

Course Title Social and Cultural Foundations in Counseling Psychology

Course Number PC6510A

Section & Times 09/04/07-12/15/08

Wednesday Morning – 9:30-12:30

Instructor & Contact Info

Dr. Lige Dailey

Required Reading

Fadiman, Anne (1997). The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. New York: Farrar, Straus, and Giroux
ISBN: 0374525641

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Course Description

This course provides an understanding and application of social and cultural foundations in counseling psychology.

Course Objectives

As a result of this course, students will demonstrate the following:

- 1) Ability to explore self-awareness of social and cultural foundations to include identities, prejudices, privileges, oppression, stereotyping, and racism.
- 2) Ability to explore social and cultural foundations in others to include similarities and differences in populations, awareness of multicultural competencies, and applications to adults, children, families, and groups.
- 3) Sensitivity to diversity issues to include ability to identify similar experiences and defense patterns in reaction to difference, to resonate with similar experiences while

containing difference, and to discern between individual values/standards and functional/dysfunctional behaviors.

- 4) Ability to facilitate others to discern and integrate similarities and differences.

Methods of Instruction

Methods include lecture, discussion, video viewing, group exploration, group process, exercises, role-playing, and skill practice.

Content Areas

The principal purpose of this course is for students to increase sensitivity to diversity issues by applying theory to practice. This course emphasizes the exploration of personal reactions to difference as well as alternate responses with the use of varying theoretical frameworks. Content includes social and cultural identities, biases, prejudices, roles of privilege and oppression, stereotyping, racism, similarities and differences in populations, multicultural competencies, theory and methods in the exploration of difference, dialectics, and frames of activism.

Assignments:

Reading will be discussed during the first week of class.

- 1) Write a Resonance Skill Demonstration Paper (see guidelines in this syllabus). Grade your own paper using the Resonance Skill Demonstration Paper Evaluation Criteria. **Due Wednesday November 7th.**
- 2) Write a Class Application Paper that integrates theory with experiential learning from class (see guidelines in this syllabus). Grade your own paper using the Class Application Paper Evaluation Criteria. **Due Wednesday November 14th.**
- 3) Grade your class participation using the Class Participation Evaluation Criteria. **Due by Wednesday November 21st.**

Student Performance Evaluation and Criteria

Class attendance is mandatory.

Grades are determined by:

- 1) Resonance Skill Demonstration Paper: 30%
- 2) Class Application Paper: 40%
- 4) Class Participation: 30%

Resonance Skill Demonstration Paper: Guidelines

The resonance paper requires you to demonstrate your capacity to take a respectful and inclusive stance, i.e., the ability to resonate fully with one viewpoint without invalidating another viewpoint.

Write a Resonance Skill Demonstration Paper (3 pages, typed, double-spaced) that describes:

- 1) your resonance with the Hmong community experience
- 2) your resonance with the Merced Medical community experience and
- 3) concluding remarks that contain implications for working with clients.

Resonance for this paper means how you understand, make sense of (including your own personal experience), and empathize with experience. Include facts, validation or normalizing (e.g., “Of course they...” or “It makes sense that she...because...”), building upon ideas with own experience (e.g. “I have experienced a similar experience when I ...”), and empathic conjectures (e.g., “I imagine he felt...”). Although you may build upon ideas with your own experience, keep the focus of attention on resonating with each group.

Resonance Skill Demonstration Paper Evaluation Criteria (30 points)

Note: Before submitting the resonance skill demonstration paper, you are required to grade your own paper using the following criteria to arrive at a total numerical score and overall grade.

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Introduction: 3 points	Overview, significance, topic, and organization well identified.	Overview, significance, topic, and organization adequately identified.	Overview, significance, topic, and organization somewhat identified.	Overview, significance, topic, organization not identified.
Resonance: 15 points	Clearly distinguishes fact vs. opinion, action vs. feeling; paraphrases/ summarizes facts, creatively validates and normalizes, empathizes, empathically conjectures without invalidating multiple viewpoints; focus upon other rather	Paraphrases facts, validates, empathizes, w/o invalidating multiple viewpoints; occasional lack of discernment of fact from opinion, fact from feeling; at times, focus on self not redirected towards other	Paraphrases facts, confusion between fact and opinion, fact from feeling, occasional invalidation of multiple viewpoints	No discernment of fact from opinion, fact from feeling from opinion; invalidation of multiple viewpoints

	than self			
Implications of work with clients: 5 points	Opinions, conjectures, goals, and desires substantiated by analysis and synthesis of themes presented	Opinions, conjectures, goals, and desires presented but not well synthesized	References made to work with clients at times ambiguous and irrelevant	Ambiguous, irrelevant or no reference to work with clients
Consistency and organization: 3 points	Ideas arranged logically to support thesis. Reader can follow line of reasoning.	Ideas arranged logically to support thesis. For the most part, reader can follow line of reasoning.	Writing not arranged logically. Reader can figure out what the writer probably intends to convey.	Writing lacks semblance of logical organization. Reader cannot identify line of reasoning.
Voice/Tone: 2 points	Writing is compelling; engages and sustains interest with consistent tone and professional application.	Writing is generally engaging but occasionally detached or pedantic.	Writing is dull and perfunctory with some interesting passages; difficulty in maintaining interest of reader	Writing is dull, perfunctory, with unprofessional tone and inappropriate applications.
Grammatical clarity: 2 points	Articulates position in a well-arranged manner and without writing errors.	Articulates position with little or no editing required	Articulates position with spelling, punctuation, and grammatical errors.	Spelling, punctuation, and grammatical errors distract or impair readability.

