CULTURALLY AWARE COUNSELING
COUN 509
SPRING 2016
SYLLABUS

Course and Instructor

Instructor: Alana Brunner, LCPC, NCC
Part-time Lecturer Department of Counselor Education
Office Hours: Education Building 614; Tuesday 1:00-2:30 pm, & by appointment
E-mail: alanabrunner@boisestate.edu

Course Number: COUN 509

Course Title: Culturally Aware Counseling

Course Time: Wednesday, 6:00 p.m. – 8:45 p.m.

Course Location: Education Building Room 106

Semester: Spring 2016

Credits: 3 credits

Course Objectives and Accreditation

CACREP Standards Addressed in the Course

<table>
<thead>
<tr>
<th>II. G. 1</th>
<th>Social and Cultural Diversity</th>
<th>Key Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally</td>
<td>Final Exam, SL Project</td>
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<tr>
<td>b.</td>
<td>attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;</td>
<td>SL Project, Color of Fear Reflection Paper, Cultural Life Story</td>
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<td>c.</td>
<td>theories of multicultural counseling, identity development, and social justice;</td>
<td>Final Exam, SL Project, Group Presentation</td>
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<td>d.</td>
<td>individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;</td>
<td>Final Exam, SL Project, Group Presentation</td>
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e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote wellness and growth of the human spirit, mind, or body; and

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<th>Final Exam, SL Project</th>
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f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

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<th>Final Exam, SL Project, Group Presentation</th>
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**Course Description**
This is a theoretical course with an experiential component to develop awareness, knowledge, and skills for counselor-in-training preparing to work in a pluralistic society.

**PREREQ:** COUN 502 or PERM/INST

**Methods of Instruction**
Lecture, guest speakers, group activities/cooperative learning (exercises, video discussions, etc), visual media, student presentations, service learning.

**Objectives**
Upon completion of the course the student will have working knowledge of:

1. How one’s own socio-racial background impacts worldview (II.G.2.a).
2. Be able to articulate how oppression, discrimination, and stereotyping effects the student personally, professionally, institutionally and how she/he is able to seek a more affirming and positive identity (II.G.2.c, e, f).
3. Demonstrate specific knowledge and skills for working with diverse groups including the individual, couple, family, and group level (II.G.2.d).
4. Demonstrate how sociopolitical and economic forces impact different populations (II.G.2.a).
5. Pluralistic identity reference group memberships impact them as counselors, the clients they are working with, and the dynamics of their relationship (II.G.2.c).
6. Engage in an empowering relationship building and job coaching experience with a refugee family, developing applied multicultural competency and social justice advocacy skills (II.G.2.a - f).

**Technology Skills Addressed in the Course**

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<thead>
<tr>
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<th>Instructor Application</th>
<th>Student Application</th>
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<tbody>
<tr>
<td>Utilize Blackboard technology</td>
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<tr>
<td>Word process, including APA formatting</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Use a spreadsheet and a statistical package</td>
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<tr>
<td>Acquire graphics from the web, digital camera, scanner, or Microsoft media and insert them into a poster or presentation</td>
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<td>X</td>
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<td>Create and deliver a powerpoint presentation</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Find material on the Web and review Web sites</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Be able to use e-mail, including document attachments</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>
Be able to sign in and participate in listservs | X
Be familiar with computerized testing
Be able to use digital recording equipment

Required Texts and Articles


The following additional readings below will be provided via BlackBoard to prepare you for the service-learning component of the course. I will refer to these readings as “SL Prep” in the Course Calendar.


Academic Requirements and Evaluation

Readings: It is expected that you will come to class having read the chapters assigned in order to facilitate discussion. Your opinions are important to both the class and your experience in the
program, so please come to class prepared.

