

PSY510 Social and Cultural Issues Reformed Theological Seminary

Spring, 2019
3 Credit Hours

Instructor:

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Office Hours:

By appointment

Class meeting times:

Feb. 1, 1:00 pm – 5:00 pm

Feb. 2, 8:00 am – 5:00 pm

March 22, 1:00 pm – 5:00 pm

March 23, 8:00 am – 5:00 pm

April 6, 8:00 am – 5:00 pm

April 7, 8:00 am – 4:00 pm

Course Description:

This course exposes students to the psychosocial similarities, differences, and adversities that exist among people groups and to encourage the development of (1) a healthy awareness/understanding of people both inside and outside the student's frame of reference, (2) an understanding of his/her own learned and socially prescribed attitudes and beliefs concerning "others," and (3) a multidimensional contextual framework for understanding people and providing counseling services.

Course Objectives (Knowledge and Skill Outcomes):

Students will demonstrate comprehension of the follow (CACREP standards in parenthesis):

- CO1. **Multicultural Characteristics** - Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (2.F.2.a)
- CO2. **Theories and Models of Multicultural Counseling** - Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (2.F.2.b)
- CO3. **Multicultural counseling competencies** (2.f.2.c)
- CO4. **Culture's impact on views of others** - The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (2.f.2.d)
- CO5. **Power and Privilege** - The effects of power and privilege for counselors and clients (2.f.2.e)
- CO6. **Help-seeking behaviors of diverse clients** (2.f.2.f)
- CO7. **Spirituality** - The impact of spiritual beliefs on clients' and counselors' worldviews (2.f.2.g)
- CO8. **Barrier Elimination** - Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (2.f.2.h)

Assignments (Student Performance Evaluation Criteria):

- A1. **Assigned Readings and Journal Responses (20% of grade).** Students will sign that they have read the assigned texts in their entirety by their due dates and demonstrate the knowledge that they acquired in these readings in the form of journal entries. Journal responses should reflect knowledge of the reading assignments and may include reactions to class activities, discussion, personal experiences, and/or professional experiences. Journals will be graded based on thoughtfulness, substance, and level of analysis. Journal topics/questions will be provided by the instructor in advance of the class dates.

- A2. Participation and Attendance (15% of grade).** The class is experiential and participatory. Students are expected to actively participate in exercises and discussions aimed at illustrating concepts.
- A3. Diversity Interview Project (15% of grade).** Diversity Interview Project: this project consists of conducting one interview with an individual who is not from your cultural/ethnic group and using information from the interview to articulate your understanding of similarities and differences between their worldview and yours. Guidelines for the project:
1. Avoid cultural matching (i.e., do not interview individuals of an ethnic/racial group of your same background. Do not select a person just on the basis that he or she is of the opposite gender from you).
 2. In the interview process:
 - A. Watch your non-verbal communication.
 - B. Be aware of ethical issues (e.g. inform your interviewees and get permission if you will be recording, taking notes, etc.; provide confidentiality if requested; etc.).
 - C. Use discretion in choosing your topics. Avoid topics that are not germane (e.g. sex life), and issues that might be too personal (e.g. divorce or trauma). Remember – you are not counseling the person you are interviewing.
 - D. You may find the “Culture-centered Interview Guide” a helpful resource in asking questions to obtain information about such things as the person’s social customs, family life, housing, clothing, food, employment, political patterns, religion and folk beliefs, economics, arts, and value systems. This is available on Canvas.
 3. The paper itself:
 - A. Includes a personal and historical background of the person as a member of a particular people group(s).
 - B. The person’s experiences in the U.S. of institutional barriers or other special problems/issues resulting from their minority status (e.g. barriers or problems with the education system, resource availability, government, employment, housing, health care, transportation, relations with police, family issues, etc.). Institutional barriers are policies, procedures, or situations that systematically lead to disadvantage or discrimination (as related to age, ability, national origin, race, religion, gender, sexual orientation, etc.). Address how they have responded to this disadvantage or discrimination.
 - C. The person’s perceptions of his/her own and his/her group’s relation to the dominant society.
 - D. Your assessment of their degree of assimilation/acceptance/acculturation (Use the identity development material discussed in class).
 - E. Your write-up should be in narrative form. It should not be written with a Q & A transcript format.
 - F. Use pseudonyms in the write-ups.
 - G. This interview needs to be conducted separately from the other assignments.
 - H. This write-up should be no less than 5 pages in length.

