*“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color” (age, ability, sexual orientation, creed, upbringing, faith orientation, and/or knowledge).*

*Dr. Maya Angelou*

# CNS 747: Cultures and Counseling Wake Forest University Department of Counseling

**Spring 2024**

**Professor**: Michelle R. Ghoston, Ph.D., LCMHC-QS, LPC (VA), ACS Class structure:

Email: [ghostonm@wfu.edu](mailto:ghostonm@wfu.edu)

*(this is the best way to communicate, I am less responsive to emails after 5 pm on Fridays and holidays)!*

Office Hours: by appointment and/or via ZOOM Physical Office: Cars 234 (you are welcome to stop in)

### Class Location: *Cars Room 014 (in-person)*

### Time: *Thursdays, 9am-11:30am*

#### “We must not only learn to tolerate our differences. We must welcome them as the richness and diversity which can lead to true intelligence.” Albert Einstein

***“Whenever people listen to one another humbly and openly, their shared values and aspirations become all the more apparent. Diversity is no longer seen as a threat, but as a source of enrichment.”***

***Pope Francis***

### 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. The course is also meant to challenge **your currently held beliefs and thoughts** about those different than yourself. This might feel uncomfortable at time, push yourself to lean into it those feelings. The purpose of the course is to highlight areas of diversity and to acknowledge that your growth as a novice counselor is necessary to ensure ethical compliance in the field.

***Student Learning Outcomes / Key Performance Indicators***

*There is one signature assignment for this course, the Culturally Competent SOAP Note & Literature Review, that is to be submitted in Anthology Portfolio, an e-Portfolio, data storage, and data management program. The Culturally Competent SOAP Note & Literature Review assignment will be used for course grade calculations (using the grading rubric), program evaluation reporting, and student learning outcomes (SLO) / key performance indicator (KPI) monitoring. For program evaluation reporting and SLO/KPI monitoring, we use a CACREP rubric (noted in Anthology Portfolio) that measures student learning on a scale from 1 (harmful) to 5(exceeds expectations). The student learning outcome on which you will be evaluated for the Culturally Competent SOAP Note & Literature Review is II. a.: Students demonstrate knowledge and skills associated with working with culturally diverse populations. Further demonstrating knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations.*

*\*\*\*Based on the 2024 CACREP standards (2.E.1.a., 2.C.1.a.), our counseling program is required to report aggregated SLO/KPI ratings, as well as monitor individual student SLO/KPI progress. The expectation is that students, on average and individually, will receive average CACREP rubric ratings of 4 (meets expectations) on each SLO/KPI measure. Student ratings on SLO/KPI measures that fall below a 3 (near expectations) may result in remediation.*

**Each objective is attached to at least one of the standards, as indicated below:** Course Objectives: Knowledge, Skills, and Practices:

1. ***Students will increase their understanding of U.S****.* multicultural and societal trends, including concerns, characteristics, and social norms between and within diverse groups, in an effort to facilitate the elimination of oppression and biases while modeling effective dialogs between and about different social groups (CACREP III.B.4).
2. ***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 (CACREP III.B.2,3).
3. ***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. (CACREP III.B.1.).
4. ***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 (CACREP III.B.1,5,10).
5. **Students will increase their awareness (of self and others)** regarding ethical and legal considerations when working with diverse populations (CACREP III.A.11).
6. ***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 (CACREP III.B.1,7,9).

# Methods of Instruction:

This course uses a foundation of discussion, lectures, experiential exercises (during lives sessions, on your own & *in the community),* articles, and video clips to engage students in critical reflection and discussion. Student presentations will make up a significant portion of the latter class meetings so that learning can be shared with each of us.

## Required Textbook:

**Thomas, A. J., & Schwarzbaum, S. (2017). *Culture and identity: Life***

***stories for counselors and therapists (3rd ed.). Thousand Oaks, CA: Sage Publications.***

***Required Articles:*** *The articles noted here will be assigned throughout the semester. The purpose of these selections is to provide some* ***historical information and foundation****, so they will not be the most current in the field. These are for your learning of diversity within the counseling profession from a conceptual and historical view. You are encouraged to build a foundation with these articles and then allow them to carry you into personal and professional areas of interest, as it relates to culture, diversity, and inclusion.*

#### If the article is not located in course reserves or CANVAS, you have the necessary information below to secure on your own (utilize Google Scholar and ZSR search engines). Additional resources may also be shared throughout the semester to add to your learning. You are invited to forward articles related to the topic areas to the professor for future references.

***\*\*\*\*Some articles will be reviewed independently and discussed during live class sessions and others will be reviewed via Hypothesis (within Canvas). Your participation is required in all formats.***

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.

Arredondo-Dowd, P. & Gonsalves (1980). Preparing culturally effective counselors. *The Personnel and Guidance Journal,* 58(10), 657-661. https://doi.org/10.1002/j.2164- 4918.1980.tb00351.x

Bartlett, T. (2017, January). Can we really measure implicit bias? Maybe not. *The Chronicle of Higher Education.*

Bemak, F. & Chung, R. C. (2017). Refugee trauma: Culturally responsive counseling interventions. Journal of Counseling & Development, 95(3), 299-308. https://doi.org/10.1002/jcad.12144

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/>

Day-Vines, N. L., Wood, S. M., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., & Douglass, M. J. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling & Development*, 85, 401–409.