**Attendance and Participation**: A rich and healthy exchange of ideas, reading, and feedback is essential to your growth as a counselor. You are expected to be an active speaker as well as an active listener, contributing usefully to class discussions. Learning to be a culturally competent counselor involves assessing and understanding oneself as a racial/cultural being and understanding the world-view of those who differ from you in race, gender, ethnicity, sexual orientation, and other sociodemographic characteristics. Understanding our own reactions to issues of diversity, multiculturalism, oppression, race, gender, and sexual orientation is equally important to our development as a counselor. Therefore, students will be expected to discuss their personal values, assumptions, prejudices, and biases in class. Wise students will avoid missing class; participation is an opportunity to gain additional insight into concepts and to share ideas.

Absences will be detrimental to the understanding of the course and, therefore, detrimental to the student’s grade. Absences will impact a student’s grade via the following: *three (3) absences will result for the highest grade possible of a B; four (4) absences result in the highest grade possible of a C; five (5) absences will result in FAILURE of the course.* It is the student’s responsibility to notify the instructor prior to an absence you know will occur.

**Key Assessments and other Assignments**

1. **Class Participation and Attendance (65 points)**

   Each class is worth 5 points. 12 class meetings plus required attendance of Civic Learning Exhibit from 4-6 pm on Thursday, April 28.

2. **Cultural Life Story (40 POINTS) (II.G.2.b)**

   Please read at least one story from each section (six total) in the Thomas and Schwarzbaum (2011) textbook as preparation and use as guide for this assignment. Then, in a similar style as the *Life Stories* (from Thomas & Schwarzbaum, 2011) and the personal narratives from chapter 1 in your textbook, write your Cultural Life Story. Identify behaviors and attitudes you have been taught that affect your view of your own cultural group, as well as other cultural groups in the United States and internationally. Be sure that you reference a few Life Stories in a way that is applicable to your own.

   We have all been observers, victims, and perpetrators of racism, discrimination, and oppression in various forms throughout our lives. We are a product of our socialization, and without malice or bad intentions, our behaviors are sometimes oppressive to others of different racial/cultural backgrounds. Please explore these areas in your life and discuss how you have been an observer, victim, and perpetrator of racism.

   Additionally, if you have had cross-cultural experiences, discuss how those may help and/or hinder you from being effective with people from cultures other than your own.
Additionally discuss how you can use the information you are learning now to move into a more positive and affirming socio-racial identity status. How you can express social justice advocacy in both attitudes and behaviors and effective engage in your role as a counselor to eliminate biases, prejudices, and the process of intentional and unintentional oppression and discrimination.

You will be graded based on (total of 40 possible points):

✓ Did the student utilize the personal narratives (Thomas & Schwarzbaum, and Chapter 1 from Sue and Sue) as a guide to her/his own Cultural Life Story? (10 points)
✓ Did the student identify social messages from parents, teachers, media, etc. that have affected how she/he views people from the same cultural group as well as people from other cultural groups? (10 points)
✓ Did the student identity self as an observer, victim, and/or perpetrator of racism, discrimination and/or oppression? (10 points)
✓ Was the autobiography focused on himself/herself rather than the presentation of personal opinions regarding socio-racial issues? (10 points)

TOTAL POINTS: _____/40

2. Service Learning Hours, Reflective Journals, and Social Justice Advocacy Poster or Video Presentation (90 POINTS) (II.G.2.a-f)

We will be working closely with the Agency for New Americans this semester. The City of Boise is designated to receive refugees who are relocated to the United States. You will have the opportunity to learn about refugee issues in our community by working with a refugee family or individual. You will be asked to use your relationship building skills to develop a connection with your family/individual, and then help them along the process of obtaining social and economic self-sufficiency in this country.

You will be required to register for a Service-Learning project via OrgSync with the Agency for New Americans. This will happen in class on Wednesday, January 13th. If you miss class, you will need to contact the SL staff at 426-1004 or servicelearning@boisestate.edu or visit their website at servicelearning.boisestate.edu/students/project-registration/.

