CNS 747: Cultures and Counseling  
Wake Forest University  
Department of Counseling  
Spring 2015

Time: Tuesdays, 2-4:30pm  
Location: Carswell 205

Course Content:  
The course examines the influence of culture in human development and counseling relationships. The areas of awareness, knowledge, and skills in the context of racial, ethnic, and cultural diversity will be explored in-depth. Course objectives are in line with the CACREP (2016) Curriculum Standards (II.F.2.a-f). Each objective is attached to at least one of the standards, as indicated below:

Course Objectives: Knowledge, Skills, and Practices:  
1. Students will increase their understanding of U.S. multicultural and societal trends, including concerns, characteristics, and social mores between and within diverse groups, in an effort to facilitate the elimination of oppression and biases while modeling effective dialogs between and about different social groups (CACREP II.F.2.a; e).

2. Students will examine their attitudes, beliefs, biases, perceptions, and acculturation (i.e., their self-awareness) in an effort to increase their self-understanding and, by default, their understanding of those different from themselves in an effort to facilitate the wellness of potential clients through the development of culturally relevant interventions and advocacy, in addition to understanding the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client (CACREP II.F.2.c; d; f).

3. Students will be able to identify theories of multicultural counseling, social justice, identity development, the multicultural nature of traditional counseling and psychological theories, and the importance and attainment of multicultural competence. (CACREP II.F.2.b; g).

4. Students will increase their understanding of counselors’ roles in social justice, advocacy, cultural awareness, conflict resolution, as well as the nature of prejudice, biases, privilege, and discrimination in social systems as well as the counseling relationship (CACREP II.F.2.c).

5. Students will increase their awareness of the ethical and legal considerations when working with diverse populations (CACREP II.F.2.c).

6. Students will discuss, understand, and apply the social implications of contextual factors, such as internalized oppression and institutional racism, or the historical and current political climate regarding immigration, poverty, and welfare, to the counseling profession (CACREP II.F.2.c).

Methods of Instruction:  
This course uses a foundation of brief lectures, experiential exercise, and class discussion to engage students in critical reflection. Student presentations make up a significant portion of the latter class meetings.

Required Readings:


Electronic Devices Policy:
Please do not use laptops, iPads, phones, or any other electronic devices during class. CNS 747 is designed as a didactic discussion course, where your active participation is of the utmost importance.

Disaster Planning Information and Procedures:
In the event that the university closes due to pandemic or other disaster, please continue with the assigned readings and adhere to due dates of assignments. If the internet is available please send assignments to iversnn@wfu.edu. If there is no internet available you can mail assignments to 556 Covington Ridge Road, Winston-Salem, NC 27107. If the internet is available, Professor Ivers will be available for normal office hours by Webex or by phone.

**Student Performance Evaluation Criteria and Procedures:**

**Class Participation:**
Your attendance and participation are integral to the success of this course. Therefore, you will be graded on your level of participation. Though you will not be judged on comments, observations, reactions, perceptions, or experiences, you will be expected to share your ideas. You regularly must attend class in order for the aforementioned to occur. You are permitted ONE unexcused absence during the semester. Please speak with the instructor prior to the second day of class if you have planned absences. Additional unexcused absences will not be tolerated and will result in a penalty of 5% off your overall grade, per day. Unless you are extremely ill or there is a family emergency, please do not plan on your absences being accepted. Keep in mind that Class Participation makes up 5% of your overall grade.

**Personal - Cultural Analysis & Identity Development:**
For this assignment you are to consider your own identity development as you analyze your cultural heritage. More importantly, attaining a level of racial identity and cultural analysis will assist you in understanding diverse peoples. You are to complete your cultural and identity development analysis within the context of the following questions:

1. To what extent do you regularly interact with members of other diverse groups different from your own? Furthermore, consider if these interactions occur professionally, socially, and/or religiously.
2. How and when did you first come to understand that racism/discrimination/sexiism/other “isms” existed and what did you learn from that experience? Also, place yourself along the continuum of the racial/cultural identity development model that currently best applies to you.
3. What were your parents’ and family’s advice/suggestions/beliefs about people from different religions, races, ethnicities, physical abilities, sexual orientation, etc.? How do you think this impacted your racial/cultural identity development at the time of these comments, and how do these comments/memories currently affect your racial/cultural identity development?
4. What, in your own words and with the benefit of theory and practice grounded in the literature, is the relationship between your current racial/cultural identity development and your ability to be an effective counselor (think particularly about your specific track)?

