

Counsel Culturally Diverse

COUN-5317

23/SR Section Temporary 01/17/2023 to 05/10/2023 Modified 06/13/2024

Meeting Times

Contact Information

Course Description

A study of selected cultural groups, with emphasis on developing knowledge, skills, and attitudes for more effective counseling with persons from diverse backgrounds. Substantial attention is given to developing awareness of one's own values, attitudes, and beliefs as they relate to counseling in a diverse society, with a focus on the commonalities of individuals as created in the image of God. Terms Offered: Fall, Spring, Summer, Online periodically.

Requisites

None.

Learner-Centered Outcomes

Student Learning Outcomes: By the end of this course (COUN 5317) the student will be able to:

	Outcome and CACREP Standard(s)	Means of Assessment
1.	Identify multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (II.F.2.a)	Cultural Engagement Project & Presentation Chapter Quizzes Discussion Board Class Participation CC Resources E-Handbook
2.	Utilize theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (II.F.2.b)	Cultural Identity Paper Cultural Engagement Project Discussion Board Class Participation

3.	Demonstrate multicultural counseling competencies (II.F.2.c, II.F.2.d, II.F.2.e, II.F.2.f)	Discussion Board Class Participation Cultural Engagement Project
4.	Incorporate strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (II.F.2.h)	Cultural Identity Paper Cultural Engagement Project Self-Assessment Discussion Board Class Participation CC Resources E-Handbook
5.	Evaluate the impact of spiritual beliefs on client's and counselor's worldview (II.F.2.g)	Cultural Identity Paper Self-Assessment Discussion Board Class Participation

Materials

Pedersen, P. (2016). *Counseling Across Cultures* (7th ed.). Thousand Oaks, CA: Sage Publishing.

Sire, J. (2009). *The Universe Next Door: A Basic Worldview Catalog* (5th ed.). Downers Grove, IL: Intervarsity Press.

Assignments

SELF ASSESSMENT: Students will complete a pre-test (beginning of the semester) and a post-test (end of the semester) of the *California Brief Multicultural Competence Scale* which determines proficiency in the areas of cultural knowledge, sensitivity, awareness and diversity. The scale helps identify which areas are in need of further training. Students will develop a 1 page, bulleted personal action plan outlining steps for improvement in the identified weak areas.

CULTURAL IDENTITY SKETCH: One of the first steps in multicultural training is to raise awareness, examine and challenge one's own biases and areas of inexperience regarding majority and minority cultural groups while also considering the impact of multiple cultural influences on clients of majority and minority cultures. For you to have success in counseling culturally diverse clients it is essential that you have a solid understanding, and to think critically of your own cultural heritage and identity, as well as, having a high level of comfort in discussing cultural issues. **Write a 10+ page paper that includes all the following areas as listed below.** The questions under each category are designed to get you thinking about your cultural experience growing up, feel free to elaborate or explore about your own experiences under each of these categories. Include any "critical incidences" that occurred during your development that impacted any one of the following cultural influences.

In 2001 Pamela Hays developed the ADDRESSING model of 9 main cultural influences to consider in the complex cultural influences in counseling. Approach this exercise with curiosity while being non-judgmental of yourself or your cultural identity. There are no right or wrong answers as you uniquely respond to each cultural influence.

