

COUN-545-W4: Social and Cultural Foundations of Counseling
University of Bridgeport
Fall 2023

Instructor: Nicole A. Salati, MA, LPCA

Course Day/Time: Wednesday, 6:30-9:00pm

Class Location: Mandeville Hall, Room 221

Contact Information: nsalati@bridgeport.edu | 203.306.9256

Office Hours: Tuesdays and Wednesdays 3:00-4:00pm, and by appointment

Text(s):

Sue, D.W., Sue, D., Neville, H.A., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (8th ed.). Hoboken, NJ: John Wiley & Sons.

Course Description: This course examines the impact of social and cultural factors on the individual and subsequently how the counselor attends to and addresses the different social forces and cultural differences in the counseling venue.

Course Objectives: As the result of this course, through satisfactory performance, students will demonstrate the following:

1. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP.II.F.2.a.)
2. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP.II.F.2.b.)
3. Multicultural counseling competencies (CACREP.II.F.2.c.)
4. The impact of heritage, attitudes, beliefs, understanding, and acculturative experiences on an individual's views of others (CACREP.II.F.2.d.)
5. The effects of power and privilege for counselors and clients (CACREP.II.F.2.e.)
6. Help-seeking behaviors of diverse clients (CACREP.II.F.2.f.)
7. The impact of spiritual beliefs on clients' and counselors' worldviews (CACREP.II.F.2.g.)
8. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP.II.F.2.h.)

CACREP PROFESSIONAL STANDARDS

UB Learning Outcomes	CACREP 2016 Standards	Curriculum Experience	Outcome Assessment
Explain the impact of historical factors on cultural groups in contemporary American society	II.F.2.a. II.F.2.d. II.F.2.f. II.F.2.g..	<ul style="list-style-type: none"> • Students will be introduced to the historical and contemporary influences on various cultural groups through weekly readings, didactic lecture, peer presentations, and class discussions 	<ul style="list-style-type: none"> • Group presentation, best practices handout, and discussion questions (see rubric)
Demonstrate the knowledge, awareness and skills necessary to be a culturally competent counselor	II.F.2.c.	<ul style="list-style-type: none"> • Students will explore various cultural and social justice issues that influence clinical practice through class discussions, written assignments, and presentations • Students will build an awareness of multiple cultures through weekly readings, peer presentations, and class discussions 	<ul style="list-style-type: none"> • Group presentation, best practices handout, and discussion questions (see rubric) • Reflection journals (see requirements) • Bibliotherapy paper (see rubric)
Explore the manner in which culturally influenced likes/dislikes of food, exercise, hobbies, spirituality, and social closeness impact health and wellness of self and clients	II.F.2.a.	<ul style="list-style-type: none"> • Students will explore various cultural differences in society that influence interaction, communication, and clinical practice through class discussions, reflections, and experiential exercises 	<ul style="list-style-type: none"> • Group presentation, best practices handout, and discussion questions (see rubric)
Describe and discuss the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client	II.F.2.b. II.F.2.e. II.F.2.h.	<ul style="list-style-type: none"> • Students will be introduced to the prevalence of racism, sexism, power, and privilege in society, as well as clinical practice through weekly readings, didactic lecture, and group discussion • Students will explore the effects of racism, sexism, power and privilege on their own and others' lives through reflections, written assignments, and 	<ul style="list-style-type: none"> • Bibliotherapy paper (see rubric)

		class group presentations.	
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MAKE-UP PROCEDURE

- **Students will not be allowed to make up any “In Class” assignments including weekly quizzes.**
- To make up tests or out of class assignments, students will need valid documentation (i.e., doctor’s note, legal/court papers, funeral announcements)

Excused absence: An excused absence requires that a student provide written request to his/her faculty member. An excused absence is limited to the circumstances and deadlines narrowly defined below:

- **Religious Holidays:** must be requested in writing to the faculty member at least three (3) days before the religious holiday. Ex post facto (after the fact) notice is not accepted.
- **Known Medical or Legal Reason for Student:** must be requested in writing at least three (3) days before the absence. Documentation may be required by the faculty member. Ex post facto notice is not accepted.
- **Death in Immediate Family:** includes death of significant other, child, mother, father, siblings and/or grandparents. Written notice must be provided within three (3) days of the absence.
- **Medical:** unplanned medical or health issue, including without limitation: car accident, illness, injury to body, etc. Written notice must be provided within three (3) days of absence. Documentation may be required by the faculty member; or
- **Miscellaneous Extenuating Circumstances:** unexpected or unplanned circumstances, including without limitation: inclement weather or serious illness of dependent. Written notice must be provided within three (3) days of absence. Documentation may be required by the faculty member.