- Jan. 22nd: SL project registration deadline
- Your Orientation to the Agency will take place in class on 1/13

This is a ‘real life’ experience,’ therefore unexpected issues will arise. It is important that you communicate in a straightforward and timely manner with the agency, and with me so that we can problem-solve and come up with strategies for dealing with whatever arises. In other words, if issues come up that you are not able to solve with your partner, let Jeannine Sampo or Yasmin Aguilar from ANA, and me know right away. We may not have immediate answers, but together we will work through whatever comes up and develop a plan of action with your safety and the family’s safety and best interest in mind.

Your success with this experience will depend largely on your ability to be flexible, open, creative, and willing to deal with uncomfortable situations. We will spend time in class discussing your experiences as they relate to the material we are learning (textbook, personal narratives, guest speakers, videos, etc.). We will brainstorm how to deal with
situations you encounter as a group. You and your partner can also meet with me individually during office hours or by appointment to talk through or process your experience. Be sure to seek out support when needed.

Here are some tips to maximize the positive potential of your experience:

1. Read articles provided before you begin your work with your refugee family.
2. Communicate with the instructor, Jeannine, and Yasmin if you run into problems.
   a. Examples might include: your family did not show up for several appointments, you feel like you are repeating services that another provider is already offering, you run across a situation that you feel is unsafe in some way, etc.
3. Think creatively as to how you can help your family move from where they are at your first meeting to becoming self-sufficient (e.g., employed or moving closer to becoming employed).
   a. Assess potential roadblocks to employment – for example, the family has not learned to navigate the public transportation system and does not understand what a job, as a hotel cleaning staff would require. Potential course of action: You and your partner meet the father or mother of the family at their home, travel with the family member by bus to spend 3 hours job shadowing the cleaning staff at a hotel where he/she could potentially get employed. Assess whether, either both of you or only one of you should stay with the family member while they job shadow, or if the family member feels confident enough to stay and find her/his way home.
4. Possible activities:
   a. Conduct an initial getting to know you interview/conversation. Work together with your partner so that you know what you want to learn from the family during your first visit. Also, begin the conversation about boundaries and your role in helping them. Set realistic expectations - what they can expect from you and what you expect from them.
   b. Develop a plan of action, which could include:
      i. Practicing English language skill acquisition, especially as it relates to interviewing for a job, asking for an application, etc.
      ii. Helping family members learn to search for jobs
      iii. Setting up job shadow opportunities
      iv. Creating a relevant resume and teaching family members how to update it (meet them at a location where they can access a computer and printer on their own – if this is appropriate).
      v. Talking about issues related to acculturation (dress, interview process, U.S. cultural expectations, etc.) BE MINDFUL OF YOUR OWN CULTURAL, RACIAL, RELIGIOUS, GENDER ROLE, ETC. ASSUMPTIONS. Be aware of implications of acculturating and giving up aspects of one’s own traditions and way of life in order to fit into another culture.
      vi. Helping family members fill out employment-related forms (you might need to set up a meeting where an interpreter is present).
   c. Re-visit your initial intake and plan of action.
      i. Are you moving in a positive direction?
      ii. Are changes needed?
iii. What new knowledge do you need to gain in order to better serve your family?

d. Developing rapport, building trust, listening, and providing support and information that is helpful to family members.

e. Developing a realistic plan for the family as you terminate your relationship.

f. Electing to continue your relationship with the family and ANA after the class is over on a volunteer basis.

You will receive credit for your service learning activity in three ways:

a) Hours completed (40 points)
You will be expected to log 30 hours with your family/individual (You will need a minimum of 15 direct, face-to-face hours with your family. However, if for example, you end up with 20 direct hours, you only need 10 indirect). All the time you spend face-to-face with your family counts as direct hours. Any time you spend preparing, for example, meeting with your partner, reviewing the resources, reading, etc. counts as indirect hours. Hours are counted per person, not per partners. Therefore, each student must have 30 hours logged.