Day-Vines, N. L., Cluxton, K.F., Agorsor, C., Gubara, S., & Otabil, N.A.A. (2020). The Multidimensional model of broaching behavior. *Journal of Counseling & Development*, 98(1), 107-118. https://doi.org/10.1002/jcad.12304

Goodman, L.A., Pugach, M., Skolnik, A., & Smith, L. (2013). Poverty and mental health practice: Within and beyond the 50-minute hour. *Journal of Clinical Psychology,* 69(2), 182-190.

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.

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

McIntosh, P. (1989, July/August). White privilege: Unpacking the invisible knapsack.

*Peace and Freedom*, pp. 10-12.

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

Ratts, M. J., Singh, A. A., Nassar-MacMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the profession. *Journal of Multicultural Counseling and Development, 44*(1), 28-48. doi: 10.1002/jmcd.12035

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

Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C.Z., and Mendez, N. (2019) Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist*, 74(1). 128-142.

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.

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.

### In class Etiquette!

1. Health and safety guidelines are noted by the university at this link. (<https://campushealth.wfu.edu/>)
   1. *You are not required to wear a mask.* This guideline is subject to change if the professor becomes aware of any exposures or themselves believe they have been exposed. Please, keep the health and safety of your peers in mind as you decide to mask or not to mask. *\*\*\*Keep a mask available!*
   2. Practice safe and healthy hygiene at all times in class (properly covering your mouth when coughing and sneezing and using hand sanitizer when needed).
   3. Failure to comply with this expectation could hinder your ability to remain in the class and therefore your overall grade in the class.
2. Avoid excessive usage of cell phones and laptops in class! Please step out to deal with any situations that require your immediate attention. *Students should not be working on other things during this class meeting. Your laptops should only be out when there is a need to take notes, engage in an activity, or research something specific.*
3. This course (CNS 747) is designed as a didactic discussion course, where your active participation, engagement and discussion is of the utmost importance. **With the need for didactic discussions, there will be times that things are said that elicit various emotions and thoughts for each of us, you are asked to be open-minded and flexible in your thinking throughout this class.**
   1. If there is ever something said or done that you would like to process beyond the class, please reach out to the professor directly (don’t expect the professor to know if or when this happens for you individually).
   2. If appropriate it is also okay to highlight your concerns in class, especially if it will stretch us to learn and grow. Just be sure to be respectful of all ideas, thoughts, and perspectives.
   3. Treat each other with the same grace and understanding that you wish to be afforded.

#### If remote learning becomes necessary: ZOOM Etiquette!

**Be aware** of your surroundings and those that will have access to class discussions during live sessions (you and your peers should feel comfortable sharing without worrying that others not enrolled in the class might overhear).

2)**Avoid** working on other things during our live sessions. 3) **Your camera** should be on unless you have reached out to the professor regarding a reason to join with your camera off. 4) **Join** live session with your audio muted.

5)**Avoid** engaging in private chatting during live sessions, if there is something private it should be to the professor. 6) **Zoom bombing**…if it should happen, please just log off! If something or someone looks out of place then say something immediately, but don’t engage with whomever has inappropriately entered the class.

# Disaster Planning Information and Procedures:

If the university closes due to a pandemic or other disaster, please continue with the assigned readings and adhere to due dates of assignments, unless otherwise noted. If the internet is available, please send assignments to [ghostonm@wfu.edu](mailto:ghostonm@wfu.edu) If there is no internet available, you can deliver hard copies to my mailbox in Carswell 227. Remember that in an emergency that the instructor will do her best to be in contact with you, however this is may not always be possible.

# Student Accommodations:

Students can go to the student https://class.wfu.edu/disability-services to request accommodations or a meeting with a Center for Learning, Access, and Student Success (CLASS) staff member using their WFU login. Students can use the same portal to request appointments for Academic Coaching if they need help with time management, study strategies, etc. **\*\*\*This is your right to receive academic accommodations if needed.**

***Student Performance Evaluation Criteria and Procedures:***

### Class Attendance & Participation: (100pts)

Attendance and consistent participation (with synchronous and asynchronous materials) are integral to the success of this course. Though you will not be judged on the content of your respectful comments, observations, reactions, perceptions, or experiences, you will be expected to **regularly** share your ideas, thoughts and beliefs during weekly discussions, hypothesis, and live sessions.

You are permitted **ONE** unexcused absence during the semester and **ONE** missed weekly Canvas discussion, without penalty. Additional unexcused absences and lack of participation will result in a maximum **penalty of 5% (less of a penalty maybe considered by the professor)** off your overall final grade in the course. \*\*\*Unless you are extremely ill or there is an extreme family emergency, **please do not plan on your absences being accepted** *(this includes Practicum related situations, your supervisors know that class attendance is required).* Inform the professor via email if you should need to be away or unable to participate in synchronous and asynchronous materials.