Your analysis must be presented using APA format (including, double-spaced, 1” margins, abstract, cover page, page number in upper right hand corner, references, etc.). Your paper should be between 12-15 pages, total. This paper will account for 40% of your grade.

**Group Project:**
This assignment will require you to synthesize your knowledge of multicultural counseling issues with counseling theory, helping skills, and ethical and professional orientation. In other words, this project will allow you to demonstrate your understanding of CNS 737, CNS 740, and CNS 741 through the “prism” of CNS 747. In addition, the project will allow you to “practice” your consulting skills by having you experience the nuances of presenting multicultural counseling related information to a room of peers/colleague, with the overall purpose permitting you to share insights into working with particular groups of diverse others.

Logistically, groups of 2 or 3 will be given 45 minutes to provide information to the class on the relationship between topics in the aforementioned courses and CNS 747, and one of the following seven groups: **African Americans, Asians/Asian Americans, GLBTQ, Individuals with Disabilities, Latinas/os, Native Americans,**
and Women. There’s a “grouping” here of “traditional” and “contemporary” topics in multicultural counseling that will be explained in class.

More specifically, each group will look through the counseling and related-fields literature to determine how counseling theory, techniques, ethics, and cultural counseling considerations impact the mental health treatment of individuals from these groups. Then, based on each group’s findings, a presentation (using MS PowerPoint, Prezi, etc.) will be developed and shared with the entire class.

Information shared in the presentations includes but is not limited to a critical analysis of content in the following categories: General cultural considerations for counseling individuals from these groups; the representation of individuals from this group in counseling/related-fields; theoretical orientations (groups will be allowed to focus on one theoretical orientation) and the type of clinical techniques proposed in the literature for working with individuals from these groups; and ethical and professional practice considerations regarding diversity issues as they pertain to individuals from these groups. Please be sure to include information/resources/examples from allied fields in an effort to present a wide array of information.

A rubric for scoring the presentations is included at the end of the syllabus. The overall score for this activity is 40 points, or 40% of your grade. Basically, each group is expected to clearly convey the critical analysis of the four categories to classmates and the instructor.

Cultural Immersion Activities and Journal:
You are to keep a written journal of your experiences in this course. You are to write 10 entries in your journal. Journal entries are listed below. Please respond to all prompts. Your journals will be collected twice during the semester. The first collection will be at the end of the 9th class meeting; the last collection will be during finals week (see Schedule of Classes and Assignments). You must respond to the first five prompts by the time you hand in the log at the halfway point of the semester; the remaining prompts are turned in at the end of the term. Your responses are to be typed and may be turned in as hard copies or electronically, whichever you prefer. Overall, the completed Cultural Immersion Activities and Journal assignment is worth 15% of your grade. Failure to complete any of the cultural immersion activities will result in a 5-point deduction per activity, even if you successfully complete every other entry. Please keep this in mind.

For three of your 10 journal prompts/entries, you will be asked to discuss your experiences and insights related to a “cultural immersion” activity. A cultural immersion activity is an opportunity for you to explore cultures different from your own, and cultures which you may want to learn more about. There are three levels of cultural immersion: Observation (awareness); Information (knowledge); and Participation (skills). All three levels are directly tied to cultural competence. Examples of the three levels and a timeline for you to perform these self-directed experiences will be discussed. Though you are expected to immerse yourself in a culture, write about it in your journal, and discuss it in class on the appropriate date (see Schedule of Classes and Assignments), please note no other criteria will need to be met to fulfill this course requirement. Be advised that although you may wish to engage in these immersion activities with a classmate, the journal entries are to be your own and not written with others in mind. Please make sure to let me know of your immersion activities prior to starting them.

Additional information on the immersion activities appears below:
Info and examples of cultural immersion experiences (they do not have to be in the same area):
Observation (awareness): This could be going to a church/temple/mosque that you are not familiar with, or having dinner in a part of town where you normally would not eat (not necessarily eating a dish you’ve never had). At this level you don’t really interact with anyone, you’re just learning something new and moving out of your comfort zone.

Information (knowledge): This is more engaging that the first experience. It would include interviewing a person, like a minister, small business owner, etc., for the purposes of gathering new information which
may help you understand the differences between things you’re familiar with and things you’d like to learn more about.

**Participation (skills):** This is more akin to a volunteer project where you decide to “walk a mile” in someone’s shoes by fully immersing yourself with an organization, local non-profit, homeless shelter, etc. The organization, however, must have an “identity” different from your own (for example, if you want to work in a soup kitchen and you are a Christian, find a local non-profit, Synagogue, or Mosque that also has a soup kitchen and work there). A great place to engage in this “third level” is in practicum!

