

ASHLAND THEOLOGICAL SEMINARY
CLC 5520 – SOCIAL AND CULTURAL ISSUES IN COUNSELING
Fall Semester 2020 (Ashland)
Thursdays, 9:25 am – 10:50 am, Sandberg 303/304
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I. COURSE DESCRIPTION

This course examines cultural and ethnic uniqueness and differences as significant issues for counselors and counselees. Emphasis is given to designing culturally and socially sensitive counseling interventions.

II. STUDENT LEARNING OBJECTIVES: *This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.*

At the end of this course, students will:

1. describe the role cultural issues exert throughout the counseling process (K02; K06; PS04);
2. distinguish various models of racial identity development and demonstrate an ability to apply these within the clinical setting (K03; K05; K06; PS04);
3. identify various models of multicultural competency (K02; K03; K06);
4. identify specific cultural groups and the provision of culturally-sensitive care and intervention (K02; K03; K05; K06; K07; PS04); and
5. analyze their own cultural heritage (and how this will enter the counseling dynamic), including incidents of prejudice or discrimination within their faith community (K09; PA04; PA03; PA04).

III. KNOWLEDGE BASE

Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure: This course meets Ohio Administrative Code (OAC) requirement for Social and Cultural Foundations - 4757-13-01(A)(4)(f)

CACREP CMHC Standards Met in this Course Include:

F.2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an

- individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

IV. TEACHING STRATEGIES FOR STUDENT LEARNING

This course will utilize a variety of learning approaches including, but not limited to, didactic presentations, small group discussions, experiential exercises designed to promote increased awareness of cultural issues, multimedia presentations, self-reflection assignments, and assignments designed to help foster critical thinking skills. Experiential exercises and group discussions will play a significant role in fostering enhanced comprehension, interaction, and application of course material.

V. REQUIRED TEXTS

Sue, D. W., Sue, D., Neville, H. A., & Smith, L (2019) *Counseling the Culturally Diverse: Theory and Practice* (8th edition). New York, NY: John Wiley & Sons, Inc. ISBN: 978-1-119-44824-2

Note: Students may rent or purchase the text used or in e-book format from the publisher or from Amazon.com to save on textbook costs.

VI. CLASS SCHEDULE (Subject to change)

WEEK	TOPIC	ASSIGNMENT
1 9/3/20	Introduction Cultural Competence	Text, Chapters 1,2
2 9/10/20	Marginalized Groups	Text, Chapters 3, 4
3 9/17/20	Microaggressions	Text, Chapters 5, 6
4 9/24/20	Barriers to Multicultural Counseling	Text, Chapters 7, 8
5 10/1/20	Non-Western Methods of Healing Cultural Experience Paper Due	Text, Chapters 9, 10
6 10/8/20	Racial/Cultural Identity Development	Text, Chapters 11, 12
7 10/15/20	Counseling African Americans	Text, Chapters 13, 14
8 10/22/20	Counseling Native Americans; Counseling Asians Mid-Term Exam Due	Text, Chapters 15, 16
9 10/29/20	Counseling Latinas/os; Multiracial Individuals AOCC Conference. Fully hybrid class	Text, Chapters 17, 18
10 11/5/20	Counseling Arab Americans, Muslim Americans	Text, Chapters 19, 20
11 11/12/20	Counseling Jewish Americans/ Individuals with Disabilities	Text, Chapters 21, 22
12 11/19/20	Counseling LBGT; Older Adults	Text, Chapters 23, 24
11/26/20	No Class – Happy Thanksgiving	

13 12/3/20	Counseling Individuals Living in Poverty Reflection Term Paper Due	Text, Chapters 25
14 12/10/20	Counseling Women Review	Text, Chapter 26
15 12/17/20	Wrap –up Final Exam Due	

VII. GRADING ELEMENTS

1. Professionalism and Course Engagement: Attendance and participation in class sessions is expected, however, being “present” (and professional) is much more than simply showing up. Since it is my belief that there are parallels between how one approaches academic training and one’s professional conduct in field, the following are expected of all students (failure to meet these guidelines will negatively impact your final grade).

- promptness (in arriving to class and meeting class requirements when due),
- preparedness (e.g., active reading/processing of assigned materials for each class session; you may be asked to verify this in class),
- presence (e.g., your in-class verbal and non-verbal communication [e.g. eye contact]),
- positive participation (during class), and
- professionalism (e.g., manner, conduct, submitted work, and CCEC areas).

It is your responsibility to acquire missed lecture materials and/or handouts from other students. You are encouraged to monitor your class-related professionalism and to seek feedback from others (e.g., me, graduate assistants, and other students) as you deem prudent.

