

PSY510 Social and Cultural Issues in Counseling

Reformed Theological Seminary - Orlando
Mondays, 1:00 p.m. – 4:00 p.m., 3 credit hours
Fall Semester, 2018
Instructor: Scott Coupland, Ph.D.
Office Hours: By appointment
Telephone: (407) 278-4466
E-mail: scoupland@rts.edu

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)

Methods of Instruction

This course will be taught in the traditional classroom format.

Required Materials

- 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
- Fessler, P. (2008). *What's wrong with multiculturalism: Christian scholars and cultural diversity*. Pro Rega, 36 (3), pp. 1-11.
- Lee, C. (2013). *Multicultural issues in counseling: New approaches to diversity (4th ed.)*. Alexandria, VA: American Counseling Association. ISBN: 978-1556203138
- McNeil, J. D., & Pozzi, C. (2007). Developing multicultural competency. In R. J. Priest & L. N.

Alvaro (Eds.), *This side of heaven: Race, ethnicity, and Christian faith* (pp. 81-93). Oxford: Oxford University.

Tatum, B. D. (2017) *Why are all the black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic. ISBN: 978-0465060689

Course Process and Schedule

Lecture ID	Date	Topic	Reading Due	Assignments Due
L1	9/10	1. The culturally competent counselor/What is multicultural counseling? /Barriers	Fessler, McNeil & Pozzi	
L2	9/17	2. Key Concepts: culture, ethnicity, race	1. Emerson & Smith, Ch. 1 2. Lee, Ch. 2 3. Tatum, Ch. 1	
L3	9/24	3. Key Concepts: worldview, enculturation, acculturation, assimilation, immigration, nationality, generational status	1. Emerson & Smith, Ch. 2 2. Tatum, Ch. 2	
L4	10/1	Key Concepts: prejudice, racism, other “isms,” discrimination, oppression, privilege, encapsulation, ethnocentrism, alloplastic vs. autoplatic, emic vs. etic	1. Emerson & Smith, Ch. 3 2. Tatum, Ch. 3	
L5	10/8	Cultural identity development, Advocacy, Social Justice	1. Emerson & Smith, Ch. 4 2. Tatum, Ch. 4	
	10/18			Cultural Identity Analysis Outline
L6	10/22	Cultural identity analysis assignment presentation	1. Emerson & Smith, Ch. 5 2. Lee, Ch. 6 3. Tatum, Ch. 5	Cultural identity analysis presentation
L7	10/29	Latin Americans	1. Emerson & Smith, Ch. 6 2. Lee, Ch. 6 3. Tatum, Ch. 6	Group One Presentation
L8	11/5	African-Americans	1. Emerson & Smith, Ch. 7 2. Lee, Ch. 4 3. Tatum, Ch. 7	Group Two Presentation
L9	11/12	Asian Americans	1. Emerson & Smith, Ch. 8 2. Lee, Ch. 5 3. Tatum, Ch. 8	Group Three Presentation
L10	11/19	Middle Eastern Americans	1. Emerson & Smith, Ch. 9 2. Lee, Ch. 7 3. Tatum, Ch. 9	Group Four Presentation

L11	11/26	LGBTQ persons	2. Lee, Ch. 12 and 13 3. Tatum, Ch. 10	Group Five Presentation
L12	12/3	Persons with physical disabilities and older adults	2. Lee, Ch. 11, 14 and 15	Group Six Presentation
L13	12/10	Cultural immersion experience		1. Cultural Immersion Experience Presentation 2. Cross-cultural Interview Write-up
	12/18			Reading report due Attendance & Participation report due

REQUIREMENTS

1. Complete assigned reading.

Due Tuesday, December 18th by 11:59pm. Complete your readings report on your Canvas account.

2. Attendance of classes and participation in structured exercises and class discussion. This class is experiential and participatory.

Due Tuesday, December 18th by 11:59pm. Complete your attendance and participation report on your Canvas account.

