



**MASTER OF ARTS IN COUNSELING
MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY**

**CULTURAL ISSUES AND SOCIAL JUSTICE
MCPY615 (3 Credits)**

Course Syllabus

COURSE DESCRIPTION

This course is designed to present basic issues and practical information relevant to multicultural and social justice issues in counseling. It will provide an understanding of the cultural contexts of relationships, social justice issues and current research and counseling strategies related to factors including socioeconomic status, religious and cultural values, ethnic background, gender, sexual orientation and mental and physical characteristics.

METHODS OF INSTRUCTION

Classroom-based lectures, group activities, experiential assignments.

COURSE OBJECTIVES:

1. Be able to identify and articulate increased awareness of student's own cultural background, heritage, attitudes and beliefs regarding multicultural issues.
(CACREP Standards 2.B,D)
2. Be able to identify major trends and characteristics between and within diverse populations and ethnic groups particularly those in the local region: Latinos, African Americans, Asians, and American Indians.
(CACREP Standards 2.A)
3. Have knowledge of basic theories of multicultural competencies and counseling theories including identity development as well as associated ethical and legal considerations.
(CACREP Standards 2.C, E, F)
4. Be able to recognize and employ culturally sensitive counseling strategies and skills including appropriate incorporation of alternative treatment and community prevention approaches.
(CACREP Standard 2.C)

5. Explore and understand the social roles and responsibilities of counselors in the areas of social justice, advocacy, reform efforts and conflict resolution.
(CACREP Standards 1.G, 2.D)

6. Explore and prepare to implement a personal plan of action designed to continue increasing cultural awareness during and subsequent to completion of this course.
(CACREP Standard 2.D)

7. Be able to develop an understanding and ability to describe another's worldview and life experience.
(CACREP Standard 2.A)

8. Develop personal and relational skills to effectively work with another when their experience is in conflict with one's own.
(CACREP Standard 2.C)

9. Explore processes of intentional or unintentional oppression, discrimination, and other behaviors that are detrimental to the growth of human spirit, mind, or body.
(CACREP Standard 1.G, 2.D)

Required Texts:

Fadiman, A. (1998). *The spirit catches you and you fall down: A Hmong child, her American doctors and the collision of two cultures*. New York: Farrar, Straus & Giroux. ISBN: 0-374-52564-1soft.

McAuliffe, G. *Culturally Alert Counseling*. Calif: Sage Publications, Inc. ISBN [9781412957526](#)

Recommended Academic Journals:

American Journal of Community Psychology
Applied Developmental Science
Community Psychology
Hispanic Journal of Behavioral Sciences
The International Journal of Multicultural Studies
Journal of Bisexuality
Journal of Black Studies
Journal of Cross-Cultural Psychology
Journal of Gay and Lesbian Psychotherapy
Journal of Gay and Lesbian Social Services
Journal of Multicultural Counseling and Development
Multicultural Perspectives
Psychology of Women Quarterly

Related Internet Sites:

Association for Multicultural Counseling and Development: <http://www.amcd-aaa.org>

Disability Information and Resources: <http://www.makoa.org>

U. of Maryland Diversity Database:

<http://www.inform.umd.edu/EdRes/Topic/Diversity> (excellent resource)

African World Community Network: <http://www.he.net/~awe/>

Asian Studies WWW Monitor: <http://www.ai.mit.edu/people/irie/aar>

African American Home Page: <http://www.aahp.com/>

Hispanic Health Organization: <http://www.hispanichealth.org>

Hispanic Agenda for Action: <http://www.omhrc.gov/haa>

National Center for American Indian and Alaska Native Mental Health Research:

<http://www.uchsc.edu/ai/ncaianmrhr> (at the U. of Colorado Health Sciences Center)

Native American Resources: <http://www.indianexpo.org>

Assignments- Major APA formatted paper- 8-10 page paper that explores a specific “cultural” group that you might be interested in working with as you move into the counseling profession. Under the description of cultural group, I suggest that any group that has self defined itself through language, art, behavior, values, or any other common trait. For example specific street gangs, social clubs etc...

Your paper should include research that describes the group’s origins, history, and any other pertinent information.

Service Learning Project- 20 hours of volunteer work in the community that serves various cultural groups. Some students have worked in a variety of settings. It is my hope that you find a placement in an “unfamiliar” place. For example, working with disadvantaged children, retirement communities, or any other place that challenges your world view.

Cultural Interview. This assignment asks that you interview someone from a different cultural background as yourself. The following website will be a tremendous value.

http://www.folklife.si.edu/explore/Resources/InterviewGuide/InterviewGuide_home.html

This interview can recorded on digital or analog media, or transcribed and must include interview release form. It is my intention to use your material to develop a narrative website.

Presentations- The final 2 weeks of class will be dedicated to your presentations on your service learning projects and your cultural interviews.

Participation- All students will be asked to blog at least one time per week. The blog will have a topic and will be utilized by all of my other classes. It is my hope to get other faculty involved in moderating.

Paper-20%

Cultural interview 20%

Service learning Project 40%

Presentation 10%

Participation 10%

GRADING CRITERIA

Grades in the Counseling Program reflect those listed in the Regis University Bulletin within the University-wide Course Grading System. In addition, refer to the following considerations:

A: Outstanding scholarship

1. Fulfills all course objectives in an outstanding fashion displaying independent, analytic and synthetic thinking.
2. Reflects high degree of personal initiative and creativity in the thoroughness, depth and overall quality of the work.
3. Displays relevant, fluent, and well-organized writing. Demonstrates superior facility with English. Supports clearly reasoned ideas and arguments with cogent resources. Is virtually free from errors in mechanics, usage, and documentation.

