EDC 7433 Social & Cultural Concerns in Counseling
3 credit hours

Course Description:
Study of social, cultural, and gender differences, and issues related to counseling clients with various backgrounds, beliefs and concerns. Includes multicultural counseling techniques.

Class Meeting Days, Times, Dates and Term:
Days: Wednesdays
Place: Phoenix
Times: 6:00 – 9:50 p.m.
Class Session Dates: June 29 – August 17, 2016

Attendance: University policy restricts absences. In this Master’s level course attendance is credited toward your final grade through the “Participation” component. An excused absence will be dealt with on a personal one-on-one basis.

Instructor Contact Information:
Instructor: Jill Zitt, M.S.Ed
E-Mail: jill.zitt@ottawa.edu
Phone: 623 328 9540 – home (preferred) 623 242 4705 cell (for emergencies)
Instructor availability: Email and/or phone
Instructor’s Bio: 20+ years as a school counselor in Wisconsin and Arizona K-12.
Retired school counselor in the Pendergast Elementary School District (k-8) & Dysart Unified School District (High School).
AzSCA’s 2014 School Counselor of the Year

Course Prerequisites:
Recommended course sequence as found on the program of studies in the Master’s for Education in School Guidance Counseling

Course Material
Book: Counseling the Culturally Diverse: Theory and Practice, 6th Edition
Author: Donald Wing Sue and David Sue, Wiley, 6th edition, 2013.

Course Websites:
♦ Ottawa University Blackboard: http://ottawau.blackboard.com -or- www.ottawa.edu
♦ Arizona Department of Education: www.azed.gov
♦ Ottawa University Outcomes (Education): http://www.ottawa.edu/undergradprograms/educationoutcomes.pdf
♦ CACREP standards http://www.cacrep.org/
### Course Objectives/Competencies:

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<tr>
<th>Goal/Objective</th>
<th>CACREP Standard</th>
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<tr>
<td>1. <strong>Recognize</strong> how his/her own multicultural/diversity background and experiences influence his/her attitudes, values and biases about psychological processes.</td>
<td>CACREP:1,2,3,4,5,6,7,8</td>
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<td>2. <strong>Understands</strong> how race, culture, ethnicity, sexual orientation, physical and mental characteristics, and other areas of diversity affect personality formation, vocational choice, manifestation of difficulties and strengths in academic, career, and personal/social development.</td>
<td>CACREP:1,2,3,5,6,7</td>
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<td>3. <strong>Describe and demonstrate</strong> counseling interventions which use a multicultural world view.</td>
<td>CACREP:1,3,4,5,6</td>
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<td>4. <strong>Demonstrate</strong> knowledge about verbal and non-verbal communication differences and how the differing styles may affect the counseling process.</td>
<td>CACREP:1,3,4,5,6</td>
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<td>5. <strong>Articulate</strong> information about life experiences, cultural heritage, family systems, and historical background of culturally diverse clients.</td>
<td>CACREP:1,2,3,5,6,7</td>
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<td>6. <strong>Distinguish</strong> prejudice concepts and their relationship to discrimination in the helping relationship.</td>
<td>CACREP:1,2,4,5,6,7,8</td>
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<td>7. <strong>Describe</strong> the multicultural differences within school populations and how these differences affect the counseling relationship</td>
<td>CACREP:1,3,5,7</td>
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Course Methods and Procedures:
The course will be presented through:
- Direct Instruction
- Student Participation
- Student Presentations
- Group Discussions
- Field Experience
- Self Reflections

Outcomes

1. The student will identify contemporary social, cultural, and political factors that are changing the school counseling profession
2. The student will discuss and describe counseling interventions which use a multicultural world view.
3. The student will demonstrate knowledge about verbal and non-verbal communication differences and how the differing styles may affect the counseling process.
4. The student will comprehend information about life experiences, cultural heritage, family systems, and historical background of culturally diverse clients.
5. The student will perceive prejudice concepts and their relationship to discrimination in the helping relationship.
6. The student will recognize the multicultural differences within school populations and how these differences affect the counseling relationship

Student Handbook/Catalog:
University Policies: Students should refer to the Student Handbook for all University regulations.

Subject Matter Disclaimer:
At times in the educational process, certain subject matter may be emotionally difficult or offensive to some students. If a student believes that a class activity may be personally disturbing, s/he should follow these procedures:

1. If anticipated, notify the instructor in advance to obtain a substitute assignment.
2. Take responsibility to have a fellow student collect handout materials and share notes for the part of the class that is missed.
3. If the situation occurs during a class, the student should quietly leave the class.
4. The student should remain in the area and return to class as soon as possible to take part in the critique and discussion.
5. The student should also notify the instructor at break or after class about the general reason for leaving and should seek a substitute assignment.

