



Syllabus for COUN 201 • Seminar in Multicultural Counseling (3 units)

Semester: Fall 2020	Department of Counseling Education & Rehabilitation California State University, Fresno
Course Name: Multicultural Counseling	Instructor Name: Sergio Pereyra, Ph D., MFT
Units: 3	Office Location: ED 451
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Course description: Cognitive and experiential study of social and psychological variables which influence the cross-cultural counseling relationship. Culturally relevant models of counseling theory and practice are explored. Current research methods and findings are presented (taken straight from the University Course Catalog <http://www.fresnostate.edu/catalog/>). This is a Core Course requirement for the Marriage Family and Child Counseling, School Counseling, Student Advising and College Counseling, and Clinical Rehabilitation and Mental Health Counseling programs. It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3 unit class, you should expect to study an average of 6 hours outside of class each week.

Prerequisites for the course: COUN 174.

REQUIRED COURSE MATERIALS

Pedersen, P. B., Lonner, W. J., Draguns, J. G., Trimble, J.E., Scharron-del Rio, M. R. (2015). Counseling Across Cultures. Thousand Oaks CA: Sage Publications.*

* *Immediate Access Enrollment book. Automatically charged in 10 days. Students can opt out*

Mandatory reading assignments in the form of PDFs will also be posted in Blackboard.

Recommended, but not required:

American Psychological Association. (2010). APA publication manual (6th ed).
Washington D.C.: American Psychological Association.

COURSE SPECIFICS

Summary/outline of the course: This course will examine the social, psychological, cultural, economic and environmental influences that affect various client populations. Students will engage experiential learning, reflection, group work, and a number of other assignments geared toward preparing students to work more effectively with clients from diverse backgrounds. **The major topics that are to be covered are counseling needs of historically marginalized groups, such as racial / ethnic minorities, women, LGBTQ populations, and other underserved populations.** Students will be graded on reading, attendance, class participation, various papers, a presentation, group project, a journal, and a written final. Sensitive issues will be discussed and students **MUST** adhere to a classroom standard of respect for all perspectives.

COURSE GOALS AND LEARNING OBEJCTIVES:

**Commission on Teacher Credentialing (CTC) Standards for Pupil Personnel Services:
(CTC 2, 3, 10, 14, 21, 23, 25 Introduction)**

Standard 2

Growth and Development

The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils' strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.

Standard 3

Socio-Cultural Competence

The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.

Standard 10

Consultation

The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.

Standard 14
Human Relations

The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.

Standard 21
Personal and Social Development

The program provides candidates with the opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

Standard 23
Advocacy

Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.

Standard 25
Individual Counseling

Candidates demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.

Student Learning Outcomes:

Student Outcome and Assessment Plan Goals	Objective	Evaluation Method
Goal 1: Prepare professional counselors to meet the mental health needs of an increasingly diverse and changing society.		
Objective 1.2	Conduct effective individual, couples, marriage, family, child, and group counseling	Class discussion participation; Perceptual Assignments (Papers); Group Treatment Plan
Objective 1.3	Identify the needs of people in a changing society related to human development and human sexuality over the life span	Class discussion participation; Perceptual Assignments (Papers); Group Treatment Plan
Objective 1.7	Demonstrate awareness to the existence of cultural diversity, develop sensitivity to people with differences, and demonstrate responsiveness to recognized differences through counselor interventions with individuals and groups	Class discussion participation; Perceptual Assignments (Papers); Family-of-Origin Presentation; Group Treatment Plan; Journals
Goal 2: Prepare qualified counselors who are proficient in written and verbal communications.		
Objective 2.1	Use writing skills to communicate in a style and format consistent with the American Psychological Association Publication Manual, 6th Edition.	Perceptual Assignments (Papers)
Goal 4: Promote the development of counselor professional identity and an understanding of the ethical standards of the American Counseling Association and the legal statutes of the State of California.		