A-: Also displays outstanding scholarship

1. May contain few minor errors in writing, documentation, or reasoning.

B+: Very Good

1. Adequately fulfills all course objectives. Displays a good understanding of basic concepts and uses them in constructing ideas and arguments.
2. Displays organized and well structured writing, although may contain some minor flaws in construction of paragraphs.
3. Shows less fluid integration and creativity in resources and thinking.

B: Satisfactory

1. Reflects adequate work which is acceptable and meets the course objectives. Conveys an understanding of basic concepts that show a basic level of support for ideas and arguments.
2. Has writing that is organized but lacks transitions and syntactic variety. Is without major errors in grammar, sentence structure or documentation.

B-: Limited

1. Shows some analysis and presentation of basic concepts. Has limited organization or integration of ideas.
2. Contains occasional major errors in writing or frequent minor errors in grammar and mechanics. Has documentation but may be imprecise.
3. Has logical and/or analytical problems in arguments. Utilizes limited resources.

C: Unsatisfactory

1. Fails to show an adequate understanding of major concepts. Does not present ideas and arguments in a logical fashion.
2. Has writing which contains numerous errors in grammar, usage, and mechanics.
3. Displays inadequate documentation or use of resources.
4. Does not adequately meet course objectives.
5. C+ or C- grades may be assigned for work that is somewhat better or worse than the criteria listed here under Unsatisfactory.

D: Fundamentally Deficient

1. Fails to understand and present major concepts. Contains arguments that are illogical or irrelevant.
2. Has writing that is seriously flawed, resulting in incoherence.

3. Contains major errors in grammar, usage, and mechanics.
4. Fails to meet course objectives.

F: Unscorable

1. Is illegible or obviously not written on the assigned topic.

Plagiarism

Plagiarism is defined as presenting as one's own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).

An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to www.turnitin.com.

STUDENT RESOURCES**RegisNet**

A RegisNET Account allows students to use and access Regis University web-based resources. RegisNET provides access to SHAREPOINT, TMSMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite (<http://insite.regis.edu/>). Select "RegisNET Account". You will be required to post either your social security number or student ID.

Dayton Memorial Library

The Dayton Memorial Library can be accessed <http://www.regis.edu/library.htm> website The Jesuit University system provides 24 hour research support. The reference desk can be accessed by the link on the site or at 303-458-4031, 1-800-388-2366 Ext. 4031.

Writing Assistance – Smarthinking

The School for Professional Studies will provide 10 hours of FREE tutoring or writing assistance for one year for all CPS students through TMSMARTHINKING. The tutoring year begins on March 8 of the current year. To register for TMSMARTHINKING, access INsite at <https://insite.regis.edu>, login using your RegisNet Username and Password. Select TMSMARTHINKING.

Equal Access & Disability Services

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

Eligibility

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, disability@regis.edu, in order to receive the requested accommodation(s). Current and comprehensive documentation must be on file with ODS prior to approval of the accommodation.

Students may disclose their disabilities and request accommodations at any time during their academic career. However, it is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Accelerated courses that are offered in eight week terms are fast-paced and reading intensive. Incomplete grades are seldom granted and are not considered appropriate accommodations. All courses are expected to be completed during the term in which they occur.

Counseling Program Diversity Statement

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

Because Professional Counselors work with clients having diverse lifestyles, beliefs and values, the Counseling Program exposes students to a wide range of social, relational, and cross-cultural contexts. The Counseling faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The American Counseling Association Code of Ethics statement regarding diversity includes the following:

Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process.

ACA Code of Ethics Section A.2. a. b.

Regis University supports an exploration of diverse views of faculty and students in the statement of academic freedom written by President Father Sheeran:

A discussion of opposing intellectual positions is often germane to courses. When handling such intellectual positions in our atmosphere of academic freedom conducted with respectful open dialogue, Regis University faculty present the tenets of any intellectual tradition with integrity....

On the Teaching of Intellectual Positions in an Atmosphere of Academic Freedom at a Jesuit Catholic University. Draft 1/26/04

Michael J. Sheeran, President, Regis University

Students who wish to obtain clarification of the official views of the Catholic Church may go to the official Vatican website at: <http://www.rc.net/rcchurch/vatstmts/index.html>

STUDENT RESPONSIBILITIES

Ethics and Confidentiality

An integral component of CPS Counseling Program courses is student and instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework and learning. Each student is expected to honor confidentiality as it pertains to student self-disclosure. No shared information, comments, or opinions expressed by other students or instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and instructors.

Student Conduct

CPS Program's students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly online and in the classroom. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the Graduate Programs and Faculty expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

“Disruptive Behavior” or “Disorderly Conduct” as applied to the academic setting, means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, University events or University sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the *Regis University Student Code of Conduct*.

Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.

COUNSELING FACULTY RESPONSIBILITIES

Student Performance Evaluations

Members of the faculty, using their professional judgment, continually evaluate students' performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' code of ethics.

The Student Performance Evaluation is used in core courses (Human Growth and Development, Counseling Theories, Counseling Techniques courses, and supervised experience courses to give students feedback on their development as counselors in training.

Although required in core courses, faculty may also use this form at any time in the program to give students feedback on their professional growth and development.

