



Department of Counseling and Student Affairs

Dr. Cynthia Palmer Mason, Professor

Gary A. Ransdell Hall # 3030

Office Phone: (270) 745-4953

Office Hours: Tuesdays 12:30pm – 3:30pm and Wednesdays 8:30am – 1:30pm

Email Address: [cynthia.mason@wku.edu](mailto:cynthia.mason@wku.edu)

## **COURSE**

CNS 555 Social and Cultural Diversity in Counseling (Summer, 2020). This course focuses on the philosophical, sociological, developmental, and emotional understanding of multicultural education and counseling as they relate to working with individuals in schools, universities, and other human service settings, including the cultural context of relationships, issues, and trends in a multicultural society.

## **PURPOSE OF THE COURSE**

This course is designed to provide students with an understanding of the cultural context of relationships, issues, and trends in a multicultural society.

## **COURSE OBJECTIVES**

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards noted below. Students are assessed on the standards noted with an asterick.

### **PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM CORE**

#### **2. SOCIAL AND CULTURAL DIVERSITY**

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies \*
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

#### **3. HUMAN GROWTH AND DEVELOPMENT**

- f. systemic and environment factors that affect human development, functioning, and behavior\*

### **CLINICAL MENTAL HEALTH COUNSELING**

#### **2. CONTEXTUAL DIMENSIONS**

- j. cultural factors relevant to clinical mental health counseling\*

### **MARRIAGE, COUPLE, AND FAMILY COUNSELING**

#### **2. CONTEXTUAL DIMENSIONS**

- e. human sexuality and its effect on couple and family functioning
- m. cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration

## **REQUIRED AND RECOMMENDED COURSE READINGS**

### ***Required Texts***

Schmidt, J. J. (2006). Social and cultural foundations of counseling and human services: Multiple influences on self-concept development. Allyn & Bacon.

**ISBN-10:** 0-205-40333-6

**ISBN-13:** 9780205403332

Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H., Peters, M., & Zuniga, X. (2018). Readings for Diversity and Social Justice (4<sup>th</sup> Edition). Routledge.

**ISBN:** 978-0-415-89294-0

## **CLASS STANDARDS AND POLICIES**

As a graduate student, this is YOUR class. You should expect the highest personal and professional standards from yourself that reflect the objectives of our graduate program and our professional ethics in counseling, student affairs, and higher education.

### ***Attendance Policy***

Full attendance and active participation are essential. Therefore, students are expected to be present for all scheduled class meetings. (No attendance is expected when this course is taught in a WEB format.)

### ***Assigned Readings Expectation***

Students are expected to complete reading assignments as scheduled. The required textbooks and articles will provide a good beginning for your professional library. We will discuss assigned readings on Discussion Board. From time to time, additional readings may be assigned.

### ***Assignments***

Assignments are due at the time specified and should be submitted according to the directions provided. It is suggested that you plan appropriately to avoid missing due dates and accruing unnecessary penalties. When unforeseen emergencies and circumstances occur (a death in the family, a sick child, an illness that substantially impairs your functioning, etc.), I will work with you to grant a reasonable extension whenever possible. If you must submit work late due to an unforeseen circumstance, please note that you must contact the instructor to discuss the situations prior to the assignment due date. Points will not be given for late assignments without prior permission.

### ***Electronics Policy/Respect for the Learning Community***

When this course is taught in a face-to-face format, the use of laptops, PDAs, and cell phones during class is prohibited. These devices can disrupt learning opportunities, lead to attention lapses, and negatively impact the learning environment. Also, please be aware that personal conversations are distracting to others in the classroom setting and should be avoided.

### ***Civil Dialogue***

It is a desire that everyone in this learning community feels support while also being/feeling challenged. Deep and meaningful learning often comes as a result of fruitful discussions that, at times, may elicit cognitive and emotional disagreement. Participants in this course should approach one another with the same degree of care and concern used when interacting with clients/students. Please respect your classmates' opinions when making posts on Discussion Board.

### ***Academic Integrity***

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstance not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise or knowingly providing false information to a faculty member.

Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

### ***Use of technology in course delivery***

Email will be used as the primary mode of correspondence. It is imperative that you consistently check your WKU account for course related and other pertinent messages. This is a Web-based Course; therefore, Blackboard will be used for announcements, reading assignments, and Discussion Board Posts in addition to the submission of course requirement materials.

### ***Writing Style***

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Read the section on **Manuscript Preparation and Sample Papers** as well as other areas within the Style Manual. Use the index to find multiple discussions on each topic. Papers should be submitted using one-inch margins and 12-point type/font size. Page numbers should be placed on all pages with page headers. The quality of writing is of high importance. Be sure to edit for style and other corrections before submitting assignments.

### ***Students with Disabilities Who Require Accommodations***

"In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, room 1074 of the Student Success Center. The phone number is 270.745.5004. or email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center."

### ***Academic Performance***

As a graduate student and professionals-in-training, your graduate studies should be viewed from the prospective of professional development and graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students' professional performance in each course at:

[http://edtech.wku.edu/~counsel/downloads/CNS\\_Graduate\\_Student\\_Handbook.pdf](http://edtech.wku.edu/~counsel/downloads/CNS_Graduate_Student_Handbook.pdf).

Most courses will include in their syllabus a statement on attendance. You should be aware of the policy for each course and of the consequences for not following it. If there is no statement on attendance in the course syllabus, you should ask the professor for a formal statement to the class of the policy.

Understand that students' academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details.

Specific directions for your assignments might become less clear. For example, some of your instructors may not provide specific rubrics for some assignments. This is to encourage your creativity, as well as to generate reflective thought and some degree of ownership in the final product of the assignment.

### ***Accommodations for Religious Observances***

If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue.

### ***Flexibility Clause***

Course requirements, assignments, policies, evaluation procedures, etc. are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

### ***Graduate Student Handbook***

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department's web site. Included in that document is the process that

requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

[http://edtech.wku.edu/~counsel/downloads/CNS\\_Graduate\\_Student\\_Handbook.pdf](http://edtech.wku.edu/~counsel/downloads/CNS_Graduate_Student_Handbook.pdf).

## **COURSE REQUIREMENTS**

### ***Personal Cultural Critique (20 points) (CACREP Assessment Standard F.1.d)***

Each student is to develop a power point that describes and critiques his/her cultural background. The purpose of this assignment is to explore and integrate information related to your cultural heritage with issues related to becoming a competent multicultural helping professional. Questions are provided below to guide your thinking across a range of cultural factors. Respond to each of the questions as appropriate, except when there is no information available. **Due 06/26/2020.** Please be thorough in your analysis and writing. **Concepts from your textbook should be included.** Enter in appropriate area on 'Content.'

Include the following:

#### **Part I: Describe *your internal and external dimensions*:**

*your age, gender, presence of any disability, ethnicity, race, community in which you grew up, religion, marital history, parental status, educational background, occupation/work experience, recreational and personal habits, socioeconomic status/social class (now and growing up, including observations through any changes), and past/current geographic location. You can include any other pertinent information regarding your internal and external dimensions.*

#### **Part II: Drawing from your *knowledge about yourself and experiences* in our multicultural society, identify:**

*the social and cultural factors and events that influence your view of diversity (i.e., gender, race, social class, age, sexual identity, religion, ability, appearance, etc.), the factors and events that influence your view on social belonging, the factors that influence your interpretations of an individual's behavior, motivation, decision methods, and thoughts.*

#### **Part III: Describe *your foundation*.**

*Outline your definition of family. Who was included in your family growing up? Ancestry? How have your family/ancestors impacted your current view of culture? How did you derive your fundamental cultural heritage and how do the significant beliefs and attitudes of your cultural heritage assimilate into your daily life?*

*Address family and community values which have been part of your personal experience. Family should be addressed in the context of your extended family and include persons who assumed a familiar role in your development. Family would include your current "family" as well as your family of origin.*

*What specific values did your family of origin and community hold e.g., religion, education, work, food, or family)? How were your family's values similar to and different from the community?*