Class Application Paper: Guidelines

The Class Application Paper applies theory to experiential learning from class activities. It requires you to demonstrate your capacity 1) to observe and recollect the sequencing of events in a particular interaction that includes both the context and your internal responses/reactions within that context and 2) to apply theory to analyze and synthesize new learning from the interaction. For this paper, write a paper (5 pages, double-spaced, typed) applying the 3 central themes presented in class to one or two activities or interactions in class. Include the following:

- 1) facts (details of what took place or dialogue)

- 2) exploration of your reactions and responses (triggers, thoughts sensations, feelings, impulses, actions),
- 3) analysis of your reactions and responses (application of 3 central themes), and
- 4) reflections of implications for your work with clients.

Class Application Paper Evaluation Criteria (40 points)

Note: Before submitting the class application paper, you are required to grade your own paper using the following criteria to arrive at a total numerical score and overall grade.

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Introduction: 3 points	Overview, significance, topic, and organization well identified	Overview, significance, topic, and organization adequately identified.	Overview, significance, topic, and organization somewhat identified.	Overview, significance, topic, organization not identified.
Recollection of facts: 5 points	Describes and summarizes clearly with sufficient relevant detail facts or dialogue; discerns between fact and opinion, fact and feeling	Describes facts or dialogue with detail, at times ambiguous and irrelevant and/or confusion between fact and opinion or fact and feeling	Describes facts with ambiguity and irrelevancy; confuses fact w opinion or fact from feeling	Does not describe facts
Exploration of reactions and responses: 10 points	Identifies triggers and multiple types of responses (thoughts, feelings, sensations, impulses, movements, memories, images) in a well-organized sequential fashion.	Identifies trigger, several types of responses in a mostly sequential and organized fashion.	Identifies limited types of responses at times without clarity of organization; at times, implies causation where not substantiated.	Fails to identify reactions and responses or consistently implies causation where not substantiated.
Analysis of reactions and	Offers in-depth analysis and	Offers in-depth analysis and	Demonstrates understanding	Fails to demonstrate

responses: 10 points	interpretation with application of breadth and depth of theory	interpretation with application of theory	of theory without application to reactions and responses	theory nor application to theory
Implications of work with clients: 5 points	Opinions, conjectures, goals, and desires substantiated by analysis and synthesis of themes presented	Opinions, conjectures, goals, and desires presented but not well synthesized	References made to work with clients at times ambiguous and irrelevant	Ambiguous, irrelevant or no reference to work with clients
Consistency and organization: 3 points	Ideas arranged logically to support thesis. Reader can follow line of reasoning.	Ideas arranged logically to support thesis. For the most part, reader can follow line of reasoning.	Writing not arranged logically. Reader can figure out what the writer probably intends to convey.	Writing lacks semblance of logical organization. Reader cannot identify line of reasoning.
Voice/Tone: 2 points	Writing is compelling; engages and sustains interest with consistent tone and professional application.	Writing is generally engaging but occasionally detached or pedantic.	Writing is dull and perfunctory with some interesting passages; difficulty in maintaining interest of reader	Writing is dull, perfunctory, with unprofessional tone and inappropriate applications.
Grammatical clarity: 2 points	Articulates position in a well-arranged manner and without writing errors.	Articulates position with little or no editing required	Articulates position with spelling, punctuation, and grammatical errors.	Spelling, punctuation, grammatical errors distract or impair readability.

Class Participation Evaluation Criteria (30 points)

Note: You will be required to evaluate your own participation using the following criteria to arrive at a total numerical score and overall grade.

Criteria	Distinguished Category (A=26-30 pts)	Commendable Category (B= 21-25 pts)	Average Category (C = 16-20 pts)	Failed Category (F = 15 or less)
Personal goals	Pursues goals with high energy and assertion.	Pursues goals actively and with some assertion.	Pursues goals with low energy and mostly with prompting from others.	Fails to set goals.
Member goals	Works toward shared goals in a highly cooperative manner.	Works toward shared goals in a cooperative manner; at times with compliance and defiance.	Works toward shared goals mostly with compliance and defiance.	Not cooperative in working toward shared goals
Creating climate of trust and openness	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses active listening and responding skills which are minimally facilitative.	Uses active listening and responding skills which are destructively facilitative
Displaying sensitivity	Displays consistent sensitivity to similarities and differences with individuals from varied backgrounds.	Displays sensitivity to similarities and differences with individuals from varied backgrounds.	Displays some degree of sensitivity to similarities and differences with individuals from varied backgrounds.	Lacks sensitivity to similarities and differences with individuals from varied backgrounds.

Note: Member goals include onsite and online participation, attendance and punctuality, and timely submission of assignments.

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
D = 60 – 69	Student participated in <70% of class sessions; comments/questions

	did not demonstrate an understanding of course topics
F = <60	Student did not participate in class discussions

Grading scale:

98-100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 below	F

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services who serves as the Disability Services Coordinator.

Once the determination of reasonable accommodations has been made, an approved Letter of Accommodation is given to the student. The student is then responsible for presenting and discussing a copy of the Letter of Accommodation with faculty, when requesting needed services. Accommodations are effective once the instructor has received the approved Letter of Accommodation. Accommodations are not retroactive. Students should promptly notify the Disability Services Coordinator of any problems encountered in receiving the agreed-upon accommodations.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction. Any adjustment to the syllabus will be clearly delineated in the Outline and available for download prior to registration and on the first day of class.