A4. Ethnographic Observation Project (15% of grade): attend an event or visit a setting in which the cultural or minority composition of the event or setting represents a people group(s) other than your own and write a paper about this experience. Guidelines for the project:

1. Examples of this cultural awakening experience may include such activities as walking through a community, visiting a place of worship, attending a community meeting, attending a cultural festival or gathering, visiting a retirement home, spending time in a social service agency or ministry center, etc. Note: the event must be approved by the professor prior to attending it. Not receiving approval will result in a grade of "0" for the assignment.
2. This should not be an event or setting with which you have had previous involvement.
3. The amount of time spent with this group should be no less than three hours. These three hours may be in one block of time or can be broken into smaller time segments.
4. Any event you attend must be presented, at least in part, in a language that you speak fluently.
5. You are to attend to the experience both internally (heightened awareness) and externally (attend to observed behavior and meanings). Part of the intent of this assignment is to put you in the place of experiencing what it is like to be a minority amongst persons that are culturally, ethnically, or racially different than you. So if you feel comfortable in this setting, you are not fulfilling the intent of this assignment.
6. You may go into these contexts with one other students, but you must independently write your own report.
7. Do not attend an event if you believe there is a safety risk involved.
8. Write about your experience shortly after your attendance at the event(s). Waiting to write diminishes your recall and risks losing important information. Do not write in the presence of the group members or during the event itself but wait until you get home to write. Keep material in chronological order.
9. The paper itself:
 - A. Write about the event or setting you attended. Describe the physical setting, the people that were present, the mood of the people, etc.
 - B. Write about your observations of and internal responses to the people and the setting. What do you see, taste, feel, smell, hear. Ask yourself questions like, "What things are going on?," "Who is doing what?," "How do I feel about it?," "How does it affect me?," "How are they responding to me?" Be descriptive and elaborate in your journal. Rather than assuming anything, capture it while it is fresh in your mind.
 - C. Write about your level of involvement. Reflect on questions like, "What was my involvement?," "How much was I involved?," "Did I appear to have an impact on the group or setting?," and "How did I feel about my involvement?."
 - D. Write your reflections or hypotheses as to how your worldview is similar or contrasts with this people group.
 - E. What are the implications of this for counseling with persons from this people group?
 - F. This write-up should be no less than 4 pages in length. Conclude your paper with a sentence stating the number of hours you spent at the event(s) or in the setting.

A5. Classroom Presentation (15% of grade). Students will be put into small groups and assigned a specific minority people group to study. Each group will make an in-class presentation reporting their findings. Guidelines for presentations:

1. Answer the following questions: What has been the historical experience of this people group in the U.S.? Discuss how the history has led to:
 - a. the development of normative behaviors/relational patterns of the group.
 - b. their immediate social problems and needs.
 - c. specific issues caused by economic, social, and educational deprivation/disadvantage.
 - B. What are the core cultural values of the group (include aspects of their worldview, the role of family and of religion)?
 - C. How may cultural values/historical experiences affect the group's perception of counseling?
 - D. What approaches, strategies, and techniques have been shown to be effective when working with this people group?
2. Presentations should be 75 minutes in length
 3. Make sure your presentation is balanced such that you address the four questions above.
 4. You may (but do not have to) use brief video clips or music, but they must be clearly tied to the point you are trying to convey.
 5. DO NOT invite a guest speaker for your presentation.
 6. When presenting statistics, they must be as up-to-date as possible.
 7. Demonstrate evidence of research outside of class readings.
 8. Within the groups, each student should contribute equally to the development and presentation of the presentation.
 9. Create a PowerPoint presentation for your in-class presentation.
 10. One group member must submit an electronic copy of your PowerPoint presentation with a bibliography of at least 5 references to your Canvas account by the date of your presentation.

A6. Final Exam (20% of grade). There will be one exam which will consist of questions derived from class and the readings. These exams will include true and false questions, multiple choice, matching, and/or essay.

Methods of Instruction:

Students will learn through lecture, video, exercises, class discussion, small group interactions, student presentations, guest lectures, cross-cultural immersion experiences and interviews, and self-assessment exercises.

Required Materials:

- M1. Emerson, M. O., & Smith C. (2001). *Divided by faith: Evangelical religion and the problem of race in America*. Cary, NC: Oxford University. ISBN: 978-0195147070
- M2. Fessler, P. (2008). What's wrong with multiculturalism: Christian scholars and cultural diversity. *Pro Rege*.36(3), 1-11. Available on Canvas.

