next day.

II. Activities to be done and submitted to Assignment 6 by today:

1. Box 6.1, p. 190.

July 18: African Americans

Module 7 - Assignments due today:

I. To be read and commented on in the Discussion Board 7:

1. Chapter 5.
2. The video on Counseling African Americans.
3. Make one initial submission for each reading and video (today there are two) of at least 75 words by 7pm today AND at least one follow-up response on other students' contributions by 7pm the next day.

II. Activities to be done and submitted to Assignment 7:

1. 5-1 ("Do You Have Racial Issues with African Americans?") [Do not submit your actual responses. In this case, just comment on your overall response to doing the activity).

July 21: Social Class

Module 8 - Assignments due today:

I. To be read and commented on in the Discussion Board 8:

1. Chapter 12
2. Make one initial submission each for the reading of at least 75 words by 7pm today AND at least one follow-up response on other students' contributions by 7pm the next day.

II. Activities to be done and submitted to Assignment 8:

1. 12-1 (*Identifying your social class of origin*).

July 25: Gender

Module 9 - Assignments due today:

I. To be read and commented on in the Discussion Board 9:

1. Read Ch 13.
2. Make one initial submission each for the reading of at least 75 words by 7pm today AND at least one follow-up response on other students' contributions by 7pm the next day.

II. Activities to be done and submitted to Assignment 9:

1. 13-4 (*Checking in on Socialization*)
2. 13-5 (questions 5-16 ONLY).

July 28: Sexual Orientation

Module 10 - Assignments due today:

I. To be read/viewed and commented on in the Discussion Board 10:

1. Chapter 14
2. The video under Course Documents on counseling Lesbian and Gay Youth (= over one hour of viewing).
3. Make one initial submission each for the reading and the video of at least 75 words by 7pm today AND at least one follow-up response on other students' contributions by 7pm the next day.

II. Activities to be done and submitted to Assignment 10:

1. 14-1 (*Self-Assessment; Do NOT report your responses in the commentary; Just report your honest response to doing the activity.*),
2. 14-3 (*Becoming Aware of Heterosexual Privilege*)

Aug 1: Religion and Spirituality

Module 11 - Assignments due today:

I. To be read/viewed and commented on in the Discussion Board 11:

1. Ch 15.
2. The video on counseling and religion.
3. Make one initial submission each for the reading, video, and inventory [See #2 below.] (= three total) of at least 75 words by 7pm today AND at least one follow-up response on other students' contributions by 7pm the next day.

II. Activities to be done and submitted to Assignment 11:

1. 15-1 (*Assessing One's Own Spirituality and Religion*).
2. The video under Counseling and Religion
3. Go to <http://www.selectsmart.com/RELIGION/>. It can also be linked through Course Documents on Blackboard. Complete this inventory. Look up your top two results via

the links provided and read about that worldview/religion. Submit your results and comment on what it might mean about your current beliefs, values, and/or commitments.

Aug 8-18: Immersion in Ireland. There will be no required reading in Ireland. It will be a time to experience. However, students are encouraged to write a daily one-paragraph journal entry in which they comment on their experiences. This entry should consist of reflections on the facts, feelings, and meanings of the experiences. These reflections can be assembled into the Immersion Report, which is due electronically, submitted to Assignments, by Aug 31.

Aug. 25: The Practice of Culturally Alert Counseling

Module 12 - Assignments due today:

I. To be read and commented on in the Discussion Board 12:

1. Ch 16, all.
2. View the DVD *Key Practices in Culturally Alert Counseling* that comes with the book and comment on one idea that struck you as particularly valuable from each of the three major sections.
3. Make one initial submission each for the reading and video of at least 75 words by 7pm today AND at least one follow-up response on other students' contributions by 7pm the next day.

II. Activities to be done and submitted to Assignments 12:

1. 16.1 (just make a comment on doing it)
2. 16.2

Aug. 27-29: Final exam, on-line

Aug. 31: Cross-Cultural Reflection Paper due to Assignments.

