Argosy University
COURSE SYLLABUS
PC6510

Social and Cultural Foundations in Counseling

Fall II: Weekends: 11/3–11/4 and 12/1-12/2

Faculty Information
Name: Rob Mince
Campus: Argosy University San Francisco Bay Area

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

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.

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.

Reading and Assignments:

1) All readings other than Fadiman are located in the reader. Posting instructions will be found on the online discussion board each week.
2) Write a three-page paper (directly from your gut). **Due by email Sun 11/18/07 midnight.**
3) Plan and present a 15 minute class presentation about your culture. For this course, emphasis will be on things like: nuclear and extended family, community activities, beliefs around personal goals and goals set by others, and very importantly, how your culture celebrates: art, music, food, traditions, deeply held norms over time. When you present to the class, we want to feel that we're visiting your life as much as possible.

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** for full credit.
Grades are determined by:
1) 1/3 Reaction Paper (Fadiman)
2) 1/3 Culture Presentation, in class
3) 1/3 Class Participation (onsite and on-line posting participation

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
F = <70	Student participated in **<70%** of class sessions; comments/questions did not demonstrate an understanding of course topics, or **student did not participate** in class discussions.

Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides **excellent** coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides **adequate** coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is **disorganized** and does not provide adequate coverage of the topic area, or presentation was **not completed** by student.

Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides **excellent** coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is **adequate**
C = 70 – 79	Insufficient number of references provided AND **limited** coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of **plagiarism**, or paper not submitted

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.argosy.edu. Detailed descriptions of online resources are located at http://library.argosy.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.argosy.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.