1. Age and Generational Influences: When and where were you born? What generation do you identify with (e.g. Gen X, Gen Y, Gen Z, etc.) and how has this influenced your identity? How have you been impacted by the social movements (e.g. women's movement, social media, racial tensions) of your generation? How has your age effected your worldview, who your friends are and your view of people? How does your family/culture treat someone of your age?
2. Developmental or other disability: Do you have a visible or non-visible (e.g. emotional, learning) disability? What impact has the disability had on your identity formation, work opportunities, or social relationships? If no, have you been affected by someone close to you (e.g. spouse, family member) with a disability? What stereotypes did your family or you develop towards people with disabilities?
3. Religion & Spirituality: What religion or spiritual traditions were you brought up with? Describe in detail the timeline of your religious or spiritual development from your first awareness to your current situation. Have you ever experienced religious or spiritual persecution or oppression? How does your religion or spiritual beliefs (worldview) affect your view of people and the world you live in? Did you have a different religious or spiritual experience than your nuclear family? If so, what effect did this have on you?
4. Ethnic & racial identity: What do you consider your ethnic or racial identity? How do other people identify you? Are they the same? Are there racial and ethnic differences in your family? If you were adopted what are the ethnic and racial identities of your adoptive and biological families? When it comes to your ethnicity what do you wish others understood about you and your culture?
5. Socioeconomic status: What social class did you grow up in, how is it different today? When you were in high school what were the educational and work opportunities available to you? Did you ever interact with people of different SES than yours and what was this experience like for you? Describe a situation when you first became aware of your SES growing up?
6. Sexual orientation: Do you identify as heterosexual, gay, lesbian, bisexual? What were your experiences of growing up with your sexual orientation? Do you have any family members or friends that are gay? Was/is your family accepting/non-accepting of the gay member? What are your views of counseling people of the LGBTQ community?
7. Indigenous heritage: Do you belong to a Native tribe or nation such as, Native Hawaiian, Alaska Native or American Indian? Did you grow up near a reservation or Native community? If so, what were your experiences in growing up near one of these communities? Do you seek to connect or reconnect with your Native community?
8. National Origin: Are you a U.S. Citizen, and international student, or an immigrant? What do you know about your family's immigration history/entry into the United States? Were you born in the U.S.? Do you (and your parents and grandparents) speak English as a first language? How has your nationality affected your educational or occupational opportunities? If you were born and raised outside of the U.S. what is your and your families level of acculturation?
9. Gender: What were and are the gender-related roles and expectations for you in your family of origin, your current family, in your work setting, and in relation to your other cultural identities? What areas have these expectations affected your choices in life? Describe the messages you received about sexual orientation and couple relationships growing up.

As you reflect on your cultural identity sketch which areas would you like to explore more fully? How could this exploration impact your work as a professional counselor. As Sire states "everyone has a worldview". Consider how your worldview will impact counseling with people who have a divergent worldview from

you, and how you would deal with that. Add scripture verses that help define your worldview. How has your worldview been shaped by your cultural identity sketch?

Cross-Cultural Counseling Resource e-Handbook: Each student will prepare a counseling resource multicultural e-handbook. This **Word document** e-handbook will be designed to serve as a practical reference work for use in counseling. The e-handbook should include:

1. Information on the following groups: *African Americans, Asian Americans, Hispanic/Latino/a Americans, Native Americans, Immigrants, Arab Americans, Refugees, Jewish Americans, Muslim Americans, & Native Hawaiian/Pacific Islanders* (use your classmates' DB posts over their research to find best practices for counseling each of the people groups.
2. Include any weekly class notes.
3. Additional material collected from personal or class related research

NOTE: The e-handbook should reflect your own perspective and organization. Students will submit their Cross-Cultural Counseling Resource e-Handbook using the Blackboard class email.

Family Genogram with Narrative Each student will construct a family Genogram. The Genogram will represent three generations of the student's family of origin. One generation must **include the student's parents**, the second must include **the student** (identified person), and the third generation must include **either the student's children or grandparents**.

A 2- to- 3 page double spaced narrative will accompany the Genogram. Student should note pertinent information such as, names, divorces/remarriages, medical issues, psychiatric issues, education levels, generational trends, etc.

Students will **email the Genogram and narrative using the Blackboard class email**.

Culture/Ethnic Project and Presentation

Students will research a given culture or ethnic group. Each student will be expected to prepare a paper and presentation on an ethnic group. The 5-7 page paper must be edited using the latest edition of APA form and style. You will be assigned one of the following:

- Asian Americans
- Black Americans
- Hispanic or Latino Americans
- Amish
- Immigrants
- Refugees
- Arab Populations
- Jewish Populations
- Muslim Populations
- North American Indigenous People/ American Indian

- Native Hawaiian or other Pacific Islander

The paper will be turned in to the professor via Blackboard.