- M3. Hud-Aleem, R. & Countryman, J. (2008). Biracial identity development and recommendations in therapy. *Psychiatry*. 5(11), 37-44. Available on Canvas.
- M4. Lee, C. (2013). *Multicultural issues in counseling: New approaches to diversity (4th ed.)*. Alexandria, VA: American Counseling Association. ISBN: 978-1556203138
- M5. McNeil, J. D. & Pozzi, C. (2007). Developing multicultural competency. In R. J. Priest & A. L. Nieves (Eds.), *This side of heaven: Race, ethnicity, and Christian faith* (pp. 81-94). Oxford, England: Oxford University Press. Available on Canvas
- M6. Tatum, B. D. (2017). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race (3rd ed.)*. New York, NY: Basic Books. ISBN: 978-0465060
- M7. Wilcox, B. D. (2004). *Soft patriarchs, new men: How Christianity shapes fathers and husbands*. Chicago: University of Chicago Press. Selected excerpts available on Canvas
- M8. Yarhouse, M. A. (2010) *Homosexuality and the Christian: A guide for parents, pastors, and friends*. Bloomington, MN: Bethany House Publishers. ISBN: 978-0764207310

Optional Materials:

- M9. American Psychological Association (APA). (1993). Guidelines for the providers of psychological services to ethnic, linguistic, and culturally diverse populations. *American Psychologist*, 48, 45-48.
- M10. American Psychological Association. (2002). Guidelines on multicultural education, training, research, practice, and organization change for psychologists. Retrieved from <http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>
- M11. American Psychological Association. (2011). Guidelines for psychological practice with Lesbian, Gay, and Bisexual Clients. Retrieved from <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>
- M12. Gilligan, C. (1993). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- M13. McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, July/August, 10-12.

Course Process and Schedule:

Lecture ID	Date	Topic	Reading Due	Assignments Due	CACREP Standard
L1	2/1	1. The culturally competent counselor/What is multicultural counseling?/Barriers	1. Fessler 2. McNeil & Pozzi 3. Lee, Chs. 1-2	1. Journal #1 2. Small Group Assignment #1	2.F.2.a 2.F.2.b 2.F.2.c 2.F.2.e

L2	2/1	2. Key Concepts: culture, ethnicity, race	1. Emerson & Smith, Ch. 1 2. Tatum, Prologue through Ch. 1	1. Journal #2	2.F.2.a 2.F.2.b 2.F.2.c 2.F.2.e
L3	2/2	3. Key Concepts: worldview, enculturation, acculturation, assimilation, immigration, nationality, generational status	1. Emerson & Smith, Ch. 2 2. Tatum, Ch. 2	1. Journal #3	2.F.2.a 2.F.2.b 2.F.2.c 2.F.2.e
L4	2/2	4. Key Concepts: appropriation, prejudice, racism, discrimination, oppression, microaggressions, privilege, encapsulation, ethnocentrism, alloplastic vs. autoplatic, emic vs. etic	1. Emerson & Smith, Ch. 3 2. Tatum, Ch. 3	1. Small Group Assignment #2	2.F.2.a 2.F.2.b 2.F.2.c 2.F.2.e
L5	2/2	5. Cultural Identity Development	1. Emerson & Smith, Ch. 4 2. Tatum, Chs. 4-7 3. Hud-Aleem & Countryman	1. Journal #4 2. Small Group Assignment #3 2. Diversity Interview	2.F.2.b 2.F.2.c 2.F.2.e
L6	3/22	6. Gender and Sexism	1. Lee, Chs. 9 & 10 2. Wilcox	1. Journal #5 2. Small Group Assignment #4	2.F.2.a 2.F.2.d 2.F.2.f 2.F.2.h
L7	3/23	7. Sexual Orientation	1. Lee, Chs. 12 & 13 2. Yarhouse, All (Butterfield, Hill, DeYoung)	1. Journal #6	2.F.2.a 2.F.2.d 2.F.2.f 2.F.2.h
L8	3/23	8. Social Class	1. Lee, Ch. 16	1. Journal #7 2. Small Group Assignment #5	2.F.2.a 2.F.2.d 2.F.2.f 2.F.2.h
L9	3/23	9. Disability, Ableism, Ageism	1. Lee, Chs. 11, 14, & 15	1. Journal #8 2. Ethnographic Observation	2.F.2.a 2.F.2.d 2.F.2.f 2.F.2.h
L10	4/6	10. African and African-American Descent	1. Tatum, Chs. 8-9 2. Lee, Ch. 4	1. Group One Presentation	2.F.2.a 2.F.2.c 2.F.2.f 2.F.2.h
L11	4/6	11. Asian and Pacific Island Descent	1. Lee, Ch. 5	1. Group Two Presentation	2.F.2.a 2.F.2.c 2.F.2.f 2.F.2.h
L12	4/6	12. Latin Descent	1. Lee, Ch. 6	1. Group Three Presentation	2.F.2.a 2.F.2.c 2.F.2.f 2.F.2.h
L13	4/6	13. Middle Eastern Descent	1. Lee, Ch. 7	1. Group Four Presentation	2.F.2.a 2.F.2.c 2.F.2.f 2.F.2.h

L15	4/6	15. Native American Descent	1. Lee, Ch. 3	1. Group Five Presentation	2.F.2.a 2.F.2.c. 2.F.2.f 2.F.2.h
L16	4/7	16. Spiritual Diversity	TBD	1. Journal #9	2.F.2.g.
L17	4/7	17. Advocacy, Social Justice, Future Directions	1. Lee, Chs. 18 & 19 2. Tatum, Ch. 10	1. Journal #10 2. Final Exam	2.F.2.b.