*What types of rituals or ceremonies are/were important to your family?*

*What types of personalities and communication can you identify? How was conflict handled? What views were held about diversity? How was your family impacted by diversity issues of gender, nationality, race, sexuality, disability, or religion?*

*Discuss gender roles and gender role expectations in your family of origin (results of BEM inventory, this inventory can be found online <http://garote.bdmonkeys.net/bsri.html>)  
How did/do you define privilege? How has “privilege” eased or made life more difficult for your family?  
How is your current “family” culture similar to or different from your family of origin? How has change in the social and cultural nature of society at large influenced your cultural experience?  
You can also include any other facts you feel are relevant regarding your family (of origin, past and current) role in forming your foundation.*

Part IV: How has your cultural background provided you with **both Advantages and Disadvantages**; also, how does it continue to influence your personal perspective and counseling/helping style (this can include teaching, customer service, management/administrative, etc.) today?

Part V: Describe how your cultural self-understanding will enable you to be culturally effective counselor/teacher/helping professional.

*What are some personal biases and limitations that may hinder you?*

*How will your communication values and skills impact your role as a competent multicultural counselor/teacher/professional?*

*Considering the nature of your cultural experience, describe strengths you will bring to multicultural counseling/education?*

**\*NOTE: Late power-points are not accepted.**

**\*\*This assignment must be entered in ‘Content’ – 06/26/2020.**

***Readings Critique and Reflection (15 points) (CACREP Assessment Standard 2.c, 3.f, C.2.j)***

***\*\*This assignment (Readings Critique and Reflection Paper) must be entered in ‘Content’ as the Electronic Portfolio System is not working at this time. This assignment is due 06/24/2020.***

Each student is responsible for reading select articles from Readings for Diversity and Social Justice. After you examine each reading, you are expected to use your critical thinking skills to produce a multi-level question; students will submit through “Content” on Blackboard. Late questions will not be accepted. Students will not be allowed to make up questions under any circumstance (other than an excused absence).

Each submission will be graded as very good (2.0 point), adequate (1.0 point), or inadequate/not turned in (0 points). Questions will also be entered on “Content.”

### **Questions for Readings for Diversity & Social Justice-Rubric**

For the **reading questions**, develop a connected set of questions about the readings that you would like answered. This set of questions will be a paragraph in length, with a minimum of

**75-100 words**. Your questions should show that you have thought about the readings with care. Note that these questions are not the same as “quiz questions” that you may have written for other classes -- answers are not found neatly in the readings.

Following is an example of a good question and one to avoid:

	Description	Example
<b>Poor (0)</b>	Questions that can be answered in simple terms or that have one right answer. Questions that focus predominantly on the recall of information. They are also often significantly shorter than one paragraph in length.	“Do adopted children experience more psychological problems than those who are biologically related to their parents? Why?”
<b>Good (1)</b>	Questions that require answers, which encourage the synthesis, analysis, or evaluation of information. Questions that are generally longer, may have several parts to them, and cut across different areas.	“Would a child in a single-parent household develop differently (physically, emotionally, academically) than a child who lives with both parents? How does the ethnic/cultural background of the family play into this equation? For example, do children of different ethnicity handle the situation of living in a single-parent household differently based on their cultural beliefs? How can parents help alleviate some of the emotional stress that comes with the separation of two parents or only having one parent?”

*(Note that this may be shorter than the minimum length, but it gives you an idea.)*

Readings for Diversity and Social Justice, which consists of readings that reflect upon social diversity and social justice, are from 6 sections (A total of 6 questions for this project). You must critique the following:

**Enter on Blackboard (Content) by June 24, 2020.**

**Section 1: Conceptual Frameworks**

Five Faces of Oppression by Iris Marion Young

**Section 2: Racism**

A Different Mirror by Ronald Takaki

**Section 3: Classism**

Select 1 reading from this section

**Section 4: Religious Oppression**

Select 1 reading from this section

**Section 5: Sexism, Heterosexism, and Trans\* Oppression**

Select 1 reading from this section.

