

**Wake Forest University  
Department of Counseling  
CNS 747: Cultures and Counseling  
Spring 2017  
2:00 p.m. – 4:30 p.m. Tuesdays  
Location: Carswell 205**

**Instructor:** Nathaniel N. Ivers, Ph.D., LPC, NCC, HS-BCP  
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**Course Content:** In this course, we will examine the influence of culture in human development and counseling relationships. The areas of awareness, knowledge, and skills within the context of cultural diversity will be explored in depth. Course objectives are in line with the CACREP (2016) Curriculum Standards (II.F.2.a-h). Each objective is attached to at least one of the standards, as indicated below:

**Learning Outcome Objectives:**

Upon successful completion of this course, you will be able to:

- Students will increase their understanding of U.S. multicultural and societal trends, including concerns, characteristics, and social mores between and within diverse groups, in an effort to facilitate the elimination of oppression and biases while modeling effective dialogue between and about different social groups (II.F.2.a.h).
- Students will examine their attitudes, beliefs, biases, perceptions, and acculturation (i.e., their self-awareness) in an effort to increase their self-understanding and, by default, their understanding of those different from themselves in an effort to facilitate the wellness of potential clients through the development of culturally relevant interventions and advocacy, in addition to understanding the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client (II.F.2.c.d.e).
- Students will be able to identify theories of multicultural counseling, social justice, identity development, the multicultural nature of traditional counseling and psychological theories, and the importance and attainment of multicultural competence. (II.F.2.b.c.f).
- Students will increase their understanding of counselors' roles in social justice, advocacy, cultural awareness, conflict resolution, as well as the nature of prejudice, biases, privilege, and discrimination in social systems as well as the counseling relationship (II.F.2.c.h).
- Students will increase their awareness of the ethical and legal considerations when working with diverse populations (II.F.2.c).
- Students will discuss, understand, and apply the social implications of personal and contextual factors, such as internalized oppression, spirituality, institutional racism, and the historical and current political climate regarding immigration, poverty, and welfare, to their

work with culturally diverse clients (**I.I.F.2.a.c.d.g**).

**Methods of Instruction:** This course uses a foundation of brief lectures, experiential exercises, and class discussions to engage students in critical reflection. Student presentations make up a significant portion of the latter class meetings.

**Required Text:**

**Textbook:** Thomas, A. J., & Schwarzbaum, S. (2017). *Culture and identity: Life stories for counselors and therapists* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications.

**Articles:** ALGBTIC LGBQQIA Competencies Taskforce (2013). Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling Competencies for Counseling Lesbian, Gay, Bisexual, Queer, Questioning, Intersex, and Ally Individuals, *Journal of LGBT Issues in Counseling*, 7(1), 2-43.

American Counseling Association Competencies for Counseling with Transgender Clients. (2010). *Journal of LGBT Issues in Counseling*, 4(3), 135-159.

American Psychologist (2008). Comments (63, 4, 273-279). Washington, D.C.: American Psychological Association.

Arredondo, P., & Toporek, R. (2004). Multicultural counseling competencies = ethical practice. *Journal of Mental Health Counseling*, 26, 44-55.

Bartlett, T. (2017, January). Can we really measure implicit bias? Maybe not. *The Chronicle of Higher Education*. Retrieved from: [website](#).

Boroditsky, L. (2010, July 23). Lost in translation. *The Wall Street Journal*. Retrieved from:  
<http://online.wsj.com/article/SB10001424052748703467304575383131592767868.html>

Cameron, S., & turtle-song, i. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling & Development*, 80, 286-292.

Coates, T. (2014). The case for reparations. *The Atlantic*. Retrieved from: <http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

Helms, J. E. (1984). Toward a theoretical explanation of the effects of race on counseling: A Black and White model. *The Counseling Psychologist*,

12, 153-165.

Ivers, N. N., Johnson, D. A., Clarke, P., Newsome, D. W., & Berry, R. (2016). The relationship between mindfulness and multicultural counseling competence. *Journal of Counseling & Development, 94*(1), 72-82.

McCarthy, J. (2005). Individualism and collectivism: What do they have to do with counseling? *Journal of Multicultural Counseling and Development, 33*, 108-117.

Patterson, C. H. (2004). Do we need multicultural competencies? *Journal of Mental Health Counseling, 26*, 67-73.

Smith, L. (2008). Positioning classism within counseling psychology's social justice agenda. *The Counseling Psychologist, 36*(6), 895-924.

Sue, D. W., Capodilupo, C. M., Torina, G. C., Bucceri, J. M, Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62*, 271-286.

