



**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING
COUNSELOR EDUCATION PROGRAMS**

**COUN 570 CROSS-CULTURAL COUNSELING: THEORY AND RESEARCH
FALL 2016**

Course Section: COUN 570 (3 credit hours)
Course Meetings: Mondays from 9:05 am – 12:05 pm
Course Location: BEC-501

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COURSE DESCRIPTION

3 CREDIT HOURS

Theory and research on issues and problems in counseling of clients from different cultural backgrounds in U.S. and abroad.

PURPOSE AND FOCUS

The purpose of this course is to provide students with an understanding of the cultural context of relationships, issues, and trends in a multicultural society. There are two major components to this course. First, it will begin to examine systemic barriers that are present in our current society and that perpetuate the marginalization of groups. Second, it will encourage the examination of self in the context of culture.

CONTENT ADDRESSED

CACREP CURRICULAR CONTENT	2016 STANDARD
advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	2.F.1.e
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	2.F.2.a
theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	2.F.2.b
multicultural counseling competencies	2.F.2.c
the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2.F.2.d
the effects of power and privilege for counselors and clients	2.F.2.e
help-seeking behaviors of diverse clients	2.F.2.f
the impact of spiritual beliefs on clients' and counselors' worldviews	2.F.2.g

strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	2.F.2.h
a systems approach to conceptualizing clients	2.F.5.b
cultural factors relevant to clinical mental health counseling	5.C.2.j
skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	5.G.3.h

STUDENT LEARNING OUTCOMES

SLO	STANDARD	EVALUATION
Demonstrate cultural self-awareness	2.F.2.c 2.F.2.d 2.F.2.e 2.F.2.g	Reading Reflections, Resistance Project, Developing Cultural Competency
Ability to apply multicultural and social justice counseling competencies to practice	2.F.2.b 2.F.2.c	Reading Reflections Resistance Project, Developing CULtural Competency, Lead the Discussion
Demonstrate understanding of the impact of power, privilege, social barriers, spiritual beliefs, help seeking behaviors, acculturative experiences, and beliefs on development and counseling practice	2.F.2.d 2.F.2.e 2.F.2.f 2.F.2.g	Reading Reflections, Resistance Project Developing Cultural Competency, Lead the Discussion
Conceptualize clients from a systemic and cross cultural perspective	2.F.5.b	Reading Reflections, Lead the Discussion Resistance Project
Demonstrate a thorough understanding of advocacy process and strategies for identifying and eliminating barriers	2.F.1.e 2.F.2.h	Reading Reflections, Lead the Discussion

PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ◆ ***Commitment***, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ ***Openness*** to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ ***Respect*** to self and others, including honoring diversity, self-care, and wellness
- ◆ ***Integrity***, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ ***Self-awareness***, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

METHODS OF INSTRUCTION

This course will combine lecture, discussion, and small and large group activities. It is vital that everyone actively participate during every class meeting. In order to achieve the course objectives, most class meetings will require student participation. In order to make the coursework meaningful, ALL students must contribute to the discussion and group activities.

REQUIRED TEXTS & MATERIALS

Sue, D., & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice* (6th ed.). Hoboken, N.J.: John Wiley & Sons.

Selected articles will be placed on the Blackboard course website.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

ASSIGNMENTS

Personal and Critical Reflections (20 points each – 120 total)

The purpose of this assignment is to encourage space for both personal and critical reflections regarding the readings assigned weekly. The **first part** of this reflection requires you to examine the readings with a more critical eye. Consider some of those questions: *What is the author trying to communicate in this section? What values and beliefs are being imposed, if any? What is the author trying to communicate about the role of mental health in the grand scheme of things? How is this related to what's going on outside of the classroom setting, i.e. current events?*

The **second part** of your reflection will be a more personal one, where you discuss how you engaged with the content. This part requires you to hone in on your insight and awareness of self and expound on it. *What thoughts, feelings and/or questions came up for you? Did you notice anything in particular about your reactions to the reading?*

You will only have to turn in **six** reflection papers throughout the duration of the semester. You **may not** submit more than one reflection paper per week. Each paper must be a minimum of 3 pages long in APA format [size 12-font, double-spaced with 1-inch margins].

