



EAST TENNESSEE STATE
UNIVERSITY

Clemmer College

Department of Counseling and Human Services

COUN 5110

Social and Cultural Foundations in Counseling

Section 001

Spring 2020

Syllabus

Credit Hours: 3

Course Description and Objectives

Catalogue Description: This course is designed for professional personnel to develop competencies for working with people of diverse groups in society. Students will have opportunities to develop awareness of their own cultural values and biases, to study prevalent beliefs and attitudes of different cultures, and to develop skills useful for appropriate interactions with particular groups.

Relationship between the Course and the Program Philosophy: The objectives of the course are based, in part, on the published standards of the Association for Multicultural Counseling and Development of the American Counseling Association. The goals are to foster students' awareness and acceptance of cultural diversity, knowledge of pertinent concepts and issues, and acquisition of skills applicable to multicultural situations. The course is also designed to look closely at issues of oppression in our society, and the impact of that oppression on the oppressed as well as the oppressors.

Course Objectives: Objectives of the course are designed for students to have opportunities for the following:

- To become aware of their own attitudes, beliefs, and biases that may be part of their own cultural heritage.
- To develop an understanding of and appreciation for the differences of others including backgrounds, experiences, attitudes, and values.

- To investigate how personal is political for many groups and explore ways privileged status impacts life for people with “dominant” and “non-dominant” statuses.
- To compare and contrast their own beliefs with those of others from different cultures or orientations.
- To recognize the effects of their cultural heritage on their interactions with those who are culturally different and to minimize the detrimental aspects and maximize the positive.
- To understand how race, ethnicity, culture, sexual/affectional orientation, gender, age, and other parts of one’s identity may affect personality, vocational choices, and other personal variables.
- To review the detrimental effects of oppression, discrimination, institutional barriers, and institutionalized oppression on various groups and individuals.
- To examine their attitudes toward oppression and persons of diverse populations and engage in appropriate growth experiences related to needed attitudinal change.
- To become familiar with the social, cultural, and political factors related to counseling and which influence mental health concepts with oppressed persons.
- To have a clearer understanding of individual, family, and cultural development and how it is affected by social constructs.
- To develop multicultural and multi-social counseling competencies.
- To have a better understanding of how diversity (i.e., race, ethnicity, sexual/affectional orientation, class, gender, age, and ability/disability) affects assessment and know the ethical obligations in appraisal.

Course Objectives and the CACREP 2009 Standards

As a result of this course, students are expected to be able to:

- Demonstrate self-awareness of their own attitudes, beliefs, and biases that may be part of their own cultural heritage (CC 2.b & e; **MCFC E.4**; SC D.1)
 - *Course Assessment: Cultural Self-Analysis and Cultural Immersion Project*
- Understand and appreciate the differences of others including backgrounds, experiences, attitudes, and values.
- Investigate how personal is political for many groups and explore ways privileged status, sociopolitical status, and socioeconomic status and living in a multicultural society impact life for people with “dominant” and “non-dominant” statuses among clients particularly (**CMHC E.1, 2, & 5; MCFC E.1 & 4**; SACC E.1, 3, 4, & 6; SC E.1, 2, & 4)
 - *Course Assessment: Cultural Immersion Project and Book/Podcast Reviews*
- Analyze how race, culture, sexual/affectional orientation, ethnicity, gender, age, and other parts of one’s identity may affect personality, vocational choices, and other personal variables (CC 2.c; **MCFC E.2**, SACC F.1, TN 2)
 - *Course Assessment: Book/Podcast Reviews*
- Examine their attitudes toward oppression and persons of diverse populations and engage in appropriate growth experiences related to needed attitudinal change (CC 2.b & f).
- Become familiar with the social, cultural, and political factors related to counseling, which influence mental health concepts with oppressed persons (CC 2.a; **CMHC E.3**, H.1, K.4; **MCFC E.3**)
 - *Course Assessment: Cultural Self-Analysis*
- Distinguish multicultural and multi-social counseling competence with individuals, couples, and families in a variety of settings (CMHC D.2 & 5, F.3; SACC D.1 & 2, E.6, F.4 & 5; SC F.1).
- Explain theories of multicultural counseling and cultural, sexual, and gender identity development (CC 2.a; TN 2).