It is important that you log ALL of your hours. You will log your hours online through the SL website where you sign up for the project. You will print out and provide me a copy of your log/hours.

b) Social Justice Advocacy Project and Poster or Video Presentation (30 points)
Based on your experience as a job coach, identify an area in our community that needs to be improved or changed to better serve the needs of our refugee population. Then, create a plan and take action. You will submit your plan as a poster or video presentation at the Civic Learning Student Exhibition Spring 2016. Please go to the following website for details on how to submit and to access poster templates: http://servicelearning.boisestate.edu/students/sl-student-exhibition/. Keep in mind that submission deadline for posters and videos is Friday, April 15 by 5:00 PM. The reception will be on Thursday, April 28th from 4-6pm. In order to get credit for this assignment you must be in attendance. Please make scheduling arrangements at this time. Note that not all poster/video submissions will be accepted for presentation. Therefore, your grade is based on submission and not acceptance to the Exhibit. Everyone will be expected to attend the reception on Thursday, April 28th from 4-6pm, even if your poster did not get accepted. Class on Wednesday (4/20) will be canceled so that you can make up the time for attending the Exhibition. Appetizers and drinks will be served at the reception. Dress is business casual and professional behavior is expected. You are not only representing yourself but the Department of Counselor Education. Community partners, faculty, staff, administrators, and other graduate and undergraduate students will be in attendance.

You will submit your poster or video to me via email at the same time you submit it to the Service-Learning Department. Unless you submit to the Service-Learning Department by 5 pm 4/15, your poster will not be considered for the Exhibit. You will include the following information in your poster or video (30 total possible points):
a. Background information about your refugee family (for example, information about their country of origin, language, religion) ____/5 points
b. National and international trends that impact your refugee family (for example, relocation experience, economic trends, religious persecution, gender issues) ____/5 points
c. Relevant attitudes, beliefs, understandings and acculturative experiences (this can be done through relevant quotes you heard or you thought of during your experience) ____/5 points
d. Individual, couple, family, or group strategies you implemented in working with your family ____/5 points
e. Your role in eliminating oppression in working with this family (through personal/family empowerment and community change) ____/5 points
f. Community strategies you implemented in your social justice advocacy project (social justice plan and steps you took to implement your plan) ____/5 points

TOTAL POINTS:_____/30

c) Reflective Journals (20 points)
You will turn in 4 reflective journals – refer to the course calendar for due dates. Journals should be two or three paragraphs. They should include your experience with all the material you are being exposed to in this course (readings, discussions, videos, guest speakers, etc). They should also include a discussion of your experience with your refugee family as it relates to what we are learning in class. Discuss issues such as what you are learning, what are you struggling with, what are you surprised by, your own biases that you are becoming aware of, community biases you experience a you work with your refugee family, worldview clashes between you and your family, and joys that results from the experience. The journal will be graded based on completion and perceived effort rather than content. I encourage you to be honest and use this activity as a way to communicate with me, as well as learn about yourself. You will have 5 points deducted per each journal entry you do not turn in.

TOTAL POINTS:_____/20

3. The Color of Fear Reaction Paper (20 POINTS) (II.G.2.b)

Reflect on your experience of watching the film, The Color of Fear. You will not be graded based on the perspectives, thoughts, and feelings you express. Rather, your grade will be based on whether it seems you thoughtfully linked your personal experiences, the film, and your conclusions.

✓ Did the student identify attitudes, beliefs, understandings, and other experiences that impact his/her worldview (how she/he views self and others from a socio-racial perspective? ____/8 points
✓ Did the student focus on her or his personal emotional reactions in addition to opinions and thoughts about what was presented? ____/ 8 points
✓ Overall writing style, perceived effort, insight, and openness to experience? ____/ 4 points
This video can evoke strong reactions from viewers; therefore, I suggest that you continue to process your feelings with the instructor or any other trusted helping professional or supportive people as needed.

This paper should be two pages, double-spaced.

