

**Social & Cultural Issues**  
**Argosy University – Course Syllabus**  
Summer 2011

**Class:** PC6510  
**Program:** M.A. - Counseling Psychology  
**Instructor:** Heather Martarella, Psy.D.  
**Email:** hmartarella@argosy.edu (preferred)  
**Telephone:** 510-217-4739  
**Format:** Weekly in class sessions  
**Class Meets:** **Section A:** Mondays 9:30am-12:30pm  
**Section B:** Tuesdays 2pm-5pm

**Argosy Communication:**

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

**Required Text:**

*The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures* by Anne Fadiman

Publisher: Farrar Straus & Giroux (September 30, 1998)

ISBN: 0374975809 (paperback)

*Diagnostic and Statistical Manual of Mental Disorders, 4th Edition, Text Revision: DSM-IV-TR*

Publisher: American Psychiatric Association, 2000

ISBN: 0890420246 (hardcover) or 0890420254 (paperback)

**Course Objectives:**

Upon completion of this course students will:

- Ψ Ability to explore self-awareness of social and cultural foundations to include own social identities, prejudice, privilege, and oppression as well as triggers, affect regulation of anger, sadness, fear, and shame
- Ψ Ability to explore social and cultural foundations in self and others to include similarities and differences in populations, awareness of multicultural competencies, and applications to multiple populations
- Ψ Sensitivity to diversity issues to include ability to a) identify similar experiences, b) examine defensive patterns in reaction to difference, c) resonate with similar experiences while containing difference, and d) discern between individual values/standards and functional/dysfunctional behaviors

## **Program Outcomes: Master of Arts in Counseling Psychology:**

### **Program Outcome One: Professional Practice**

#### **Competency 1: Assessment and Skills**

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

#### **Competency 2: Theory**

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

#### **Competency 3: Writing**

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

### **Program Outcome Two: Research**

**Competency 1:** Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

### **Program Outcome Three: Interpersonal Effectiveness and Professional Development**

**Competency 1:** Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

### **Program Outcome Four: Ethics**

**Competency 1:** Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision making strategies while engaging in professional activities.

### **Program Outcome Five: Diversity**

#### **Competency 1: Multicultural Skills**

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

#### **Competency 2: Multicultural Awareness**

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

#### **Competency 3: Multicultural Knowledge**

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

**Reading and Lecture Schedule:**

The reading assignment schedule will be discussed in the first class session and a written copy will be provided in the second week of class. Please read all relevant material, and be prepared to discuss it, prior to attending class. Additional material will be presented via experiential exercises, lecture, and handouts. This schedule may be reorganized due guest speaker arrangements.

**Papers**

Details will be provided in the first class.

- 1) Reflection papers (~2 pages in length) as assigned
- 2) Interview Re: Worldview
- 3) Cultural Genogram

**Presentation**

Students will attend off campus cultural events and provide a brief (~10 minute) presentation of their experience. This will be explained in the first class.

**Class Participation & Attendance:**

You are expected to attend all classes. Unless special arrangements are made ahead of time with the instructor, your final grade will be negatively impacted by any absences. You will earn points for attending and participating in a meaningful way during the thirteen class meetings. School policy dictates minimal attendance required to earn credit for any class. If you miss more than 8 hours of instruction for any reason, you will need to withdraw from the class or receive a grade of F.

**Final Date to Drop the Class:**

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length (indicated by bold type). Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

**Summer Full Term (15 week courses):**

Deadline for 100% refund: 5/21/11

Deadline for withdrawal “W”: 7/16/11

<p><b>Grades will be based on the following:</b>  Participation &amp; Attendance: 50%  Genogram Presentation: 10%  Worldview Paper: 20%  Reflection Papers: 20%</p>	<p><b>Grading:</b>  93-100 = A  90-92 = A-  87-89 = B+  83-86 = B  80-82 = B-  77-79 = C+  73-76 = C  70-72 = C-  69 and below = F</p>
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### Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>nearly all</b> comments were <b>thought provoking and incorporated material from the assigned readings</b>
B = 80 – 89	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>most</b> of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in <b>&gt;70%</b> of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <b>&lt;70%</b> of class sessions; comments/questions did not demonstrate an understanding of course topics, or <b>student did not participate</b> in class discussions.

### Class Participation Evaluation Criteria

Note: Member goals include timely attendance and consistent attention to and interaction in class activities, and providing appropriate feedback to fellow students.

Criteria	Distinguished Category	Commendable Category	Average Category	Failed Category
Personal goals	Pursues goals with high energy and assertion	Pursues goals actively and with some assertion	Pursues goals with low energy and mostly with prompting from others	Fails to set goals
Member goals	Works toward shared goals in a highly cooperative manner	Works toward shared goals in a cooperative manner; at times with compliance and defiance	Works toward shared goals mostly with compliance and defiance	Not cooperative in working toward shared goals
Creating climate of trust and openness	Uses active listening and responding skills which are highly facilitative	Uses active listening and responding skills which are facilitative	Uses active listening and responding skills which are minimally facilitative	Uses active listening and responding skills which are destructive
Diversity	Displays consistent sensitivity to similarities and differences with all individuals	Displays sensitivity to similarities and differences with all individuals	Displays some degree of sensitivity to similarities and differences with others	Lacks sensitivity to similarities and differences with others

### **Criteria for Class Presentation**

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

### **Criteria for Paper**

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

### **University Policies:**

#### **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

#### **The Argosy University Statement Regarding Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

## **Academic Policies**

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin” ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

## **Library**

*All resources in Argosy University’s online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

Library Resources: Argosy University’s core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University’s onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University’s Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>