Disclaimer:
Course content and schedule may vary from this outline to meet the needs of a particular group of students. The instructor will explain the rationale for any variance as it occurs.
Social and Cultural Concerns in School Counseling – EDC 7433

Course Requirements and Grading

_____ 210 points  Attendance, preparation, and participation (30 points each class)

_____ 30 points  “Roots” representation

_____ 40 points  Self-Reflections ___1 ___2 ___3 ___4

_____ 60 points  Field Experience Reports ___1 ___2 (30 points each)

_____ 100 points  Chapter Presentation (Racial/Ethnic Minority & other Multicultural Populations – Chapters 14-26)

_____ 60 points  Special Assignment - Transforming the Educational Experience of Young Men of Color (through Blackboard discussion posts. Two original posts responding to prompts, 2 posts responding to a classmate’s post. 2 original posts are worth 20 points each, each responsive post is worth 10 points)

_____200 points  **Signature Assignment: APA Style Paper**

_____ total points earned

700 points possible

**Points Conversion**

630 – 700 points = A

560 – 629 points = B

490 – 559 points = C

420 – 489 points = D

<420 = F
Assignment Details

Roots representation          30 points
Due Week 2

In order to increase personal awareness of your own cultural background, you will design a “Roots representation”. This is an opportunity to explore your own cultural identity by investigating your family’s unique history. By looking at your own roots you may gain insight into your own world view. Creatively represent your roots with words, pictures, personal items, poetry, power point or other electronic presentation, or drawings, etc. You will display your roots representation and describe it to your peers in a 3-5 minute presentation.

Self-Reflections  10 points each
Throughout 8 week class

There will be several in-class “cultural awareness activities” and ASCA special issue readings (Cultural Competence Issue, May/June 2016 – copies will be provided). Self-reflections will be written (some before leaving class for the evening) on the activities. Reflections should be a brief narrative of what student thought of the activity, feelings on the activity or reading, a comment on why student thinks the activity took place, or why the reading was assigned.

Field Experience Assignments 1 and 2         30 points each
Due Week 4 and Week 6

Visit and explore a culture different from your own. You may choose to attend a movie/concert, attend a lecture, go to a neighborhood festival, go to a museum, attend a play, attend a religious service, explore a neighborhood, shop at a grocery store or bakery, attend a dance recital or art exhibit, etc.

Write a 1-2 page typed self-reflection paper about your experience for each excursion-- What were your preconceptions about the group? Were you in the minority? If so, how did that feel? What did you learn about others? What did you learn about yourself?

Transforming the Educational Experience of Young Men of Color Assignment       60 points
Discussion Board will be open Week 1 and will be due Week 3
Make One substantive post for each prompt and respond to at least one classmate’s post for each prompt.

After reading Volumes 1 and 2 of College Board/NOSCA’s “Transforming the Educational Experience of Young Men of Color” and the accompanying workbook respond in the “Discussion” section of Blackboard to the following 2 prompts:

1. These documents contained numerous articles related to the educational experiences of young men of color and ideas for transforming those experiences. Which of those articles “spoke” the most to you and why?

2. The accompanying workbook has a “Building Collaborative Partnerships” checklist on page 6. After you have completed the checklist for yourself, reflect on ways that you might create collaborative partnerships in
the community/school/population you hope to someday work in. What might you do? Who might you reach out to? What would that look like? How do you believe it will impact students?

Chapter Presentation Assignment – Chapters 14-26 - 100 points
Due Weeks 6 and 7
Several chapters deal with specific sub-cultural groups. You will be assigned a chapter to present to the class. You will have 30-40 minutes to present your chapter. The goal is to provide the class with information that will help them understand, and appropriately treat, minority groups.

Requirements for your presentation:
1. Provide an introduction to the chapter and the minority group.
2. Provide for class involvement. (Prepare a quiz, have students do a role play, prepare and present a game, etc.) BE CREATIVE!
3. Provide a summary page of important points for the class.

This can be the same population that you choose to do your signature assignment on, but it does not have to be.

Signature Assignment – Final Research Paper 200 points
Due Week 7
Prepare a 10-12 page written research project detailing what a professional school counselor / professional counselor, should know, be aware of, and/or take into consideration when counseling/school counseling with one specific culture or population chosen from Chapters 14-26. The following criteria may be used: 1). Readings from class assignments; 2). Pre-service field experiences; 3). Presentations in class from students and instructor. In addition to the writing proficiency rubric, below are additional criteria for this assignment:
1). The Structure: The written research project should include a title page, abstract, numbering and other appropriate APA style elements.
2). Relevance to course content. There should be a clear connection demonstrated between the chosen topic and EDC 7433 Social and Cultural Concerns in Counseling- course content. Topic should be chosen from chapters 14-26. At least three additional professional resources are used as support, however, five resources or more would exceed performance standard.
3). Quality of Content: As this is a research project, your information should be supported by research and other professional documentation. In addition, you should address what you believe the implications are for school counselors (or your profession) in working with this population and/or culture.
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<th>Performance Indicators</th>
<th>Standards</th>
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<tr>
<td></td>
<td>Exceeds (4)</td>
</tr>
<tr>
<td>Relevance to Course Content</td>
<td>There are at least five citations note relevance to course content in the written research project</td>
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<td>Topic related to course objectives</td>
<td>The <strong>written research project</strong> shows how course objectives are aligned</td>
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### Writing Proficiency Rubric based on 100 point scale