The log prompts for your classroom log are as follows:

1. Describe your reactions to the movie, *A Mosque in Morgantown*, being sure to discuss your own preconceptions about Islam, rural America, and/or women’s rights.

2. Discussing and reading about Racial Identity Development can be a tough, stressful endeavor. Describe your feelings in regards to this topic and the information.

3. What are your impressions of Microaggressions? How important is this concept to counselors working in the type of settings in which you see yourself working and what is it about that particular setting? **OR** What were your impressions of the lecture on “Tales of Cultural Sensitivity in Mental Health Research”? How do you think you might apply what you heard and learned in your professional work and setting?

4. Think about a time in which you felt discriminated against. How do you think this experience would help you work with a client from a different background than yours?

5. All of our ethical standards address diversity and working with diverse populations. Why has our field, in general, embraced the concept of respect for all peoples, and why has it tied standards of professional practice to diversity?

6. Why is poverty and SES considered to be the “common denominator” when it comes to multiculturalism?

7. Describe your reactions to the 1st level cultural immersion experience

8. Describe your reactions to the 2nd level cultural immersion experience

9. Describe your reactions to the 3rd level cultural immersion experience

10. As you begin to wrap up your experiences in this course (e.g., discussions, assignments, cultural partner, etc.), what are one or two things you wish you could have learned more about and why?

**Grading:**
- Personal Cultural Analysis and Identity Development: 40 points
- Group Project: 40 points
- Journal/Service-Learning Summative Narrative: 15 points
- Class participation: 5 points
- Total: 100 points
### Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>(≥ 93%)</td>
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<tr>
<td>A-</td>
<td>(90-92%)</td>
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<tr>
<td>B+</td>
<td>(87-89%)</td>
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<tr>
<td>B</td>
<td>(80-82%)</td>
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<tr>
<td>C</td>
<td>(73-76%)</td>
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<tr>
<td>C+</td>
<td>(77-79%)</td>
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<tr>
<td>C-</td>
<td>(70-72%)</td>
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<tr>
<td>D</td>
<td>(60-69%)</td>
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</tbody>
</table>

### Class Schedule (Subject to change*)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/13/2015</td>
<td>Class Introduction and Overview A meaning of culture (A Mosque in Morgantown)</td>
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<tr>
<td></td>
<td></td>
<td>(10) Patterson (2004)</td>
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<td></td>
<td></td>
<td>(8) Helms (1984)</td>
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<tr>
<td>02/03/2015</td>
<td>The presence of racism and how to facilitate its elimination</td>
<td>(4) American Psychologist Comments (2008)</td>
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<td></td>
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<td>(6) Bryant-Davis &amp; O’Campo (2005)</td>
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<td></td>
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<td>(12) Sue (1978)</td>
<td></td>
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<td></td>
<td></td>
<td>(13) Sue et al. (2007)</td>
<td></td>
</tr>
<tr>
<td>02/17/2015</td>
<td>The Historical Nature of Racism and Privilege</td>
<td>(3) Coates (2014)</td>
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<tr>
<td>02/24/2015</td>
<td>Worldview Development</td>
<td>(11) McCarthy (2005)</td>
<td></td>
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<td></td>
<td></td>
<td>(14) Williams (2003)</td>
<td>Group Presentation 1</td>
</tr>
<tr>
<td>03/03/2015</td>
<td>The Influence of Religion/Spirituality on Identity Development &amp; Counseling</td>
<td>(2) Thomas &amp; Schwarzbaum (2011) – Chs. 4, 10, 12</td>
<td>Cultural Analysis &amp; Identity Development</td>
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<td>03/10/2015</td>
<td>Spring Break, No Class</td>
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<td>Spring Break, No class</td>
</tr>
<tr>
<td>03/17/2015</td>
<td>Poverty, Social Class, and Diversity</td>
<td>(2) Thomas &amp; Schwarzbaum (2011) – Chs. 13, 14</td>
<td>Journal Entries 1-5</td>
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<td></td>
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<td>(9) Kozol (2005)</td>
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<td>03/24/2015</td>
<td>Acculturation Issues in Multicultural Counseling Class Discussion for <em>The Spirit Catches You.</em></td>
<td>(2) Thomas &amp; Schwarzbaum (2011) – Chs. 6, 7</td>
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<td>(1) Fadiman</td>
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<tr>
<td>03/31/2015</td>
<td>Immigrant and Refugee Issues in Multicultural Counseling</td>
<td>(2) Thomas &amp; Schwarzbaum (2011) – Chs. 8, 9</td>
<td>Group Presentation 1</td>
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<tr>
<td>04/07/2015</td>
<td>Processing of Cultural Immersion</td>
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<td>Group Presentation 2</td>
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### Personal - Cultural Analysis & Identity Development Rubric

