

EVANGEL

U N I V E R S I T Y

A CHRISTIAN LEARNING-CENTERED UNIVERSITY

Graduate Counseling Program

COU/GAC 627: Social and Cultural Diversity 3 Credits

University Mission Statement:

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

Counseling Program Mission Statement:

The Evangel University Counseling Program trains graduate students to become professional counselors who integrate their Christian faith while providing holistic and ethical counseling services to diverse individuals and groups across the lifespan.

Bible Verse:

*This is what the Lord Almighty says: Administer true justice, show mercy and compassion to one another. Do not oppress the widow of the fatherless, the immigrant or the poor.
Zechariah 7:10-11*

Instructor Name:**Class Time:****Email:****Location:**

Teaching Philosophy and Methods: This class will be primarily experiential, interactive and reflective in nature. The text will serve to guide the content to be mastered. At this level and in this profession, learning must involve a high level of self-reflection.

Course Catalogue Description:

This course focuses on counseling interventions when working with clients of diverse racial, ethnic, and cultural backgrounds. Topics include counseling special populations with regard to age, gender, sexual orientations, disabilities, and socio-economic status.

Course Purpose:

The purpose of this course is to meet training standards for professional mental health and school counselors set forth by state licensing and accreditation boards.

COU 627 Social and Cultural Diversity

Required Text(s):

McAuliffe, G. (2013). *Culturally alert counseling: A comprehensive introduction*. Thousand Oaks, CA: Sage

American Psychological Association. (2010). *Publication manual* (6th ed.). Washington, DC: Author.

Recommended Text(s):

Brackette, C. M., Rezaei, S. & Kuyinu, E. (2015). Engaging in social justice practices: The role of Christian clinicians. *Journal of Psychology and Christianity*, 34, 73-78.

Constantine, M. G. (2006). *Clinical practice with people of color: A guide to becoming culturally competent*. New York, NY: Teachers College Press. (C.)

Hook, J. N., & Davis, D. E. (2012). Integration, multicultural counseling, and social justice. *Journal of Psychology and Theology*, 40, 102-106.

Passalacqua, S., & Cervantes, J. M. (2008). Understanding gender and culture within the context of spirituality: Implications for counselors. *Counseling and Values*, 52, 224-239.

Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5th ed.). Hoboken, NJ: John Wiley & Sons

STANDARD CACREP 2016	OBJECTIVES	LEARNING EXPERIENCE	ASSESSMENT
2.F.2 a	Examine multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Immersion Experiential Activity, Lecture, Class discussion, Textbook Reading , Outside Reading	Quiz Immersion Project, International Presentation
2.F.2 b.	Compare theories and models of multicultural counseling, cultural identity development, social justice and advocacy.	Lecture, Class discussion, Textbook Reading, Movie	Quiz; Advocacy Project; Cultural Identity Media Project,
2.F.2.c.	Explain multicultural competencies.	Lecture, Class discussion, Textbook Reading,	Quiz
2.F.2.d. (SLO)	Examine the impact of heritage, attitudes, beliefs, understanding,	Immersion Experiential Activity, Lecture,	Quiz Immersion Project

COU 627 Social and Cultural Diversity

	and acculturative experiences on an individual's views of others.	Class Discussion Textbook Reading Outside Reading	
2.F.2.e.	Recognize the effects of power and privilege for counselors and clients	Experiential Learning Activities	Quiz Advocacy Project
2.F.2.f.	Examine help seeking behaviors of diverse clients	Immersion Experiential Activity, Lecture, Textbook Reading,	Quiz
2.F.2.g.	Describe the impact of spiritual beliefs on clients' and counselors' worldviews	Textbook and Outside Reading, Lecture, Cultural/Religious Genogram Assignment, Spirituality Interview	Quiz Genogram
2.F.2.h.	Critique strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Textbook Reading, Lecture, Advocacy Project - Film Rich Hill	Advocacy Project

Assessment and Grading Scale:

Grading rubrics are provided in Course Commons.

