PSY510 Social and Cultural Issues in Counseling

Reformed Theological Seminary - Orlando
Thursdays, 1:00 p.m. – 4:00 p.m., 3 credit hours
Fall Semester, 2015
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PURPOSE
The purpose of this course is to expose students to the psychosocial similarities, differences, and adversities which exist among people groups nationally and internationally 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 from various people groups and providing them with competent counseling services.

COURSE OBJECTIVES
Upon completion of this course, the student will more culturally competent counselor which will include:
1. Familiarity with various theories of multicultural counseling, identity development, and social justice.
2. Understanding the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.
3. Learning the counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, as well as eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
4. Developing an understanding of the attitudes, beliefs, understandings, acculturative experiences, and mental health needs of various people groups.
5. Identifying and evaluating his/her own cultural values, attitudes, and behaviors and how they affect his/her ability to develop effective counseling relationships with persons from other cultures/people groups.
6. Increasing his/her respect for persons with cultural values different from his/her own.
7. Being a learner in a cross-cultural situation.
8. Learning approaches, strategies, and techniques shown to be effective when working with specific populations.

LEARNING FORMAT
Students will learn through lecture, class discussion, small group interactions, student presentations, guest lectures, cross-cultural immersion experiences and interviews, and self-assessment exercises.
REQUIRED TEXTBOOKS
ISBN: 978-1433528521
ISBN: 978-0801063435

ADDITIONAL REQUIRED READING
This reading is on reserve in the library.

RECOMMENDED READING

SCHEDULE
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>Principles of Multidimensional Contextual Counseling</td>
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<tr>
<td>9/3</td>
<td>Principles of Multidimensional Contextual Counseling</td>
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<td>9/10</td>
<td>Principles of Multidimensional Contextual Counseling</td>
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<tr>
<td>9/17</td>
<td>Documentary viewing with discussion</td>
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<tr>
<td>9/24</td>
<td>Principles of Multidimensional Contextual Counseling</td>
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<tr>
<td>10/1</td>
<td>Cultural Identity Analysis</td>
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<tr>
<td>10/8</td>
<td>African Americans</td>
<td>Paniagua, Ch. 3</td>
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<tr>
<td>10/15</td>
<td>No class, fall break</td>
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<tr>
<td>10/22</td>
<td>Latinos and Latinas</td>
<td>Paniagua, Ch. 3</td>
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<tr>
<td>10/29</td>
<td>Asians and Pacific Islanders</td>
<td>Paniagua, Ch. 5</td>
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<td>11/5</td>
<td>Middle-Easterner Americans</td>
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<tr>
<td>11/12</td>
<td>Gay Men</td>
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<tr>
<td>11/19</td>
<td>Lesbians</td>
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<tr>
<td>11/26</td>
<td>No class, Thanksgiving</td>
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<tr>
<td>12/3</td>
<td>Religious service experience</td>
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REQUIREMENTS
1. Complete assigned reading.
2. Participation in structured exercises and class discussion. This class is experiential and participatory. You will be graded on your participation.
3. Classroom presentation. Students be put into small groups and assigned a specific people group to study. Each group will make an in-class presentation reporting their findings.
   Guidelines for presentations:
   A. Answer the following questions:
      a. What has been the historical experience of this 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/disadvantagement.
      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?
   B. Presentations should be 75 minutes in length.
   C. Make sure your presentation is balanced such that you address the four questions above.
   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.
   F. If you present statistics, they must be as up-to-date as possible.
   G. Demonstrate evidence of reading outside of class readings.
   H. Within the groups, each student should contribute equally to the development and presentation of the presentation.
   I. One group member must submit an electronic copy of your presentation with a bibliography of at least 5 references to your Canvas account by the date of your presentation.

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

   Guidelines:
   A. The purpose of the journal assignment is to have you record your cross-cultural experience.
   B. Attend an event (e.g., cultural gathering or festival, club meeting, ministry event) or visit at setting (e.g., retirement home, social service agency, ministry center) in which the cultural or minority composition of the event or setting represents a people group(s) other than your own. You may attend more than one event to fulfill the three-hour requirement as long as group composition is the same. Attending a religious service
does not meet the requirement of this assignment. This should not be an event, persons, or a setting with which you have previous involvement. 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. Any event you attend must be presented, at least in part, in a language that you speak fluently. Part of 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 cultural/ethnically, racially different than you. So, if you feel comfortable in this setting, you are not fulfilling the intent of this assignment. Note: The event must be approved by the professor prior to attending it. Not seeking approval will result in a lower grade for the assignment.

C. You must attend this experience alone. Do not attend an event if you believe there may be a safety risk involved.

D. Journal your experience shortly after your attendance at the event(s). Waiting to write diminishes your recall and risks losing important information. It is preferable not to write in the presence of the group members or during the event but to wait until you get home to write in your journal.

E. Keep material in chronological order.

What to write:
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, etc. 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 is my involvement?” “How much am I involved?” “How do 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. Include a sentence in your paper stating the number of hours you spent at the event(s).

Due Thursday, December 3rd. Submit an electronic copy of your paper to your Canvas account.

5. Attend a religious service of culturally/ethnically/racially different group. You must attend this service alone and it should not be one that you have ever visited. Do not attend a service spoken in language that you do not speak unless there is an interpreter present. Be prepared to discuss your experience in class. The intention of this experience is for you to attend a service and not just talk to a religious leader. Note: The location must be approved by the professor prior to attending it. Not getting prior approval will result in a lower grade for the assignment.

