

**DEPARTMENT OF COUNSELOR EDUCATION
UNIVERSITY OF WISCONSIN OSHKOSH**

CE 788-001

**Social and Cultural Foundations of Counseling - 3 credits
Spring 2008 Mondays 1:00 – 4:00**

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Course description

The foci of the course are the theories, ethics, and issues related to counseling within a multicultural context. Working effectively with diverse clients requires self-awareness, the skills for successful interaction, and knowledge of information specific to various cultures/populations, and the ability to engage in a relationship with those from other cultures/populations. Implications of cultural, ethnic, geographic, and lifestyle diversity are considered as they relate to developing a multicultural perspective in studying and understanding human behavior, as well as its application in professional settings.

Course content and objectives

The content of this course will provide a body of knowledge related to diversity. The objective and purpose of this course is to provide students with a focus on “self as cultural being” and the “self in relation to”. The course is formatted to enhance the student’s awareness and sensitivity to human rights and ethical issues related to diversity, alliance building and advocacy. It is expected that students will be honest and ready to deal with intra and interpersonal conflicts that may arise from newly developed awareness and be willing to engage themselves and their peers to seek resolution of such conflicts.

As a class, we will deal with the subject of “privilege” (e.g., white privilege, male privilege, assumed privilege, socioeconomic privilege, able-bodied privilege, heterosexual privilege, sexism, ageism, faithism and all other “isms” that are a part of the U.S. society). The class will also explore advocacy as pertains it to clients, society, and the counseling profession.

Council for Accreditation of Counseling and Related Educational Programs (CACREP 2009):

II.G.2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

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DPI Pupil Services Standards Addressed in this Course:

- (6) The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system wide interventions and strategies.

School Counseling Content Guidelines:

- 4. Demonstrate an understanding of the role that diversity, inclusion, gender, and equity have on student's achievement, personal/social, and career development.

Textbook(s)

Required: Anderson, S. K., & Middleton, V. A. (2005). *Explorations in Privilege, Oppression, and Diversity*. Belmont, CA: Thomson Brooks/Cole.

Required: Sue, D. W., & Sue, D. (2003). *Counseling the Culturally Different: Theory and Practice*, 5th ed. New York, NY: John Wiley & Sons, Inc.

Course requirements:

1. **Readings and class participation:** (CACREP Standards II G.2.a-f, PSS (6), SCCG 4). Students are asked to arrive to class prepared to demonstrate their developing knowledge of the subject material by participating in class discussions. The student can expect the course to be highly interactive (i.e., student to student, student to professor), thought provoking, personally challenging and engaging regarding in-class activities.
2. **Personal Journal:** (CACREP Standards II G.2.a-f, PSS (6), SCCG 4). Students are asked to generate a personal journal (5 days/week) that describes their reactions or newly developed awareness derived from class discussions or experiential in-class

- activities. The entries should be approximately 1/2 – 1 page typed. Journal entries from the previous week will be collected each day at the end of class.
3. **Advocacy Program and Proposal:** (CACREP Standards II G.2.a-f, PSS (6), SCCG 4) The students will divide into groups based on their academic focus. In these groups they will develop a school/university/community based program that could be used to advocate for those without Privilege at a current or future workplace. Some basic questions you would want to consider are: What setting would your program take place in? Who would be your intended audience? What would be the goal of the program be? How many meetings will you have? What would the units of the program be and how would you address them? What do you think you would have to teach them? What will be your responsibilities as facilitators? What will be the participants' responsibilities? What ecological systems of the participants lives will your program impact? Which of your ecological systems will be affected? What ecological systems will be impacted for those to do not have heterosexual privilege? The students will be graded for the advertisement, grant proposal, their presentation, and group participation. The proposal should be 3-4 pages at maximum.
 - a. **Advertisement:** The students will generate a flyer advertising the program to the public. The flyer will contain information regarding intended audience, time and place, as well as a brief description of the program.
 - b. **Grant Proposal:** The students will apply for a faux grant that could provide \$5000 for their program. The students will create a grant proposal which includes the following components: introduction, significance section, brief literature review, and a description of fund allocation. The introduction will introduce your program answering the questions above. The significance section will describe and provide at least one reference that indicates to the grant reviewers that your program is important and it will have a positive impact on the participants. The mini literature review will include at least 5 references (3 primary sources/2 secondary sources) that describe other work done in this area or components that should be included in your program. The description of fund allocation is usually presented in table format. You will describe how you will spend the grant funding.
 - c. **Group Presentation:** The student will present their grant proposal to the class as though the class is the grant board using PowerPoint.
 4. **Immersion Activity:** (CACREP Standards II G.2.a-f, PSS (6), SCCG 4) The immersion activity is designed to help students gain cultural knowledge, increase sensitivity of culturally diverse people, and become more culturally effective helpers. In this activity, students immerse themselves in a culture vastly different from their own. After completion of the immersion activity, students will write a reaction paper (1-2 pages) related to the experience. Papers must include a description of the experience, reasons for selecting the experience, feelings/reactions to the experience (ie. Did you feel welcome/what was your comfort level) and the value of the experience personally and professionally. Examples of Immersion activities will be discussed in class. All activities MUST be pre-approved by the Instructor in writing.
 5. **Two Take Home Quizzes:** (CACREP Standards II G.2.a-f, PSS (6), SCCG 4). The students will write 2 exam questions for each chapter assigned from Sue and Sue.