### Social Injustice (Justice) Awareness (50pts) (CACREP: III.B.5,8,9)

Starting the second week of class (January 25th, 2024) and every week thereafter, a student will begin class with a situation that identifies an incident of social injustice that you, the student observed in your day-to-day life. **This should be a current observation as of today and forward (nothing that happened in the past is acceptable, no exceptions here).** The idea is, as you become more and more aware of issues of diversity, privilege, and social injustice (justice), that you will see things a bit differently in the world around you. This situation could be something you witnessed, did yourself or was done to you, **but cannot be something** you saw on tv, social media or was told to you**…YOUR DIRECT INVOLVEMENT/OBSERVATION IS REQUIRED WITHOUT EXCEPTION.**

*\*\*\*Something occurring over a Zoom call is okay (again if you are directly involved). Keep in mind that we don’t have a great deal of wiggle room here and reports will not be crammed in our final 2 class meetings.*

*\*\*\*Adjustments may be made if it involves a class speaker or an emergency!*

#### The student will:

1. Inform the class of the situation (if background information is needed, briefly explain).
2. Identify how you were impacted by the situation **(areas of personal glows, grows and awareness).**
3. Indicate how you **might advocate for a client or yourself** if the situation happens again or with a future client (or if you advocated on this occurrence).
4. Provide the professor (via email) one (1) recent (no more than 10 years old) article or a podcast APA reference, to be complied and shared with the entire class. This article or podcast should be related to the social injustice/justice highlighted in your situation shared with the class. *For example: with the clip shown in class, one could secure an article or podcast that discusses racism, colorism, white privilege, trustworthiness as it relates to race/phenotype, microaggressions, etc.*

\*\*\*Be prepared for further class discussion! It is the goal to take 8-10 minutes of class time for this each week. Sometimes this will be a little more or a little less, it will depend on the dynamics of the class or even the topic areas for the day. If we have a class visitor or speaker, then we will do this when the visit concludes.

It is your responsibility to be sure you have completed this requirement (there will not be a schedule established for this discussion). **\*Email the professor if you would like to share by Wednesday at 12noon (the sooner the better and first come first allowed to share for that week) remember that only 1 person shares per week. \*\*\*Please don’t wait until the final 2 class meetings, we will have presentations during that time.**

### There is no waitlist! You will need to reach out to the professor, each week to secure a slot.

\*\*\*Here is an example of a social injustice awareness:

**https://**[**www.facebook.com/Upworthy/videos/1141203362587187/**](http://www.facebook.com/Upworthy/videos/1141203362587187/) **(Dr. Joy DeGruy)**

### Personal-Cultural Analysis & Identity Development Parts A & B: (CACREP: III.B.2,3,4,5)

Your analysis must be presented using APA format (e.g., double-spaced, 1” margins, page number in upper right- hand corner, references as needed). Your paper should be between 12-15 pages, in total. This paper (part A&B) will account for of your grade. **You will submit this assignment via Canvas** 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. **\*\*\*Written in narrative format (not bullets), use the following questions as a guide (the information also serves as a rubric for this assignment):**

***Part A:*** Your ethnic and cultural background. (125pts) **Due: February 8, 2024,** submit by 11:59 pm via Canvas (this section of your paper should be 6-7pgs in length).

* Trace your heritage back three generations (e.g., great-grandparents). With what racial, cultural and/or ethnic group do you identify?
* Describe other self-identifications (e.g., linguistic, dialect, religious, gender, sexual orientation, social class, geographic residence, etc.).
* Describe the cultural practices and customs that your family traditionally observe.
* Discuss when you first came to understand that racism existed?
* Discuss what messages (explicit and implicit; positive and negative) you received about your racial, cultural, or ethnic backgrounds and what childhood experiences reinforced them.
* What was your parents’ main advice to you about people from other ethnic groups (be sure to discuss both positive and negative advice, spoken or unspoken)?
* How would your parents have responded if, while an undergraduate, you had invited a member of a different ethnic group home with you for Thanksgiving or another special family event/holiday?
* How would your parents have responded if, while an undergraduate, you announced that you were in a significant romantic relationship with a member of a different ethnic group?

***Part B:*** Beyond your ethnic and cultural background. (125pts) **Due: March 7, 2024,** submit by 11:59pm via Canvas (this section of your paper should be 6-7pgs in length).

* Describe the childhood and adolescent messages, experiences, and relationships that shaped your view of people who are culturally different than you. What is your current view of people who are culturally different than you (be sure to discuss both positive and negative views)? *\*\*\*This could be (but doesn’t have to be) connected to the messages you learned from your parents and/or when you first came to know that racism existed.* Also, place yourself along the continuum of the racial/cultural identity development model that currently best applies to you.

**\*\*\*You should use a model reviewed in class, if you have awareness of another model then be sure to include referenced information about the model.**

* Describe to what extent you regularly interact with members of other ethnic groups? Professionally? Socially? Do you worship with members of other ethnic groups? Do you live in an ethnically diverse community?
* How might you respond, or have responded, if your college-age son or daughter announced plans to marry a member of a different ethnic group? A member of the same sex? (If you don’t have kids or don’t have a desire for kids then relate this question to your nieces or nephews or someone important in your life).
* What gender assumptions/biases are common in your cultural group? Religious group?
* How is sexual orientation regarded? by you, by members of your family and within your culture?
* How do you plan to manage value conflicts with your client(s) as it relates to differences?
* With what groups do you think you will have the most difficulty working? The least difficulty? Why?
* What are the implications of these responses (Parts A & B) for your work with clients from both similar and dissimilar cultural backgrounds?