3. Classroom presentation. 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:
 - A. In your presentation you **must** cover the following four issues:
 - a. What has been the historical experience of this minority group in the U.S.? Discuss how this history has led to:
 - i. the development of normative behaviors/relational patterns of the group.
 - ii. their immediate social problems and needs.
 - iii. specific issues caused by economic, social, and educational deprivation/disadvantage.
 - b. What are the core cultural values of the group (e.g., their worldview, the role of family and of religion, etc.)?
 - 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?
 - B. Presentations should be 75 minutes in length.

- C. Within the groups, each student should contribute equally to the development and presentation of the presentation.
- D. 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.
- E. DO NOT invite a guest speaker for your presentation.
- F. When presenting statistics, they must be as up-to-date as possible.
- G. Demonstrate evidence of research outside of class readings.
- H. Create a PowerPoint presentation for your in-class presentation.
- I. One group member must submit an electronic copy of your PowerPoint presentation with a bibliography of at least five references to your Canvas account by the date of your presentation.

Presentation groups, topics, and dates will be assigned the first day of class.

4. Cultural immersion experience. Attend a religious service where the high majority of the attendees are ethnically/racially *different* than you AND their worship style is generally *unfamiliar* to you. Attending a religious service that is simply a different denomination than your own does not meet the intent of this assignment. You must actually attend a service and not just talk to a religious leader. You can go to this service with no more than one other person you know (i.e., friend, spouse), and it should not be one that you have ever visited. Some religious services can last extended hours (1½-3 hours). The expectation in this assignment is that you will attend the whole service. Do not attend a service spoken in language that you do not speak unless there is an interpreter present. This assignment must be completed during the semester; that is, previous experiences cannot be used to fulfill this requirement. *Note:* The location must be pre-approved by the professor. Submit your request to the professor through Canvas. Lack of pre-approval will result in a score of “0” points for the assignment. You will present your experience in class and address the following questions:
 - A. Describe the physical setting, the service, and the people in attendance.
 - B. What was your level of interaction with the people and the activities of the service?
 - C. Describe your level of comfort and feelings of acceptance and/or belonging?
 - D. What were your emotional reactions to the place, the service, and the people?
 - E. What did you learn about this people group? Was it consistent or inconsistent with previous learning?
 - F. What did you learn about yourself?

Due: Monday, December 10th. A bulletin or some piece of literature from the religious service that you attended is due at the beginning of class.

5. A cross-cultural interview with write-up.

Guidelines for interviews and write-up:

 - A. The purpose is to become acquainted a person from an ethnically/racially different people group.

- B. Avoid cultural matching (i.e., do not interview a person 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 of you).
- C. 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). Remember—you are not counseling these people.
 - 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.
- D. Your write-up must include:
 - a. 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, coworkers in the workplace, 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 scale 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 pseudo names 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.

Due Monday, December 10th. Submit an electronic copy of your paper in APA format to your Canvas account.

6. Cultural identity analysis. One aspect of becoming a culturally competent counselor is developing an understanding of one’s self as a cultural being. This exercise is intended to help you name some unique elements of your cultural/ethnic/racial identity. Reflect on your personal life experiences and relationships and how they have shaped how you define this identity.
 - A. List 5 aspects of your cultural/ethnic/racial identity (e.g., nationality, ethnicity, gender, race, religion, social class, generation, locality, class, education, profession, family and political attitudes, etc.) that are significant to you.

- B. List 5 stories/experiences by which you can help others understand the formation and importance of these aspects of your cultural/ethnic/racial identity.
- C. How will these affect your ability to work with others who are not like you on this diversity construct?

Due: Upload a brief outline of your answers to your Canvas account by 11:59pm Thursday, October 18th. You will present your answers to these three questions in class on Thursday, October 22nd.

GRADING

Listed below are the assignments that will determine your final course grade.

