

Argosy University COURSE SYLLABUS

Fall 2009

PC 6510 Social and Cultural Foundations

Fall I: 09/08/09 – 10/28/09

Fall II: 10/29/09 – 12/19/09

Onsite Weekends:

09/12 – 09/13; 10/10 – 10/11

11/07 – 11/08; 12/05 – 12/06

Faculty Information

Faculty Name: Marnee W. Milner, J.D., Ph.D.
Campus: Argosy University San Francisco Bay Area
Contact Information: marneemilner@gmail.com 650.283.9453
Office Hours: By Appointment

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.

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 Pre-requisites: First year coursework in MA Counseling Psychology

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. 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 I (7.5 week courses): October 11, 2009

Fall Session II (7.5 week courses): December 2, 2009

Fall Full Term (15 week courses): November 14, 2009

Required Text:

Andersen, M.L. & Hill Collins, P. (2009). *Race, Class, & Gender: An Anthology (7th Edition)*. New York: New York: Wadsworth. ISBN: 0495598828

Guthrie, R.V. (2004). *Even the Rat Was White: A historical view of psychology (2nd Edition)*. Boston: MA: Pearson Education, Inc. ISBN: 0205392644

Additional Readings:

All articles listed below can be found electronically through Argosy library or they will be posted electronically or emailed to the students by the instructor prior to the first weekend of class.

Additional text or outside readings may be assigned, provided or recommended throughout the course.

Recommended Text:

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Editors) (2005). *Ethnicity & Family Therapy (3rd Edition)*. New York, New York: The Guilford Press. ISBN: 1593850204

Technology: Pentium III CPU/ Windows 98; 128MB RAM printer; Microsoft Office: Acrobat (full version); Microsoft Internet Explorer 5.5 (PC), 5.0 (MAC), or Netscape Navigator 4.08; Norton Antivirus.

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Mission Statement

The Counseling Psychology program embraces a range of relevant theory and techniques applicable in the three major areas of counseling psychology: a) the remedial (assisting in remedying problems in living), b) the preventive (anticipating, circumventing, and forestalling difficulties that may arise in the future), and c) the educative and developmental (discovering and developing potentialities). Counseling Psychology focuses on a) a wide range of client issues, and developmental life stage challenges, b) assets, strengths, and positive mental health, c) relatively brief interventions, and d) context, sociocultural and political influences, diversity, and person-environment interactions, rather than exclusive emphasis on the individual.

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. These skills will be evidenced by students' ability to:

- 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.**
- d. Utilize effective communication and relationships skills in order to promote the growth of others and effect change.**

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 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 for 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 personal beliefs, and understand how

they impact work with clients and other interpersonal relationships (e.g., 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 developing interpersonal relationships with other students and faculty.

Course Objectives:

- 1) Understand how cultural, race, class, gender, and individual differences affect who we are and society.
- 2) Increase awareness of student’s own cultural and social biases that influence counseling practice.
- 3) Increase ability to move beyond one-dimensional concepts of identity to an understanding of the multiplicity of social and cultural influences impact the counselor/client relationship.
- 4) Students are expected to exemplify professional behaviors in their acquisition of the course content and demonstration of learning. Such behaviors include: the ability to receive and integrate feedback, the ability to maintain appropriate boundaries, the ability to modulate affect (appropriate to the activities of the course), openness to different perspectives, and demonstration of collegial and respectful relationships with faculty and peers. When group work is required, students are expected to work collaboratively, contributing effectively to the group and actively learning from others.

Class Readings: Note: Assigned readings are due the week they are listed. Online discussions questions will be posted accordingly.

Date	Topic	Readings
Week 1 Why Race, Class, and Gender Still Matter 09/08 – 09/13	Overview	Anderson text: Section I: Ch4: A
Different Mirror 10/29 – 11/08 (weekend 1)		Articles Hays, P. (2001). <i>Addressing Cultural Complexities in Practice.</i>

APA:
Washington,
DC. Chapter
1 (Seeing the
forest and the
trees: The
complexities
of culture in
practice, pp. 3-
16).