Any missed assignment or examination must be made up within one week of the excused absence. If the student fails to timely do so, s/he shall receive an automatic grade of zero for the missed work.

Unexcused Absence: An unexcused absence is defined as follows:

- An absence which, in the faculty member’s discretion, does not qualify as excused absence (as defined above); or
- Any instance where a student arrives to class more than 15 minutes late to class or leaves class more than 15) minutes early. It is the student’s responsibility to confirm with the faculty member that s/he has been marked present.

LATE ASSIGNMENTS

- Late assignments will not be accepted unless otherwise specified.

CLASS CONTACT HOURS

The federal government and NEASC both define credit hours and contact hours in the following ways:

- 1) This class meets for two and a half hours each week for approximately fifteen weeks for one semester. This means that we have approximately 36 hours of direct contact time, either in the face-to-face classroom or direct faculty instruction.

- (2) An additional 6 hours of assignments outside of class is required for this 3-credit course. Outside academic activities include laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours.

PLAIGIARISM

The University of Bridgeport is committed to fostering an environment of academic integrity, mutual respect, and individual responsibility. We are a community that values the voice of students in their pursuit of academic excellence and personal growth. By choosing to be a member of this community, each student demonstrates respect for the core values of trust, honesty and ethical behavior, and commits to upholding these standards. These principals guide conduct both in and out of the classroom and on and off campus. This applies to interactions with all members of the community as well as the use of university resources and facilities.

In addition to the guidelines outlined in the Key to UB and the Catalog of University of Bridgeport, note that student that are found to be responsible for plagiarism may be separated from the counseling program immediately.

Minimally, university policy calls for the following:

1st offense – fail the assignment

2nd offense – fail the class

3rd offense – separation from school

A record of student plagiarism cases in the Provost’s Office in order to determine 1 – 3 offensives.

Plagiarism is the use of information (words, sentences, and/or ideas and even the structure of sentences and/or ideas) from another source that is not properly credited. Plagiarism is a form of academic dishonesty with disciplinary actions ranging from a reduced grade for the assignment or course to expulsion.

WHAT TO CITE: “You must cite someone else’s words you quote, words you summarize, words you paraphrase, idea (interpretation, opinion, conclusion), data, graph, photograph, drawing, table of information, experiment, example, unique concept, apt phrase, expression of common knowledge, solution to a problem, speech, video source (film, TV program), [and] the structure or sequencing of facts, ideas. or arguments.” (Harris, 2002, p. 18).

Harris. R. (2002). Anti-Plagiarism Strategies for Research Papers [online].

<http://www.virtualsalt.com/antiplag.htm> [accessed 02.04.13]

DROP/ADD

Please refer to the current school catalog for policy related to schedule changes, dropping and/or adding classes, dates and deadlines.

DISABILITY ACCOMODATIONS AND PROCEDURE POLICY

The University of Bridgeport is committed to providing services to qualified students with disabilities so that they receive an equal educational opportunity. Student Accessibility Services (SAS) offers a private and confidential atmosphere for students to talk about their disabilities and accommodations requests. All accommodations are determined on an individual basis. To receive services or accommodations, students are advised to provide appropriate documentation well in advance of the beginning of the semester, preferably at least two months prior to the beginning of each academic semester. While every effort will be made to arrange accommodations in a timely fashion, failure to provide sufficient advance notice may impede delivery service. In order to begin the process of requesting accommodations, students can contact Student Accessibility Services (SAS) at 203-576-4454 or email accessibilityservices@bridgeport.edu.

Students who have not yet addressed and need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If there is a

conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me through email. I aim to work collaboratively with students and UB Student Accessibility Services in order to ensure students are learning in an environment conducive for their success.