These questions will be written in Microsoft Note Pad and will be due in the D2L drop box before each class meeting. These questions with the addition of three essay questions will be edited to become the take home exams. The student will have one week to complete each exam. Please adhere to the following format for writing questions. Demark the right answer using an asterisk (*) and where the answer is to be found in the text.

Adler is famous for developing which of the following concepts.

- a. Parent education
 - b. Birth order
 - c. Inferiority/superiority complex
 - d. All of the Above *(Ch. 1, p. 12)
6. **Personal awareness paper:** (CACREP Standards II K. 2 b, e, f).

This paper will focus on your values, attitudes, behaviors, and beliefs about your own ethnicity, ethnic minorities (African Americans, Asian Americans, Latinos, and Native Americans) in the U.S. and other minority groups (physically challenged, gays and lesbians, elderly, and women). The completed paper will be not less than five (5), not more than seven (7) double-spaced pages in length. Please make sure that your paper addresses the following questions:

- a. Why I took this class?
- b. What were my preconceived notions about this course of instruction, classmates, instructor? Have these assumptions changed? If yes how so? If not why not?
- c. Who am I? Where do I come from? With whom do I identify? How do I feel about my own ethnic group?
- d. Where do I see myself in my racial/cultural identity development? How do I know this to be the case?
- e. What do I see as areas needing to be address personally to become more competent regarding diversity? How will I take *responsibility* to continue to develop this competency?
- f. How will I continue to enhance my growth and development as a counseling professional relative to the issues and barriers I have become aware of during this course?

Assessment of student learning: Grades are assigned A through F. All assignments completed for the course will be evaluated according to criteria to be explained and handed out the first class meeting. Information concerning your course standing may be requested at any time.

Attendance and Participation	10%
Exam Questions	5%
Personal Weekly Reflections	10%
Advocacy Program and Proposal	30%
Advertisement	5%
Grant Proposal Paper	15%
Presentation	10%

Immersion Activity	15%
Exams	15%
Personal Awareness Paper	15%
Total Percent	100%

Grading Scale

A	=	93% - 100%
A/B	=	88% - 92%
B	=	83% - 87%
B/C	=	78% - 82%
C	=	73% - 77%
D	=	68% - 72%
Below		68% - Failure

Discussion attendance policy: Regular class attendance is essential if you are to succeed in this course. Completion of assigned readings as well as active participation in small and large group discussions is expected at the graduate level of study. Missed class for any unexcused absence (to be determined by the instructor) will result in the lowering of the student's summative grade by .11 for each occurrence.

All work not handed in or completed on the assigned date will be registered on the instructor's spreadsheet as "Not Completed" and will result in the lowering of the student's summative grade for each occurrence.

Grades of Incomplete are reserved for those students who have completed a substantial portion of their coursework and for reasons outside their control cannot complete the remaining assignments. When grades of incomplete are given, it remains the students' responsibility to fulfill the course requirements within the time period established by the University.