Objective 4.1	Identify counseling, legal, and ethical concerns related to the needs of people who are living and developing in a pluralistic society	Class discussion participation; Perceptual Assignments (Papers); Group Treatment Plan
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CACREP 2016 Standard #	Common Core Curricular Category	Standard	Learning Activities & Experiences	Evaluation Method
E	Professional Counseling Orientation and Ethical Practice	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Group Treatment Plan
A	Social and Cultural Diversity	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Group Treatment Plan
B	Social and Cultural Diversity	theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Family-of-Origin Presentation; Group Treatment Plan; Journals
C	Social and Cultural Diversity	multicultural counseling competencies	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Group Treatment Plan
D	Social and Cultural Diversity	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Family-of-Origin Presentation; Group Treatment Plan; Journals
E	Social and Cultural Diversity	the effects of power and privilege for counselors and clients	Readings (wk 4 & 6); Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Family-of-Origin Presentation; Group Treatment Plan; Journals
F	Social and Cultural Diversity	help-seeking behaviors of diverse clients	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Group Treatment Plan; Journals
G	Social and Cultural Diversity	the impact of spiritual beliefs on clients' and counselors' worldviews	Readings (wk 9); Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Group Treatment Plan
H	Social and Cultural Diversity	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Family-of-Origin Presentation; Group Treatment Plan; Journals
I	Human Growth and Development	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Family-of-Origin Presentation; Group Treatment Plan; Journals
B	Counseling and Helping Relationships	a systems approach to conceptualizing clients	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Group Treatment Plan
D	Counseling and Helping Relationships	ethical and culturally relevant strategies for establishing and maintaining interpersonal and technology-assisted relationships	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Group Treatment Plan
F	Counseling and Helping Relationships	counselor characteristics and behaviors that influence the counseling process	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Family-of-Origin Presentation; Group Treatment Plan; Journals
G	Counseling and Helping Relationships	essential interviewing, counseling, and case conceptualization skills	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Group Treatment Plan
H	Counseling and Helping Relationships	developmentally relevant counseling treatment or intervention plans	Readings; Discussion; In-Class Learning Activities	Perceptual Assignments (Papers); Group Treatment Plan
J	Counseling and Helping Relationships	evidence-based counseling strategies and techniques for prevention and intervention	Readings; Discussion; In-Class Learning Activities	Perceptual Assignments (Papers); Group Treatment Plan
N	Counseling and Helping Relationships	processes for aiding students in developing a personal model of counseling	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Group Treatment Plan
Foundations: D	Marriage, Couple and Family Counseling	sociology of the family, family phenomenology, and family of origin theories	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Family-of-Origin Presentation; Group Treatment Plan; Journals
Contextual Dimensions: E	Marriage, Couple and Family Counseling	human sexuality and its effect on couple and family functioning	Readings (wk 6 & 7); Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Group Treatment Plan

Contextual Dimensions: M	Marriage, Couple and Family Counseling	cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Family-of-Origin Presentation; Group Treatment Plan; Journals
Practice: A	Marriage, Couple and Family Counseling	assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Family-of-Origin Presentation; Group Treatment Plan; Journals
Practice: B	Marriage, Couple and Family Counseling	fostering family wellness	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Family-of-Origin Presentation; Group Treatment Plan; Journals
Practice: C	Marriage, Couple and Family Counseling	techniques and interventions of marriage, couple, and family counseling	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Family-of-Origin Presentation; Group Treatment Plan; Journals
Practice: D	Marriage, Couple and Family Counseling	conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling	Readings; Discussion; In-Class Learning Activities	Class discussion participation; Perceptual Assignments (Papers); Family-of-Origin Presentation; Group Treatment Plan; Journals

ATTENDANCE POLICY: All students are expected to attend every scheduled class meeting on time. Students that choose to arrive late (10 minutes or more after the start of class) or leave early (10 minutes or more prior to the end of class) will not receive attendance points for that week. If you missed reporting your reading points, it is **YOUR responsibility** to make sure I have recorded your reading points. If you are absent, you will lose all 7 of your Reading, Attendance & Practical Activities points.

If you are absent from class, it is your responsibility to check on announcements made while you were away. If you are absent 3 times (missing 3 classes) you might consider dropping the course because your grade will suffer immensely from your absences.