Assignments, Expectations, and Grading

This is a graded course. The following are the expectations and the percentage of the grade each represents:

1. Written Activities/Exercises

Consists of written responses to any other **assigned activities** (e.g., activities from the text). To be submitted to the Assignments function in Blackboard.

Be self-reflective and honest. The commentary will not be graded for any "correctness." It will be evaluated for your honest and open effort to confront, even struggle with, the material. Confidential.

2. Discussion Board Contributions

Consists of comments on the chapter – key ideas that struck you, concepts that were confusing to you, controversial/confusing notions. Make one initial comment of up to 75 and no more than 150 words on the reading from the week, as assigned, and then respond at least once to the initial student comments on the ideas with your follow-up comment. Initial comment due by 7pm on the day designated. At least one follow-up response on other students' contributions by 7pm the next day. To be submitted to Discussion Board in Blackboard.

3. Cultural Visits: (Interview, Experience) with a Social/Cultural Group in Ireland OR an Irish social/educational agency/ program.

Purpose: To have you empathically experience newness in the form of a different and non-dominant culture or social program so that you can relativize your own cultural norms and learn about a specific group. Emphasis on emotional responses and self-reflections.

First: You will be assigned e a cultural group in Ireland or a counseling-related program.

Some Examples:

- Travellers
- Persons who are in poverty
- Rural persons (e. g, small farmers)
- Religious groups
- Recent immigrants
- Protestants (Loyalists) or Catholics (Nationalists) in Northern Ireland
- Corrections programs
- Drug/alcohol rehab
- Domestic violence
- Career assistance
- Pastoral counseling
- Community mental health agency (a "Surgery?")
- Private practice/family/couples counseling
- Homelessness program

- Youth program (residential/non-residential)
- Immigrant program
- University counseling center
- Social services
- Africans
- Caribbean peoples
- Middle Easterners
- Asians of various subgroups
- Individuals with Disabilities (preferably visible)
- Lesbians and/or Gay men
- Transgendered persons
- Other?

Second, after being assigned a cultural group or a human services program, do the following:

- The leaders and the Irish representatives from USIT will help you make contact with the group. Tell the Irish contacts that you are interested in their culture or program because you want to learn about them.

Third, participate in an experience, as described below, and **conduct an interview** with someone from the group, as guided by the questions below

Fourth, share your experiences with our group, as time allows.

Recommended procedure:

A. Travel to that location during the trip.

B. **Conduct an interview** with one member of that group, especially someone for whom that group membership is important, about their experience as a member of that group in the areas raised by the reading. See guidelines below

• **IDEAS FOR QUESTIONS FOR Interview with Irish social program/ counseling professional:**

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|---|
| ○ What is your name and background? (How did you get into this work? What training do you have and need?) |
| ○ What is the purpose of your program and work? When did it begin? |
| ○ What is satisfying about your work and the program? |
| ○ What is challenging or difficult about it? |
| ○ What is particularly Irish about the issue and the approach? |

• **IDEAS FOR QUESTIONS FOR interview with a cultural group member:**

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| The content of the interview can include the following (You can add more questions if you'd like): |
| 1. How important is membership in that group to the person, or work in that field? |
| 2. What in particular is important? |
| 3. How does this membership affect his/her life? |
| 4. What is a source of pride and/or a positive dimension of being |

in that group?
5. What is a less-desirable or negative dimension of the group's culture and/or of her/his membership?
6. How does that group membership affect:
a. Social life?
b. Career?
c. Housing/Geographical location?
d. Other issues for members of that client or cultural group, e.g., influence on movement in society, in the larger community, political activity, anything else?
7. What would that person like counselors to know about the group/the work and its members/clients?

C. Report on your experience to the participants in Ireland. Share key facts, thoughts, and feelings about the plunge experience at with the group, if there is time, i.e., describe your experience and its impact on you to class.

4. Daily Journaling in Ireland (Recommended) and Cross-Cultural Reflection Paper. Due Aug 31.

Submit to Assignments in Blackboard. (Upload your document.)