**Culturally Competent SOAP Note and Literature Review (CACREP III.B.1,8,9,10,11)**

**This is the *Student Learning Outcomes / Key Performance Indicators assignment mentioned above.***

***Both parts of this assignment will be submitted via Anthology Portfolio!*** A rubric for scoring each segment of this assignment is included at the end of the syllabus (the rubric in Anthology is overall assessment for program purposes and may not match the grading rubric for the course). The overall score for this assignment is 200 points of your grade. **Due: April 11, 2024.**

1. For the treatment plan portion of this assignment, you will create a modified, culturally sensitive SOAP note of one of the life stories in your **Thomas & Schwarzbaum** (2017) text (the professor will assign you a 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 a culturally focused note. A template for this portion of the assignment is attached. The culturally focused segments of your SOAP note should be grounded in recent multicultural literature (within the last 10years). For example, if, in the plan segment of the SOAP note, you recommend a systemic treatment approach to working with your assigned client, you should be able to back up that contention with literature beyond what is assigned for the class. **Keeping in mind the importance of non-biased and culturally sensitive language (e.g., avoiding overgeneralizations and stereotypes of groups) in your notes.**

2. To that end, you will be expected to **write a 4-5page literature review** supporting the culturally focused segments of your SOAP note. **This paper should follow APA formatting (in-text and references page) and should include no fewer than five recent peer reviewed journal articles (within the last 10years).** 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 a particular cultural group (e.g., working with women, African Americans, sexual minorities).

**Cultural Immersion Activities, Journal and Presentation (CACREP:III.B.1-11)**- Overall, the completed Cultural Immersion Activities and Journal assignment is worth 400 points.

#### The final journal part of this assignment will be submitted to Anthology Portfolio, but only at the end of the semester. The mid-point submission should be sent directly to the professor via email!

1. You are to keep a written journal of your experiences in this course. You are to write 10 entries in your journal. Journal entry prompts are listed below (1-10). \*\*\*Please respond to all prompts. Your journals will be submitted twice during the semester. **The first submission will be on 2/22/2024 (for review only, no grade will be assessed); the last collection will be during finals week (see Schedule of Classes and Assignments).** You must respond to the first five prompts by the first submission of the semester; the remaining prompts are turned in at the end of the term. Keeping in mind the importance of non-biased and culturally sensitive language (e.g., avoiding overgeneralizations and stereotypes of groups) in your journal. Points will be deducted if biased, judgmental language is utilized (no exception here).

Failure to complete any of the cultural immersion activities will result in a 50-point deduction per activity, even if you successfully complete every other entry and part of this assignment. Please keep this in mind.

### Your prompts for your journal are as follows *(entries 1-5, should be ½ to ¾ page in length and entries 6-10 should be ¾ to 1 page in length)*:

* 1. Discussing and reading about Cultural/Racial Identity Development can be a tough, stressful endeavor. Describe your feelings and reactions regarding this topic and information discussed in class and while reviewing the materials.
  2. Reflect on a time in which you felt discriminated against! How do you think this experience will help you work with and advocate for a client from a different background than yours that might not share your lived experiences?
  3. What are your impressions of Microinterventions to Microaggressions? What is it about microaggressions that make them important to be aware of, acknowledge, and to consider intervening when it is safe to do so?
  4. Discuss the help-seeking behaviors of diverse populations. 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 in detail your reactions to the first observation (awareness) cultural immersion experience.
  7. Describe in detail your reactions to the second observation (awareness) cultural immersion experience.
  8. Describe in detail your reactions to the first information (knowledge) cultural immersion experience.
  9. Describe in detail 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 at least two things you plan do to learn more about to improve your level of multicultural counseling competence.

1. For **four of your 10 journal prompts/entries (6-9)**, 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 that you will focus on: **Observation (awareness) and Information (knowledge).** These levels are directly tied to cultural competencies of cultural awareness and knowledge. You are expected to immerse yourself in a culture, write about it in your journal, and present on it in class on the appropriate date (see Schedule of Classes and Assignments). Be advised that although you may wish to engage in these immersion activities with a classmate this is **not the buddy system**, this should be an individual experience that promotes both your personal and professional growth, journal entries should highlight these areas of growth.