INSTRUCTION FOR SIGNIFICANT ASSIGNMENTS:

A. Reading, Attendance & Practical Activities. This course is a graduate seminar. As a result, I expect you to read all the assigned readings. Each week you will report whether you completed the reading for that class period or not. If you completed **ALL** of the reading, you get 3 pts for that day. If you partially (at least 1/3) completed the reading you can be awarded 1 point, 2/3 of reading will get you 2 points and if you did not read then you don't receive any points. You will also receive 2 pts for arriving to class on time and staying for the entire duration of the class. Students who are late or leave early (as defined in the "Attendance Policy" below) are not awarded the attendance points for that day. In addition to digesting the readings, I expect you to be an active participant in class. During each class session students will participate in practical activities relating to course objectives. Examples of these activities are in-class writing assignments or structured role plays relating to assessment and treatment, or the presentation of articles related to diversity and families. These in class assignments will relate directly to key principles and are worth 2 pts each for each of the 16 weeks of class. The rubric for grading the practical activities is as follows. CTC 2, 3, 10, 14, 21, 23, 25- Assessment & Practice

2pt—Participates fully and demonstrates understanding and application of principle.

1pt—Participates but is frequently distracted, rarely volunteers or contributes to class discussions.

0pt—Does not participate or demonstrate understanding or application of principle.

B. Perceptual Assignments. Through these assignments, you will be challenged to explore your own values, beliefs, and personal experiences and become familiar with those of other people in your class and in the community. These perceptual assignments will also allow you to develop understanding (head) and compassion (heart) regarding issues of diversity. Each perceptual activity will be worth 15 pts. On the written portion of these assignments, please note that I expect a blend of professional (scholarly) writing and personal introspection. The paper must represent both graduate level writing and a graduate level synthesis of the assignment and your personal experience with it. Papers need to be written in APA format (12 pt times font, double spaced, 1” margins, single sided paper copies, & APA referencing). The rubric for grading the written papers of the perceptual assignments is as follows. CTC 2, 3, 14, 21, 23, 25- Assessment & Practice

Category	For Full Points	Level of Mastery
Follow Instructions	follows directions as written, includes all requirements	Excellent (3pt) Average (2pt) poor (1pt)
Writing mechanics	rare, minor errors in punctuation, grammar, or sentence structure; clear flow of language	same
Organization	clear thesis statement, transitions, division of sections; coherent flow of thought	same
Course content	overt reference to/citation of class readings (at least 3 DIFFERENT sources); clearly highlights key principles from class	same
Self work	clearly applies material to own life and counseling practice; shares own experiences, thoughts, feelings; shows self-awareness	same

* See example of what an “*Excellent*” paper looks like- open document “**Good Sample Paper**” under Course Documents in Blackboard.

1. Learning through video

One of the best ways I have found to connect to, on a deep emotional level, the experiences of others is through carefully and skillfully produced documentaries and videos. In order to more fully understand the experience in families of those who face oppression and discrimination on a daily basis, as well as multigenerational family dynamics, you will have the opportunity to watch videos and write a **5 page** (no more than 5 pages) paper after viewing each video. You may write about **one or both** of the movies, but you must also mention which two movies you watched. You will need to choose two videos from the following list to report on:

- | | | |
|----------------------------|---------------------------|--------------------|
| Mooz-Lum (2011) | Antwone Fisher (2002) | Crash (2006) |
| Under the Same Moon (2007) | American History X (1998) | Gran Torino (2008) |
| McFarland, USA (2015) | | |

You must pick two videos that you have **NOT** seen yet. And you may **NOT** count citing the actual movie as one of your 3 references. Please address the following questions in your 5 page paper (15 pts) regarding the video.

- a) Ways in which you identified with the characters.
- b) Ways in which you feel different from any of the characters.
- c) What aspect of the characters' struggle in family life most touched you?
- d) How was that aspect influenced by the character's race, ethnicity, gender, income level, or age?
- e) How did your race, ethnicity, gender, income level, or age influence your ability to see, feel and understand the character's struggle in family life?
- f) What did you learn about how oppression and privilege influence family life across race and culture?
- g) What counseling interventions would be appropriate for the characters in the video(s) you choose to report on? How could you tailor the intervention to meet clients' unique (family and larger culture) strengths, weaknesses, and obstacles?