Villalba, J. A. (2009). Addressing immigrant and refugee issues in multicultural counselor education. *Journal of Professional Counseling, Practice, Theory, and Research, 37*(1), 1-12.

Wagstaff, G. (2005). Understanding prejudice. *Psychology review, 11*(4), 20-23.

Williams, B. (2003). The worldview dimensions of individualism and collectivism: Implications for counseling. *Journal of Counseling and Development, 81*, 370-374.

Young, J. S., & Cashwell, C. S. (2010). Integrating spirituality and religion into counseling: An introduction. In C. S. Cashwell, & J. S. Young (Eds.), *Integrating spirituality and religion into counseling: A guide to competent practice*. Alexandria, VA: American Counseling Association.

#### **Student performance evaluation criteria:**

##### **Summary of Learning Activities with grade weights:**

<b>Learning Activity</b>	<b>Points</b>
Personal Cultural Analysis and Identity Development <b>(II.F.2.b.d)</b>	<b>40</b>

Culturally Competent SOAP Note, Literature Review, and Case Presentation (II.F.2.a.b.d.c.e.f.g.h)	<b>40</b>
Journal/Service-Learning Summative Narrative (II.F.2.a.b.d.c.e.f.g.h)	<b>20</b>
<b>Totals</b>	<b>100</b>

<b>Grading Scale</b>	<b>Corresponding Points</b>
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
F	0-69

A	93-100	93-100
A-	90-92	90-92
B+	87-89	87-89
B	83-86	83-86
B-	80-82	80-82
C+	77-79	77-79
C	70-76	70-76
F	0-69	0-69

**Description of Learning Activities:**

- **Class Participation and Attendance:** Your attendance and participation are integral to the success of this course. Though you will not be judged on the content of your comments, observations, reactions, perceptions, or experiences, you will be expected to share your ideas. You regularly must attend class in order for the aforementioned to occur. You are permitted ONE unexcused absence during the semester. Please speak with the instructor prior to the second day of class if you have planned absences. Additional unexcused absences will not be tolerated and will result in a penalty of 5% off your overall grade, per day. Unless you are extremely ill or there is a family emergency, please do not plan on your absences being accepted.
- **Personal - Cultural Analysis & Identity Development (II.F.2.b.d):** For this assignment you are to consider your own identity development as you analyze your cultural heritage. More importantly, attaining a level of cultural identity and analysis will assist you in understanding diverse groups of people. You are to complete your cultural and identity development analysis within the context of the following questions:
  1. To what extent do you regularly interact with members of other diverse groups different from your own? Furthermore, consider if these interactions occur professionally, socially, and/or religiously.
  2. How and when did you first come to understand that racism/discrimination/sexism/other “isms” existed and what did you learn from that experience? Also, place yourself along the continuum of the racial/cultural identity development model that currently best applies to you.
  3. What were your parents’ and family’s advice/suggestions/beliefs about people from different religions, races, ethnicities, physical abilities, sexual orientation, etc.? How do

you think this impacted your racial/cultural identity development at the time of these comments, and how do these comments/memories currently affect your racial/cultural identity development?

4. What, in your own words and with the benefit of theory and practice grounded in the literature, is the relationship between your current racial/cultural identity development and your ability to be an effective counselor?

Your analysis must be presented using APA format (e.g., double-spaced, 1" margins, abstract, cover page, page number in upper right hand corner, references). Your paper should be between 12-15 pages, **total**. This paper will account for 40% of your grade.

- **Culturally Competent SOAP Note, Literature Review, and Case Presentation**

(II.F.2.a.b.d.c.e.f.g.h): This assignment consists of three interrelated parts. For the first part, you will create a modified, culturally sensitive SOAP note of one of the life stories in your Thomas & Schwarzbaum (2017) text. Your instructor will assign you to a life story. You will use Cameron and Turtle-Song's (2002) article as a guide for writing your SOAP note. For each of the four sections of the SOAP note (i.e., subjective, objective, assessment, plan), you will write both a traditional note (as described in Cameron and turtle-song, 2002) as well as a culturally focused note. A template for this portion of the assignment is attached to the syllabus. The culturally focused segments of your SOAP should be grounded in the extant multicultural literature. For example, if, in the plan segment of the SOAP note, you recommend a systemic treatment approach to working with my assigned client, I should be able to back up that contention with literature.

To that end, for the second part of this assignment, you will be expected to write a 4-6 page literature review supporting the culturally focused segments of your SOAP note. This paper should follow APA formatting, and should include no fewer than five sources. The literature reviewed in this paper could include both broad theories associated with culturally competent treatment as well as literature on cultural factors of and treatment for particular cultural groups (e.g., working with women, African Americans, sexual minorities).