APA
Multicultural
Guidelines

Fowers, B.J.,
and Davidov,
B.J. (2006).
The virtue of
multiculturalism:
Personal
transformation,
character, and
openness to
the other.
*American
Psychologist*,
61, 581-594.

Cultural Formulations

Hansen, N.D.,
Pepitone-
Arreola-
Rockwell, F.,
and Greene,
A.F. (2000).
Multicultural
competence:
Criteria and
case examples.
*Professional
Psychology:
Research and
Practice*, 31,
652-660.

Lewis-Fernandez, R. & Diaz, N (2002). The cultural formulation: A method for assessing cultural factors affecting clinical encounter.

Inter-Group Relations
Systems of Power and Inequality

Andersen text

Section II:

Ch10: Color-Blind Privilege
Ch11: White Privilege: Unpacking the Invisible Knapsack

Black/African-American
Cost of Being African American

Anderson text

Ch16: Hidden

Other

Chapters to be Assigned

**Please read three other sections/chapters of your choice and be prepared to discuss with your classmates.

Week 2

Race and Genetics

Articles

Smedley, A. & Smedley, B. (2005). Race as biology is fiction, racism as a social problem is real: Anthropological

09/14 – 09/20

11/09 – 11/15

and historical perspectives on the social construction of race.
American Psychologist, 60, 16-26.

Guthrie text

Chapters 1-4

Week 3

09/21 – 09/27

11/16 – 11/22

Guthrie text

Chapters 5-9

Week 4

09/28 – 10/04

11/23 – 11/29

Mental Health and Structure of Social Institutions
Care Disparity
Anderson text:

Articles

PartIII:
Other Chapters To be Assigned
Surgeon General's Report
Chapters 1 and 2

Class Inequality

Other Chapters to be Assigned

Week 5

10/05 – 10/11

11/30 – 12/07

Media

Andersen text

Chapters to be assigned.

Gender/Sexuality

Ch41: Straight is to Gay as Family is to No Family

(weekend II)

Other Chapters To Be Assigned

Articles

Franklin, K &
Herek, G.M.
(2003).
Violence
Toward
Homosexuals.
(to be posted)

Pachankis,
J.E. &
Goldfried,
M.R. (2004).
Clinical issues
in working
with Lesbian,
Gay and
Bisexual
clients.
*Psychotherapy:
Theory,
Research,
Practice,
Training, 41,*
227-246.

Mahalik, J.R.,
Good, G.E. &
Engar-
Carlson, M.
(2003).
Masculinity
scripts,
presenting
concerns, and
help seeking:
Implications
for practice
and training.
*Professional
Psychology:
Research and
Practice, 34,*
123-131.

Latino/Hispanic

**Other
Chapters to
be Assigned**

Asian

**Other
Chapters to
be Assigned**

Elderly

Articles

Hyer, L.,
Kramer, D. &
Sohnle, S.
(2004). CBT
with older
people:
Alterations
and the value
of the
therapeutic
alliance.
*Psychotherapy:
Theory,
Research,
Practice,
Training, 41,*
276-291.

- Please read three other sections/chapters of your choice and be prepared to discuss with your classmates.

Week 6

10/12 – 10/18

Social Change

Andersen text

Section IV:
Pulling it
together

12/08 – 12/13

**Other
chapters to be
assigned**

Assignments

You are expected to submit the assignments on the due dates. **Late Assignments will be marked 10 points off for every 24 hours (or portion thereof) late**, except in the case of truly extenuating circumstances such as family or personal emergency with instructor notification and approval.

In-Class presentation: Individually or in groups of 2, students will pick a topic from the list below and create a comprehensive presentation to the class. The purpose of the presentation is to facilitate class discussion while reviewing the major concepts and/or literature. Presentations should incorporate the assigned readings *and any outside readings or materials*. Each individual group is responsible for determining the format of the presentation. Possibilities include debate or critical discussion with a moderator, review of current literature on the topic, and/or an experiential exercise. The goal is to provide a presentation that is informative, relevant, stimulating, provocative, and thoughtful. For example, a presentation may discuss idiosyncrasies, diagnosis and/or counseling approaches/treatment for a particular cultural group. Each group is also asked to prepare an annotated bibliography of selected readings on the topic, providing a copy for each member of the class and the instructor.