2. Diversity Interviews & Cultural Genogram

For this assignment you will have the opportunity to construct a cultural genogram. The assignment is based on the writings of Hardy and Laszloffy, 1995. In order to help you prepare your cultural genogram, you will meet with two classmates (as assigned by the instructor) and conduct a "cultural genogram interview" for each student. Questions to guide your interview are attached to the syllabus. **Note:** The attached *Questions to Guide You in Learning About a Person's Culture (pgs 11 - 12 of syllabus)*... can serve as a broad outline too help you in thinking about and constructing your interview. You may also ask additional/follow-up questions. This part of the assignment is required, if the interviews do not occur, you will receive 0 out of 15 points on the paper. Please turn in both evidence of the interviews and a copy of your genogram with your **4 page** (no more than 4 pages) paper. After you have completed your interview and genogram, please answer the following questions in your paper (I do not want you to go into detail with the interviews IN your paper, just answer the questions in your paper):

- a) Identify the personal assumptions / biases you held about the individuals' group (their culture) prior to your interview.....this should be an honest expression of your knowledge, feelings, assumptions, likes, dislikes, etc.
- b) How would you describe your ethnic & cultural heritage?
- c) Which aspects of your ethnic or cultural heritage have had the greatest positive influence on you? negative influence?
- d) How has this assignment changed the way you view yourself and your family?

Instructions for the Genogram:

- A. Must include 3 organizing cultural principles (any principle or value important to your culture) and they must be represented by a symbol or figure.
- B. Must include a combination of 3 depictions (symbols) of Cultural Pride and Cultural Shame. Identify which symbols are pride and which are about shame.
- C. Genogram must be color-coded based on ethnicity(ies) presented.
- D. Must have at least 3 generations represented in your family and include demographic information like: relationships, marriage, deaths, divorce, abuse, drug issues, etc.
- E. Must include a Legend to explain symbols of 3 cultural principles, 3 cultural pride/shame representations and ethnicities (if more than one are depicted).

* See **Cultural Genogram Reading- Hardy & Laszloffy, 1995** for more information on how to complete a cultural genogram. See **Genogram Symbols** document for more help on the actual symbols.

3. Immersion experience

For this event you will have the privilege of attending a cross cultural event (by definition outside of your native culture) on campus or in the community. Examples of cross cultural events include religious (First Communion, Bar or Bat Mitzvah, Baptism), cultural events (Quinceañera, Pow Wow), or historical celebrations (Black History month events). Each student will need to have the event approved by the professor before attending. After attending the entire event, please answer the following questions in your **4 page** (only 4 pages) paper:

- a) What did you learn about the culture that was “new information” to you?
- b) From attending the event, what aspects of this particular culture would positively influence individual and family development?
- c) What obstacles has this group had to overcome to maintain a sense of cultural identity?
- d) What specific cultural trait or practice from this group do you most admire? Why?

4. “What If Paper”

For this assignment, students need to identify a single sociodemographic factor they would like to better understand (e.g., gender, sexual orientation, ethnicity/race), gain a deeper understanding of how this factor affects individuals, and then write about what their lives would have been like if they had been born and raised as a member of this different sociodemographic group. This assignment will allow students an opportunity to explore a change in one key element of their identities (e.g., gender, sexual orientation, ethnicity/race) within the unchanged context of their life circumstances (e.g., family-of-origin characteristics, individual personality). Students must write a paper **6 to 7 pages** (no more than 7 pages) in length that addresses the following questions:

- a) What would have been different about your life growing up? Share detailed moments from your new, imagined life, reporting on what would have happened differently, how it would have felt, and so forth.
- b) What types of oppressive experiences do you imagine you would have experienced? What privileges would you have had?
- c) Which of your personality traits or skills would be different, having less/more reinforcement or less/more opportunities? Which would be the same?
- d) What expectations for your future would be different? Would you still be a mental health provider/student?
- e) What realizations did you have while completing this assignment?