<table>
<thead>
<tr>
<th>Depth of Paper</th>
<th>Poor 0 - 55%</th>
<th>Fair 56 – 63%</th>
<th>Good 64 – 71%</th>
<th>Excellent 72 – 80%</th>
</tr>
</thead>
</table>
| **Content and Development** | · Very little framework to the paper; support is lacking or is inaccurate.  
· Unclear if writer understands the purpose or the assignment.  
· Writer inadequately addresses the majority of the assignment prompts.  
· Length is far less than expected. | · Framework exists to some degree; accurate support for reflections exists but not to an ideal level.  
· Content is moderately inconsistent with regard to purpose and prompts.  
· Length is somewhat less than expected. | · There is an appropriate framework to the paper that is consistently supported.  
· Content is minimally inconsistent with regard to purpose.  
· Length is very near expected with standard margins and font. | · Major points are clearly addressed and supported by well-thought out reflections.  
· Content and purpose are clear.  
· Length is appropriate with standard margins and font. |
| **Integration of Thought** | · Paper presents little to no self-awareness, insight, and reflection. | · Paper presents standard information with a minimal level of self-awareness, insight, and reflection. | · Paper shows a moderate level of self-awareness, insight, and reflection. | · Paper shows a high level of self-awareness, insight, and reflection. |
| **Style of Paper** | **Poor 0 – 6%** | **Fair 7%** | **Good 8%** | **Excellent 9 – 10%** |
| **Language** | · Sentences are often unclear. | · Sentences are occasionally unclear. | · Sentences are clear. | · Sentences are clear and writing is at an advanced level. |
| **Logic & Organization** | · There is very little structure to the paper. | · Structure of the paper is not easy to follow. | · Structure of the paper is generally easy to follow. | · Structure of paper is easy to follow.  
· Paragraphs are |
### Group Presentation Rubric

**Group Topic:** __________________________________________________________

**Group Members:** ______________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Acceptable</th>
<th>Exceptional</th>
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</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
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</table>

**Total Points:**

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### Group Presentation Rubric

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Preparation</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
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</tr>
</tbody>
</table>

**Total Points:** / 10

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**Comments:**

**Total Depth Percentage:**

**Total Style Percentage:**

**Total Mechanics Percentage:**

---

**Grammar, Punctuation, Spelling, and APA Style**

- **Poor (0 – 6%)**
  - Paper contains far more errors in grammar, punctuation, spelling or APA style than is acceptable.

- **Fair (7%)**
  - Paper contains several errors in grammar, punctuation, spelling or APA style.

- **Good (8%)**
  - Paper contains very few errors in grammar, punctuation, spelling, and APA style.

- **Excellent (9 – 10%)**
  - Paper contains almost no errors in grammar, punctuation, spelling, and APA style.

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**Mechanics of Paper**

- Paragraphs may be somewhat disjointed.
- Paragraph transitions may need some improvement.
- well-built and transitions are clear.

---

**Mechanics of Paper**

- Paper contains far more errors in grammar, punctuation, spelling or APA style than is acceptable.

---

**Grammar, Punctuation, Spelling, and APA Style**

- Paper contains several errors in grammar, punctuation, spelling or APA style.

---

**Grammar, Punctuation, Spelling, and APA Style**

- Paper contains very few errors in grammar, punctuation, spelling, and APA style.

---

**Grammar, Punctuation, Spelling, and APA Style**

- Paper contains almost no errors in grammar, punctuation, spelling, and APA style.

---

**Grammar, Punctuation, Spelling, and APA Style**

- Paper contains far more errors in grammar, punctuation, spelling or APA style than is acceptable.

---

**Grammar, Punctuation, Spelling, and APA Style**

- Paper contains several errors in grammar, punctuation, spelling or APA style.

---

**Comments:**

**Total Depth Percentage:**

**Total Style Percentage:**

**Total Mechanics Percentage:**

---

**Grammar, Punctuation, Spelling, and APA Style**

- Paper contains very few errors in grammar, punctuation, spelling, and APA style.