Use of laptops and other electronic devices: Regarding the use of laptops in the classroom, the following policy has been adopted by the Counseling Department at ATS;

It is up to the discretion of the professor whether laptops may be used in any particular course. In those courses where permission is granted, please remember to limit computer usage to course related purposes while in class sessions by refraining from using laptops (and other electronic devices) for other than course related reasons, including internet search, e-mails, etc. Please demonstrate respect by giving your full attention to the instructor or student presenting.

You are permitted to use your electronic devices in this class, so long as you abide by the above policy. Should I or any other student become distracted by your use of these devices in class, permission may be revoked. One of the ways I will use to assess whether or not your use of technology in class is intrusive is your non-verbal feedback to me regarding your level of in-class engagement (or disengagement; e.g., eye contact, displaying attending skill). If you have any questions or concerns about this, please see me before this becomes a problem.

2. Experiential Exercises and Group Discussion (10%)

Experiential exercises will help the student identify personal biases and beliefs affecting their ability to provide effective counseling in a multicultural society. Group discussion will be designed to process these activities, to learn from one another, and to increase one’s own awareness of the strengths and growing edges they bring to multicultural counseling.

Professional Guidelines for Class Discussion/Participation (To be discussed in first class)

1. Be respectful in accepting differing viewpoints; avoid one-sided debates.
2. Maintain confidentiality – in order to create a safe space for discussing personal and sensitive issues, it is vital that what is discussed, and the identity of who is saying what, stays in the room.
3. Avoid monopolizing discussions; make room for all participants and viewpoints.
4. Speak for yourself; do not feel pressure to speak for an entire group.

5. Listen carefully to others and attempt to fully grasp their point of view, especially if it differs from yours.
6. Strive for open-mindedness; this course is designed to expand one's own thinking.
7. Challenge behavior and ideas without attacking people.

3. Exams (15% each; 30% Total): There will be 2 exams, from the readings and class discussions, each worth 20%, for a total of 40% of your final grade. The exams are not cumulative; the Mid-Term exam covers Chapters 1-16, while the final exam covers Chapters 17-26. Additional information and instructions will be provided in class.

4. Cultural Experience Reflection Paper (15%): Students will engage in some type of cultural event that is outside of their normal circles/experience. Following this experience, the student will write a 3-4-page reflection about their experience. More information about this assignment will be given in class. This paper is due October 10, 2020. Papers are to be submitted via Blackboard on the due date by 10:00 pm. Papers submitted late will result in a lowered grade.

5. Reflection Term Paper (20%): Students will write a 6-8-page (not including title page) paper reflecting, reviewing and integrating the course material to answer the following 3-part question:

What information did the student gain and/or experience on the topic of counseling culturally diverse clients that had the most significant impact on them,

- a. Clinically
- b. Spiritually
- c. Personally

Grading of papers will be based upon four elements: the ability to integrate and organize information; to present quality content of substance, include critical thinking; to properly format composition, spelling, and grammar; and overall effect of the paper. More information about this assignment will be given in class. This paper will be due December 3, 2020.

Papers are to be submitted via Blackboard on the due date by 10:00 pm. Papers submitted late will result in a lowered grade.

6. Counseling Interviews Video Project (25%): Students will be randomly assigned to 2-3 member teams. Each team will video record a mock counseling session demonstrating “Dos and Don’ts” of basic interviewing skills. This project will extend beyond the purpose of course assignment. The intent is to foster and advocate for a socially just counselor-client relationship by recording these educational videos and posting them on a YouTube channel specifically assigned for this purpose. This project would serve the counseling community at large. In particular, current and future students. Details will be announced and discussed during the first two weeks of class.

VIII. CALCULATION OF GRADES AND CONNECTION OF LEARNING OUTCOMES:

<i>Grading element title</i>	<i>Associated Student Learning Outcomes</i>	<i>Associated CACREP CMHC Standards</i>	<i>Portion of Final Grade</i>
Professionalism	1,2,3,4,5		
Exams	1,2,3,4	F.2.	30%
Experiential Exercises and Discussion	1,2,3,4,5	F.2.	10%

Cultural Experience Reflection Paper	1,2,3,4,5	F.2.	15%
Reflection Paper	1,3,4,5	F.2.	20%
Counseling Interviews	1,2,3,4,5	F.2.	25%

I. SEMINARY GUIDELINES

A. ATS ACADEMIC INTEGRITY POLICY

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

B. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Ashland Multiliteracy Center](#) and select “Online and Graduate” from the schedule menu.

C. Accessibility Resources and Accommodations

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

E. Attendance Statement:

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

IX. RECOMMENDATIONS FOR LIFELONG LEARNING

Students are encouraged to continue learning about addictions and addiction counseling issues through intentional efforts, throughout their careers, to read and research up-to-date literature on the topic. Upon graduation, students are especially encouraged to attend seminars, workshops, and conferences in this area of interest for continuing education and specialization. Students are encouraged to remain informed and updated about cultural and societal shifts and trends regarding addiction and its treatment.