<u>Assignment</u>	<u>% of Grade</u>
Reading	15%
Class participation and attendance	15%
Class presentation	25%
Cultural immersion experience	20%
Interview write-up	15%
Cultural identity analysis	10%

Grades will be based on the following scale:

A 97-100%	B- 86-87%	D+ 75-77%
A- 94-96%	C+ 83-85%	D 72-74 points
B+ 91-93%	C 80-82%	D- 70-71%
B 88-90%	C- 78-79%	F Below 70%

ACADEMIC STANDARDS

Classroom attendance and participation are required at all class sessions. If you should miss a class, you are expected to contact another student regarding the information covered. It is the student’s responsibility to inform me if he/she cannot attend class. Unexcused absence will affect the students’ grades.

The material discussed in this course is potentially sensitive, controversial, and emotionally charged. You will also be asked, on occasion, to step outside of your comfort zone. In engaging in these activities or in reactions to materials and discussions, you may experience various levels of discomfort. Such reactions are normal and—to some extent—necessary for learning about identities and differences. It is imperative that classroom discussions are conducted with the utmost respect of others perspectives and experiences. The collective goal for the class is to create a safe space that is conducive to growth and learning, and each student is expected to make an effort to treat each other with respect, dignity, and support even when they disagree with the viewpoints expressed by the professor or classmates or readings during the course of the semester.

Class attendance and active participation in class discussions is expected and essential to promoting student learning (yours and your classmates). Keep in mind that participation is culturally influenced; not everyone participates verbally; please be aware of your own participation style, and share air time with other students. Also, since this course requires your active participation and is group oriented, please do not arrive late or leave early.

All assignments will be due on the date specified in the syllabus. For each day an assignment is late, a half of a grade will be deducted from the score of that assignment (e.g., “A” to “A-”).

Writing format: APA style, 6th edition. An abstract is not required.

Course Objectives Related to MAC Student Learning Outcomes

Course: PSY510 Social and Cultural Issues in Counseling

Professor: Dr. Scott Coupland

Campus: Orlando

Date: Fall 2018

<p style="text-align: center;"><u>MAC Student Learning Outcomes</u></p> <p><i>In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.</i></p>	<p style="text-align: center;"><u>Rubric</u></p> <ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	<p style="text-align: center;"><u>Mini-Justification</u></p>
<p><u>FOUNDATIONS</u> Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling/soul care, a variety of counseling models and theories, ethics and professional standards of practice, and a psychological, biblical and theological framework for counseling/soul care.</p>	Moderate	All assignments orient students to a culturally sensitive approach to the counseling process.
<p><u>COUNSELING, PREVENTION, AND INTERVENTION</u> Able to describe and apply the principles of mental and spiritual health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a cultural/global society.</p>	Strong	The in-community and self-analysis assignments require students to apply knowledge to the work of counseling
<p><u>DIVERSITY AND ADVOCACY</u> Understands and demonstrates how living in a cultural/global society affects clients who are seeking clinical mental health counseling services, as well as the effects of sin such as racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.</p>	Strong	All assignments will challenge students' views of culture and race, and their implications for the counseling process.
<p><u>ASSESSMENT</u> Understands and applies various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.</p>	Minimal	The interview assignment requires students to assess the cultural identity development level of a culturally different person.
<p><u>RESEARCH AND EVALUATION</u> Understands and demonstrates the ability to critically evaluate research relevant to the practice of clinical mental health counseling through a biblical worldview.</p>	None	
<p><u>DIAGNOSIS</u> Knows and applies the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i>, and evaluates them through a biblical and theological framework.</p>	Minimal	Students will participate in group discussions about the implications of cultural difference on diagnosis.
<p><u>INTEGRATION</u> Integration of biblical & theological concepts with counseling practices.</p>	Moderate	Through all assignments and group discussions students will consider how their Christian worldview impacts their understanding of culture and race.
<p><u>SANCTIFICATION</u> Demonstrates a love for Triune God</p>	Strong	The in-community and interview assignments require students to engage persons that are culturally and/or racially different.