GRADING SCALE

- 1. Reflective Journals (10).....100 points
 - 2. Summary Journal.....50 points
 - 3. Group Presentation.....100 points
 - 4. Bibliotherapy Project.....100 points
- 350 points

Grade	% of Total Points	Grade	% of Total Points
A	93-100	B-	80-82.99
A-	90-92.99	C+	75-79.99
B+	86-89.99	C	70-74.99
B	83-85.99	F	≤ 69.99

ASSIGNMENTS

Reflective Journals: (10 @ 10 points per reflection; 100 total points)

Students are asked to write and submit reflective journal entries each week. In these reflections, please process your personal reactions, thoughts, feelings, and insights regarding issues discussed in class, assignments, and/or readings. Students can receive a *maximum of 10 points* for each completed journal entry, based on the quality and depth of reflection. All journal reflections will remain confidential, although some content in the journals may anonymously be integrated into class discussion (i.e., any identifying information will be removed) and potentially used in a research study, pending approval.

***Journals are due each week prior to the start of the next class (6:30pm on Wednesdays) on Canvas. Please do not email your journals. Late journals will not be accepted.**

Summary Journal: (50 points)

At the end of the semester, students will write a summary (4-5 pages, double-spaced) of their reflections throughout the semester. These reflections should focus on *any changes in understanding themselves* (e.g., identity and worldview) *and others*. This reflection should conclude with a self-appraisal of the student’s *strengths and limitations in working with individuals of diverse populations*.

Group Presentation, Best Practices Handout, and Discussion Questions: (100 points)

Students will be divided into pairs for a group presentation activity. For this assignment, students will examine the scholarly literature related to student affairs, counseling, and psychology regarding the diverse population assigned. Student groups must prepare a 45-minute presentation, including class discussion, to be presented in class. In a PowerPoint format, please include the following information:

- A brief history of the specific population (keep this specific to the United States from 1920-2020).
- Present two thought-provoking questions related to the weekly assigned readings (these questions must be derived from the weekly article/reading assignments).
- Present a demonstration via any media format (commercial, magazine, newspaper, television show, internet, movie, etc.) that shows how your population has been represented at a societal level.
- Finally, examine the recent scholarly literature related to counseling/helping with your chosen social/cultural group and prepare a “best practices” outline or bulleted summary (1-2 pages, including references) to distribute to class members.

Upon completion of this presentation, students will submit a self-rating and peer-rating rubric form. This completed rubric will be included in the student's overall presentation grade.

Bibliotherapy Project: (100 points)

Students are expected to read a fiction or nonfiction book on a main character that is culturally different from the student (please do not select the biography of a famous person for this assignment like Nelson Mandela, Mahatma Gandhi, or Martin Luther King Jr.). The main character *must* represent a population discussed in this class and the story *must* take place in the United States. Students who do not adhere to these guidelines will be penalized one letter grade.

Note. Please email your book selection to me for approval before continuing this assignment.

Reflecting on this story, students will write a five-page, APA format (double-spaced, 12pt font, 1" margins, headings, title page – abstract not required), based on the story. Please include the following information in your paper:

- Synopsis of the text (1 page)
- Insights you have obtained from reading this text that are related to the course content (1 page)
- Discipline-specific knowledge you think is relevant to the main character (i.e., clinical interpretations or implications, vocational considerations, etc.) – (3 pages)

Note. Title page and references do not count towards page count. Be sure to use APA headers to divide content in the paper.

Extra Credit Opportunity: (10 points)

Students will attend and write a reflection on an event that focuses on racial/ethnic groups, social justice, or advocacy. The reflection paper will address the following questions:

- What were your expectations of the event prior to attending?
- What thoughts and feelings did you have before, during, and after the event?
- How, if at all, did these thoughts and feelings relate to concepts discussed in the course thus far?
- What did you learn from the experience?
- How can you apply this learning to your work with students or clients?

Points earned as a result of extra credit may only be used to improve a student's overall passing final course grade. Extra credit points may not be used to improve a non-passing final course grade (i.e., C+) to a passing final course grade (i.e., B-). As such, final grades will be determined without the inclusion of extra credit points and will then be applied to students who earned passing final scores.

