

Social & Cultural Diversity in Counseling

CNS 555 | FALL 2011

COURSE DESCRIPTION:

This course focuses on the philosophical, sociological, developmental, and emotional understanding of multicultural education and counseling as they relate to working with individuals in schools, universities, and other human service settings, including the cultural context of relationships, issues, and trends in a multicultural society.

PURPOSE OF THE COURSE:

This course is designed to provide students with provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.

COURSE OBJECTIVES:

CORE CURRICULUM KNOWLEDGE OUTCOMES:

(CACREP[PI] II.G.2.a-f)

SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of all of the following aspects of professional functioning:

- a) multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b) attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c) theories of multicultural counseling, identity development, and social justice;
- d) individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e) counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f) counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

Clinical Mental Health

E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.

E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

Marriage, Couple and Family Counseling

E1. Understands how living in a multicultural society affects couples and families.

E4. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client(s).

School Counseling

E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

E2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

E3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

E4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

Student Affairs

E4. Understands the effect of discrimination and oppression in postsecondary education.

**See rubrics on pages 14-16 for additional details.*

REQUIRED TEXTS:**Social and Cultural Foundations of Counseling and Human Services: Multiple Influences on Self-Concept Development.**

- **Author:** John. J Schmidt
- **ISBN-10:** 0-205-40333-6
- **ISBN-13:** 9780205403332
- **Publisher:** Allyn & Bacon (Pearson Education, Inc.)
- **Copyright:** 2006

Readings for Diversity and Social Justice (2nd Edition)

- **Edited by** Maurianne Adams, Warren Blumenfeld, Carmelita Castaneda, Heather W. Hackman, Madeline L. Peters, Ximena Zuniga
- **ISBN:** 978-0-415-99140-7
- **Publish Date:** January 21, 2010
- **Publisher:** Routledge
- **Pages:** 688 pages

Method of Instruction:

This course will use a combination of lecture, class discussion, interactive and experiential activities, reflective and analysis papers, and class presentations to achieve course learning objectives.

COURSE REQUIREMENTS:

1. **Personal Cultural Critique.** Each student is to develop a paper which describes and critiques his/her cultural background. The purpose of this assignment is to explore and integrate information related to your cultural heritage with issues related to becoming a competent multicultural helping professional. Questions are provided below to guide your thinking across a range of cultural factors. Respond to *each* of the questions as appropriate, except when there is no information available. Please be thorough in your analysis and writing.

**Meets CACREP Professional Identity Standards:*

- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

**Meets CACREP Core Curriculum Knowledge Outcomes:*

CMH-E2:

Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.

MCFC-E4:

Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client(s).

Include the following:

Part I:

Describe **your internal and external dimensions:**

- Your age, gender, presence of any disability, ethnicity, race, community in which you grew up, religion, marital history, parental status, educational background, occupation/work experience, recreational and personal habits, socioeconomic status/social class (now and growing up, including observations through any changes), and past/current geographic location. You can include any other pertinent information regarding your internal and external dimensions.

Part II:

Drawing from your **knowledge about yourself and experiences** in our multicultural society, identify:

- the social and cultural factors and events that influence your view of diversity (i.e., gender, race, social class, age, sexual identity, religion, ability, appearance, etc.)
- the factors and events that influence your view on social belonging.
- the factors that influence your interpretations of an individual's behavior, motivation, decision methods, and thoughts, *and*
- results of your QDI and your thoughts regarding your results.

Part III:**Describe your foundation.**

- Outline your definition of family. Who was included in your family growing up? Ancestry?
- How has your family/ancestors impacted your current view of culture? How did you derive your fundamental cultural heritage and how do the significant beliefs and attitudes of your cultural heritage assimilate into your daily life?
- Address family and community values which have been part of your personal experience. Family should be addressed in the context of your extended family and include persons who assumed a familiar role in your development. Family would include your current “family” as well as your family of origin.
- What specific values were held by your family of origin and community (e.g., religion, education, work, food, or family)? How were your family values similar to and different from the community?
- What types of rituals or ceremonies are/were important to your family?
- What types of personalities and communication can you identify? How was conflict handled?
- What views were held about diversity? How was your family impacted by diversity issues of gender, nationality, race, sexuality, disability, or religion?
- Discuss gender roles and gender role expectations in your family of origin (results of Bem inventory)
- How did/do you define privilege? How has “privilege” eased or made life more difficult for your family?
- How is your current “family” culture similar to or different from your family of origin?
- How has change in the social and cultural nature of society at large influenced your cultural experience?
- You can also include any **other** facts you feel are relevant regarding your family (of origin, past and current) role in forming your foundation.