**Section 10: Working for Social Justice: Visions and Strategies for Change**

What Can We Do? By Allan G. Johnson

**Presentation topics for paper (20 points)** Upload to “Content” by 06/30/2020 (Cacrep Assessment Standard 2.c, 3.f, C.2.j)

Each student will select one of the following groups/topics:

Australian Aboriginal Genocide	Native Americas Genocide
Sudanese Genocide	Great Migration –African Americans
Blood Diamonds	Rwandan Genocide
Europe’s underdevelopment of Africa	Undocumented Immigrants/DACA
Japanese Internment Camps	Lost Boys of Sudan
Indigenous people of South America	Bosnian War – displacement
Displaced Tanzanian, Palestinian, Syrian, Bhurmese, etc.	

Presentations should be relevant, interesting, and convey useful information. Quality is preferred over quantity. The presentation paper should supplement information available in the textbooks.

Please note the following:

- A. Conduct research on your selected group/topic. Peer-reviewed and scholarly documents/publications are highly recommended. Interviews/surveys with individuals/experts of the group/topic are also suggested. **USE RESOURCES FROM THE LIBRARIES!** Prepare a reference page as you collect information (This will be helpful.)
- B. Describe what was learned about the group/topic selected and how it relates to counseling. This can include, but is not limited to, immigration history of the group; the worldview of/from society; aspects of the groups; communication patterns; typical family structures; contextual (social) issues imposed upon; impact of sociocultural and/or sociopolitical history upon this group; and the effects of cultural and environmental factors (i.e., population, media image, workforce, stereotypes, school performance, etc.).
- C. Each student **must** provide a reference page at the end of the project.
- D. Each student will be assessed on their research, initiative, and the overall quality of work on this project.
- E. Your evaluation will be based on: The content and research of your topic and the clarity and organization of your presentation paper.



## PRESENTATION RUBRIC

Requirements	Inconsistently or rarely meets assignment requirements .5	Somewhat meets assignment requirements and expectations 1	Meets assignment requirements and expectations 1.5	Exceeds assignment requirements and expectations 2
<b>Research topic &amp; group clearly defined</b>	Inconsistently provides a brief detailed description of the research topic and group.	Somewhat provides a brief detailed description of the research topic and group.	Adequately provides a brief detailed description of the research topic and group.	Effectively provides a brief detailed description of the research topic and group.
<b>Relevant citations</b>	Provides citations to at least 3 relevant journal articles and/or may not use proper APA format.	Provides citations to at least 4 relevant journal articles and/or may not use proper APA format.	Provides citations to at least 5 relevant journal articles but may not use proper APA format.	Provides citations to at least 5 relevant journal articles in proper APA format.
<b>Content/research is comprehensive</b>	Inconsistently captures a brief but thorough summary of the articles/research content.	Somewhat captures a brief but thorough summary of the articles/research content.	Adequately captures a brief but thorough summary of the articles/research content.	Effectively captures a brief but thorough summary of the articles/research content.
<b>Impact of culture in counseling</b>	Inconsistently addresses the topic's usefulness, rigor, and relevance to the counseling.	Somewhat addresses the topic's usefulness, rigor, and relevance to the counseling.	Adequately addresses the topic's usefulness, rigor, and relevance to counseling.	Effectively addresses the topic's usefulness, rigor, and relevance to counseling practice.
<b>Presentation was useful and engaging</b>	Presents an overview of the topic/group that is lacking creativity and interest.	Presents an overview of the topic/group that is somewhat creative, interesting, and engaging.	Presents an adequate overview of the topic/group that is creative, interesting and engaging.	Presents an effective overview of the topic/group that is creative, interesting and engaging.

**Blackboard – Discussion Board Assignments (45 points)**

This is a Web-based course. You will follow all homework assignments listed on Blackboard 7 and complete all projects on time. Review “Announcements” and “Content” on Blackboard throughout the course for information and directions (See page 13 of Course Syllabus for Discussion Board Assignments Schedule.).