TENTATIVE COURSE SCHEDULE

CLASS DATE	TOPIC	READING/ASSIGNMENT DUE	2016 CACREP STANDARDS
9/6//23	Introductions Review of Course & Syllabus	Sue & Sue: Chapter 1	II.F.2.c.
9/13//23	Cultural Competence & Social Justice	Sue & Sue: Chapters 2, 3, and 4 <i>Brandyberry (1999)</i> <i>Karkouti (2015)</i> <i>Ratts et al. (2016)</i> Reflective Journal 1 Due	II.F.2.b. II.F.2.c. II.F.2.e. II.F.2.h.
9/20//23	Counselor Credibility and Client Worldview & Microaggressions in Counseling	Sue & Sue: Chapters 5 and 6 <i>Balkin et al. (2009)</i> <i>Nadal et al. (2014)</i> <i>Schlosser (2003)</i> Reflective Journal 2 Due	II.F.2.b. II.F.2.c. II.F.2.d. II.F.2.e. II.F.2.g. II.f.2.h.
9/27//23	Practice Dimensions of Multicultural Counseling and Therapy	Sue & Sue: Chapters 7, 8, and 9 <i>Major & Mangope (2014)</i> Reflective Journal 3 Due	II.F.2.c. II.F.2.d. II.F.2.e. II.F.2.h.
10/4//23	Racial Identity Development	Sue & Sue: Chapters 11 and 12 <i>McIntosh (1990)</i> <i>Ortiz (1999)</i> Reflective Journal 4 Due	II.F.2.c. II.F.2.b. II.F.2.d. II.F.2.e. II.F.2.g.
10/11/23	Counseling LGBTQ Populations	Sue & Sue Chapter 26 <i>Notestine et al. (2017)</i> <i>Owen et al. (2010)</i> Reflective Journal 5 Due	II.F.2.a. II.F.2.f. II.F.2.c. II.F.2.g. II.F.2.d. II.F.2.h
10/18/23	Counseling Women	Sue & Sue Chapter 26 <i>Notestine et al. (2017)</i> <i>Owen et al. (2010)</i> Reflective Journal 6 Due	II.F.2.a. II.F.2.f. II.F.2.c. II.F.2.g. II.F.2.d. II.F.2.h
10/25/23	Counseling Individuals Living in Poverty	Sue & Sue Chapter 25 <i>Santiago et al. (2013)</i> Reflective Journal 7 Due	II.F.2.a. II.F.2.f. II.F.2.c. II.F.2.g. II.F.2.d. II.F.2.h
11/1/23	Counseling Arab Americans and Muslim Americans	Sue & Sue Chapter 19 <i>Goforth et al. (2016)</i>	II.F.2.a. II.F.2.e. II.F.2.b. II.F.2.f.

		<i>Nassar-McMillan & Hakim-Larson (2003)</i>	II.F.2.c. II.F.2.g. II.F.2.d. II.F.2.h.
11/8//23	Counseling Immigrants and Refugees	Sue & Sue Chapter 20 <i>Abe-Kim et al. (2007)</i> <i>Rogers-Siren et al. (2015)</i> Reflective Journal 9 Due	II.F.2.a. II.F.2.f. II.F.2.c. II.F.2.g. II.F.2.d. II.F.2.h
11/15/23	Counseling Individuals with Disabilities	Sue & Sue Chapter 22 <i>Smart & Smart (2006)</i> Bibliotherapy Paper Due	II.F.2.a. II.F.2.e. II.F.2.b. II.F.2.f. II.F.2.c. II.F.2.g. II.F.2.d. II.F.2.h.
11/22/23	University closes at 3pm- No evening classes		
11/29/23	Counseling Multiracial Individuals	Sue & Sue Chapter 18 <i>Alvarado et al. (2015)</i> <i>Williams (1999)</i> Reflective Journal 10 Due	II.F.2.a. II.F.2.f. II.F.2.c. II.F.2.g. II.F.2.d. II.F.2.h
12/6/23	Counseling Latinx Populations	Sue & Sue Chapter 17 <i>Altarriba & Bauer (1998)</i> Summary Journal Due Extra Credit Opportunity Due	II.F.2.a. II.F.2.f. II.F.2.c. II.F.2.g. II.F.2.d. II.F.2.h

NOTE: The syllabus is subject to change at the discretion of the instructor. All changes will be announced both in class and via e-mail. If class is canceled for any reason, continue with assignments and readings as listed on the syllabus AND look for an email from me with any additional changes. If you are absent, you are still responsible for any assignments due.