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**Grammar, Punctuation, Spelling, and APA Style**

- Paper contains almost no errors in grammar, punctuation, spelling, and APA style.
considerations for counseling individuals from these groups. Few resources are included in the presentation. Or, some of the scholarly works do not pertain to the topic. No handouts or resources are provided to the class.

individuals from these groups, but presenters do not demonstrate a clear understanding or sufficient critical analysis of the topic. Pertinent additional scholarly works are integrated into presentation; however, there are fewer than five sources. Handouts and/or resources are provided to the class.

familiarity with topic. Involves critical analysis of topic. Provides at least 5 scholarly articles/book chapters/books relevant to the theme of the presentation, and resources are integrated into the presentation effectively. Handouts/resources are provided to the class.

<table>
<thead>
<tr>
<th>Presentation Style</th>
<th>Information is difficult to understand and not well articulated. Material is presented in an unclear and hard to follow manner. Class appears disengaged and disinterested. Lecture is used exclusively to present topic. Group does not work well together and/or not all group members contribute to the presentation. If PowerPoint is used, presenters look back at slides and read off of them exclusively.</th>
<th>For the most part, information is clearly articulated. Materials are presented clearly for the most part but, at points during the presentation, it’s difficult to follow. At least two methods of teaching are utilized to stimulate interest and understanding (e.g., lecture, group work, videos). All group members contribute. At times, presenters look back at PowerPoint slides and read off of them.</th>
<th>Information is clearly articulated. Presenters stimulate and lead class interaction relevant to the topic. Creative methods (e.g., at least three) are used effectively. Group works well together and all group members contribute. PowerPoint or Prezi slides are utilized effectively. Presentation slides visually facilitate understanding of information. Participants look back at slides sparingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Quality</td>
<td>Comments:</td>
<td></td>
<td></td>
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<tr>
<td>Points Earned</td>
<td></td>
<td></td>
<td>/ 40</td>
</tr>
</tbody>
</table>
### Journal / Cultural Immersion Rubric

<table>
<thead>
<tr>
<th>Depth of Reflection</th>
<th>Poor (0 - 65%)</th>
<th>Fair (66 – 73%)</th>
<th>Good (74 – 81%)</th>
<th>Excellent (82 – 90%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and Development</td>
<td>• Very little framework to each journal entry; support is lacking or is inaccurate.</td>
<td>• Framework exists to some degree; accurate support for reflections exists but not to an ideal level.</td>
<td>• There is an appropriate framework to each journal entry that is consistently supported.</td>
<td>• Major points are clearly stated and supported by well-thought out reflections.</td>
</tr>
<tr>
<td>Integration of Thought</td>
<td>• Presents little to no self-awareness, insight, and reflection.</td>
<td>• Presents standard information with a minimal level of self-awareness, insight, and reflection.</td>
<td>• Shows a moderate level of self-awareness, insight, and reflection.</td>
<td>• Shows a high level of self-awareness, insight, and reflection.</td>
</tr>
<tr>
<td>Writing</td>
<td>Poor (0 – 6%)</td>
<td>Fair (7%)</td>
<td>Good (8%)</td>
<td>Excellent (9 – 10%)</td>
</tr>
<tr>
<td>Language</td>
<td>• Sentences are often unclear.</td>
<td>• Sentences are occasionally unclear.</td>
<td>• Sentences are clear.</td>
<td>• Sentences are clear and writing is at an advanced level.</td>
</tr>
<tr>
<td>Grammar, Punctuation, and Spelling</td>
<td>• Contains far more errors in grammar, punctuation, or spelling than is acceptable.</td>
<td>• Contains several errors in grammar, punctuation, or spelling.</td>
<td>• Contains very few errors in grammar, punctuation, or spelling.</td>
<td>• Contains almost no errors in grammar, punctuation, or spelling.</td>
</tr>
<tr>
<td>Cultural Immersion Experiences</td>
<td>Automatic 15 point deduction</td>
<td>Automatic 10 point deduction</td>
<td>Automatic 5 point deduction</td>
<td></td>
</tr>
<tr>
<td>Completion of Experiences</td>
<td>• Fails to complete any cultural immersion experiences.</td>
<td>• Completes only one cultural immersion experience.</td>
<td>• Completes two of the three cultural immersion experiences.</td>
<td>• Completes all three cultural immersion experiences.</td>
</tr>
</tbody>
</table>

Comments:

| Total Depth Percentage: | |
| Total Writing Percentage: | |
| TOTAL POINTS: | |