C. Family-of-Origin Presentation. This assignment is meant to be summary of all you have learned up to this point and the application of it to your own life. In this presentation (worth 20 pts) discuss the cultural and gender-based factors that influence your current life and world view. Using readings from class and other sources, research the ethnic cultures that best represent your heritage. Compare the information from your readings about the “expert” view of your ethnic heritage to the way your family-of-origin actually “does things” in terms of the following points. CTC 2, 3, 14, 21, 23, 25- Assessment & Practice

1. Ways in which women were treated/viewed in your family and how that relates to culture. Provide details from your family heritage of examples of overt and covert sexism.
2. Experiences with Oppression: What has been **YOUR personal experience** with gender-based prejudice and ethnicity-based discrimination? What experiences with gender and ethnic-based discrimination are part of your family legacy? **Provide examples.**
3. Experiences with Privilege: What has been **YOUR personal experience** with gender-based and ethnic-based privilege? How much awareness is there of privilege in your family-of-origin? **Provide examples.**
4. What does the above mean for your practice as a clinician?
5. Include one principle from the course experience that has had a major impact on you, **and how you have learned and grown as a result**

You will have the opportunity to make a **10 minute** presentation regarding the items above to your classmates. If you are planning on using a power point or other technology mediums, PLEASE place store it on a flash drive to save time in between presentations. The rubric for grading your presentation will be as follows:

Category	For Full Points	Level of Mastery
Follows Instructions	includes content on all five questions	Excellent (4pt) Okay (2pt) Poor (0pt)
Relate to class	ONE overt reference to class content; clearly highlights key principles from class	Excellent (4pt) Okay (2pt) Poor (0pt)
Self work	shares own experiences, thoughts, feelings; shows self-awareness; is honest/introspective shows emotional engagement	same
Creativity	multiple forms of teaching; moves beyond lecture format (beyond power point presentation); engages class	same
Application	demonstrates ability to apply class material to own life (both past & present), is able to use learning to improve as a counselor & become a healing presence in the world	same

D. Treatment Intervention (CTC Required Assignment). Students will be assigned to a group based on their program emphasis to come up with a treatment intervention appropriate to their field of work. Students will select one particular minority group and tailor their intervention to that group's culture. A one page treatment protocol will be submitted for the entire group and each participant in that group will receive the same grade based on that assignment. **Group members** will decide if someone does not contribute enough and if a member of the group does not contribute they will get 0 pts for this assignment. CTC 3, 10, 14, 21, 23, 25- Assessment & Practice

Content of the treatment protocol must contain each of the following:

1. A description of the presenting problem with its context
2. A diagnosis based on the group's field of work
3. Cultural implications to the presenting problem &/or diagnosis based on the culture chosen

4. An effective treatment protocol with **DETAILED** interventions based on the “healthy aspects of the (cultural) background”
5. Implications of that person’s culture on the treatment development, prognosis, or success.

The rubric for grading the treatment intervention will be as follows:

Category	For Full Points	Level of Mastery
Follows Instructions	includes content on all four stipulations	Good (3pt) Mediocre (2pt) Poor (1pt)
Relate to class	overt reference to class readings (at least 3 DIFFERENT sources); clearly highlights key principles from class	Good (3pt) Mediocre (2pt) Poor (1pt)
Knowledge	demonstrates a deep understanding of the culture chosen by its implications on the treatment protocol	same
Quality	provides a thorough explanation of the problem in its context; includes an accurate diagnosis; cultural implications are relevant at each level; clear direction	same
Creativity	moves beyond generic problems & interventions; good pairing of problem, intervention & culture	same

E. Journal. For this assignment you will have the wonderful privilege of keeping a journal of personal feelings and experiences relating to the class. Because this class will likely provoke powerful thoughts and feelings, I want to provide you with a way to process these experiences. In your journal, you can write, draw, sculpt, scrapbook, etc. Because your journals may likely represent personal efforts to grow, I will return it to you if you wish. The key is to keep a running log of feelings and reactions as you learn, experience and grow. Please include at least 5 different entries across the semester related to the readings, 5 different entries related to in-class interactions, and 5 different entries regarding the assignments and out of class experiences (**number and date each entry please**). In **each entry** I ask that you include a “**gratitude**” moment that describes why you are grateful you are having this experience, even if it is very difficult. The 15 total entries will be worth 25 points and will be graded on effort and content according to the simple rubric below. Waiting to the end of the semester to pull together half-hearted entries will not produce a good experience or grade, please take the time to make entries throughout the semester. Feel free to be creative. Each missed entry will result in the loss of 1 point out of the total score. CTC 2, 3, 14, 21- Assessment & Practice