Keep a daily journal at the end of each day when you are in Ireland in which you reflect on your experiences, possibly including some of the topics under "b," below. You do not have to submit your journal. Just use it to reflect and remind yourself for this short reflection paper. Approximately five-page, double-spaced reflection paper in which you comment on

- A. The Cultural Immersion Experience and Interview, writing out responses to the questions as you asked them of your interviewee.
- B. The study abroad experience in terms of
 - i. What stood out for you about the trip/experience
 - ii. the impact of and learning from the Cultural Immersion Experience
 - iii. what you learned about yourself as an individual, including the emotional and interpersonal dimensions of the trip,
 - iv. what you learned about other cultures,
 - v. what you learned about your own cultures (e.g., U.S.).

Use your journal entries as a source or reminder for your reflections. You can and should use the word "I" in the paper. APA style NOT required.

5. Final Comprehensive Multiple Choice Examination. Consists of 90-100 multiple choice questions based on reading of the assigned chapters and the related Powerpoint notes posted on Blackboard.

Grading Scale:

- 94 – 101 = A
- 90 – 93.9 = A-
- 87 – 89.9 = B+
- 83 – 86.9 = B
- 80 – 82.9 = B-
- 77 – 79.9 = C+
- 73 – 76.9 = C
- 70 – 72.9 = C-
- 65 – 69.9 = D
- Below 65 = F

Summary of Assignments and Exams, with Grading Percentages:

1. Written Activities as Assigned from the Text (N = 12 at 2 points each. Total: 24%)
2. Discussion Board Contributions (N = 12 at 2 points each. Total: 24%)
3. Cultural Immersion (“Plunge”) Project – doing and verbal sharing. (10%).
4. Cross-Cultural Reflection Paper. Due Aug 31. (12%).
5. Final Comprehensive Multiple Choice Examination. Due Aug 27-29. (30%).

NOTE: Absences from any sessions will be recorded as -1 point each.

Directions for Activating an ODU E-Mail Account

For obtaining an ODU email account, here are the steps:

- a. Go to www.odu.edu.
- b. Click on “Current Students.”
- c. Scroll down to “Online Resources” and click on “Computing Services.”
- d. On left hand side, click on “Student” where it says, "Enter as."
- e. Scroll down to “Student Email.” (It is a long list of types of services).
- f. Click on "Request New Account."
- g. Enter requested information. This may be a few pages.

Directions for Accessing the *Blackboard* (“Bb”) Computerized Course Management System

1. Type in blackboard.odu.edu
2. A screen will pop up and you should click LOGIN.
3. Type in username (usually a combination of 4 letters and 3 numbers; same as e-mail username), and also password (also a letter/number combo given by the University-same as email password given) (**NOTE: You will need the email account before logging onto BB.**)
4. Your individual courses on Bb should pop up, including COUN 655. You should click on 633 to access important documents, grades, etc.

NOTE 1: If you have not used Bb before, check out the student help page at:

http://www.odu.edu/dl/clt/bb/student_help_page.html

OR TRY THIS

NOTE 2: The Blackboard Student Support Site is accessed from the University's *Current Students* page. [<http://www.odu.edu> > click Current Students > click Blackboard]. Refer to the Quick Reference and the Quick Start Manual as well as the login requirements, the Web Client Compatibility Check, and the Blackboard Basics. Contact the OCCS help desk if all else fails. M’Hammed Abdous (m'hamme@odu.edu) and June Ritchie (jritchie@odu.edu) are experts at Blackboard and can send you in the right direction for further help.)

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Directions for Learning how to use the Assignments function on Blackboard for your Regular Commentary Submissions

(These directions were adapted from [<http://www.odu.edu> > Click Current Students > click Blackboard > Student Tutorials (Click "Assignments" (pdf))

To locate Assignments:

1. Open your Blackboard course site
2. Click "Tools"
3. Click "Assignments"

Sending a file to the Instructor:

1. Open the Assignments.
2. Open the "Format (Template) for Weekly Commentary." Download the template (the boxes) document to your computer by right clicking and choosing "Save Target As."
3. Then save the file to your computer, putting your name and the commentary date and number at the top).
4. Type in your commentary.
5. Then reopen the Assignments and select "Send a File" and attach the newly saved file with the new filename.

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