***\*\*\*\*Email the professor about your immersion activities prior to starting each of them, 3-4 days in advance of when you wish to complete the activity (last-minute emails may not receive a timely response, therefore delaying your ability to attend). Your immersion activity should be approved prior to attending, if this is not done you are taking the risk that you will be asked to complete another activity (this is determined at the discretion of the professor).*** Also, don’t assume that if the activity was approved for a classmate that it will be approved for you, even if it is at a different date and time. This should be a purposeful and intentional experience that creates some **dissonance** for you as a novice counselor. ***\*\*\*Under no circumstance will you be credited with either the observation or knowledge assignments if it was not PRE-APPROVED by the professor. Please, get this done sooner rather than later.***

### Additional information on the immersion activities appears below:

Info and examples of cultural immersion experiences **(they do not have to be in the same areas, or they can, it up to you)**:

**Observation (awareness):** You will be expected to do **two of these**. These may include going to (observing virtually) a church/temple/mosque that you are not familiar with or having dinner (dining in) 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. You would then journal about your observations. Your journal entry should also include your comfort or discomfort with completing the assignment…what was your process? *This should be done while adhering to all protocols related to public safety regulations.*

**Video option:** You may select one video (not previously viewed) from this link: https://[www.zurinstitute.com/movie-therapy/#hearing](http://www.zurinstitute.com/movie-therapy/#hearing) There are several appropriate categories for this class, select one and see what is available. **This option takes the place of 1 observation and must also be pre-approved to avoid overlap!**

**Information (knowledge):** This is more engaging than the first two experiences. It includes **interviewing two people** (separately via face time, zoom, etc.), like a minister, small business owner, someone from a specific population other than your own, etc., (avoid interviewing family members, especially immediate family) 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. You will determine what you would like to know from the person you interview. The questions do no need to be shared with the professor. You would then journal about your newly found knowledge. Your journal entry should also include your comfort or discomfort with completing the assignment…what was your process? \*\*\*If you decide to engage in a face-to-face interview (not required) … *This should be done while adhering to all protocols related to public safety and the Pandemic.*

1. For the third and final part of this assignment, *you will give an 8-10minute brief presentation to the class*, in the format of a selecting which of your immersion activities you would like to share with the class. In your presentation, please share:
2. **why you selected the activity,**
3. **what was your process,**
4. **what did you learn,**
5. **how did your learning impact you personally and professionally and**
6. **what will you do differently because of your experience.**

Keeping in mind the importance of non-biased and culturally sensitive language (e.g., avoiding overgeneralizations and stereotypes of groups) in your presentations. Expect questions and comments from the class so that we all can learn and grow through your experience and process. This presentation should not be rushed to present material but shared so that others can learn from your process and experience!

|  |  |  |
| --- | --- | --- |
| **Grading:** |  | |
| Social Injustice (Justice) Awareness, Discussion, and Resource sharing  Class Attendance and Participation |  | 50 points  100 points |
| Personal Cultural Analysis and Identity Development (Part A) |  | 125 points |
| Personal Cultural Analysis and Identity Development (Part B) |  | 125 points |
| Culturally Competent SOAP Note and Literature Review Journals/Service-Learning Summative Narrative and Presentation |  | 200 points  400 points |
|  |  | ***1000 total points*** |
| **Grade Scale:** |  |  |
| A (> 93%) B+ (87-89%) B- (80-82%) C (73-76%) | D (60-69%) |  |
| A- (90-92%) B (83-86%) C+ (77-79%) C- (70-72%) |  |  |

**Class Schedule**

***(\*Subject to change without notice to accommodate new information and/or speakers)***

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| **Date** | **Topics** | **Readings *due prior to class.***  ***\*\*\*Each class will begin with student awareness reports (adjustments will***  ***be made for speakers and as needed)!*** | **Assignments Due** |
| **01/18/2024**  Week 1 | Course Introduction Overview of the Syllabus  Activity |  |  |
| **01/25/2024**  **(CACREP:III.B.1,9,10)**  Week 2 | What is culture? Worldview  Multicultural and Social Justice Counseling  Competence | Arredondo-Dowd & Gonsalves (1980) Patterson (2004)  \*Ratts et al. (2016) Arredondo & Toporek (2004) | *\*Discuss the Ratts article in Canvas via Hypothesis, prior to class!* |
| **02/01/2024** | Social Justice | Textbook, Chs. 1-2 |  |
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| **(CACREP:III.B.5,9,10)** | Microaggressions/ Microinterventions | Sue et al. (2007)  American Psychologist Comments (2008) |
|  |  | Sue et al. (2019) |
| Week 3 |  |  |
| **02/08/2024**  **(CACREP:III.B.1,2,3,4)** | White Racial Identity Model | Helms (1984) | Cultural Analysis & Identity Development  part A (via Canvas) |
| Week 4 | Racial Identity Development Models |  |
| **02/15/2024**  **(CACREP:III.B.5,7,9)** | Power, Oppression, Privilege, White Privilege and White Fragility | \*McIntosh (1989)  Listen to this podcast prior to class (37:22) https://[www.npr.org/templates/transcript/transcript.php?storyId=479733094](http://www.npr.org/templates/transcript/transcript.php?storyId=479733094) | Discuss the McIntosh article in Canvas via Hypothesis, prior to class! |
|  |  | **\*\*\*\*Guest Speaker: Dr. Carol Crawford Assistant Professor- Politics and International Affairs**  [**https://www.cbcrawford.com/about**](https://www.cbcrawford.com/about) |  |
| Week 5 |  |  |  |