A	94 -100%	B-	80 – 82%
A-	90 – 93%	C+	77 – 79%
B+	87 - 89%	C	73 - 76%
B	83 – 86%	F	Less than 73%

**An “A” grade will only be awarded to individuals who earn 94% of total points available plus no more than a single absence.*

In order to move onto candidacy and field experiences, students must earn at least a B or better in COU 627 lecture and lab.

Student Learning Outcome (SLO) Assignments:

A student-learning outcome is a statement about what a student will learn as a result of a specific class and/or educational program. SLOs are used to assess a program as well as student progress. The Evangel University Counseling Program utilizes a 0-2 rating system (0 = does not meet expectation, 1 = meets expectations, 2 = exceeds expectation). The rating rubric and criteria can be found in Course Commons. A SLO rating does not determine a student's grade.

Assignment Details:

Unless otherwise directed, students are to complete assignments independently. Submit all assignments on Course Commons unless otherwise directed.

1. ***Immersion Assignment: Details on course commons***
2. ***Cultural/Religious Genogram-*** Genograms are a way of extending the family tree to provide an overview of family relationships and patterns. Prepare an individual family cultural/religious genogram for at least three generations, which would be your immediate family, your grandparents, and your great grand-parents. If you can share more generations, that would be wonderful! ***Details on course commons.***

There are numerous (many free) websites that will assist with setting up genogram diagrams.

120 points

3. ***International Counseling Presentation-*** Work with a classmate and provide a 5-10 minute power point summary of an peer reviewed journal article regarding international counseling. ***Details on course commons. 10 points.***
4. ***Cultural Identity Media Project*** - Identity Development to be reviewed by media. ***Details on course commons.***
5. ***Advocacy Project*** - Choose one character from the film "Rich Hill" to be the focus of your advocacy efforts. This paper is to be no more than 7-8 pages double spaced, APA formatted, not including title and reference page. ***Details on course commons. 100 points***
6. ***Quizzes*** - You will be given 10 open book, online quizzes throughout the semester. You will have 10 minutes to complete the quiz. There will be a combination of questions (T/F, multiple choice, and matching). Each quiz will be **10 points** each for a total of **100 points.**

It is expected that ALL assignments will be completed and turned in.

Course Assignments:

COU 627 Social and Cultural Diversity

Assignment	Points	Percent of Grade
Immersion Project (SLO Assignment)	150	26%
Immersion Presentation	20	3%
International Counseling Presentation	15	2%
Cultural Identity Media Project	80	16%
Advocacy Project	100	17%
Cultural/Religious Genogram	120	19%
Quizzes 10 points each	100	17%
TOTAL POINTS	585	100%

Course Schedule

<i>Date</i>	<i>Lecture/ Activity</i>	<i>Reading</i>	<i>Assignments Due Date</i>	<i>CACREP Standard</i>
Week 1	Syllabus Review Culture and Diversity Defined; Culture: Clarifications and Complications	Chp 1 Appendix A		2.F.2.c. 2.F.2.e.
Week 2	Culture: Clarifications and Complications continued Equity Advocacy and Social Justice	Chp 2 & 3 Appendix B	Quiz 1	2.F.2 b. 2.F.2.c. 2.F.2.e. 2.F.2.h.
Week 3	Ethnicity; Conceptualizing Race and Racism	Chp 4 & 5	Quiz 2	2.F.2.e.
Week 4	Counseling African/Americans	Chp 6	Advocacy Project Quiz 3 International Presentation - Team 1	2.F.2 a 2.F.2.f. 2.F.2.h.
Week 5	Counseling with East and Southeast Asians/Americans	Chp 7	Quiz 4 International Presentation - Team 2	2.F.2 a 2.F.2.f.
Week 6	Counseling with Native Americans	Chp 8	Quiz 5 International Presentation - Team 3	2.F.2 a 2.F.2.f.
Week 7	Counseling	Chp 9 & 10	International	2.F.2 a