Lead the Discussion (100 points)

Each student will have the opportunity to lead a discussion about a particular cultural/ethnic group throughout the course of the semester. This is an opportunity for you to really research a group of interest and to facilitate the engagement of your peers on this subject matter. There are several requirements for this assignment.

- **Time:** You will plan on leading the discussion for 50-60 minutes.
- **Content:** It is difficult to discuss large cultural/ethnic groups in under 60 minutes without risking making blanket statements and broad generalizations. As such, this discussion will focus more on systemic barriers faced by your selected group. By this point in the semester, you would have already learned about systemic oppression, marginalization and microaggression. Each of the cultural/ethnic groups that will be discussed have (and continue to be) oppressed, marginalized and victims of microaggression, in varying ways. Questions that need to be addressed are:
 - What has oppression, marginalization and microaggression look like for your cultural/ethnic group and how does it continue to impact them?
 - What does the research say about working with this group – has counseling with this group even been researched? What are some of the barriers around that?
 - Do the current events reflect some of the barriers discussed in this class?
 - What can counselors do to eliminate some of the systemic and internalized oppression that exists and advocate for the population?
- **Resources:** While there are assigned Sue & Sue chapters for almost every cultural/ethnic group, you will be required to find **one peer-reviewed journal article** that discusses mental health implications and/or systemic barriers with the particular population you selected. You will include information from this article within the class discussion. This article has to have been published after 2005. You will be required to find and send this article to your instructors a week **prior** to your discussion.

- **You will also be required to send me your rationale for choosing this article.**
 - Why did you select this?
 - What did this offer that the textbook chapter did not?

Engage the group: Rather than simply presenting (or lecturing us) on your selected group, you are expected to **lead and engage** your peers in discussion. You can use any method or form of creativity in order to do so. Feel free to use current events, art, music, poetry, small group projects, case examples etc. to really encourage us to better understand your group. Be very purposeful with how you plan for us to engage with the material and be intentional about what you want us to gain from this discussion.

Resistance Project - 250

One of the more crucial components of your development as a counselor is your openness to new ideas, people and cultures. This openness comes with an awareness of your values, beliefs and judgments while also recognizing and respecting theirs. This process of awareness of self in the context of culture, both yours and others, is one of the more challenging parts of our work and is a process that is ongoing and constant. For counselors specifically, it is necessary to be aware of any resistances or biases we may have towards a group of people and to attempt working through it. While we do not always have to be successful in overcoming that resistance, growth and development happens in the process itself. This project is an opportunity for you to begin this career/life-long practice of challenging those resistances.

This project will span the entire semester and includes several components. These include:

a. Identification of your resistances. – 100 points

Identify three areas of resistance around a specific cultural/ethnic group.

Write a 5 - 7 page paper in which you:

1. Name each area of resistance
2. How did it develop?
3. How has it been maintained?
4. How can it impact your work as a counselor?

b. Select one for your project – 50 points

Select one of your resistances that you will explore in greater detail through the semester.

This project will encourage you to expose yourself on varying levels to the group you have selected. It may not always be comfortable to do so and the discomfort is what you will need to work through.

Write a 2 - 3 page paper explaining why you have selected the particular cultural group that you have chosen. Provide an outline of resources you will need to help you gain exposure to, and appreciation of, your resistance. If, after you have looked thoroughly yourself, you need help locating resources, please contact me. Your resources must include:

- A minimum of two print sources, such as a book, book chapter, or peer-reviewed journal article
- A minimum of one media source, such as a film or television documentary;
- A minimum of two group experiences—this must entail contact with at least 5 people at once from your identified group. You must interact with the group i.e., you cannot merely attend a lecture or film) and have the experience of being the minority group member.
- A minimum of two individual experiences—this should consist of a one-on-one encounter with a member of your identified group. Here you might choose to

interview the individual, in which case you should include the questions you ask as part of your final project.

c. Write the final project paper – 100 points

Write a 7 - 10 page paper that documents your process with this project over the course of the semester. The paper should specifically include the following:

- An introduction that includes a brief review of how you initially identified your resistances.
- An expounded description of how your resistances developed and have been maintained.
 - For these first two bullets, simply expand on your previous paper. Please do NOT regurgitate the text from your original paper. It is assumed that your experiences with the selected resources have allowed for greater reflection and insight into how your resistance(s) to this particular group developed and maintained.
- What were your expectations for this project? Discuss in detail.
- A discussion about your exposure to the print and media sources
- A detailed discussion about your experiences with people belonging to the group you chose. Describe not only the setting but also YOUR personal reactions to it.
- A discussion of how you can apply what you have learned from this experience to your work as a counselor. This is a key part of this assignment!

Be sure to include information gleaned from class discussions, course materials, and any relevant scholarly references related to your particular cultural group. Include a reference page with works cited using APA format.

Developing Cultural Competency – 70 points

This assignment is designed to help you reflect on your development as a multicultural counselor. Through an initial paper, you will process expectations for cultural competency. In a final assignment, you will reflect on your growth and development throughout the semester, as well as future areas of growth for continued development.

- **Initial Reflection Paper:** Reflect on these prompts: What does it take to be a multiculturally competent counselor? How does your theory or approach to counseling and treatment connect to multicultural competency? What does it look like to be culturally competent with clients? What are your hopes and fears about cross cultural counseling and treatment? You will turn in a two to three page reflection paper answering these questions. Throughout the semester, we encourage you to continue to reflect on these questions and what you are learning about working with this population. Due August 25, 2016 by midnight on Blackboard and bring a hardcopy to class on August 29.
- **Final Reflection Paper:** At the end of the semester, you will turn in a 4 page paper reflecting on what you learned this semester about the realities of being a culturally competent counselor. How did your expectations from the beginning of the semester change as a result of readings, experiences, and discussions? If you worked with clients this semester, how have you integrated your learning in practice? How have you experienced the hopes and fears you expressed at the beginning of the semester about multicultural counseling? How have these changed or developed? Which challenges you encountered this semester do you expect to continue to be relevant in your counseling practice? Due November 28, 2016.

ASSIGNMENT

POINTS

DUE

Reaction Papers (x 6)	20 points each (120 Total)	Throughout Semester
Resistance Project - Identification Paper - Selection Paper - Final Paper	100 points 50 points 100 points	September 19 October 17 December 2
Lead the Discussion	100 points	Throughout Semester
Developing Cultural Competency - Initial Paper - Final Paper	20 points 50 points	August 25 November 28

GRADING SCALE

A	93 - 100
B+	88 - 92
B	83 - 87
C+	78 - 82
C	70 - 77
F	BELOW 70

Dear Student,

The purpose of this Campus Syllabus is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience.

I wish you the best for a successful and productive semester.

Provost Susan Martin



UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

ACADEMIC INTEGRITY

"An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

DISABILITIES THAT CONSTRAIN LEARNING

"Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities."

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

KEY RESOURCES FOR STUDENTS:

- Undergraduate Catalogs: <http://catalog.utk.edu> (Listing of academic programs, courses, and policies)
- Graduate Catalog: <http://catalog.utk.edu/index.php?catoid=2>
- Hilltopics: <http://dos.utk.edu/hilltopics> (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: https://bannersb.utk.edu/khanpr/bwckschd.p_disp_dyn_sched (Schedule of classes)
- Academic Planning: <http://www.utk.edu/advising> (Advising resources, course requirements, and major guides)
- Student Success Center: <http://studentsuccess.utk.edu> (Academic support resources)
- Library: <http://www.lib.utk.edu> (Access to library resources, databases, course reserves, and services)
- Career Services: <http://career.utk.edu> (Career counseling and resources; HIRE-A-VOL job search system)

INSTRUCTOR POLICIES

Writing Quality

All written work is expected to be mechanically and grammatically correct (i.e., APA style, well-organized, correct spelling, noun-verb agreement, proof-read, edited, etc.). Evaluation of all written work will reflect the quality of the writing as well as the content. Additionally, if you choose to use any materials or ideas borrowed from other sources other than your own, you must attach a full reference list of these sources using APA style and cite these ideas in the body of the paper using APA style.