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| **02/22/2024**  **(CACREP:III.B.1,2,5,6)** | Theories of Prejudice and Implicit Bias | Bartlett (2017)  Wagstaff (2005)  A Case of Color Blindness (13:20)  <https://youtu.be/QxB3b7fxMEA?si=SfQAOb_v-TsqYHZT>  **Bring items to class with you:**  A small piece of rope or yarn (to make a bracelet or necklace) and (6) different colors of beads (to be placed on the rope or yarn)  **OR**  A bag of skittles or some small candies (like skittles or lifesavers gummies work well) that are small but different colors, try to ensure you have at least (6) different colors of skittles, and construction paper (medium piece of cardboard, poster board could also work)  \*\*\*M &M s will not work, limited colors), | Journal Entries 1-5 (for review only…no grade will be awarded at this time).  Points will be deducted for late submissions (email by 11:59pm) |
|  | Privilege Activity |
| Week 6 |  |
| **02/29/2024**  **(CACREP:III.B.6,7)** | Poverty & Class activity  Disability and Counseling | Goodman, et al. (2013)  Textbook, Ch. 18 | Instructor will assign Stories for SOAP Note assignment on or before this date! |
| Week 7 |  |  |  |
| **03/07/2024**  **(CACREP:III.B.1,5)** | Broaching in Counseling | \*Day-Vines et al. (2007)  \*Day-Vines et al. (2020) | *\*Discuss both Day-Vines articles in Canvas via Hypothesis, prior to class!* |
|  |  |  | Cultural Analysis & Identity Development part B (via Canvas) |
| Week 8 |  |  |  |
| **SPRING BREAK 03/14/2024** |  | REST UP! Be sure you are getting your Immersion Activities approved and completed. This can be a great time to explore in your home communities. |  |

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| **03/21/2024**  **(CACREP:III.B.5,11)** | Broaching in Counseling cont.  Influence of Religion/Spirituality on Identity Dev & Counseling | Broaching continued and practice if needed!  Cashwell and Young (2010)- Book Chapter Textbook,  Chs. 4, 10, 11 and 13 |  |
| Week 9 |  |  |
| **03/28/2024**  **(CACREP:III.B.7,8,9,10)**  Week 10 | Acculturation, immigration, and refugee concerns in Counseling  Writing SOAP Notes | \*Benmak and Chung (2017)  Villalba (2009)  Textbook, Chs. 6-8  Cameron, S. & turtle-song, i. (2002) | \*Discuss the Benmark article in Canvas via Hypothesis, prior to class! |
| **04/04/2024**  **(CACREP:III.B.5,6,7,8,9,10)** | LGBTQQ+  Concerns in Counseling | ALGBTIC LGBQQIA Competencies Taskforce (2013) Transgender Competencies (2010)  Textbook, Chs. 16-17 | Signature Assignment: SOAP Notes and Literature Reviews Due in Anthology Portfolio by 11:59pm |
|  |  |  |  |
| Week 11 |  |  |  |
| **04/11/2024**  **(CACREP:III.B.1,5,7,9,10)**  Week 12 | Counseling and Advocacy  **\*\*\*Review any**  **Missed materials if needed** | Review Textbook Stories Chs. 3 & 5 |  |
| **04/18/2024**  **(CACREP:III.B.1-11)**  Week 13 | Presentations of Cultural Immersion Activities | Review Textbook Stories Chs. 9 |  |
| **04/25/2024**  **(CACREP:III.B.1-11)** | Presentations of Cultural Immersion Activities | Review Textbook Stories Chs. 12 and 14 | ALL Journal Entries Due in Anthology Portfolio by 5pm |
| Week 14 |  |  |

**Personal - Cultural Analysis & Identity Development Rubric**

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| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| **Depth of Paper** | **Poor 0-69** | **Fair 70-80** | **Good 81-90** | **Excellent 91-100** | |
| **Content and Development** | * Very little framework to the paper; support is lacking or is inaccurate. * Unclear if writer understands the purpose or the assignment. * Writer inadequately addresses the majority of the assignment prompts. * Length is far less/more than expected. | * Framework exists to some degree; accurate support for reflections exists but not to an ideal level. * Content is moderately inconsistent with regard to purpose and prompts. * Length is somewhat less/more than expected. | * There is an appropriate framework to the paper that is consistently supported. * Content is minimally inconsistent with regard to purpose and prompts. * Length is very near expected with standard margins and font. | * Major points are clearly addressed and supported by well- thought-out reflections. * Content and purpose are clear with regard to purpose and prompts. * Length is appropriate with standard margins and font. | |
| **Integration of Thought** | * Paper presents little to no self-awareness, insight, and reflection. | * Paper presents standard information with a minimal level of self-awareness,   insight, and reflection. | * Paper shows a moderate level of self- awareness, insight, and reflection. | * Paper shows a high level of self- awareness, insight, and reflection. | |
| **Style of Paper** | **Poor 0-12** | **Fair 13-14** | **Good 15-17** | **Excellent 18-20** | |
| **Language** | * Sentences are often unclear, poor structure. | * Sentences are occasionally unclear. | * Sentences are clear, but not written at an advanced level. | * Sentences are clear and writing is at an advanced level. | |
| **Logic & Organization** | * There is very little structure to the paper. | * Structure of the paper is not easy to follow. * Paragraphs may be somewhat disjointed. | * Structure of the paper is generally easy to follow. * Paragraph transitions may need some improvement. | * Structure of paper is easy to follow. * Paragraphs are well- built and transitions are clear. | |
| **Mechanics of Paper** | **Poor 0-2** | **Fair 3** | **Good 4** | **Excellent 5** | |
| **Grammar, Punctuation, Spelling, and APA Style** | * Paper contains numerous errors in grammar, punctuation, spelling or APA than is acceptable for graduate level work. | * Paper contains several errors in grammar, punctuation, spelling or APA formatting (in-text and reference page). | * Paper contains very few errors in grammar, punctuation, spelling, and APA formatting (in-text and reference page). | * Paper contains no errors in grammar, punctuation, spelling, and APA style formatting (in-text and reference page). | |
| **Comments:** | | | | | |
| ***Total Depth Percentage:*** | | | | |  |
| ***Total Style Percentage*** | | | | |  |
| ***Total Mechanics Percentage:*** | | | | |  |
| **TOTAL POINTS:** | | | | | /250 (Parts A & B) |
|  | | | | |  |

