

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**VIRTUAL CAMPUS**

**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.

**Course Title, Number, and Section: CNSL 5303 VC03 - Social and Cultural Foundations in Counseling**

**Term: Winter 2017**

**Instructor**: Dr. Al Smith

**Office Phone Number and WBU Email Address:** 210-854-8964, asmith@wbu.edu

**Office Hours, Building, and Location:** Available through email and phone

**Class Meeting Time and Location:** Virtual Campus

**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**.

**Required Textbook(s) and/or Required Material(s):** Sue, D.W. & Sue, D. (2016). Counseling the culturally diverse: Theory and practice (7th ed.) Wiley & Sons, New Jersey. ISBN: 9781119084303

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

* To discuss the relevance of diversity from an individual, group, and global perspective.
* To explain the theoretical and practical models pertaining to diversity issues in counseling.
* To become familiar with research related to racial-cultural issues.
* To utilize critical thinking skills.
* To expand awareness of contemporary racial-cultural issues.
* To increase self-awareness around diversity issues.

**Attendance Requirements:**

WBUonline (Virtual Campus)

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 3 or more weeks of an 11 week term, 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 term 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.

**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 Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

**Course Requirements and Grading Criteria:** <<Fill in specific requirements of the course including the criteria utilized to assess student performance and the weight of each. A variety of means to evaluate student performance should be used and grading criteria should conform to the grading system in the catalog.>>

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 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 (10 to 15 weeks) term, 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.

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 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.

**Tentative Schedule**:

**Weekly Discussion Board**---students should read the selected chapters for the week and will complete weekly online discussion assignments.

# Youtube Review---Chimamanda Adichie: The danger of a single story

<http://www.youtube.com/watch?v=D9Ihs241zeg>

Answer the following questions after you have reviewed the Youtube:

--Write a personal reaction to “The Danger of a Single Story.”

--Discuss the limits of single story and its impact on our interactions.

--How can we ensure that our appreciation of our own cultural heritage enhances the cultural heritage of others?

--How can human service practitioners help people deconstruct stereotypes?

**Exams**---students will complete a mid-term and final exam following major learning blocks of materials.

**University Grading Scale**: The University has a standard grading scale as follows: 90 - 100 = A (excellent); 80 - 89 = B (good); 70 - 79 = C (average); 60 - 69 = D (acceptable but below average); below 60 = F (unacceptable); W=the student withdrew from the course before the deadline; I=incomplete. A grade of “incomplete” is given only if circumstances beyond the student’s control prevented completion of work during the semester enrolled and any attendance requirements have been met. A grade of “incomplete” is changed if the deficiency is made up by midterm of the next regular semester; otherwise, it becomes an “F”. X=no grade given; Cr=for Credit; NCR=no credit; IP=In Progress. Consult catalog for more information.

**Course Outline**

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| **Week** | **Topics** | **Assignments Due** |
| **1** Nov 13-19 | Ch 2 Superordinate Nature of Multicultural Cg and Therapy |  |
| **2** Nov 20-26 | Thanksgiving Break |  |
| **3** Nov 27-Dec 3 | Chapter 4 The Politics of Counseling and Psychotherapy: Social Justice in Counseling |  |
| **4** Dec 4-10 | Chapter 5 Systemic Oppression: Trust, Mistrust, Credibility, and Worldviews |  |
| **5** Dec 11-17 | Chapter 6 Microaggressions in Counseling and Psychotherapy |  |
| **6** Dec 18-23 | Work on Exam I | Exam I |
| **7** Dec 24-Jan 1 | Holiday Break |  |
| **8** Jan 2-7 | Chapter 7 Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives  Chapter 8 Culturally Appropriate Intervention Strategies |  |
| **9** Jan 8-14 | Youtube Review: The danger of a single story | Reflection Paper |
| **10** Jan 15-21 | Chapter 9 Multicultural Evidence-Based Practice |  |
| **11** Jan 22-28 | Chapter 11 Racial/Cultural Identity Development in People of Color: Therapeutic Implications  Chapter 12 White Racial Identity Development: Therapeutic Implications |  |
| **12** Jan 29-Feb 4 | Exam II | Exam II |
| 13 Feb 5-11 | Personal Reflections |  |

<http://catalog.wbu.edu>