All assignments are to be turned in via Blackboard and a hard copy is to be brought to class. All work should be typed, in 12-point font (preferably Times New Roman), double-spaced, with one-inch margins, and stapled.

Attendance and Participation

To fully engage in the material presented in this course, one must be willing to participate, discuss and attend (both physically and mentally) during the classroom period. Attending class is vital to your learning experience. We all learn from each other, so everyone needs to be present at every class. That said, I know that emergencies and illnesses arise, so you are permitted one absence without penalty. No distinction is made between an excused and unexcused absence. You may email me if you plan to miss class, or you may simply choose to not show up to class. **More than one absence, however, will result in a lowering of your final grade by five points per additional absence.** These points will be subtracted from your final percentages. Only in a true emergency will this penalty be waived – it is STRONGLY recommended that students save the absence for when the unexpected occurs rather than using it for a non-emergency. It is your responsibility to make sure you sign the attendance roster in order to be counted as present for the class. Excessive tardiness will not be accepted and also will be reflected in your final grade.

Late Work

Except under emergency circumstances, late work is not accepted. If you believe you will be unable to complete an assignment on time, talk with me BEFORE the assignment is due; I will be much more understanding with students who are proactive versus those that are reactive, except in extreme situations such as severe illness or unforeseen family emergencies.

Class Participation

Class participation is expected during each and every class meeting. Activities that demonstrate class participation include: answering questions, asking questions, being actively engaged in all activities, sharing your opinion about readings. Activities that demonstrate lack of participation include: texting, surfing the web, sleeping, chatting, or anything other than focusing on class.

TENTATIVE COURSE CALENDAR

Date	Topics	Readings & Assignments Due
08/22/16	Introduction and Overview A Multicultural America	Robert Takaki - A Different Mirror Initial Developing Cultural Competency Paper (due 8/25/16)
08/29/16	What is multicultural counseling? Evolution of the Multicultural Counseling Competencies	Sue – Chapter 2, 3 Multicultural Counseling Competencies (2015)
09/05/16	Labor Day	
09/12/16	Microaggression & Marginality: Contemporary Racism & Current Events	Sue – Chapter 6 Kendrick Lamar – The Blacker the Berry Counseling Today: Raising Counselors' Awareness of Microaggressions
09/19/16	Social Justice, Systemic Oppression and Counseling	Sue – Chapters 4,5 Identification of Resistances Paper
09/26/16	Racial Identity Development Theories A Racially Inclusive Model to Counseling	Sue – Chapters 11, 12
10/03/16	What does Cross-cultural Counseling <i>actually</i> look like?	Sue – Chapters 7 - 9, 13
10/10/16	Intersecting Inequalities: Race, Social Class, and Systems	Sue - Chapter 25 Alexander - The New Jim Crow Lareau, 2011 - Chapter 11
10/17/16	Lead The Discussion: African Americans Lead The Discussion: Asian Americans	Sue – Chapter 14, 16 Selecting Resistance Paper
10/24/16	Lead The Discussion: Native Americans Lead the Discussion: Latina/o Americans	Sue – Chapter 15, 17
10/31/16	Considering Spirituality & Religion Lead The Discussion: Multiracial Americans Lead The Discussion: Middle Eastern Americans	Sue – Chapter 10, 18, 19
11/07/16	Lead The Discussion: Refugees & Asylum Seekers Lead The Discussion: Undocumented Individuals International Students	Sue – Chapters 21 Gonzales et al., 2013 - No Place to Belong Documented (<i>watch documentary</i>)
11/14/16	Lead The Discussion: LGBTQ+ Lead The Discussion: Gender Roles	Sue – Chapters 22, 24 Spurgeon - Issues in Counseling Men
11/21/16	Lead The Discussion: Older Adults Lead The Discussion: Disabilities	Sue – Chapter 23, 26
11/28/16	Advocating and Pulling it all Together	Toporek, Lewis, & Crethar (2009) Pedersen (2002) Developing Cultural Competency Final Paper
12/02/16		Final Resistance Paper