Issues and questions to consider in your research include the following:

1. What are the origins of these people? Describe their historical background and their racial/ethnic, cultural, national, and political identity. How do these areas, including their language, customs, and temperament, affect them now?
2. Did these people enter the United States as refugees or immigrants or were they original settlers? How does the way they settled in North America influence who they are? Are they victims of prejudice, discrimination, and stereotyping? If so, what effect has this had?
3. How well has this group integrated into, and how do they relate to, the dominant American culture? What is their level of assimilation and amalgamation? What things have assisted or impeded their integration?
4. What values, communications styles (verbal and nonverbal), social customs, and concepts such as time, status, and role expectations need to be considered when developing successful intervention strategies?
5. What is their understanding of family? How important is family to them? How do they define family? What role does family play in decision-making and as a support system?
6. Describe specific counseling methods, along with any modifications, that could be used in counseling a person or family from this culture. Give detailed descriptions, clear illustrations, and biblical principles for using a particular counseling model.
7. What role has religion played in the culture? How does their religion affect the way that they look at things? Is their religious background formal (state church) or informal? How could you show Christian concern for the group?
8. Be sure to include a bibliography of a minimum of four scholarly resources excluding the textbook for this course.

Discussion Board- Because of the nature of this class, students are expected to attend all classes, read all online and textbook readings. Your preparation and active engagement will lead to the richness of the DB in class. An appropriate DB response is 2-3 paragraphs of original material in response to the question posted. THEN respond to 2 other student's threads. It is your responsibility to make sure you respond to the DB during the week that it is open. Late responses will not be given credit.

Midterm and Final Exam

Requirements for Credit

Requirements for Credit

ASSIGNMENTS/EXAMS	Grade
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1	Self Assessment (Pre and Post Test and reflection paper)	50 pts each
2	Cultural Identity Sketch/Paper	100 pts
4	E-Resource Handbook	100 points
5	Midterm/Final	100 pts each
6	Cultural Ethnic Project Paper	100 points
7	Genogram	100 points
8	Discussion Board Posts	10 for your post & 5 points for each response to other class members (total 20 Points per DB)
	Total	700 pts

Institutional Policies

Requirements for Undergraduate and Graduate Credit

When a 5000-level Graduate course is cross-listed with a 4000-level Undergraduate course or a 7000-level course is cross-listed with a 6000-level course, the syllabus clearly defines specific graduate requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.

Attention Education Certification Students: Go to [dbu.edu/education/requirements](http://www.dbu.edu/education/requirements) (<http://www.dbu.edu/education/requirements>) for essential program requirements.

Attendance Policy

According to DBU academic policy, attendance in class is considered a necessary factor in the learning process. Therefore, students are expected to attend and participate in classes, and absences for all reasons must be kept to a minimum and should not exceed 25 percent of the total class time.

Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Students who register late are responsible for work missed. The policy concerning class attendance for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

NOTE: Students verified by the professor(s) as never attending, for each of the classes in which they are enrolled, will be subject to an automatic drop from these classes, which will result in the cancellation and return of any financial aid received.

GPA Scale

The GPA grading scale adopted by DBU for courses is:

A+	A	A-
4.00	4.00	3.67
B+	B	B-
3.33	3.00	2.67
C+	C	C-
2.33	2.00	1.67
D+	D	D-
1.33 F	1.00	0.67
0.00		

** No grades of D are awarded for graduate courses

Service-Learning

Service-learning is a teaching and learning strategy which integrates academic instruction, community service, and guided reflection from a Christ-centered, faith-based perspective in order to enhance student learning, to foster global civic responsibility, and to develop servant leaders. All courses play an important role in providing the student with an appropriate curricular foundation for service-learning. Designated service-learning courses incorporate a field-based component to provide the student with a curricular service-learning experience

Financial Aid

Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in future semesters.

Disabilities

The student has the responsibility of informing the **Dean of Students, at (214) 333-5340**, of any disabling condition for which the student will request course modifications and/or accommodation. Dallas Baptist University provides academic adjustments and auxiliary aid to individuals with

disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's choice and responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.

University Honor Code/Academic Appeal and Academic Misconduct Procedure

The faculty member endorses the **University Honor Code** and abides by the **University's Academic Appeal and Academic Misconduct Procedure** as stated in the Student Handbook and the Schedule of Classes.

Cheating and/or plagiarism, including the unauthorized use of generative artificial intelligence such as image generators, code generators, audio/video generators or large language models, is not tolerated at Dallas Baptist University and may result in academic discipline up to and including suspension or expulsion.