Academic integrity statement

The University of Wisconsin Oshkosh is committed to a standard of academic integrity for all students. The system guidelines state: "Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors." (UWS 14.01, Wisconsin Administrative Code) The UW Oshkosh Student Discipline Code and related information can be accessed at: <http://www.uwosh.edu/dean/conduct.htm>.

Plagiarism is not accepted in this course and can result in failure of the course as well as possible departmental sanctions.

Accommodation statement

The University of Wisconsin Oshkosh is committed to providing reasonable accommodation for students with disabilities. Please contact the Disability Services [Dean of Students Office, 125 Dempsey Hall, 424-3100 (Voice), 424-1319 (TTY)] for the University's accommodation request form and documentation requirements or visit their website at: <http://www.uwosh.edu/dean/disabilities.htm>. Information related to an individual's accommodation request and/or arrangements will be confidential and will be shared with relevant University personnel or offices on a 'need to know' basis.

Personal mental health issues

It will be the policy of the instructor that all matters associated with personal and-or mental health issues concerning a student are to be referred to the University Counseling Center or another acceptable outside community resource-referral.

Tentative Schedule

<i>Date</i>	<i>Topic</i>	<i>Assignments</i>	<i>Standards</i>
February 4	Welcome – Introductions Syllabus/Course Expectations		CACREP Standards II G.2.b,f, PSS (6), SCCG 4
February 11	Introduction to Multicultural Counseling and Privilege Identity Development Models	Sue: Ch 10-11	CACREP Standards II G.2.a-f, PSS (6), SCCG 4
February 18	Understanding White Privilege	Anderson: Ch 1 Sue: Ch 3-Ch 4 Advocacy Flyer Due	CACREP Standards II G.2.b, d-f, PSS (6), SCCG 4
February 25	<i>Color of Fear</i>	Sue: Ch1-2	CACREP Standards II G.2.a-f, PSS (6), SCCG 4
March 3	Understanding Socioeconomic Privilege	Anderson: Ch 4-Ch 5 Sue: Ch 12	CACREP Standards II G.2.b, d-f, PSS (6), SCCG 4
March 10	Understanding Able- Bodied Privilege	Anderson: Ch 6-Ch 7 Sue: Ch 5 Quiz 1 Due	CACREP Standards II G.2.b, d-f, PSS (6), SCCG 4
March 17	Understanding Heterosexual Privilege	Anderson: Ch 8 & Ch 9	CACREP Standards II G.2.b, d-f, PSS (6), SCCG 4
March 24	No Class		
March 31	Understanding Sexism	Anderson: Ch 10, Ch 11, & Ch 12 Sue: Ch 6	CACREP Standards II G.2.b, d-f, PSS (6), SCCG 4
April 7	Assumed Privilege	Anderson: Ch 13, Ch 14, & Ch 15 Sue: Ch 7 Immersion Summary Due	CACREP Standards II G.2.b, d-f, PSS (6), SCCG 4

April 14	Internalized Oppression, Acculturation, And Assimilation	Anderson: Ch 16, Ch 17, & Ch. 18 Sue: Ch 9	CACREP Standards II G.2.b, d-f, PSS (6), SCCG 4
April 21	Personal Compassion and Being Allies Discuss Immersion Activities	Anderson: Ch 19 & Ch 20 Quiz 2 Due	CACREP Standards II G.2.b, d-f, PSS (6), SCCG 4
April 28	Personal Compassion and Being Allies Discuss Immersion Activities	Anderson: Ch 21, Ch 22, & Ch 23 Grant Proposal Paper	CACREP Standards II G.2.b, d-f, PSS (6), SCCG 4
May 5	Presentations		CACREP Standards II G.2.a-f, PSS (6), SCCG 4
May 12	Where are you at? What can we do? Course Wrap up	Self Assessment Paper Due	CACREP Standards II G.2.b, d-f, PSS (6), SCCG 4

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Key Journals

Journal of Counseling and Development
Journal of Multicultural Counseling and Development
Journal of Mental Health Counseling
Professional School Counselor