**Journal / Cultural Immersion / Presentation Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| **Depth of Reflection** | **Poor 0 - 104** | **Fair 105-119** | **Good 120-134** | **Excellent 135-150** | |
| **Content and Development** | * Very little framework to each journal entry; content is surface level &/or inaccurate. * Unclear if writer understands the purpose or the assignment. | * Framework exists to some degree; accurate support for reflections exists but not to an ideal level. * Content is moderately inconsistent with regard to purpose. | * There is an appropriate framework to each journal entry that is consistently supported and mostly demonstrates depth of understanding * Content is minimally inconsistent with regard to purpose | * Major points are clearly stated and supported by well-thought-out reflections that demonstrate depth of understanding. * Content and purpose are clear. | |
| **Integration of Thought** | * Presents little to no self- awareness, insight, and reflection. | * Presents standard information with a minimal level of self- awareness, insight, and   reflection. | * Shows a moderate level of self- awareness, insight, and reflection. | * Shows a high level of self-awareness, insight, and reflection. | |
| **Writing** |  |  |  |  | |
| **Language** | * Sentences are often unclear. | * Sentences are occasionally unclear. | * Sentences are clear. | * Sentences are clear and writing is at an advanced level. | |
| **Grammar, Punctuation, Spelling, and APA** | * Contains far more errors in grammar, punctuation, or spelling than is acceptable. | * Contains several errors in grammar, punctuation, or spelling. | * Contains very few errors in grammar, punctuation, or spelling. | * Contains almost no errors in grammar, punctuation, spelling, and APA (when appropriate) | |
| **Cultural Immersion Experiences** | **Automatic 200 pt deduction** | **Automatic 150 pt deduction** | **Automatic 100 pt deduction** | **Automatic 50 pt deduction** | **200 points** |

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| **Completion of Experiences** | * Fails to complete any cultural immersion experiences. | * Completes only one cultural immersion experience. | * Completes two of the four cultural immersion experiences. | * Completes three of the four cultural immersion experiences. | | * Completes all four cultural immersion experiences |
| **Presentation** | **Poor 34** | **Fair 35-39** | **Good**  40-44 | **Excellent 45-50** | |  |
|  | Student does not | Student appears | Student appears to be | Student answers all class | |  |
| **Subject** | appear to have | to be | at ease with the | questions with | |
| **Knowledge** | grasp of | uncomfortable | content of the | explanations and | |
|  | information and | with information | presentation, and | elaboration, and supports | |
|  | cannot answer | and can | provides answers to | SOAP note decisions | |
|  | questions about | answer only | all questions, but | with appropriate | |
|  | subject. Student | rudimentary | may fail to elaborate. | examples, references, | |
|  | describes | questions. | Student supports | and details from the | |
|  | cultural | Student struggles | SOAP note | extant cultural literature. | |
|  | concepts | to discuss cultural | conclusions with | Student avoids biased | |
|  | inaccurately and | concepts with | appropriate cultural | and stigmatizing | |
|  | frequently uses | appropriate | references, though | language. Student | |
|  | stigmatizing or | clarity or depth | may lack some | responds very well to | |
|  | biased language. | and may use | clarity and depth. | feedback. | |
|  | Student exhibits | biased or | Student avoids biased |  | |
|  | defensiveness | stigmatizing | and stigmatizing |  | |
|  | with questions | language several | language. Student |  | |
|  | and feedback. | times. Student | receives feedback |  | |
|  |  | exhibits some | well. |  | |
|  |  | defensiveness |  |  | |
|  |  | with questions |  |  | |
|  |  | and feedback |  |  | |
| **Elocution** | Student | Student's voice is | Student's voice is | Student uses a clear | |  |
|  | mumbles and speaks too quietly for peers to hear and understand. Clearly dependent on notes or powerpoint | Low and information is clearly conveyed to peers. Frequently reading from notes and powerpoint | Clear and confident in information being shared with peers. Shares information without the need for notes. | voice and correct, precise pronunciation of terms so that peers can clearly hear and understand shared information.  Engaging! | |
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| **Comments:** | | | | | | |
| ***Total Depth Percentage:*** | | | | |  | |
| ***Total Writing Percentage:*** | | | | |  | |
| **TOTAL POINTS:** | | | | | **/ 400** | |