Final Course Grades

Official final course grades are available only online through Self-Service. The Registrar's Office will only mail grades to a student upon request. The Dallas Baptist University undergraduate and graduate catalogs state that "All accounts must be paid in full before a student can...receive transcripts..." According to FERPA, faculty may not provide final grade information to students via telephone, email, posting or any other source which might compromise student confidentiality.

Children in Classes and Unaccompanied Children

Minors who are not DBU students are not permitted to attend class. Furthermore, minor children may not be unaccompanied on any property owned or operated by Dallas Baptist University. For their safety and welfare, unaccompanied children on any property owned or operated by Dallas Baptist University will be escorted to the Campus Security Office or other duly authorized location and the parents or guardians will be summoned to pick them up immediately.

Cell Phone and Electronic Device Policy

Electronic devices shall only be used for course specific work. The professor reserves the right to ban their use at any time. The policy concerning electronic devices for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

Electronic Communication Policy

The DBU campus e-mail system, or any other form of DBU electronic communication (i.e. Blackboard, class discussion, Collaborate) may not be utilized as an avenue to advertise the selling of goods or soliciting of donations from students, faculty, staff or members of the university community.

Graduating Students Grades

It is the responsibility of the student to notify the instructor if graduating this semester. Final exams for graduating students will be given earlier. Final grades for graduates are due in the Registrar's Office by noon on the Monday before Commencement ([see Academic Calendar \(https://www.dbu.edu/academics/calendar\)](https://www.dbu.edu/academics/calendar)). These grades are final. The instructor will not submit late grades for graduates nor change grades once they are submitted.

Unauthorized Recordings on Campus

Students are not permitted to make or attempt to make an audio or video recording of any academic class, lab, course discussion or other academic instructional meeting without the explicit permission of the professor. Recordings that receive approval from the professor or are designated accommodations for a documented disability are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published. Recording of class without permission is a violation of the Student Code of Conduct as listed in the Student Handbook.

Schedule

Student will meet for three class sessions with the instructor during the course of the semester. Dates are to be determined.

(May change during the semester)

Session	Opens	Topic/Content/Assignment	Assignment(s) Due
1		<i>Developing a Personal Worldview.</i> Pedersen: Chapter 1- Toward Effectiveness Through Empathy	Complete and Score: CBMC Scale
2		<i>Counseling Encounters in a Multicultural Contexts</i> Pedersen: Chapter 2	CBMC Scale (Report Score to Instructor)
3		<i>Assessment of Persons in Cross-Cultural Counseling</i> Pedersen: Chapter 3	

4		<i>Multicultural Counseling Foundations</i> Pedersen: Chapter 4 -a summary of research	Genogram/Paper Due
5		<i>Counseling North American Indigenous People</i> Pedersen: Chapter 5	
6		<i>Counseling Asian Americans</i> Pedersen: Chapter 6 MIDTERM DUE	
7		<i>Counseling Persons of Black African Ancestry.</i> Pedersen: Chapter 7	
8		Counseling the Latino/a: From Guiding Theory to Practice Pedersen, Chapter 8	Your Cultural Identity Paper
		SPRING BREAK!	
9		Counseling Arab and Muslim Clients Pedersen: Chapter 9	
10		Counseling the Marginalized: Gender, Sexism, Heterosexism and Privilege Across Cultures Pedersen: Chapters 10- Gender, Sexism, Heterosexism & Privilege Across Cultures Chapter 13- Reflective Clinical Practice with People of Marginalized Sexual Identities	

11		Counseling International Students in the Context of Cross-Cultural Transitions Pedersen: Chapter 14	Cultural/Ethnic Project Paper DUE
12		Counseling Immigrants & Refugees Pedersen: Chapter 15	
13		<i>Counseling in the Context of Poverty</i> Pedersen: Chapter 17	
14		Ecology of Acculturation Pedersen: Chapter 21	E-HANDBOOK DUE
15		Family Counseling and Therapy with diverse ethnocultural groups Pedersen: Chapter 21 Recap & Review	
16		Group Dynamics in a Multicultural World Pedersen, Chapter 24 Final Exam Week	Final Exam