E-mail your topic to me by August 25 or October 15 (Fall I/II) to determine if there are duplicate interests. The date of your presentation will be in accord with the topics dates on the syllabus (either weekend I/II). The presentations shall be at *minimum of 30 minutes and a maximum of one (1.0) hour* in length.

Topic List:

Class Inequality
Media and Culture
State Institutions and Violence
Social Change/Activism
Elderly
American Indian and Pacific Islander
individuals/families
African Origin Individuals/families
Latino/Mexican-Americans
Asian/Asian-Americans
Asian Indian/Pakistani
Middle Eastern (i.e. Palestinian, Lebanese, Arab,
Armenian, Iranian)
Jewish Families (i.e. Israeli, Eastern European,
Orthodox)
Other topic per instructor approval

Criteria for evaluation

- Relevance and informative value of the information presented
- Extent to which presentation is stimulating, thought provoking, and engages the class
- Clarity, organization, depth, breath, and overall quality of presentation
- Quality of bibliography: depth, breath, and use of APA style
- Apparent extent of effort.

Experiential Activity and Reflection Paper: *due end of class 10/11 (Fall I) or 12/06 (Fall II)*. Please visit a location or participate in an activity in which you are a minority.

Ideas will be explored during our first weekend of class. After participating in the activity, write a 3-5 page paper, APA format, describing your experience and what you learned that will benefit you as a future mental health counselor. **Address the following self-reflection questions in your paper:**

- What surprised you?
- What was most challenging for you?
- What have you learned about yourself?
- What if anything, has affected you or how you intend to live?

Research Paper: *due by the 5:00 p.m. Oct. 26.Dec 17 (Fall I/II).* Please write an 8 – 10 page research paper (not including references) on a diverse population and counseling this population. This topic may be a subgroup of your in class presentation topic (e.g. in class presentation was on lesbians, research paper is on jewish lesbians or lesbians with children.) You may also draw from course readings and discussions. APA format is required throughout, including section headings, citations, and references. Papers longer than 10 pages (excluding references) will only be read and graded through page 10. 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.

All written work should be in acceptable graduate school form, i.e., clearly written, typed, neat, and free from errors in grammar and spelling.

Class Participation and Reading Assignments

Class attendance and online participation is mandatory. Attendance is considered an important aspect of the learning experience. In truly extenuating circumstances (illness, death in the family, etc.), you are requested to inform the instructor before your absence that you will not be present. As soon thereafter as possible, please arrange to discuss with the instructor the impact of your absence, and what, if any, steps must be taken either to withdraw or if possible, to remediate any missed work. In all cases, the decision on whether or not you may continue following an absence is at the sole discretion of the instructor, based upon her understanding of the course requirements and your ability to complete the course. The student is responsible for remaining current with the class (making arrangements to obtain class notes from another student, keeping up with the assigned reading and assignments).

You are expected to read the assigned materials prior to class and to come prepared with questions, comments, and observations. One of the most essential parts of this course is group discussion and small and large group activities. You are expected to actively contribute. Students should also prepare and present individual and/or group assignments in accordance with the guidelines discussed.

On-time attendance, attention to assigned readings, attentive involvement, active participation, constructive contribution to discussions and class exercises, completing assignments given in class fully; apparent extent of effort; professional behavior; respect for others as demonstrated by respectful listening and openness to different perspectives; active collaboration in group work; receiving and integrating feedback.

Grading Criteria

Grading Scale

A	300-279
A-	278-270
B+	269-264
B	263-249
B-	248-240
C+	239-234
C	233-219
C-	218-210
F	209 and below

Grading requirements

<i>Attendance/participation</i>	<i>50</i>
<i>Group presentation</i>	<i>75</i>
<i>Experiential activity</i>	<i>75</i>
<i>Research paper</i>	<i>100</i>
TOTAL	300

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, 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), 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.