For the third part of this assignment, you will give a 15-20 minute presentation to the class, in the format of a case presentation. In your presentation, please share your SOAP note, and give a rationale, based on theory and current literature, for the decisions that you made in your SOAP note. Keeping in mind the importance of non-biased and culturally sensitive language (e.g., avoiding overgeneralizations and stereotypes of groups) in your presentations. Time will be given after each presentation for questions and comments.

A rubric for scoring each segment of this assignment is included at the end of the syllabus. The overall score for this activity is 40 points, or 40% of your grade.

- **Cultural Immersion Activities and Journal** (II.F.2.a.b.d.c.e.f.g.h): You are to keep a written journal of your experiences in this course. You are to write 10 entries in your journal. Journal entries are listed below. Please respond to all prompts. Your journals will

be collected twice during the semester. The first collection will be at the end of the 9<sup>th</sup> class meeting; the last collection will be during finals week (see Schedule of Classes and Assignments). You must respond to the first five prompts by the time you hand in the log at the halfway point of the semester; the remaining prompts are turned in at the end of the term. Your responses are to be typed. Overall, the completed Cultural Immersion Activities and Journal assignment is worth 20% of your grade. Failure to complete any of the cultural immersion activities will result in a 5-point deduction per activity, even if you successfully complete every other entry. Please keep this in mind.

For four of your 10 journal prompts/entries, you will be asked to discuss your experiences and insights related to a “cultural immersion” activity. A cultural immersion activity is an opportunity for you to explore cultures different from your own, and cultures which you may want to learn more about. There are two levels of cultural immersion: Observation (awareness) and Information (knowledge). These levels are directly tied to cultural competencies of cultural awareness and knowledge. Though you are expected to immerse yourself in a culture, write about it in your journal, and discuss it in class on the appropriate date (see Schedule of Classes and Assignments), please note no other criteria will need to be met to fulfill this course requirement. Be advised that although you may wish to engage in these immersion activities with a classmate, the journal entries are to be your own and not written with others in mind. Please make sure to let me know of your immersion activities prior to starting them.

Additional information on the immersion activities appears below:  
Info and examples of cultural immersion experiences (they do not have to be in the same area):

Observation (awareness): You will be expected to do two of these. These may include going to a church/temple/mosque that you are not familiar with, or having dinner in a part of town where you normally would not eat (not necessarily eating a dish you’ve never had). At this level you don’t have to interact with anyone; you’re just learning something new and moving out of your comfort zone.

Information (knowledge): This is more engaging than the first experience. It includes interviewing a person, like a minister, small business owner, etc., for the purposes of gathering new information which may help you understand the differences between things you’re familiar with and things you’d like to learn more about.

The log prompts for your classroom log are as follows:

1. Discussing and reading about Cultural / Racial Identity Development can be a tough, stressful endeavor. Describe your feelings in regards to this topic and the information.
2. What are your impressions of Microaggressions? How important is this concept to counselors working in the type of settings in which you see yourself working and what is it about that particular setting?

3. Think about a time in which you felt discriminated against. How do you think this experience would help you work with and advocate for a client from a different background than yours?
4. Discuss help-seeking behaviors of diverse populations. In other words, what challenges and barriers exist for diverse populations in accessing and continuing counseling services? What might counselors do to identify and eliminate barriers, prejudice, and processes of intentional and unintentional oppression and discrimination that influence counseling services?
5. Why are poverty and SES important factors to consider when it comes to multiculturalism?
6. Describe your reactions to the first observation (awareness) cultural immersion experience.
7. Describe your reactions to the second observation (awareness) cultural immersion experience.
8. Describe your reactions to the first information (knowledge) cultural immersion experience.
9. Describe your reactions to the second information (knowledge) cultural immersion experience.
10. As you begin to wrap up your experiences in this course (e.g., discussions, assignments), what are one or two things you plan do to learn more about to improve your multicultural counseling competence.

