

COUN 523 Syllabus Counseling and Culture

Course Description

The purpose of this course is to facilitate students' awareness of culture and the impact of culture on the counseling process. Culture will be broadly defined; historical and contemporary influences of culture will be discussed. Students will become familiar with their own culture, learn other cultures, and learn to respect and apply cultural differences.

Course Objectives

- Study the historical influences of culture in America and the pluralistic trends that will impact work with clients in Orange County (readings & discussion)
- Be familiar with the general stereotypical values and norms of various ethnic groups and understand the limitations of these stereotypes (class discussions, genogram paper, and book club).
- Understand the development of cultural identity and explore the impact of socio-cultural factors upon the cognitive, affective, and behavioral development of culturally diverse groups (readings, class discussion, genogram paper and book club).
- Explore the existence of and ramifications of privilege (readings and class discussion/exercise).
- Develop an understanding of gender, sexual/romantic orientation, socioeconomic status, religion, age, and ability as different cultures and their experiences (readings and class discussion; potentially some areas on genogram paper and/or book club).
- Identify the cultural sources of personal value system and acknowledge these cultural values create biases that may affect culturally diverse groups (genogram paper and book club).
- Apply culturally sensitive approaches to diverse clients in a variety of settings while also being an agent of social justice and change (examples in class discussions, genogram paper, and final exam).

Pre-Requisites

COUN 500 & 511

Student Learning Outcome Language

As you know, the Counseling department tracks aspects of student learning (known as Student Learning Objectives or SLOs) and Dispositions (Professionalism and Fitness for the Profession) in numerous classes as part of the CACREP accreditation requirements. This helps as a source of feedback on our teaching and lets us know how students are doing on average and individually. In some classes, the SLO's are assessed in the form of a rubric and in other classes it is simply a score from a paper or exam. There is nothing you need to do, but be aware that the information will be used to track and evaluate your progress in the program and will be part of your student record. Please see detailed information in your Student Handbook, as well as the form for Dispositions (which can be assessed at any time, but is always assessed in Coun 511, 530, and 584). There are at least three times when a student's individual progress is formally examined by the faculty: (1) after they have completed their first semester; (2) at advancement to practicum (the semester prior to starting practicum); and (3) at advancement to research project (the

Calendar is only an example and may be quite different 2

semester prior to Final Project). At these points in time, all the assessment information (including any of the SLO assessments conducted, as well as information from advisement, course grades, and professor input) will be examined. The spirit of this is to make sure that you are on track, and if you are not, then our goal is to offer support and guidance so that you can get back on track. If there are serious concerns, this may involve a remediation process or, in rare cases, dismissal from the program. All of this information is outlined in your Student Handbook.

The SLO assessed in this class is *Diversity Awareness and Sensitivity*, and the department is using the cultural genogram paper. Please see the rubric on titanium/canvas.

Calendar

Week	Topics	Assignments Due
1	Welcome and Introduction to the class	<p>Due:</p> <ul style="list-style-type: none"> • Begin journaling today after class
2	Identity, Positionality, and Intersectionality	<p>Due:</p> <ul style="list-style-type: none"> • <i>Journal Entry 1</i> • <i>See Reading/Podcasts on Canvas</i> • Take General Quiz before class begins on this day.
3	Constructs & Definitions; Stereotypes	<p>Due:</p> <ul style="list-style-type: none"> • <i>Journal Entry 2</i> • <i>See Reading/Podcasts on Canvas</i>
4	History of White Supremacy: First Peoples and Slavery (and slavery built this this nation)	<p>Due</p> <ul style="list-style-type: none"> • <i>Journal Entry 3</i> • <i>See Reading/Podcasts on Canvas</i> • Take Cultural Terms Quiz before 2/21 at 4pm on Canvas.
5	NO CLASS: President's Day	<ul style="list-style-type: none"> • Don't drink and drive
6	History of White Supremacy: Immigration of Latinx, APIDA, "non-White" Europeans (e.g., non-Protestants), and MENAs	<p>Due</p> <ul style="list-style-type: none"> • <i>Journal Entry 4</i> • <i>See Reading/Podcasts on Canvas</i>
7	Privilege	<p>Due</p> <ul style="list-style-type: none"> • <i>Complete Journal Entry 5</i>

		<ul style="list-style-type: none"> • <i>See Reading/Podcasts on Canvas</i>
7.5	Interprofessional Education With Speech Communication Disorders students (9:30am-12:30pm)	<p>Due</p> <ul style="list-style-type: none"> • Watch the King's Speech
8	Video in Class: Color of Fear	<p>Due</p> <ul style="list-style-type: none"> • <i>Turn in Journal Entry 6</i> • <i>See Reading/Podcasts on Canvas</i>
9	Classism	<p>Due</p> <ul style="list-style-type: none"> • <i>Journal Entry 7</i> • <i>See Reading/Podcasts on Canvas</i>
10	NO CLASS: Spring Break	<ul style="list-style-type: none"> • <i>Don't drink and drive!</i>
11	Christian Dominance	<p>Due</p> <ul style="list-style-type: none"> • <i>Turn in Journal Entry 9</i> • <i>See Reading/Podcasts on Canvas</i> • Cultural Genogram Due Sunday, 4/3 before 10pm on Canvas
12	Patriarchy, Sexism, and Misogyny (including Gender, Gender expression, and Gender identity)	<p>Due</p> <ul style="list-style-type: none"> • <i>Journal Entry 10</i> • <i>See Reading/Podcasts on Canvas</i>
13	Heterosexism and Transphobia Guest Speaker on LGBTQQIA+	<p>Due</p> <ul style="list-style-type: none"> • <i>Journal Entry 11</i> • <i>See Reading/Podcasts on Canvas</i>
14	Ableism (and Ageism and HIV) Guest Speaker(s) on Ableism	<p>Due</p> <ul style="list-style-type: none"> • <i>Journal Entry 12</i> • <i>See Reading/Podcasts on Canvas</i>
15	Sizeism Guest Speaker on Sizeism via Zoom	<p>Due</p> <ul style="list-style-type: none"> • <i>Journal Entry 13</i>

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	Note: SOQs will be completed this day.	<ul style="list-style-type: none">• <i>See Reading/Podcasts on Canvas</i>
16	Book Club	Due <ul style="list-style-type: none">• <i>Journal Entries 14 & 15</i>• <i>See Reading/Podcasts on Canvas</i>• <i>Book Club Assignment Due 5/9 before 4pm on Canvas</i>
17	Final Oral Exam	Due <ul style="list-style-type: none">• <i>CONCEPTUALIZATION AND TX PLAN via email on May 16th before 4pm (only if you did not attend the interprofessional education class).</i>