A bulletin or some piece of literature from the religious service that you attended is due Thursday, December 3rd at the beginning of class.
6. A cross-cultural interview with write-up.
   Guidelines for interviews and write-up:
   A. The purpose is to become acquainted a person from a culturally/ethnically/racially
different group.
   B. 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 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 tape 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. Your write-up should include:
      a. A background on the individual as a member of a particular people group(s).
      b. Special problems/issues that they face because of their membership in the group.
      c. Their perceptions about their situation (i.e., their group’s relation to the dominant
society).
      d. Some institutional barriers, if any (e.g., the school system, law enforcement, job
market).
      e. Special situations such as housing, health care, transportation, relations with police,
family issues, employment, coworkers in the workplace, etc.
      f. Analyze the individuals’ situations with regard to such issues as racism,
segregation, oppression, etc., if appropriate. Discuss their experiences in the U.S.—
barriers, adjustment, racism/discrimination, or their relation to the dominant
culture.
      g. Your assessment of their degree of assimilation/acceptance/acculturation (Use the
identity development scale discussed in class).
      h. You may find the “Culture-centered Interview Guide” a helpful guide in obtaining
information about the person’s social customs, family life, housing, clothing, food,
employment, political patterns, religion and folk beliefs, economics, arts, and value
systems. Report the relevant information in your write-up. Do not just list these
pieces of information; instead, focus on their experiences of them.
   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 Thursday, December 3rd. Submit an electronic copy of your paper to your Canvas account.
7. Cultural identity analysis.
   A. Identify 5 aspects of who you are or life experiences that you believe have significantly shaped who you are culturally (e.g., grew up in a mountains of TN; am racially White; was strongly influence by my maternal grandparents worldview; grew up in the Southern Baptist church; was in the army and fought in the Iraqi war).
   B. Come up with 5 stories/experiences by which you can help others understand the importance of these aspects of your cultural identity.
   C. Identify how you see or expect to see this self-understanding impact your counseling work.

Your analysis/stories will be shared in class Thursday, October 1st. Upload a outline listing of your stories/experiences to your Canvas account prior to beginning this class.

GRADING

Reading: 50 points
Class participation and attendance: 50 points
Class presentation: 60 points
In-community experience write-up: 50 points
Religious service attendance: 30 points
Interview write-up: 40 points
Cultural identity analysis: 20 points
Total possible points: 300

Course grades will be determined by adding points from your class participation, class presentation, in-community experience write-up, interview write-up, and cultural identity analysis. Grades will be based on the following scale:

A = 291-300 points  
B- = 258-263 points  
A- = 282-290 points  
C+ = 249-257 points  
B+ = 273-281 points  
C = 240-248 points  
B = 264-272 points  
C- = 234-239 points  
D = 216-224 points  
D- = 210-215 points  
F = <210 points

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.

As we will be discussing a number of topics deemed personal and/or potentially divisive, it is imperative the classroom discussions are done with the utmost respect of others. This means not interrupting others and understanding others may have opinions different from yours.

All assignments will be due on the date specified in the syllabus. For each day an assignment is late, 5 points will be deducted from the score of that assignment.

Writing format: APA style, 6th edition. An abstract is not required.
## Course Objectives Related to MAC Student Learning Outcomes

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.

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<tr>
<th>MAC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><strong>FOUNDATIONS</strong>&lt;br&gt;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.</td>
<td>Moderate</td>
<td>All assignments orient students to a culturally sensitive approach to the counseling process.</td>
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<tr>
<td><strong>COUNSELING, PREVENTION, AND INTERVENTION</strong>&lt;br&gt;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.</td>
<td>Strong</td>
<td>The in-community and self-analysis assignments require students to apply knowledge to the work of counseling.</td>
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<td><strong>DIVERSITY AND ADVOCACY</strong>&lt;br&gt;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.</td>
<td>Strong</td>
<td>All assignments will challenge students’ views of culture and race, and their implications for the counseling process.</td>
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<td><strong>ASSESSMENT</strong>&lt;br&gt;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.</td>
<td>Minimal</td>
<td>The interview assignment requires students to assess the cultural identity development level of a culturally different person.</td>
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<td><strong>RESEARCH AND EVALUATION</strong>&lt;br&gt;Understands and demonstrates the ability to critically evaluate research relevant to the practice of clinical mental health counseling through a biblical worldview.</td>
<td>None</td>
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<td><strong>DIAGNOSIS</strong>&lt;br&gt;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 <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em>, and evaluates them through a biblical and theological framework.</td>
<td>Minimal</td>
<td>Students will participate in group discussions about the implications of cultural difference on diagnosis.</td>
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<tr>
<td><strong>INTEGRATION</strong>&lt;br&gt;Integration of biblical &amp; theological concepts with counseling practices.</td>
<td>Moderate</td>
<td>Through all assignments and group discussions students will consider how their Christian worldview impacts their understanding of culture and race.</td>
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<td><strong>SANCTIFICATION</strong>&lt;br&gt;Demonstrates a love for Triune God</td>
<td>Strong</td>
<td>The in-community and interview assignments require students to engage persons that are culturally and/or racially different.</td>
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