- Apply advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CC 1.i, 2.e & f; CMHC C.1, D.3, E.4; SACC F.6)
 - *Course Assessment: Book/Podcast Reviews*

Methods of Instruction:

Small and large group discussion, experiential activities, presentations, audio/visual assignments, and lecture will be used in our exploration of this topic.

Course Assignments and Evaluation

Required Reading:

It is important that you complete all required reading prior to class. There is a significant amount of foundational material in the textbook that will not be covered in class meetings, and it is expected that you will come to class prepared to build on information from the text. This frees up our class time for discussion, critical exchange of ideas, and activities, so come to class prepared to start and engage in discussion about the required reading and other course materials.

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse* (8th ed.). Wiley.

Ward, J. (2013). *Men we reaped: A memoir*. Bloomsbury.

*Additional reading, audio/listening, and video viewing as assigned, including those noted on the course schedule below. All reading, video viewing, and audio/listening homework assignments must be completed prior to class meetings.

Supplemental Resources:

There are numerous supplemental resources provided on D2L, and I also highly recommend subscribing to the following podcasts:



Code Switch,



Nancy,



Latino USA,



This American Life,



On Being,



and *Rough Translation*. Additional reading recommendations are plentiful (so many books, so little time!), and will be provided during class and on D2L.

Assignments

Initial Interview and Final Exam (25 points)

You will complete an interview protocol designed to provide an assessment of your own ideas and attitudes about topics related to cultural identity, oppression, and cross-cultural relations. Instructions for recording and uploading your interview are available on D2L. Please be attentive to the length of the interview and allow adequate time. Your audio files must be uploaded before our second class meeting (noted on course schedule). After recording your self-interview, you will “set it aside” until it is time for the second part of this assignment (i.e., do not listen to your interview again until you are provided further instructions). Near the end of the semester, you will then be asked to listen to your interview and complete a written analysis according to guidelines provided at that time. This final paper will include questions on other course topics and is akin to a cumulative final exam. It is due via D2L Dropbox submission as noted on the course schedule.

Photovoice Project (14 points)

The primary goal of this cultural self-analysis assignment is to provide an opportunity to grow in self-awareness by using photography to explore cultural identity. Therefore, you are asked to use a camera, digital camera, smart phone, or other smart device to take pictures that best represent your responses to the following four themes.

Theme #1: How do you describe your cultural identity? What components (*i.e., race, ethnicity, color, national origin, geographic location, age, gender, sexuality, religion, spirituality, ability, socioeconomic class, etc.*) make up your cultural identity?

Theme #2: What people and/or events have significantly influenced your worldview?

Theme #3: What is your familiarity and/or experience with oppression?

Theme #4: What is your familiarity and/or experience with privilege?

If you wish to take a picture of another person, it is imperative that permission is granted by the person whose picture will be taken. Consider the following ethical issues when taking another person's picture: protecting privacy, avoiding intrusion of personal space, and ensuring "positive" and accurate depictions.

Students will have several weeks from the beginning of the semester to take and bring in a minimum of 12 pictures (at least three pictures per theme). Please bring these 12 pictures to class on the date noted on the course schedule. You may bring these 12 pictures to class either through hard copies of the photos or electronically on a laptop, tablet, or smart phone. During this class, you will have an opportunity to discuss with your colleagues what your experience has been like reflecting on the themes and taking the photographs. This activity is the beginning of the process of narrowing down the initial 12 photographs into the final four images that will be presented to the class.

Once you select the final four images you wish to use for your Photovoice presentation (one photograph for each theme), create titles and captions (1-3 paragraphs) for each photograph. Titles and captions will be used for the verbal narrative that you share when presenting your photographs to the class.