COU 627 Social and Cultural Diversity

	European and Middle Eastern/Americans		Presentation - Team 4 & 5	2.F.2.f.
Week 8	Counseling Latino/a /Americans	Chp 11	Quiz 6 International Presentation - Team 6	2.F.2 a 2.F.2.f.
Week 9	Counseling with South Asians Individuals; Cultural Considerations related to Social Class	Chp 12 & 13	Quiz 7 International Presentation - Team 7	2.F.2 a 2.F.2.f.
Week 10	Cultural Considerations related to Social Class continued; Gender and Sex	Chp 13 & 14	Quiz 8	2.F.2 b. 2.F.2.e. 2.F.2.h.
Week 11	Gender and Sex continued; Counseling Sexual Minorities	Chp 14 & 15	Quiz 9	2.F.2 b. 2.F.2.e. 2.F.2.h.
Week 12	Cultural Considerations related to Religion and Spirituality; Counseling Individuals with Disabilities	Chp 16 & 17	Quiz 10 Cultural and Spiritual Genogram	2.F.2 b. 2.F.2.d. 2.F.2.g.
Week 13	Practice of Culturally Alert Counseling	Chp 18 and 19	Immersion Project	2.F.2 b. 2.F.2.d. 2.F.2.c.
Week 14	Immersion Presentation			2.F.2.d.
Week15	Immersion Presentation			2.F.2.d.

EU ACADEMIC AND PROGRAM POLICIES

Academic Integrity Policy

Students are expected to maintain high levels of academic honesty as people of Christ. By virtue of your integrity, you signify that all work submitted is your original work completed by you. Submitting someone else's work as your own (without proper citations, identifying particular research) is dishonest and is not congruent with a Christian life. Furthermore, the use of published study guides, solution manuals, or test banks not offered by the text's publisher will be deemed cheating. If you have questions as to the legitimacy of a study resource, consult your course professor. The program faculty and coordinator will handle incidents of academic dishonesty (plagiarism and cheating). If warranted, offenses will be reported to Academic Affairs Division and Student Development Division. Consequences may include but not limited to grade adjustment, academic probation, withdrawal of candidacy, or dismissal. Please see Graduate catalog:

<http://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=2&Section=36>

Attendance Policy

Students are asked to participate in class, volunteer for demonstrations, and come to class fully prepared. As this course only meets once a week, attendance at all sessions is critical. In order to maintain in good standing, a student must attend 75% of the scheduled class time. Students missing more than 3 classes will be dropped from the class. Partial attendance (coming late or leaving early) will be factored into attendance. Students who miss class because of illness, participation in authorized co-curricular activities, or for other unavoidable reasons will be given the opportunity to complete missed assignments or the equivalent. Students who miss class for other reasons may only make up work at the discretion of the individual instructor as stated in the course syllabus.

Students with Disabilities:

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must set up academic accommodations through Academic Support in the Center for Student Success. Contact Stephen Houseknecht, Director of Academic Support, 1111 N. Glenstone Ave, Springfield, MO, 65802, (417) 865-2815 ext. 8271 or email: houseknechts@evangel.edu. Students are required to provide documentation of disability to Academic Support prior to receiving accommodations.

Note: If you have a disability, *it is your obligation to notify me* before the end of the first week of classes. If I do not hear from you, I assume you do not need any special consideration. See the following for more information: <http://web.evangel.edu/community/?p=ASC&i=1437&t=>.

Use of Electronic Devices in Class

The use of electronic devices in the classroom is intended to enhance the learning experience for you and your classmates. Any use of technology that substantially degrades the learning environment, distracts you and/or your classmates, promotes dishonesty or illegal activities is prohibited. Be sensitive to this temptation to mentally leave the class while using your

device. It is recommended that mobile phones be silenced during class.

Statement Regarding Risks and Benefits of Counselor Education

Pursuing a graduate education in counseling can facilitate meaningful professional and personal growth opportunities via insight and increased awareness. Nevertheless, material covered in any counseling course, various experiential exercises, assignments, and/or field based experiences, may facilitate intense, negative, and even emotionally overwhelming responses. Consequently, such responses may inhibit the student's functioning, academic performance, and fit for field work. Students are encouraged to be candid about the impact of such experiences and address any concerns about present functioning with their instructor. If an instructor or staff member (in conjunction with the Program Coordinator) observes evidence of problematic functioning, he/she will bring it to the student's attention. Students may be advised in one or more of the following directions:

1. Enter personal counseling while remaining in the program and report back to their Academic Advisor or Program Coordinator.
2. Take a leave of absence from the program, with conditions specified by the program.
3. Follow a remediation plan that may include additional coursework or supervisory experiences.
4. Withdraw from the program.

