**Wayland Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Contact Information**

**Course**

: CNSL 5303 VC01 – Social and Cultural Foundations in Counseling

**Campus**

: WBUonline

**Term/Session**

**:** Summer 2022

**Instructor**

**:** Dr. Joseph Holloway

**WBU Email Address**

**:** joseph.holloway@wayland.wbu.edu

**Office Hours, Building, and Location**

**:** By appointment only

**Class Meeting Time and Location**

**:** Asynchronous Online

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**:** Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). Counseling the culturally diverse: Theory and practice (8th ed.). John Wiley & Sons, Inc. **ISBN-13**: 978-1-119-44824-2.

*The textbook for this course is part of the* ***Wayland’s Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**Course Information**

**Catalog Description**

**:**  Study of cultural factors, poverty, ethnicity, ageism, and disabilities and how these factors impact and affect cognitions, emotions, behavior and social interactions in both the school and community setting. Ethical issues related to multicultural aspects of counseling will be addressed as well.

This course is designed to emphasize Social and Cultural Diversity Issues in Counseling by providing a broad understanding of issues and trends in a multicultural and diverse society. This course includes all of the following: Attitudes and behaviors based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status and intellectual ability; Individual, family, group, and community strategies for working with diverse populations; and Theories of multicultural counseling, theories of identity development, and multicultural competencies.

**There is no prerequisite for this course**.

**Course Outcome Competencies**

**:** Upon completion of this course, students will be able to:

* Discuss the relevance of diversity from an individual, group, and global perspective
* Explain the theoretical and practical models pertaining to diversity issues in counseling
* Evaluate research related to racial-cultural issues
* Utilize critical thinking skills by applying content to contemporary racial-cultural issues
* Demonstrate self-awareness around diversity issues

**Attendance Requirements**

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**University Policies**

**Statement on Plagiarism and Academic Dishonesty**

**:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement**

**:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, [trifilot@wbu.edu](mailto:trifilot@wbu.edu) or call (806) 291-3745.

**Student Grade Appeals**

**:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

WBU Catalog

**Course Requirements and Grading Criteria**

| Item | Points | Grading Criteria |
| --- | --- | --- |
| Discussion Board | 40 | Eight Discussion Boards. These will be practical applications where students will apply their reading assignments to practical implications of counseling. Students are responsible for multiple weekly posts (One initial post and one reply post). The initial post is due by Wednesday of that week and the reply post is due by the end of the week. |
| Case Studies (2 Case Studies – 10 pts per Case Study) | 20 | Two Case Studies – Chapters Five & Six (Submit under Course Content) |
| Philosophy Paper | 40 | Philosophy Paper (Submit under Course Content) |
| Total | 100 |  |

90 – 100 is an “A”

80 – 89 is a “B”

70 – 79 is a “C”

60 – 69 is a “D”

Below 60 is an “F”

Instructor Notes on Written Assignments

All assignments must be prepared in APA format (7th ed.).

Specifics for the On-line Discussions

To receive credit for the Weekly Discussion Boards, students should submit their initial post to the discussion board in Blackboard by 11:59 PM Wednesday of that week. After submitting their initial post, students are to respond to one classmate with insightful comments and/or questions adding to his or her post. All discussion posts are to be supported with a minimum of at least one relevant, scholarly source with a minimum of 250 words per post. Additionally, no two discussion posts should be submitted on the same day.

Specifics for the Two Case Studies

There are two Case Studies for this class. Read the Case Study in both Chapter Five and Six and answer the questions associated with them. Typically, the answers to the questions are about two pages in length so be sure to provide enough detail and provide scholarly support for your answers. These should be uploaded as a Word Document.

Philosophy Paper on Cultural Diversity

Write a philosophical paper that addresses how you would approach counseling and therapy with the racial/ethnic minority group populations identified in Part VI of the textbook – Chapters 14 – 26. In this, be sure to include every group listed in the text. Additionally, include any personal changes in your views, opinions, and understandings about social and cultural foundations in counseling because of this course. Explain how you might integrate a diverse cultural mindset into your counseling sessions. This paper should be between seven to eight pages, excluding the Title and References pages. This paper is due at the end of Week Seven. This should be uploaded as a Word Document and follow the APA Manual (7th ed.) guidelines.

Late Assignments

Assignments are due at 11:59 PM US CST on their due date (see tentative schedule below for due dates). Late assignment submissions will not be accepted unless prearranged (before the day due) or there is a medical emergency.

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Tentative Schedule**

| Week | Assignments | Due Date |
| --- | --- | --- |
| Week 1 | Read Chapter 1 | 6/5/22 |
|  | Discussion Board 1 | 6/5/22 |
| Week 2 | Read Chapters 2 and 3 | 6/12/22 |
|  | Discussion Board 2 | 6/12/22 |
| Week 3 | Read Chapters 4 and 5 | 6/19/22 |
|  | Discussion Board 3 | 6/19/22 |
|  | Chapter Five Case Study | 6/19/22 |
| Week 4 | Read Chapter 6 | 6/26/22 |
|  | Discussion Board 4 | 6/26/22 |
|  | Chapter Six Case Study | 6/26/22 |
| Week 5 | Read Chapters 7 and 8 | 7/3/22 |
|  | Discussion Board 5 | 7/3/22 |
| Week 6 | Read Chapters 9 and 10 | 7/10/22 |
|  | Discussion Board 6 | 7/10/22 |
| Week 7 | Read Chapters 11 and 12 | 7/17/22 |
|  | Discussion Board 7 | 7/17/22 |
|  | Philosophy Paper | 7/17/22 |
| Week 8 | Read Chapter 13 | 7/23/22 |
|  | Discussion Board 8 | 7/23/22 |

**Additional Information**

*Note*: The instructor reserves the right to add, delete, or revise segments of this course syllabus, including course schedule and assignment.