Consider the following questions when creating these captions:

Question #1: What were you looking to illustrate when you took the picture?

Question #2: What do you want your peers and the instructor to know about this picture?

Question #3: How does this picture relate to the theme (*i.e., your cultural identity, worldview, oppression, privilege*)?

For your Photovoice presentation, bring to class hard copies (minimum size 4 x 6) of your final four photographs with the typed or written narratives (*i.e., titles and captions*) to share with your peers. You will be asked to speak about the pictures during designated class meetings (see course schedule; everyone should have their Photovoice project prepared for the first day of presentations). During these presentations, everyone will be asked to engage in a dialogue about the Photovoice assignment submissions.

Cultural Immersion Project (25 points)

The cultural immersion project for this class is an adaptation of the Multicultural Action Project (MAP), designed by Dr. Max Parker. The cultural immersion project provides an opportunity to briefly step outside of your cultural experiences and attempt to see the world from another's perspective. Therefore, you have an opportunity to identify a community that is culturally different from your own in one or more of the following ways: race, ethnicity, nationality, gender identity, sexual/affectional identity, ability, age, or socioeconomic status (*e.g., social class*). In preparation for this assignment, you are strongly encouraged to thoughtfully reflect on what experience will present the best opportunity for personal growth. It is important to choose an experience that will pose a personal challenge rather than a personal threat; in other words, choose an immersion project that is outside of your comfort zone but not one that will be unsafe. After you have identified your chosen community, you will complete the following phases of the project:

Phase #1: Goal-Setting

First, identify a minimum of three emotional, educational, and/or professional objectives for your cultural immersion project. These objectives should demonstrate a thoughtful consideration of what you would like to gain as a result of participating in this assignment.

Phase #2: Observation

You have an opportunity to learn about your chosen community through “observation” activities that do not require direct engagement (e.g., reading scholarly articles or books, watching films, attending community events such as a lecture, listening to a podcast, reviewing information and resources provided on an organization webpage, etc.). Required reading and other activities for class assignments cannot count for this phase (e.g., textbook chapters—it is expected that you will have read the textbook and are building on that foundation of knowledge).

During this phase, participate in at least five activities to learn more about your chosen community. I encourage you to review the supplemental resources provided for you on D2L; you may use some of the supplemental resources as part of the observation phase of your immersion project. Being adept at media literacy is an important skill as a counselor; you need to be able to screen resources to distinguish credible, factual information from biased and/or inaccurate information. Selection of credible, informative, worthwhile materials to prepare you for direct contact with your chosen community is expected.

Phase #3: Information Seeking via Direct Contact

During this phase, you have an opportunity to directly interact with the members of your chosen community in order to learn more about culturally-specific values, needs, current issues, etc. To complete this phase, interact with your chosen community at least once. Direct contact means having an in-person interaction; telephone or email interviews cannot be used to complete this phase of the project. Activities commonly associated with this phase include meetings, interviews, participating in an event, or visiting a site or center. Please consider the intersectional power dynamics as you engage with members of your chosen community.

Each student MUST receive approval from the instructor before engaging in Phases 2 and 3. You will find the Cultural Immersion Phase 1 form on D2L; complete this form and submit it to D2L by the date and time noted on the course schedule in order to get approval to move on to Phase #2. Once you receive approval to proceed, and then complete Phases #2 and #3, write an 1100–1600 word paper about the experience. The final project paper is due via D2L Dropbox submission as noted on the course schedule. Use the Cultural Immersion Paper Guide available on D2L to write your paper. Please note that in addition to writing thoughtful responses on the paper that demonstrate your critical reflection during each phase of your immersion, earning full points will also be determined by meeting the length requirement for the paper and by appropriate selection of activities/materials for your observation phase. For example, selection of films or reading material that lack credibility will result in loss of points.

