

**Argosy University**  
**COURSE SYLLABUS**

**PC6510: Social and Cultural Foundations in Counseling**  
Fall II: October 27, 2010 – December 18, 2010

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**Faculty Information**

**Faculty Name:** Erica Torres, Psy.D.

**Campus:** San Francisco Bay Area

**Contact Information:** dr.torres@me.com

**Office Hours:** By appointment.

**Class Meeting Dates:** November 13-14, 2010, and December 11-12, 2010

*All communication from your instructor and the department will be sent to your Argosy email address, and you are responsible for checking it regularly. 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.*

**Course description:**

This course studies multicultural and pluralistic trends including: characteristics and concerns of diverse groups; attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. It is designed to sensitize students to the impacts of culture on the counselor's understanding of individuals from diverse backgrounds.

**Course Objectives:**

As a result of this course, students will demonstrate the following:

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

**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.

Fall Session II (7.5 week courses): December 1, 2010

**Course Pre-requisites:** First year of coursework in MA Counseling Psychology

**Methods of Instruction** – This course will be delivered in a **blended format**, including in-class lecture and discussion, video, and role-plays combined with online instruction. In addition to the two required weekends on campus, students are required to participate online via myeclassonline.com on a weekly basis during the entire term of the course.

**Required Text(s):**

Tatum. B. (1999). *Why Are All the Black Kids Sitting Together in the Cafeteria?* (ISBN: 9780465083619)

Ponterotto, et. al. (2010) *Handbook of Multicultural Counseling, Third Edition* (ISBN: 9781412964326)

**Reading and Assignments:**

Reading the required texts is essential for successful completion of this course. Please see chart below for required reading.

**Reading Schedule:**

<b>Week</b>	<b>Date</b>	<b>Reading Requirement</b>	<b>Online Reflection Assignment Due Date:</b>
1	10/27- 11/2	Tatum Ch. 1-2 Ponterotto Ch. 1-5	Sunday, 11/3 by midnight
2	11/1-11/6	Tatum Ch. 3-7 Ponterotto, Ch.14-15	Sunday, 11/7 by midnight
3	11/8- 11/13	Tatum Ch. 8-10 Ponterotto Ch. 20-22	Sunday, 11/14 by midnight
4	11/15- 11/20	Ponterotto, Ch. 23-27,	Sunday, 11/21 by midnight
5	11/22- 11/27	Ponterotto Ch. 36-42	Sunday, 11/28 by midnight
6	11/29- 12/4	Ponterotto Ch. 30-35	Sunday, 12/5 by midnight
7	12/6- 12/11	Ponterotto Ch, 48-52	Sunday, 12/12 by midnight

**Guidelines for ALL assignments:**

~ All written assignments are due on the dates and times stated in the syllabus. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

~ All papers should be double-spaced and in 12-pt. Times New Roman font.

~ All papers must be submitted electronically in a Microsoft Word document.

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**Assignment #1 – Reading & Online Discussions (30% of grade).**

**DUE: Each Sunday online by midnight California time.**

Each week you are to read the selection required as posted in the schedule, and post at least one response on the discussion board to the lecture and discussion questions provided online by the Instructor. Your participation in the Online Discussions will be graded as part of your Class Participation.

Participation and responses in online assignments as well as class participation will be worth 30% of the total for the class and will be based on the following:

Did you arrive to class on time? Did you engage in active listening and verbal participation in the class discussions? Did you participate online in a professional and self-aware manner? Were you, at all times, professional and appropriate with your peers? Were you attentive to whomever was speaking? Did you apply readings to the in-class discussions?

**Assignment #2: Cultural “Show and Tell” (10% of grade). DUE on first day of class, 11/13/2010**

Bring an object associated with one of the cultures with which you identify. Explain what are the customs & norms associated with this object. What are the cultural values behind the customs? What kinds of emotional and cognitive processes on the individual level are associated with these customs and the use of this object? Some examples of objects include: musical instruments; traditional foods and beverages; picture of a family tractor for rural culture; ethnic clothing; hand-made toy representing student’s family ethnic heritage, etc.

**Assignment #3: Analytic and Reflection paper: (25% of grade) DUE via email by midnight on Sunday, 11/21/2010.**

The purpose of this assignment is to make you think deeply about the cultural background and settings that have shaped you into the person you are today. On one hand, this means thinking about the significant cultural settings—including explicit cultural identities like ethnicity, gender, and sexual orientation, as well as more implicit communities of meaning or common-ground understandings that arise from engagement with shared realities—that you have engaged over the course of your life. On the other hand, this means being specific about how these settings have shaped you. Specifically, your task in this assignment is to describe some of the cultural patterns - ideas and their embodiment in institutions, practices, and artifacts—that permeate your worlds and provide the foundation for your psychological experience. Rather than list cultural settings, try to identify the particular institutions, practices, and artifacts from those settings that have had the most influence on who you are. Also try to be specific (i.e., give examples) about the ways in which you think these settings have shaped you. Make sure to use relevant concepts and terminology used in class. Paper should be at least 5-7 pages in length.

**Assignment #4 – Research Paper: (35% of grade) DUE via email by Sunday, 12/12/2010 by midnight.**

Please write an 8 – 10 page research paper (not including references) on a diverse population and counseling this population. You should use at least two journal articles, and may also draw from course readings and discussions. APA format is required throughout, including section headings, citations, and references. Emphasis will be placed on demonstrated synthesis of understanding, clarity of thought and writing, organization and logical flow of ideas, insightful application of course material, readings and references to specific people, groups and situations, thoughtful applications to the counseling process, and level of effort. More information will be provided during the first weekend of class.

### Additional Criteria for Papers:

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 <b>limited</b> coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of <b>plagiarism</b> , or paper not submitted

**Class Participation and Lateness: Class attendance at all sessions is mandatory.** I certainly understand there are emergencies in life, but this is an experiential course that requires 100% attendance. Please let me know if you will be late so that I can inform the class. See the chart below for specific in class grading criteria for participation. **Late papers and/or assignments will not be accepted.**

### Class Participation Evaluation Criteria

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Personal goals	Pursues goals with appropriate 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 destructively facilitative
Displaying sensitivity	Displays consistent sensitivity to similarities and differences with individuals from varied backgrounds.	Displays sensitivity to similarities and differences with individuals from varied backgrounds.	Displays some degree of sensitivity to similarities and differences with individuals from varied backgrounds.	Lacks sensitivity to similarities and differences with individuals from varied backgrounds.

**Note:** Member goals include timely submission of email assignments and online posting as well as being to class on time, and returning from breaks on time.

## **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.

## **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.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.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.argosyu.edu/infolit/>

## **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, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> 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.

### **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.