

Argosy University
COURSE SYLLABUS

PC6510

Social and Cultural Foundations in Counseling

Fall I: 10/25/07 – 12/15/07

Onsite weekends: 11/03-04/07, 12/01-02/07

Faculty Information

Faculty Name: Bonnie Macbride

Campus: Argosy University San Francisco Bay Area

Contact Information:

Bonnie Macbride, MFT

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Berkeley, CA 94704

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Feel free to contact me by email or phone at any time.

Office Hours:

Weekend of class: Before class, during lunch break, after class

Mondays and Tuesdays by appointment

Course Pre-requisites:

First year of coursework in MA Counseling Psychology

Final Date to Drop the Class:

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length (indicated by bold type). Students may not withdraw from this course after the date this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Fall Full Term (15 week courses): November 12, 2007

Fall First Session (7 ½ week courses): October 8, 2007

Fall Second Session (7 ½ week courses): November 29, 2007

Required Textbook:

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

Purchase the *Social and Cultural Foundations in Counseling Psychology* Reader at Copy Central. Call ahead before pick-up to ensure a copy is in stock. Arrangements can be made to receive readers by mail. Contact

information:

Copy Central
1553 Solano Avenue
Berkeley, CA 94707
510 527-5800

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 social identities, prejudice, privilege, and oppression.
- 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, adolescents, the aging, and other populations.
- 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.

Reading and Assignments:

- 1) Reading for this class is from Fadiman text, the reader, or online modules. Posting instructions will be found online in the announcements and in the discussion section each week.

Reading Assignment Schedule (Fadiman and reader)

Week	Date	Read
1	To be determined	Fadiman Ch 1-5
2		Fadiman Ch 6-10 McGoldrick Ch 2, 7
3		Fadiman Ch 11-15 McGoldrick Ch 9,10
4		Fadiman Ch 16-19 Tavris and Wade Social perspective
5		Tavris and Wade Cultural perspective

6		Tavris and Wade Psychodynamic perspective
7		Kleinplatz Ch 5

- 2) To be included in onsite class participation, write daily notes (2 paragraphs or more) about your experience of onsite class. Daily notes (typed) must have an entry for each day of onsite class.
- 3) Write a Resonance Skill Demonstration Paper (see guidelines in this syllabus). Grade your own paper using the Resonance Skill Demonstration Paper Evaluation Criteria.
- 4) 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.
- 5) Grade your class participation using the Class Participation Evaluation Criteria.

Grading Criteria

Class attendance and online participation is mandatory. Onsite, online, and email assignments are to be submitted by due dates by **12:00 midnight** (Pacific time) for full credit.

Grades are determined by:

- 1) Resonance Skill Demonstration Paper: 25%
- 2) Class Application Paper: 50%
- 3) Class Participation (onsite participation, online discussion board, journal entries): 25%

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, APA style) 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

Note: Before submitting the resonance skill demonstration paper, you are required to grade your own paper using the following criteria.

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Introduction:	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:	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 than self	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
Implications of work with clients:	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:	Ideas arranged logically to support thesis. Reader can	Ideas arranged logically to support thesis. For the most	Writing not arranged logically. Reader can	Writing lacks semblance of logical organization.

	follow line of reasoning.	part, reader can follow line of reasoning.	figure out what the writer probably intends to convey.	Reader cannot identify line of reasoning.
Voice/Tone:	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.
APA Style	Articulates position in a well-arranged manner and without writing errors; meets APA Style criteria	Articulates position with little or no editing required; some APA Style criteria met	Articulates position with spelling, punctuation, and grammatical errors; little APA Style criteria met	Spelling, punctuation, and grammatical errors distract or impair readability; not APA Style

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 (6 pages, double-spaced, typed, APA style) applying the 3 central themes presented in class to one or at most 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 all 3 central themes), and
- 4) reflections of implications for your work with clients.

Class Application Paper Evaluation Criteria

Note: Before submitting the class application paper, you are required to grade your own paper using the following criteria.

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Introduction:	Overview, significance, topic, and	Overview, significance, topic, and	Overview, significance, topic, and	Overview, significance, topic,

	organization well identified	organization adequately identified.	organization somewhat identified.	organization not identified.
Recollection of facts:	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:	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 responses:	Offers in-depth analysis and interpretation with application of breadth and depth of theory	Offers in-depth analysis and interpretation with application of theory	Demonstrates understanding of theory without application to reactions and responses	Fails to demonstrate theory nor application to theory
Implications of work with clients:	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	Ideas arranged logically to	Ideas arranged logically to	Writing not arranged	Writing lacks semblance of

organization:	support thesis. Reader can follow line of reasoning.	support thesis. For the most part, reader can follow line of reasoning.	logically. Reader can figure out what the writer probably intends to convey.	logical organization. Reader cannot identify line of reasoning.
Voice/Tone:	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.
APA Style	Articulates position in a well-arranged manner and without writing errors; meets APA Style criteria	Articulates position with little or no editing required; some APA style criteria met	Articulates position with spelling, punctuation, and grammatical errors; little APA style criteria met	Spelling, punctuation, grammatical errors distract or impair readability; not APA style

Class Participation Evaluation Criteria

Note: You will be required to evaluate your own participation using the following criteria.

Criteria	Distinguished Category	Commendable Category	Average Category	Failed Category
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.
Open to feedback	Demonstrates ability to reflect feedback; observes own defensive patterns; considers validity of feedback	Demonstrates some ability to reflect feedback; observes own defensive patterns when supported; considers validity of feedback	Demonstrates little ability to reflect feedback; minimally observes own defensive patterns; fails to consider validity of feedback	Demonstrates no ability to reflect feedback; does not observe own defensive patterns; rejects consideration of validity of feedback

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

Short Faculty Bio:

My work draws primarily from extensive training in Emotionally Focused Therapy, Systems Centered Therapy, and somatic-based approaches. I am currently working on a dissertation towards completion of an EdD at Argosy University entitled *An Application of Systems Centered Training to Social Justice Theory: A Case Study of a Graduate Course in Social and Cultural Foundations in Counseling Psychology*. Additionally, I have a private practice in Berkeley working with couples, individuals, and groups.

Course description:

This course provides an understanding and application of social and cultural foundations to counseling psychology. 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, prejudice, roles of privilege and oppression, similarities and

differences in populations, multicultural competencies, and theory and methods in the exploration of difference.

Technology: Internet Access; Microsoft WORD; Adobe Acrobat (full version)

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes: This course supports the accomplishment of program outcomes 1.1, 1.2, 1.3, 3.1a-c, 5.1, 5.2, and 5.3

Program Outcomes: Master of Arts in Counseling Psychology

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it

applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

Competency 3: Multicultural Knowledge

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

Grading Scale

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
F	69 and below

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

Academic Policies

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.

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 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.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.