## Student Evaluation Criteria and Procedures

### GRADING SCALE:

A= 90 - 100; B= 80 - 89; C= 70 - 79; D= 60 - 69; & F= below 60

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
<b>Achievement of Specified Learning Outcomes</b>	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not complete, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
<b>Demonstrated Understanding of Content</b>	Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas	Demonstrates adequate competence in articulating central points of core content	Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points	Assignment is not complete or does not demonstrate accurate or full understanding of content
<b>Thought &amp; Originality</b>	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not complete or lacks complexity of thoughts required for graduate-level work
<b>Application to Practice</b>	Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations	Application to practice is accurate and adequate	Application to practice varies in accuracy and does not take into account varying perspectives and considerations	Assignment is not complete or application to practice fails to take into consideration a helping professional context
<b>Critical Analysis</b>	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and/ or meaningful interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple interpretations	Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work
<b>Appropriate Structure, Style, and Grammar</b>	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or style	The final product is well organized and clearly structured with only minimal grammatical and style errors	The final product suffers from problems associated with organization and structure and/ or grammatical errors	Assignment is not completed or final product is poorly organized, structured, and/or possesses significant error

## Graduate Student Handbook

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department's web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.



Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met a critical performance standard, which is any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). For CNS 555, you are required to upload your Personal Cultural Critique and Readings Critique and Reflection Papers. Also, please note that this is a requirement for NCATE (the National Council for Accreditation of Teacher Education) and CACREP. **Upload both Documents (Personal Cultural Critique and Readings Critique and Reflections) by 06/30/2020.**

If you have not registered for the CEBS Electronic Portfolio, Create a New Student Account. If you need directions, please follow the instructions at:  
[http://edtech2.wku.edu/portfolio/studenthelp/student\\_instructions.php](http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php)

Please note the following directions: \*\*\*Your paper should be saved as a Microsoft Word document.

Go to <http://www.wku.edu>

Select "Academics" (on left side)

Select "College of Education & Behavioral Sciences"

Select Electronic Portfolio System (under Educational Technology)

Select "Student Login" (you need your WKU ID and password)

Select CNS 555 (click on "View Critical Performances")

You will see "Personal Culture Critique" and "Readings Critiques Questions"

Click on "Upload/View Files"

Follow the directions to upload your documents (the same as adding an email attachment)

## **CNS 555 COURSE SCHEDULE**

### **Social and Cultural Foundations of Counseling and Human Services by John J. Schmidt**

**Work on Blackboard will be divided into three Forums with deadlines for each section. Please read the following chapters and see directions for completing this work on “Announcements,” “Content,” and “Discussion Board.” Please note: Each student is expected to contribute meaningfully to Blackboard Discussions. You are also expected to read all assigned chapters in depth prior to attempting to complete the required work on Discussion Board.**

#### **FORUM I**

1. Society, Culture, Counseling, and Human Services
2. The Emerging Self and Social Learning
3. Social, Cultural, and Racial Identity
4. Cultural, Racial, and Ethnic Identity Models

(Postings for Chapters 1-4, Forum 1, must be completed by Monday, June 15, 2020.)

#### **FORUM II**

5. Sex, Gender, and Sexual Orientation Identity
6. Family, Culture, and Self-Concept Development
7. Ability, Attractiveness, Aging, and Self-Image
8. Spirituality, Religion, and Self-Concept Development

(Postings for Chapters 5-8, Forum II, must be completed on Blackboard by Monday, June 22, 2020.)

#### **FORUM III**

9. Social Class and Economic Considerations
10. Counseling and Cultural Diversity
11. Ethical and Legal Issues
12. Research Issues and Future Considerations for Counseling Diverse Populations

(Postings for Chapters 9-12, Forum III, must be completed on Blackboard by the end of the day on Tuesday, June 30, 2020.)

### **NOTES FOR CLASS**

**For concerns with the mechanics of Blackboard – call 270-745-7000.**

**For concerns with the specific assignments for this course – email: [cynthia.mason@wku.edu](mailto:cynthia.mason@wku.edu)**