Policies and Important Information:

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. <https://owl.english.purdue.edu/owl/resource/560/01/>). Materials should be in 12 pt Georgia font and double spaced (Georgia font has been selected because research indicates it gets the best grades). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

Disability Policy. If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor prior to the start of this course. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not disclose that s/he has a disability, then the student is agreeing to take full responsibility for any related consequences that may occur.

Access to Research Database. RTS provides Jackson MFTC students access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

Submission of work. Written assignments are to be emailed to the instructor for this course by 11:59 PM on the date due. Keep a digital copy of your work. Hard copy assignments must be turned in to the MAC office by 4:00 PM on the date due.

Late work. All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

Anonymity. All written assignments and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

Return of work. All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

Grading Scale:

A (97-100)
A- (94-96)
B+ (91-93)
B (88-90)

B- (86-87)
C+ (83-85)
C (80-82)
C- (78-79)

D+ (75-77)
D (72-74)
D- (70-71)
F (Below 70)

Attendance Policy. Regular attendance is expected and required. Excessive absences (more than 3 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

Class Participation. Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

Student Learning Outcome Table:

The table below shows how the objectives of this course will be met, both by work assigned and evaluation method used. Details about specific course objectives, assignments, and evaluation methods can be found in later sections of this syllabus.

CAEP Standard(s)	Course Objective	Material	Lecture	Assignment / Evaluation
2.F.2.a	CO1. Multicultural characteristics—Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.	M1. (whole book) M4. (Chs. 4, 5, 6, 7, 11, 12, 13, 14, 16)	L1-L17	A1. Assigned readings and readings report A2. Attendance and participation report A3. Diversity interview A4. Ethnographic experience A5. Classroom presentations A6. Final exam
2.F.2.b	CO2. Theories and models of multicultural counseling— Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	M4. (Chs. 2, 4, 5, 6, 7, 11, 12, 13, 14, 16) M6. (whole book) M8. (whole book)	L1-L5, L17	A1. Assigned readings and readings report A2. Attendance and participation report A3. Diversity interview A6. Final exam
2.f.2.c	CO3. Multicultural counseling competencies.	M6. (Ch. 2) M5. (pp. pp. 81-93) M8. (whole book)	L1	A1. Assigned readings and readings report A2. Attendance and participation report A3. Diversity interview A4. Ethnographic experience A5. Classroom presentations A6. Final exam
2.f.2.d	CO4. Culture’s impact on views of others—The impact of heritage, attitudes, beliefs, understandings, and	M1. (whole book) M4. (Chs. 4, 5, 6, 7, 11, 12, 13, 14, 16) M5. (pp. pp. 81-93)	L1-L17	A1. Assigned readings and readings report A2. Attendance and participation report

	acculturative experiences on an individual's views of others.	M6. (whole book)		A3. Diversity interview A4. Ethnographic experience A5. Classroom presentations
2.f.2.e	CO5. Power and privilege—The effects of power and privilege for counselors and clients.	M1. (whole book) M4. (Ch. 16) M6. (whole book)	L4	A1. Assigned readings and readings report A2. Attendance and participation report
2.f.2.f	CO6. Help-seeking behaviors of diverse clients.	M4. (Chs. 2, 4, 5, 6, 7)	L6-L17	A1. Assigned readings and readings report A2. Attendance and participation report A5. Classroom presentations A6. Final exam
2.f.2.g	CO7. Spirituality—The impact of spiritual beliefs on clients' and counselors' worldviews.	M1. (whole book) M4. (Chs. 4, 5, 6, 7, 11, 12, 13, 14, 16) M5. (pp. pp. 81-93) M6. (whole book)	L1-L17	A1. Assigned readings and readings report A2. Attendance and participation report A3. Diversity interview A4. Ethnographic experience
2.f.2.h	CO8. Barrier elimination—Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	M1. (whole book) M4. (Chs. 4, 5, 6, 7, 11, 12, 13, 14, 16) M5. (pp. pp. 81-93) M6. (whole book)	L1-L17	A1. Assigned readings and readings report A2. Attendance and participation report A3. Diversity interview A4. Ethnographic experience A5. Classroom presentations A6. Final exam

* Textbook chapters are denoted in parenthesis