Part IV:

- How has your cultural background provided you with **both advantages and disadvantages *as well as*** how it continues to influence your personal perspective and counseling/helping style (this can include teaching, customer service, management/administrative, etc.) today?

Part V:

- Describe how your cultural self-understanding will enable you to be a culturally effective counselor/teacher/helping professional.
- What are some personal biases and limitations that may hinder you?
- How will your communication values and skills impact your role as a competent multicultural counselor/teacher/professional?
- Considering the nature of your cultural experience, describe strengths you will bring to multicultural counseling/education?

***NOTE: Late papers are not accepted.**

****This assignment must be uploaded to the EBS Electronic Portfolio Page. Please see the instruction sheet handout on page 12.**

2. **Readings Critique & Reflection.** Each student is responsible for preparing a *critique, response, and evaluation* (not a summarization of content) of select articles from *Readings for Diversity and Social Justice*. After you examine each reading, you are expected to use your critical thinking skills as you write your critiques (analyze, conceptualize, reflect, and evaluate). Be honest and elaborate as appropriate.

**Meets CACREP Professional Identity Standards:*

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- c. theories of multicultural counseling, identity development, and social justice;
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

**Meets CACREP Core Curriculum Knowledge Outcomes:*

CMCH-E1

Understands how living in a multicultural society affects clinical mental health clients.

CMHC-E5

Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

MCFC-E1

Understands how living in a multicultural society affects couples and families.

SA-E6:

Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment.

SA-E3

Knows the sociopolitical and socioeconomic forces that affect all students.

SA-E4

Understands the effect of discrimination and oppression in postsecondary education.

SC-E2

Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students

SC-E4

Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

Readings for Diversity and Social Justice, which consists of readings that reflect upon social diversity and social justice, is divided into 10 sections. You must critique the following:

Section 1: Conceptual Frameworks

- Identities and Social Locations: Who Am I? Who Are My People? (*page 8*)
- Five Faces of Oppression by Iris Marion Young (*p.35*)

Section 2: Racism

- A Different Mirror by Ronald Takaki (*page 70*)
- Select 1 additional reading from this section

Section 3: Classism

- Select 1 readings from this section

Section 4: Religious Oppression

- Select 1 readings from this section

Section 5: Sexism

- Select 1 readings from this section

Section 6: Heterosexism

- Select 1 readings from this section

Section 8: Ableism

- Select 1 readings from this section

Section 9: Ageism and Adulthood

- Select 1 readings from this section

Section 10: Working for Social Justice: Visions and Strategies for Change

- What Can We Do? By Allan G. Johnson (*page 610*)
- Select an (1) additional reading

***NOTE: Late papers are not accepted. If you cite direct quotes from the author, reference the page number.**

3. **Presentations.** Each student will develop a class presentation over a topic assigned by the instructor. Presentations should be relevant, interesting, and convey useful information. Quality is preferred over quantity. Some type of class participation in the presentation is strongly recommended. Presentations should last approximately 45-50 minutes. After the presentation, time will be allotted for discussion, questions and answers. The presentation should supplement information available in the textbooks. The presentation can focus on research, literature, or experiential information. The presentation can include guest speakers, videos, or other creative ways of teaching about the culture/population.

A detailed outline of guidelines and requirements is below. Please note that each member of the group will assess the group members on participation, research, initiative, input, and quality of work on the group project.

Each student will be assigned to a group for the purpose of developing a class presentation over a topic approved by the instructor. Presentations should be relevant, interesting, and convey useful information. Quality is preferred over quantity. Some type of class participation in the presentation is strongly recommended. Presentations should last approximately 50 minutes allowing time for discussion, question and answers. Prepare your presentation as if you are conducting professional development training in a work-related setting.

The purpose of the presentation is to not only supplement information available in the textbooks, but to give you an opportunity to learn more about a specific interest related to your field. The presentation can focus on research, literature, or experiential information and can include guest speakers (he/she cannot exceed 15 minutes), videos, games or other creative ways of teaching about the culture/population.