4. Working with and Advocating for Diverse Populations Group Presentation (50 POINTS) (II.G.2. c, d, f)

You will be divided into seven groups (groups of 3). Your group will select a chapter from the textbook (chapter 14 through 26 can be selected – 1 per group – no overlaps) to research more deeply. Since we have covered refugees and immigration as part of your SL project, I would like to request that groups refrain from selecting chapter 20. In addition to the chapter you select, your group will conduct a thorough literature review on the topic, watch videos, etc. Then, you will present the information you have learned in class. Presentations should last 45 minutes, include a PowerPoint presentation, handout, and a creative component (see below for details). Presentation dates will be discussed in class. See class schedule for possible dates. All classmates in attendance will grade the group presentation. All scores will be added and a mean will be calculated for the total score for each group presentation.

The rubric your classmates will use to grade the presentation is below (50 total possible points).

✓ Did the group members seem knowledgeable and have insight beyond what was presented in textbook about the subject researched? ____/10 points
✓ Did the group introduce a creative component to the presentation that was interested and added in a significant way to the presentation (e.g., video, speaker, skit, music, food, etc.) ____/10 points
✓ Did the group discuss appropriate and relevant theories related to working with this population? Are you able to take away some of the ideas presented by the group and apply them if you were to work with this population? ____/10 points
✓ Did the group discuss counselor’s role in eliminating biases, prejudices, and process of intentional and unintentional oppression and discrimination? Did they provide a rich discussion of the issues this group face and strategies to address these issues? ____/10 points
✓ Overall how much effort do you perceive when into this group project? ____/10 points

TOTAL POINTS:_____/50

5. Final Exam (50 POINTS) (II.G.2.a, c, d, e, f)

The exam will cover all chapters from the D.W Sue and Sue textbook. In class, we will not have time to discuss all the chapters. However, you are expected to read them on your own to prepare for the exam. The exam will comprise of 50 multiple-choice, objective, forced-choice questions. Also, it will be timed. You will have 75 minutes to complete 50 questions. Once you begin you have to complete the exam. You cannot save your work and return to it later. Your final will be posted on Blackboard. Please class calendar for dates and
times it will be available. If you miss the window of opportunity to take the exam, you will not be able to take it a different time.

Each of the following assignments will be scored by means of a point system.

Class Participation/Attendance (5 pts/class; 12 classes, plus 4/28) 65 points
Cultural Life Story 40 points
Hours completed 40 points
Social Justice Advocacy Project and Poster/Video Presentation 30 points
Reflective Journals 20 points
Color of Fear Reaction Paper 20 points
Diverse Populations Group Presentation 50 points
Final Exam 50 points

Total Points and Grading Scale

Total Possible Points: 315 points

Grading Criteria

97-100% = A+ 87-89% = B+ 77-79% = C+ 67-69% = D+ Below 60 = F
93-96% = A 83-86% = B 73-76% = C 63-66% = D
90-92% = A- 80-82% = B- 70-72% = C- 60-62% = D-

Assignments not submitted when due or not in the assigned format will not earn full points. Those submitted more than three days past the due date will not be accepted. Plagiarism is sufficient grounds for failure for the course. See current Boise State Graduate Catalog for academic regulations and appeal procedures.

Disability and Academic Integrity Statements

Disability Statement:
Students with disabilities needing accommodations to fully participate in this class should contact the Disability Resource Center (DRC). All accommodations must be approved through the DRC prior to being implemented. To learn more about the accommodation process, visit the DRC’s website at http://drc.boisestate.edu/students/getting-started/.

Academic Integrity Statement:
Students found responsible for more than one act of academic dishonesty will be referred to the Student Conduct Board for a sanctioning hearing. The Board will review the student’s record of academic dishonesty for possible further sanctioning, which may include suspension and/or expulsion from Boise State University.
Regarding dismissal from a course, please click here to review (if online) UNIVERSITY POLICY # 2050

**Diversity Statement:**
This is a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religion, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate

*Please be prepared by reading before coming to class*

| COURSE SCHEDULE |
|------------------|------------------|------------------|
| Week | Topic | Readings | Assignment Due Dates |
| 1/13 | Introductions, Syllabus and ANA Orientation to service-learning project  
ANA Orientation from 6:30-7:30 by Yasmin  
SL 7:30-8:00 Mike | Sue and Sue  
Chapter 1 | |
| 1/20 | Discussion of Superordinate Nature of Multicultural Counseling  
Discussion of SL project  
Discussion of Life Stories (be prepared to share briefly about the ones you have read so far) | Thomas & Schwarzbaum  
Section I  
Sue and Sue  
Chapter 2 & 20  
SL Prep | |
| 1/27 | Discussion of Multicultural Competence for Counselors of Marginalized Groups  
Discussion of SL project  
Discussion of Life Stories (be prepared to share briefly about the ones you have read so far) | Thomas & Schwarzbaum  
Section II  
Sue and Sue  
Chapter 3  
SL Prep | Journal 1 Due |
| 2/3 | Discussion of Political and Social Justice Implications in Counseling  
Student panel  
Discussion of SL project  
Discussion of Life Stories (be prepared to share briefly about the ones you have read so far) | Thomas & Schwarzbaum  
Section III  
Sue and Sue  
Chapter 4  
SL Prep | |
| 2/10 | Video, The Color of Fear  
Discussion of Systemic Oppression | Thomas & Schwarzbaum  
Section IV | Journal 2 Due |
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<th>Activity</th>
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<th>Notes</th>
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| 2/17  | Discussion of Color of Fear  
Discussion of Racial Identity Development, People of Color and White | Thomas & Schwarzbaum Section V  
Sue and Sue Chapter 11 & 12  
McIntosh article (available on BB) | Color of Fear Reflection Paper Due                                       |
| 2/24  | Discussion of Microaggressions  
Guest Speakers: MSS panel                                                   | Thomas & Schwarzbaum Section VI  
Sue and Sue Chapter 6                                                      |                                                                      |
| 3/2   | Discussion of Cultural Life Story  
Discussion of Barriers to Multicultural Counseling  
Discussion of SL project                                                   | Sue and Sue Chapter 7                                                     | Cultural Life Story Due                                                |
| 3/9   | No Class  
SL/Group Presentation Work Time                                           | Sue and Sue Chapter 8                                                     |                                                                      |
| 3/16  | Discussion of Multicultural Evidence-Based Practice  
Film: Crash                                                               | Sue and Sue Chapter 9                                                     | Journal 3 Due                                                         |
| 3/23  | SPRING BREAK                                                               |                                                                          |                                                                      |
| 3/30  | Discussion of Non-Western Indigenous Methods of Healing  
Guest Panel  
Discussion of SL project                                                   | Sue and Sue Chapter 10                                                    | Journal 4 Due                                                         |
| 4/6   | No Class  
SL/Group Presentation Work Time                                           | Sue and Sue Chapter 13                                                   | *Reminder poster/video submission deadline to SL is at 5pm on 4/15. Please submit to me at the same time via email* |

*Available on BB: Blackboard
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<tr>
<th>Date</th>
<th>Event Details</th>
<th>Notes</th>
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<tbody>
<tr>
<td>4/13</td>
<td>Group Presentations</td>
<td>● Sue and Sue Chapter 14-26 (excluding 20)</td>
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<tr>
<td></td>
<td></td>
<td>Group Presentations 1, 2, 3 and 4</td>
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<tr>
<td>4/20</td>
<td>No Class</td>
<td>● Sue and Sue Chapter 14-26 (excluding 20)</td>
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<td></td>
<td>Required Attendance of Civic Learning Exhibit from 4-6 pm on Thursday, April 28</td>
<td>Service-Learning log due</td>
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<tr>
<td>4/27</td>
<td>Group Presentations</td>
<td>● Sue and Sue Chapter 14-26 (excluding 20)</td>
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<td>Group Presentations 5, 6 and 7</td>
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<td>Final Exam will be posted on Fri 4/22 and close on Fri 4/29 at 11:59pm</td>
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<tr>
<td>5/4</td>
<td>Finals Week</td>
<td>No Class</td>
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