Extra Credit (Phase 4: Direct Action) You have an opportunity to earn 3 points of extra credit by participating in an additional phase of the Cultural Immersion Project. For this “Direct Action” phase, participate in some form of community service. It is not required that the community service directly relate to the community chosen for phases one, two, and three. In order to receive extra credit, you must actively engage in, not merely attend, one direct action. These actions could include volunteering and/or providing a service to the community or participating in a form of advocacy. After engaging in the direct action write a 1-2 page reflection about your experience. The extra credit must be submitted with the Cultural Immersion Project paper.

Book & Podcast Reviews (36 points total: 12 points each)

Throughout the semester you will read a book (*Men We Reaped*) and listen to several podcast episodes, which are meant to introduce and explore a variety of social and cultural issues through popular media.

The D2L “Podcasts” module includes links to several recommended podcasts as well as the required podcasts for these reviews: *Nancy*, *Code Switch*, and *Latino USA*.

1. **Men We Reaped Book Review:** Write a concise review using the template that is available on D2L. The day the book review is due (see Course Schedule), we will have small group discussions about the book, during which each student is expected to participate. Your book reviews can be used as a guide, or “launch pad,” for discussion. You will notice that the book review is divided into two parts, the second of which will be completed in class after you have discussed the book.

2. **Podcast Reviews:** Write a concise review using the template that is available on D2L. Be sure to follow the instructions on the template for both selecting and reporting on the podcast episodes. Podcast reviews cannot include podcast episodes listened to in class, must all be completed on one template, and are due to D2L by the date and time noted on the Course Schedule below. The day the podcast review is due we will have small group discussions during which each student is expected to participate. Your podcast reviews can be used as a “launch pad,” for discussion.

Nancy Podcast Review: For your first podcast review, listen to 6 episodes from the *Nancy* podcast. If you subscribe to the podcast on your mobile device, scroll down to find the option to view all of the available episodes. From the online show webpage, scroll down and look for the page numbers in the lower right corner to access and select from older episodes.

Code Switch and Latino USA Podcast Review: For your second podcast review, listen to a total of 6 podcast episodes from *Code Switch* and *Latino USA*. For example, you may opt to listen to 4 episodes from *Code Switch* and 2 from *Latino USA* (or vice versa) for a combined total of 6 required episodes. To find episodes that interest you, subscribe to the podcasts or go to the podcast webpages (see D2L). If you subscribe to the podcast on your mobile device, scroll down to find the option to view all of the available episodes. On the podcast home pages, when you scroll down the list of episodes, notice the option to “load more episodes” to increase your options and see older episodes.

ASSIGNMENTS	POINTS
Cultural Immersion Project	25
Photovoice Project	14
Initial Interview and Final Exam	25
(1) Book & (2) Podcast Reviews (12 points each)	36
<i>Total Possible Points</i>	<i>100</i>

Grading Scale: Maximum Possible Points: 100

A	94-100	A-	90-93	B+	87-89	B	84-86
B-	80-83	C+	77-79	C	74-76	F	Below 74

Grading Policies

A = A grade of A is earned when students have demonstrated an exceptional level of performance. It is obvious that the student has read assigned material from his/her comments in class. Written work is thoughtful and complete and goes beyond expressing ideas. There is a synthesis (considering the material read and finding common threads, themes, similarities and differences, application from theory to practice) of the material rather than just a description of what one has read. Work at this level shows a commitment to one’s goal of being a counselor or student affairs professional. One finds ways to learn more than is required.

B = A grade of B indicates very good work that exceeds average effort. There is evidence of reading the assigned material, but not at the same depth as “A” level work. Written work is thoughtful and complete, but lacks the same level of synthesis as “A” work. The student has demonstrated a good understanding of the course and has performed at an above average level.

C = A grade of C indicates that the student has completed minimal requirements but has not been successful in fulfilling the commitment to learn at the depth expected by a graduate student. Work is not thoughtful or complete. One does less than is expected. Assignments are completed with less commitment than one would expect of a graduate student.