**Culturally Competent SOAP note and Literature Review Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| **SOAP Note** | **Poor**  **0 - 69** | **Fair**  **70-79** | **Good**  **80-93** | **Excellent**  **94-100** | |
| **Content and Development** | SOAP note lacks an appropriate framework, many errors exist in reference to the content of each section, and / or an extreme lack of detail is provided. It is not written in narrative form. | Appropriate SOAP note framework exists to some degree, though various errors exist in terms of organization. Content is accurate but lacking in specificity or depth. | The content of each section of the SOAP note is accurate, with just a few errors. SOAP note mostly demonstrates depth of understanding, though some sections may be lacking in depth and detail or may include too much extraneous detail. | SOAP note is very well organized with each section containing the appropriate content. Content is very clear, appropriate concise, and logical, demonstrating depth and breadth of knowledge. | |
| **Integration of Culture** | Presents little to no cultural awareness, knowledge, and skill. May include explicit bias(es) and harmful stereotypes | Presents standard information with a minimal level of cultural awareness and knowledge | Shows a moderate level of cultural awareness and knowledge. | Shows a high level of cultural awareness and knowledge. | |
| **Literature Review** | **Poor 0 - 69** | **Fair 70-79** | **Good 80-93** | **Excellent 94-100** | |
| **Purpose** | The purpose and focus of the writing are not clear to the reader. | The writer’s decisions about focus, organization, style, and content sometimes interfere with the purpose of the writing. | The writer has made good decisions about focus, organization, style, and content to achieve the purpose of the writing. | The writer’s decision about focus, organization, style, and content fully elucidates the purpose and keep the purpose at the center of the paper. | |
| **Development of Ideas** | Most ideas unsupported, confusion between personal and external  evidence, reasoning flawed. | Presents ideas in general terms, support for ideas is inconsistent, some distinctions need  clarification, reasoning unclear. | Supports most ideas with effective examples, references, and details. | Explores ideas vigorously, supports points fully using appropriate theories, concepts, examples, and current literature.  Current (within 10yrs) literature clearly supports the writer’s ideas | |
| **Language** | Sentences are often unclear. Excessive use of “I”. | Sentences are occasionally unclear. An overuse of “I”. | Most sentences are clear and easy to follow. Some overuse of “I”. | Sentences are clear and writing is at an advanced graduate level. | |
| **Grammar, Punctuation, and Spelling** | Contains far more errors in grammar, punctuation, or spelling than is acceptable.  Contains multiple APA and reference errors throughout the assignment. | Contains several errors in grammar, punctuation, or spelling.  APA formatting was incorrect and/or proper references were missing (in-text and on reference page). | Contains very few errors in grammar, punctuation, or spelling.  Proper APA formatting was mostly used (in-text and on reference page). | Contains almost no errors in grammar, punctuation, or spelling. Proper APA formatting was used (in-text and on reference page). | |
| **Comments:** | | | | | |
| ***Total SOAP Note Points:*** | | | | | /100 |
| ***Total Literature Review Points:*** | | | | | /100 |
| **TOTAL POINTS:** | | | | | **/ 200** |

### SOAP Note Template\*

#### Subjective Section

* Information that the client shared.
* Intensity of the issue.
* Impact of the situation on significant relationships in the client’s life
* Client’s perception of the problem should be clear (Cameron & turtle-song, 2002)
* Potential cultural and systemic factors that the client reported which may influence the presenting concerns listed in the subjective (traditional) section.

#### Objective Section

* Factual information
* Information “which can be seen, heard, smelled, counted, or measured” (Cameron & turtle-song, 2002, p. 288).
* May include the client’s appearance, affect, and behavior in session, and the client’s strengths. Without seeing or hearing the client, you may have to make up some of this (Cameron & turtle-song, 2002).
* Aspects of culture which should be accounted for in reference to client’s appearance, affect, and behavior.

#### Assessment

* Counselor’s clinical judgment regarding issue(s).
* Synthesizes the information from the subjective and objective sections.
* May include a diagnosis from the DSM-5.
* Can include clinical impressions in reference to potential diagnoses (Cameron & turtle-song, 2002)
* Discuss alternative explanations for clients’ situations based on sociocultural factors.
* May also include ways in which the presenting problem(s) may manifest differently in clients based on sociocultural factors.

#### Plan

* A treatment plan based on the counselor’s assessment of the client’s presenting concerns, including interventions used and the treatment direction (interventions to be used)
* Treatment prognosis - potential gains that can be made by following the treatment plan (Cameron & turtle-song, 2002).
* Discuss culturally sensitive, evidence-based practices that could be used to support this client. Based on your literature review, your plan should include a theoretical orientation, which may be integrative, as well as interventions and alternative modalities. For prognosis, keep in mind the literature pertaining to retention rates for individuals from culturally diverse groups. Discuss ways you plan to reduce the possibility of premature termination.

\*\*\*\*Keeping in mind the importance of non-biased and culturally sensitive language (e.g., avoiding overgeneralizations and stereotypes of groups) in your SOAP notes.

**\*Note: Although this template uses bullet points to outline elements of each category, your SOAP note should be written in narrative form, as outlined in Cameron & turtle-song (2002).**