Effort/quality	Score
Completes all entries, includes deep thought and emotion, shows effort to move beyond denial/anger, shows growth in terms of head and heart, follows all instructions	25 pts

Partial effort, rushed with little depth or introspection, perhaps missing some entries, demonstrates partial growth in head/heart, partially follows instructions 15 pts

Clear lack of effort, incomplete entries in all aspects, little to no growth does not follow instructions 5 pts

Does not complete 0 pts

Grading policy: Final grades will be based on the traditional grade scale (90% ≤ A, 80 – 89% = B, 70 – 79% = C, 69% ≥ F/ failing). Any curve in the grading scale would be in your favor. All assignments are due at the end of class on the day assigned.

Grading Summary:

A. Reading, Attendance & Practical Activities:	112 points (~52%)
B. Perceptual Assignments	
1. Learning through video:	15 points (~7%)
2. Diversity Interviews & Cultural Genogram:	15 points (~7%)
3. Immersion experience	15 points (~7%)
4. “What If Paper”	15 points (~7%)
C. Family-of-Origin Presentation:	20 points (~9%)
E. Journal:	25 points (~ 12%)
Total	217 points

ASSIGNMENT AND EXAMINATION SCHEDULE

Due Date	Assignment	Points/Percent
9/19/2020	Perceptual Assignment: Video Paper	15 points
10/10/2020	Perceptual Assignment: Diversity Interviews/Genogram Paper	15 points
10/31/2020	Perceptual Assignment: Immersion Paper	15 points
11/14/2020	Group Treatment Plan	15 points
12/5/2020 & 12/12/2020	Family of Origin Presentation	20 points
12/12/2020	Perceptual Assignment: “What If” Paper	15 points

Due Date	Assignment	Points/Percent
12/19/20	Journal	25 points

COURSE POLICIES & SAFETY ISSUES

Prohibitions: I will not write down a specific list of things that I want to prohibit in the classroom, but I am prohibiting anything that would distract the class such as talking in class when it is not appropriate to do so, distracting ringtones from cell phones, etc. Will have times to work collaboratively during class and even on an assignment but those specific instances will be announced. The use of audio/video recording of course lectures and class sessions is prohibited. (Note: *federal and state laws on student disability supersede the class policy on access to lecture/material*).

Late work & make up work policy: As a graduate level course, students will be held to higher standards of academic conduct. Please note there will be a severe penalty for late work. **For every class day late**, 33% of the total possible points will be deducted until no points are left. Make up work will not be allowed *unless there are extenuating circumstances which prevent students from submitting their work*. Each student will be responsible for communicating these extenuating circumstances to the instructor.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at <http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Blackboard, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports **WILL NOT** be available for your viewing.

UNIVERSITY POLICIES AND SERVICES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: “Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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For free tutoring on campus, contact the Learning Center (<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

SUBJECT TO CHANGE STATEMENT

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:

<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

COURSE CALENDAR
TENTATIVE COURSE SCHEDULE

Fall 2020

(The course schedule is subject to change in the event of extenuating circumstances)