### Schedule of Classes and Assignments

Date	Topics	Required Reading	Assignments Due
<b>01/10/2017</b> CACRE P: F.2.a	Class Introduction and Overview Video: <i>Danger of a Single Story</i> Article Review (Nacirema)		
<b>01/17/2017</b> CACRE P: F.2.c	Multicultural Counseling Competence	Arredondo & Toporek (2004) Patterson (2004)	
<b>01/24/2017</b> F.2.b, e	Racial Identity Development and the concept of “privilege”	Textbook, Chs. 1-2 Helms (1984)	

<b>01/31/2 017</b> CACRE P: F.2.b, d, h	The presence of racism and how to facilitate its elimination	American Psychologist Comments (2008) Sue et al. (2007)	
<b>02/07/2 017</b> CACRE P: F.2.b, d, e, h	Theories of Prejudice and Implicit Bias Documentary: <i>Flight from Death</i>	Bartlett (2017) Wagstaff (2005) Ivers et al. (2016)	
<b>02/14/2 017</b> CACRE P: F.2.b, e, h	The Historical Nature of Racism and Privilege	Coates (2014)	
<b>02/21/2 017</b> CACRE P: F.2.a, d	Worldview Development	McCarthy (2005) Williams (2003)	
<b>02/28/2 017</b> CACRE P: F.2.d, g	The Influence of Religion/Spirituality on Identity Development & Counseling	Young and Cashwell (2010) Textbook, Chs. 4, 10, and 13	<b>Cultural Analysis &amp; Identity Development</b>
<b>03/07/2 017</b>	Spring Break, No Class		<b>Spring Break, No class</b>
<b>03/14/2 017</b> CACRE P: F.2.a, b, e	Poverty, Social Class, and Diversity Writing SOAP Notes	Smith (2008) Cameron & turtle-song (2002) Textbook, Chs. 14 - 15	<b>Journal Entries 1-5</b>
<b>03/21/2 017</b> CACRE P: F.2.d	Acculturation, immigrant, and refugee, and language concerns in Multicultural Counseling	Boroditsky (2010) Villalba (2009) Textbook, Chs. 6-8	
<b>03/28/2 017</b> CACRE P: F.2.a, h	LGBTQQ+ Concerns in Counseling	ALGBTIC LGBQQIA Competencies Taskforce (2013) Transgender Competencies (2010) Textbook, Chs. 16-17	
<b>04/04/2 015</b> CACRE	Case Presentations 1-5 Processing of Cultural Immersion Activities, Observation	Review Textbook Chs. 2-6	<b>Case Presentations 1-5</b>

P: F.2.a - h			
<b>04/11/2 015 CACRE P: F.2.a - h</b>	Case Presentations 6-10 Processing of Cultural Immersion Activities, Interviews	Review Textbook Chs. 6-10	<b>Case Presentations 6-10</b>
<b>04/18/2 015 CACRE P: F.2.a - h</b>	Case Presentations 11-15	Review Textbook Chs. 12, 14-17	<b>Case Presentations 11-14</b>  <b>SOAP Notes and Literature Reviews Due</b>
<b>04/25/2 015 CACRE P: F.2.a, b</b>	Disability and Counseling <i>Hear and Now</i>	Textbook, Ch. 18	
<b>05/02/2 015 CACRE P: F.2. a-e</b>			<b>Journal Entries Due</b>

\*Note: This class schedule of readings and assignments is tentative and may be altered or changed during the semester at the discretion of the instructor.

**Disability Accommodation Policy and Procedure:** Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive. If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center within the first two weeks of the semester at 117 Reynolda Hall, WFU, Winston-Salem, NC, 27109. Phone: 336-758-5929. Email: [lacenter@wfu.edu](mailto:lacenter@wfu.edu).

#### **Emergency Contingency Plan:**

In the event that the university closes due to a pandemic or other disaster, please continue with the assigned readings and adhere to due dates of assignments. If the internet is available, please send assignments to [iversnm@wfu.edu](mailto:iversnm@wfu.edu).

If there is no internet available, you can mail assignments to:  
556 Covington Ridge Road, Winston-Salem, NC 27107

If the internet is available, Professor Ivers will be available for normal office hours by WebEx or by phone.

#### **Academic Policies and Honor Code**

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. Read the [Graduate Student Academic Honor Code](#), which can also be accessed on the [Graduate School website](#).

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

*The list that follows includes examples, although not all-inclusive, of academic dishonesty:*

- Purchase of term papers turned in as one's own or writing the term paper(s) for another student.
- Submission of same term paper to another class without permission.
- Providing another student answers during an exam.
- Use of notes or book during exam when prohibited.
- Collaboration on homework or take-home exams when instruction called for independent work.
- Providing test question(s) to student(s) in another section of the class.
- Falsifying records or the fabrication of information and/or citation in an academic exercise.
- Violation of computer policies.
- Plagiarism: appropriating or passing off as one's work the writings, ideas, etc. of another, i.e.: copying without giving credit due, forgery, literary theft, and expropriation of some other's work. Plagiarism also includes electronic information of all types.
- Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, please see your student handbook.

### **Other Academic Policies**

For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrolment, reinstatement, and student and faculty expectations, see the [Wake Forest Student Handbook](#).