Excellent (A)	Assignments are on time, complete, and thorough. Efforts toward the paper/project (written material, class contributions) demonstrate thorough knowledge of the learning outcome and a nuanced understanding of the material. Contributions and reflections demonstrate an outstanding commitment to learning, dialogue, and to self- and other- exploration.
Acceptable (B)	Assignments are submitted in a timely fashion and are complete (per the assignment description in the syllabus). Efforts toward the paper/project (written material, class contributions) demonstrate an adequate understanding of the material and learning outcome. Contributions (class discussion on the topic; presentations) are appropriate and productive.
Unacceptable (C or lower)	Assignments are submitted late and/or are incomplete. Efforts toward the paper/project (written material, class contributions) demonstrate minimal effort and self-reflection. Material is not relevant to the course content and/or are inadequate in demonstration of the learning outcome. Written assignments have not been proofread/revised.

Class Policies

Attendance

Students are required to be present for the entirety of each class session. It is a fact of life that due to illness, emergency, or other unforeseen circumstances, sometimes students must miss class. The necessity to miss class is at your discretion, and you are expected to consult with your colleagues about the missed class content. If you need to miss more than one class, your final course grade (i.e., does not include extra credit points) will drop by one-third letter grade for each additional class missed (e.g., A to an A-; A- to a B+; B+ to a B; etc.). Please be aware that significant and/or repeated late arrivals and early departures from class do count toward missed class time.

Assignments

Course assignments are due on the date indicated in the syllabus, unless changed by the instructor and discussed with the students (i.e. may be changed to a later date). It is the student's responsibility to turn in assignments by the date and time listed in the syllabus. Late assignments can be submitted, for reduced points, to me in person or to the designated Dropbox folder. Ten percent will be deducted for any portion of each 24-hour period an assignment is late. Please contact the instructor with any questions regarding assignments.

Email

Practicing professional email etiquette is good preparation for the job search process and your future professional role(s). It is important to keep in mind that while emails may seem private or personal, when you use your university or employer's email service, your emails become a part of your employment record and can be accessed by your employer without notice to you. Further, private emails, text messages, and other forms of communication are records that can be subpoenaed. Also, remember that email is intended as asynchronous communication. Typically, I adopt a more formal style in email communication. I am usually able to reply to emails within 48 hours on business days (Monday through Friday) and cannot guarantee that I will check email on weekends or holidays. If there is a longer delay in replying to an email, there are extenuating circumstances and I will do my best to reply as quickly as possible.

Here are general professional email guidelines, for your consideration:

- ◆ Always include a subject line.
- ◆ Always include a proper greeting or salutation and closing.
- ◆ Use proper grammar.
- ◆ Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- ◆ Use standard fonts.
- ◆ Respect the privacy of other class members.

Group Project Policy: Please note that, for any group work (projects, presentations, etc.), any of the following may apply: your group members will provide me feedback on your level of participation/effort; and/or I will observe your level of participation/effort; and/or you will be required to evaluate your own participation/effort. You will be assigned an individual grade. Your individual grade may correspond to your partner or group member's grades, but lack of participation or effort will result in a grade reduction. It is possible to fail a group project individually while the group receives a passing grade.

Professionalism and Class Norms

Learning is enhanced through thoughtful reflection, critical discussion, and application of ideas. This requires your attentive presence and respectful participation in class. Plus, it makes class more interesting! Professional behavior is expected in class. This includes arriving on time, being prepared, and demonstrating engagement with the material and your classmates. You are expected to exhibit attitudes and behaviors congruent with the counseling profession, which includes being receptive to new ideas, openness to others, curiosity, the ability to receive/utilize feedback, and respect for others. Respect for others includes respect for diversity and being cognizant of the words you use (e.g. inclusive language). Confidentiality is the norm for all classroom interactions. Occasionally we deal with clinical, personal, and sensitive matters during class. Please show respect for your classmates by keeping confidential any personal/clinical information revealed during class time. If you are concerned about the safety or welfare of a classmate please contact the instructor.

As a class, we will may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that I will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, colorism, heterosexism, classism, ageism, genderism, sizeism, and other forces of inequality, oppression, and/or marginalization that may be discussed throughout the course. It is crucial that:

- ◆ we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression and privilege that may be influencing our experiences and beliefs;
- ◆ we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom; and
- ◆ we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and value of the profession of counseling.