Date	Topic	Readings
Week #1 8/29/2020	Course Introduction & Overview, Race, Ethnicity, & Culture in Counseling - Definitions & Meaning	Course Syllabus <i>Extra- Wu & Keysar, 2007</i>
Week #2 9/5/2020	Reactions to Diversity - Labels, Stereotypes, Oppression, and the “Isms”	Maker, 2005; Wing Sue & Capodilupo, 2013; “When Whites Just Don’t Get It”;
Week #3 9/12/2020	White/ Male Privilege - White Culture Cycle	McIntosh, 2008; Tatum, 2003; Furguson & King, 1997
Week #4 9/19/2020	Racism: Institutionalized, Individual, Internalized, Reverse <i>*Videos Papers are Due</i>	Eubanks 2013; McWhorter, 2008; Gladwell; 2005; Hardy, 2001
Week #5 9/26/2020	Gender Issues - Feminism - Power Dynamics	Gillespie, 2003; “The Rape of Mr. Smith”; Swim & Hyers, 2009; Talwar, 2012 <i>Extra- Sue & Sue, Ch 24</i>
Week #6 10/3/2020	LGBTQ+ Issues - Sexual Minorities, Identity, Orientation	Pedersen textbook Ch 10 (“Transphobia & Cisgender Privilege” & “Sexual Orientation & Gender” sections); “Principles & Practices from Reconciliation Growth Project”; Gardiner & Kosmitzki, 2008 <i>Extra- Pedersen textbook Ch 13</i>
Week #7 10/10/2020	Nationalism & Immigration - Ethnocentrism - Assimilation, Acculturation & Beyond <i>*Diversity Interviews/Genogram papers are Due</i>	Pedersen textbook Ch. 15; Parra Cardona, Wampler, & Busby, 2005; Platt & Laszloffy, 2013; Falicov, 2008
Week #8 10/17/2020	Religion & Spirituality - Religious Minorities - Spirituality in Different Cultures	Pedersen textbook Ch 9; Pedersen textbook Ch 22; Numrich, 2007
Week #9 10/24/2020	Working with Native American Families	Pedersen textbook Ch 5; Chesire, 2006; Derrick, 2005
Week #10 10/31/2020	Working with Asian Families <i>*Immersion Papers are Due</i>	Sue & Sue, Ch 16; Gap Min, 1998; Wing Sue et al., 2007 <i>Extra- Pedersen textbook Ch 6</i>
Week #11 11/7/2020	Working with African American Families	Pedersen textbook Ch 7; Franklin, 2004; Jones & Brown, 2016; Hardy, 2008 <i>Extra- Worrell, 2012</i>

Week #12 11/14/2020	Working with Latino Families <i>*Treatment Interventions are Due</i>	Pedersen textbook Ch 8; Ingoldsby, 2006; Hill & Torres, 2010, Torres et al., 2002 <i>Extra- Rodriguez et al., 2013</i>
Week #13 11/21/2020	<i>Thanksgiving Break- NO CLASS</i>	
Week #14 11/28/2020	Evidence Based Practice - Cultural Lenses - “Cultural Competence”	Dean, 2001; Pedersen textbook Ch 1
Week #15 12/5/2020	<i>*Family of Origin Presentations</i>	Laszloffy, 2008 (under “2 nd to Last Day of Class” folder in BB)
Week #16 12/12/2020	<i>*Family of Origin Presentations</i> <i>*“What If” Papers are Due</i>	Sue & Sue, Ch 1 (under “Last Day of Class” folder in BB)
Week #18 12/19/2020 (Scheduled Final Day)	Culture Share, Amish Giving Tradition <i>*Journals are Due</i>	

Questions to Guide Your Cultural Diversity Interview

[Adapted from E. Lynch & M. Hanson (1998) Developing Cross-Cultural Competence]

1. What is your history? What is your home of origin? Why did you/your family settle in _____?
2. What is your work?
3. What are some of your family customs and roles of members within your family? What is your role in your family?
4. How closely do you identify with and affiliate with your culture? How assimilated into the mainstream culture are members of your family and how well is that accepted by the rest of the family?
5. What are the gender roles in your culture? And in your family?
6. What religious or spiritual beliefs are influential in your culture and for your family?
7. What are your family beliefs about /around child rearing and discipline?
8. What would be the characteristics and practices of people who are considered to be excellent parents in your culture?
9. What are the power structures in your family? Is age a factor in who has power? How are decisions made at the family and community level?
10. Who holds positions of formal power in your culture? Who are the most powerful *Informal* leaders in your community? Who held positions of power in the past?
11. What is your concept of health? What are customary health practices and beliefs? Who is responsible for and influences health care? Do you use home or folk remedies, a healer, shaman or some other traditional or spiritual healer?
12. What is your concept of time? Is this the same as others in your culture?

13. What is your concept of personal space? What is considered appropriate touch between people of various relationships? (Consider how people greet each other when they are first introduced, when they greet friends, when they greet relatives).
14. How can you communicate effectively in your culture? Consider the meaning of tone of voice, gestures, eye-contact, overall body language, terminology used to describe health, face-saving behaviors.
15. Identify and verify customs, beliefs, and practices that might be misinterpreted by established institutions within your community, e.g. schools, law enforcement, social services, health care providers (this includes such beliefs around certain body parts such as the head, male and female circumcision, cutting or puncturing the skin, transfusions, autopsies)