

**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 Social and Cultural Foundations in Counseling VC02

**Term:** Winter, 2018

**Instructor:** Dr. Tom Thomson

**Office Phone Number and WBU Email Address:** 806-773-3264 (This is my cell number. You may text this

number and I will respond as soon as possible). [thomas.thomson@wayland.wbu.edu](mailto:thomas.thomson@wayland.wbu.edu)

**Office Hours, Building, and Location:** Online

**Class Meeting Time and Location:** Online

**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 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):** Derald Wing Sue and David Sue. **Counseling the Culturally Diverse: Theory and Practice** (7th edition, 2016) ISBN: 9781119084303.

**Optional Materials:** None required.

**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.
* 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, 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.

**Posting in the discussion board:** Students are expected to submit posting assignments with punctuality and are expected to check the online class weekly and complete weekly postings in the discussion board. They include weekly reading assignments. Students should make their discussion post and comment on two other discussion posts each week. Be sure to **SUBMIT YOUR INITIAL POST BY NOON ON FRIDAY AND YOUR RESPONSES BY NOON ON SUNDAY EACH WEEK.**

**Course Requirements and Grading Criteria:**

**Online discussions (100 points)**

Students will complete online discussions each week. Students are expected to check the online class at least three to four times each week and complete weekly assignments. This averages out to be about 5-7 hours per week of online activities, as well as navigating and conducting research over the web. All initial posts must be submitted by noon each Friday and responses to other students be submitted by noon each Sunday.

**Collaborative Paper (100 pts)**

Each student will join a group of two or three students by self-selection or assignment. Each group will prepare a paper of five to six pages in length on one of chapters 14-26 dealing with counseling with particular multicultural populations. It should have at least two sources in addition to the textbook. Any student who prefers to work alone my do so at their request.

**Midterm Exam (100 pts)**

The midterm is an open book exam and will cover the learning blocks of materials from Chapters 1-12.

**Final Exam (100 pts)**

The final is an open book exam and will cover major learning blocks of materials from Chapters 13-26.

**Course Outline and Grading Structure:**

Weekly online discussion board assignments 100 pts

Midterm 100 pts

Final exam 100 pts

Collaborative Paper 100 pts

Total 400 pts

A = 360-400

B = 320-359

C = 280-319

D = 240-279

F = below 240

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 Executive Vice President/Provost 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:**

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| --- | --- | --- | --- | --- | --- |
| **Week** | | **Readings** | | **Assignment Due** | |
| 1 Nov 12-18 | | Ch 1 Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training  Ch 2 The Superordinate Nature of Multicultural Counseling and Therapy  Ch 3 Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups | | Discussion Board | |
| Nov. 19-25 | | Thanksgiving Break | | None | |
| 2 Nov 26-Dec 2 | | Ch 4 The Political and Social Justice Implications of Counseling and Psychotherapy  Ch 5 Counselor Credibility an Client Worldviews  Ch 6 Microaggressions in Counseling and Psychotherapy | | Discussion Board | |
| 3 Dec 3-9 | | Ch 7 Barriers to Multicultural Counseling and Therapy: individual and Family Perspective  Ch 8 Communication Styles and Its Impact on Counseling and Psychotherapy  Ch 9 Multicultural Evidence-Based Practice | | Discussion Board | |
| 4 Dec 10-16 | | Ch 10 Non-Western Indigenous Methods of Healing: Implications for Multicultural Counseling and Therapy  Ch 11 Racial/Cultural Identity Development in People of Color: Counseling Implications  Ch12 White Racial Identity Development: Counseling Implications | | Discussion Board | |
| 5 Dec 17-19 | | Midterm | | Midterm | |
| Dec 20-Jan 2 | | Christmas Break | | None | |
| 5(con.) Jan 3-6 | | Midterm | | Midterm | |
| 6 Jan 7-13 | | Ch 13 Culturally Competent Assessment  Ch 14 Counseling African Americans  Ch 15 Counseling American Indians/Native Americans and Alaska Natives | | Discussion Board | |
| 7 Jan 14-20 | | Ch 16 Counseling Asian Americans and Pacific Islanders  Ch 17 Counseling Latinas/os  Ch 18 Counseling Multiracial Individuals | | Discussion Board | |
| 8 Jan 21-27 | | Ch 19 Counseling Arab Americans and Muslim Americans  Ch 20 Counseling Immigrants and Refugees  Ch 21 Counseling Jewish Americans | | Discussion Board | |
| 9 Jan 28-Feb 3 | | Ch 22 Counseling Individuals with Disabilities  Ch 23 Counseling LGBT Individuals  Ch 24 Counseling Older Adults | | Discussion Board | |
| 10 Feb 4-10 | | Ch 25 Counseling Individuals Living in Poverty  Ch 26 Counseling Women | | Discussion Board | |
| 11 Feb 11-16 | | Final Exam | | Final Exam | |

**Additional Information:**

<http://catalog.wbu.edu>