Please respect your peers and your instructor by being vigilant of your use of technology during class. This means, for example, things such as checking emails, being on social media, or working on an assignment for this or other classes takes away from your learning experience, can distract you, your peers, and your instructor, and disengages you from whatever is happening in class. The same is true for phone use (e.g. text, email, social media) during class. If there is an urgent call you are waiting for you may have your phone out and set to "silent;" otherwise please keep your phone in your bag or pocket, so it does not distract you, your classmates, or your instructor. Students observed to be sleeping, texting, using social media, emailing, or otherwise distracted and/or not participating during class may be asked to complete additional assignments related to the course material and/or professional development, in addition to the possibility of a reduction in their final grade.

Finally, professionalism is also expected in writing and presentations. Presentations, written assignments, and projects should reflect professional quality, which includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points.

ETSU Polices

Academic Conduct

According to university policy, “plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the university’s academic misconduct policy as a result of academic misconduct, the instructor has the authority to assign an ‘F’ or a zero (‘0’) for the exercise or examination, or to assign an ‘F’ in the course” (2015-2016 Graduate Catalog, “Academic and Classroom Misconduct”).

Candidates with Disabilities

East Tennessee State University recognizes its responsibility for creating an institutional climate in which candidates with disabilities can thrive. Students with any type of disability that requires special accommodations to promote learning in class is to contact the Disability Services office on campus at 423-439-8346 and subsequently schedule an appointment with the instructor as soon as possible.

University E-Mail

According to university policy, “all official university communications will be sent to the university email address. Faculty, staff, and students may assume that official ETSU email is a valid communication mechanism. Therefore, the university has the right to send communications to students, faculty, and staff via email and the right to expect that those communications are received and read in a timely fashion. Since this is our primary method of communication, email should be checked at least daily. Although students may choose to forward university email to an external email account, he or she is responsible for all information, including attachments” (2015-2016 Graduate Catalog, “Electronic Mail”).

Campus Services and Resources

Bucky’s Food Pantry: If you find it difficult to afford food, please consider visiting Bucky’s Food Pantry, located by the main Central Receiving warehouse by the Buc Ridge Apartment complex, on Treasure Lane (there is a bus stop on the Gold route). Requests for food can be made by completing an application online at <http://www.etsu.edu/foodpantry/forms/request.aspx>. For additional questions about Bucky’s Food Pantry, call (423) 439-4234 or email at foodpantry@etsu.edu.

ETSU Counseling Center: This course and many others you will take throughout your training as a counselor require self-reflection and cover sensitive topics that touch most people on a personal, often first-hand level. Consequently, you may feel that you need help with emotions that come up. If you experience any personal discomfort, confusion, or distress during the semester, you do not have to face those issues alone. The ETSU Counseling Center provides personal and career counseling to all ETSU students. If you find that you need support (e.g., family or relationships issues, test anxiety, time and/or stress management, personal crises, etc.), please contact the ETSU Counseling Center at (423) 439-3333 or email at counselingcenter@etsu.edu about their confidential and professional services. The ETSU Counseling Center is located on the 3rd floor of Nell Dossett Hall. The center’s hours are Monday-Friday 8:00 a.m. to 4:30 p.m. However, if you have an immediate concern or are in crisis outside of those hours, call (423) 439-4841 and press “2” to talk with a counselor 24 hours a day, 7 days a week.

ETSU Disability Services: It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law, and the University’s commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services, which is located on the first floor of Sherrod Library. For additional information, call (423) 439-8346.

ETSU Office of Equity and Diversity

The OED website includes information about the Multicultural Center, Women's Resource Center, SafeZone, and additional resource links. See: <http://www.etsu.edu/equity/default.aspx>

ETSU Services Quick Links

Additional campus resources can be found at <http://www.etsu.edu/etsuhome/services.aspx>

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