The intent of the above directives is to help students address and resolve psychological material that may impact their future work as mental health care providers. Final determinations for continued progression through the clinical mental health program will be at the sole discretion of the program personnel and will be made with the utmost care and student's best interest in mind.

Students have the right to appeal any decision under the Student Handbook procedures.

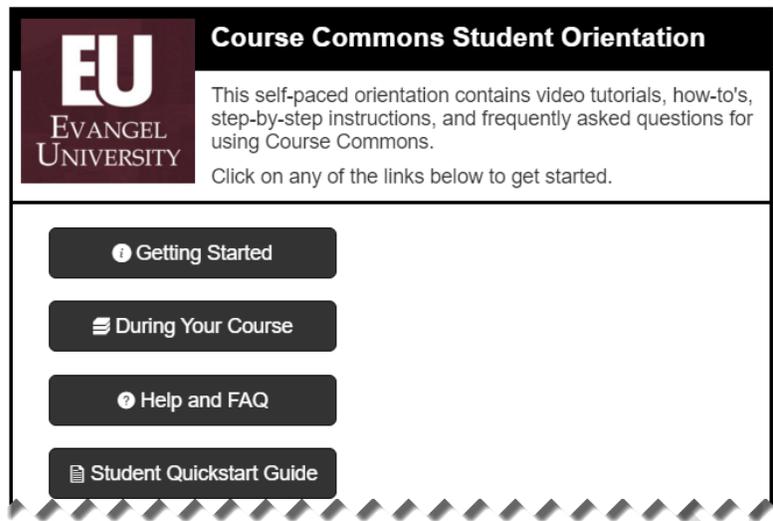
Course Commons

This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.com/>.

Use your Evangel username and password to login.

Course Commons Student Orientation

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



Accessing the Course in Course Commons

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

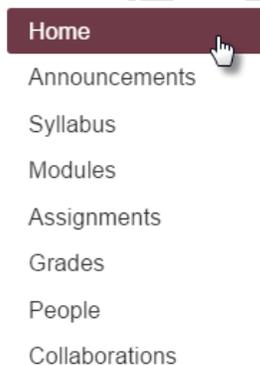
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.

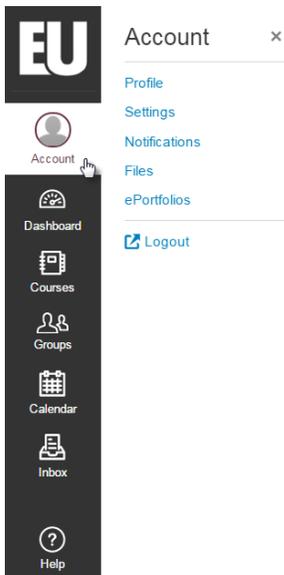


You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

Personal Settings in Course Commons



Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the Course Commons Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: [How to Check My Grades](#).

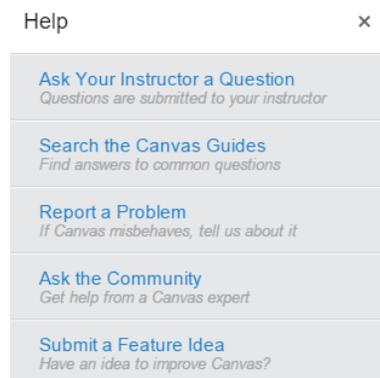
How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Help menu from any page in Course Commons.

Click on the Help icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link:



COU 627 Social and Cultural Diversity

<https://community.canvaslms.com/community/answers/guides/>.

Course Commons Troubleshooting

Do you have a question about a quiz, an assignment, or another item in the course?

Contact your professor.

Are you having technical problems with Course Commons? Click the Help icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu (email), or help.evangel.edu.

SAMPLE SYLLABUS