- Exceeding all areas of writing proficiency: 10 pts to 12 pts = 90 to 100% = A
- Meeting all areas of writing proficiency: 6 pts to 9 pts = 80 to 89% = B
- Approaches writing proficiency: 4 pts to 5 pts = 70 to 79% = C
- Falls Below writing proficiency: 2 pts to 3 pts = 60 to 69% = D
- Falls Far Below writing proficiency: 0 pts to 1 pt = below 59% = F

### Writing Proficiency Rubric

<table>
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<tr>
<th>Indicator/Competencies</th>
<th>3 Exceeds</th>
<th>2 Meets</th>
<th>1 Approaches</th>
<th>0 Falls Far Below</th>
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<tr>
<td>Following Directions:</td>
<td>Responds to the assignment in exemplary fashion.</td>
<td>Follows directions adequately.</td>
<td>Follows directions unevenly.</td>
<td>Responds barely to the assignment, if at all.</td>
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<td>Organization:</td>
<td>Maintains a strong sense of purpose and organization throughout.</td>
<td>Is primarily presented in a purposeful and well-organized manner.</td>
<td>Strays in terms of purpose and organization to the point of distraction.</td>
<td>Drifts completely in terms of purpose and organization to the point of disarray.</td>
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<td>Sufficient Content:</td>
<td>Provides relevant, specific, and convincing supporting details.</td>
<td>Contains mostly relevant supporting details.</td>
<td>Makes very general statements or repeats ideas; lacks elaboration and explication where necessary.</td>
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<td>Sentence Structure and</td>
<td>Uses correct, varied sentences with few, if any, errors in mechanics,</td>
<td>Uses generally correct, ordinary sentence patterns; contains some errors in mechanics, grammar, syntax, or spelling that do not severely hinder reader understanding.</td>
<td>Uses sentences that are poorly formed, repetitious in structure, lacking in transitions, and/or occasionally incoherent; contains serious errors in mechanics, grammar, syntax, or spelling.</td>
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<td>Mechanical Errors:</td>
<td>punctuation, syntax, and spelling, and varying sentence structure when</td>
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<td>appropriate.</td>
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Ottawa University Teacher Education Program
Social and Cultural Concerns in School Counseling
EDC 7433

Calendar:
Week 1
Introductions/get acquainted/expectations/class overview/syllabus
Explain: Roots Presentation/self-reflections/field experience reports/presentations/July 4th
Holiday Week assignment/
Signature Assignment: APA style paper.
Cultural Awareness Activity
Group Work and Discuss: Chapters 1 and 2
Signups for Chapter Presentations: (Chapters 14–26) to take place weeks 5, 6, 7.

Week 2 –
DUE: Roots Presentations
Group work and Discuss: Chapter 3 (Multicultural Counseling Competencies for Minority Counselors) and Chapter 4 (Politics of Counseling & Psychotherapy)
Special Assignment – “Transforming the Educational Experience of Young Men of Color”
College Board Advocacy & Policy Center/NOSCA
Read Volume 1, Volume 2 and Accompanying workbook
For next class, be prepared to discuss the two volumes
Assignment will be completed in Blackboard in Discussion Section and will be discussed Week 3

Companion workbook located at
Week 3 –
Discuss: Transforming the Educational Experience of Young Men of Color
DUE: Roots Presentations
Cultural Awareness Activity

Week 4
DUE: Field Experience Report #1 (other cultural experience)
Group work and Discuss: Chapter 5 (Systemic Oppression: Trust/Mistrust)
Cultural Awareness Activity

Week 5
Group work and Discuss: Chapter 6
Cultural Awareness Activity

Week 6
DUE: Field Experience Report #2 (other cultural experience)
DUE: Presentations
Group work and Discuss: Chapters 7 & 8
Cultural Awareness Activity

Week 7
DUE: Signature Assignment: APA style paper
DUE: Presentations:
Group work and Discuss: Chapters 9, 10, 11 & 12

Week 8 – December 11
Sharing and discussions of individual Signature Assignments
Optional Multicultural pot luck extravaganza!
Self-Reflection # 1
Ticket out the door – Week 1 -
EDC 7433 Social Cultural Concerns in Counseling

After tonight’s class I am looking forward to:

I am concerned about:

NAME:__________________________________________