Please note the following:

- A. Each group **must** conduct interviews (with a minimum of 2 people) *or* survey individuals from the group that you have selected. Establish questions that allow you to identify concerns and issues about diversity/inclusion for that particular group. Be sure to provide a list of your questions and a brief synopsis of the answer given during the interview to Dr. Burke. Please provide pseudonyms for the individuals that you interview and briefly provide a description (demographic) of each. A succinct synopsis of the interviews should be mentioned in your presentation.
- B. Conduct research on your selected group/topic. Peer-reviewed and scholarly documents/publications are highly recommended. In addition, you **must** submit a reference page to Dr. Burke prior to your presentation.
- C. Describe what was learned about the group your group selected and how it relates to your field. This can include, but is not limited to, aspects of the group's values and traditions; the worldview (of society), communication style, and common issues and concerns; the impact of sociocultural and/or sociopolitical history upon this group; and the effects of cultural and environmental factors (i.e., school performance, view of mental health/counseling, media image, workforce, etc.).
- D. Handouts are a **must** for your audience. This will allow your classmates to have a document(s) to reference in the future.
- E. Each group **must** provide Dr. Burke with a folder that contains a copy of any resources, handouts, PowerPoint slides (if used), and any other media that is used prior to your presentation.
- F. Each group will be evaluated by your audience. This evaluation will be based on:
 - Topics' relevance and impact in counseling, Student Affairs, and/or human services (ask yourself...why is this topic important for helping professionals)
 - The cultural framework
 - The content and research of your topic
 - The clarity and organization of your presentation and handout(s)

**Meets CACREP Professional Identity Standards:*

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies; and
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body;.

**Meets CACREP Core Curriculum Knowledge Outcomes:*

CMH-E1.

Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.

MCFC-E1.

Understands how living in a multicultural society affects couples and families.

SC-E1.

Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

SC-E2.

Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

SC-E3.

Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

SC-E4.

Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

SA-E4.

Understands the effect of discrimination and oppression in postsecondary education.

4. **Final Examination.** This examination will be in an essay format and cover all course content discussed during the course. It will involve applying the material and resources discussed in class.
5. **Attendance/Participation/In-class activities.** Attendance is required during all scheduled class meetings. Exceptions will be determined in consultation with the department head. Consequences for unexcused absences include receiving an “F” or “Incomplete” in the course; and will be determined in consultation with department head. In addition to class attendance, each student is expected to participate in all assignments, discussions, and activities and be prepared to contribute meaningfully at those sessions. Each student is expected to read and/or complete all assignments by the due date or as otherwise specified.

CLASS STANDARDS & POLICIES:

As a graduate student, I expect the highest personal and professional standards which reflect the objectives of our graduate program and our professional ethics in student affairs and higher education.

- **Readings.** Complete all assigned readings *before* the scheduled class sessions. Your responsibility to other students is to be prepared and able to engage fully in our discussions. Furthermore, the required text and articles will provide a good beginning for your professional library. We may not be able to discuss all readings in class but all will be a good basis for context setting and professional development. From time to time, additional readings will be assigned or materials will be handed out in class. *It is your responsibility to obtain any copies if you are absent.*
- **Respect of the Learning Community.** Hand-held and wireless technologies/devices can enhance the classroom environment and student learning. Consequently these devices can also disrupt learning opportunities, lead to attention lapses and negatively impact the learning environment. Therefore, please turn off or mute cell phones prior to entering the classroom. Communication by electronic devices, including but not limited to instant messaging, emailing, tweeting, text

messaging and web surfing during class, is strictly prohibited unless expressly designated as part of the learning activities. Also, if you must use a laptop/iPad (or any wireless computers or similar electronic devices) in class, it is expected that the use of it is limited to *class-related purposes* (no checking email or social networking sites, web-surfing, or playing games). Also, be aware that personal conversations are distracting to others in the classroom setting and respect for the other individuals in the learning environment should be given at all times.

- **Civil Dialogue.** Although deep and meaningful learning often comes as a result of fruitful discussions and cognitive and emotional disagreement, it is desired that everyone in this learning community feels both challenged and supported. The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern with which they deal with clients/students. This approach requires a willingness to engage in critical and controversial discussions while maintaining that we also advance our individual and collective knowledge and utilize skills that require both empathy and the ability to acknowledge multiple points of view. Respect your classmate's confidentiality and opinions.
- **Academic Integrity.** Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member.

Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

- **Assignment submission.** Assignments are due at the time specified and should be submitted according to the directions provided. It is suggested that you please plan appropriately to avoid missing due dates and accruing unnecessary penalties. When unforeseen emergencies and circumstances occur (a death in the family, a sick child, an illness that substantially impairs your functioning, etc.), I will work with you to grant a reasonable extension whenever possible and am happy to help you by relieving any pressures I can. Extensions may involve grade reductions particularly when more responsible planning was possible. If you must hand in work late due to an unforeseen circumstance, please note that you must contact the instructor to discuss the situation PRIOR TO the date the assignment is due. No points will be awarded for late assignments without prior permission. In addition, resubmitting an assignment (the same or substantially similar) from another course to satisfy the requirements for this course is not acceptable. Each student is expected to produce original, scholarly work for this course.

- **Email/ Blackboard.** Email will be used as a primary mode of correspondence. As such, it is imperative that you check your WKU account consistently for course related and other pertinent messages. Additionally, Blackboard will be used for the submission of assignments and as a source of continual updates about course material and required reading material.
Blackboard: <http://ecourses.wku.edu>
- **Writing Style:** Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Read the section on **Manuscript Preparation and Sample Papers** as well as other areas within the Style Manual. Use the index to find multiple discussions on each topic. Papers should be submitted using one inch margins and 12 point type/font size. Page numbers should be placed on all pages with page headers. Edit for style and other corrections *before* submitting assignments. The quality of writing is also of high importance. Be sure to edit for style and other corrections *before* submitting assignments.
- **Students with Disabilities Who Require Accommodations:** Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

ACADEMIC PERFORMANCE:

As a graduate student and professionals-in-training, your graduate studies should be viewed from the prospective of professional development and graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students' professional performance in each course at:

http://edtech.wku.edu/~counsel/downloads/CNS_Graduate_Student_Handbook.pdf.

Understand that students' academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details.

GRADING PROFILE:

<u>Assignments</u>	<u>% Weight</u>
✓ Personal Cultural Critique.....	20%
✓ Readings Critique & Reflection.....	20%
✓ Presentation.....	20%
✓ Final Examination.....	25%
✓ Participation/Assigned Activities.....	15%
TOTAL	100%

GRADING SCALE:

A= 90 - 100%; **B**= 80 - 89%; **C**= 70 - 79%; **D**= 60 - 69%; & **F**= below 60%

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
Achievement of Specified Learning Outcomes	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not complete, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
Demonstrated Understanding of Content	Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas	Demonstrates adequate competence in articulating central points of core content	Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points	Assignment is not complete or does not demonstrate accurate or full understanding of content
Thought & Originality	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not complete or lacks complexity of thoughts required for graduate-level work
Application to Practice	Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations	Application to practice is accurate and adequate	Application to practice varies in accuracy and does not take into account varying perspectives and considerations	Assignment is not complete or application to practice fails to take into consideration a helping professional context
Critical Analysis	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and/ or meaningful interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple	Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work
Appropriate Structure, Style, and Grammar	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or APA style	The final product is well organized and clearly structured with only minimal grammatical and APA style errors	The final product suffers from problems associated with organization and structure and/ or grammatical and APA style errors	Assignment is not completed or final product is poorly organized, structured, and/ or possesses significant grammar and/ or APA style errors

Graduate Student Handbook:

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department’s web site. Included in that document is the process that requires all students to be routinely evaluated using the **Professional Performance Review process and rubric**. The handbook discusses this and other important information.

COURSE SCHEDULE

*Class will meet in Gary Ransdell Hall #1002

MEETING DATE	TOPICS	ASSIGNMENTS	PROFESSIONAL STANDARD
Oct. 28 th & 29 th	<ul style="list-style-type: none"> ▼ Course Overview ▼ Syllabus Review ▼ Overview of Multicultural/Cultural Competence and Society and Culture ▼ Self-concept and social learning <ul style="list-style-type: none"> ○ Documentary & Discussion- Race: The Power of an Illusion ▼ Race & Ethnicity/Social, Cultural and Racial Identity ▼ Social, Cultural and Racial Identity: Privilege and Stereotypes ▼ Sex, Gender & Sexual Orientation Identity 	Chapters 1-5 (Schmidt) Read McIntosh article* Read A.G. Johnson article* <i>*(available on BB)</i>	CACREP Professional Identity Standard 2A, 2B, 2C, 2D, 2E & 2F CMH-E1 & E5 MCFC-E1 & E4 SC-E1; E2 & E4 SA-E4
Nov. 11 th & 12 th	<ul style="list-style-type: none"> ▼ Family, Culture & Self-concept ▼ Ability, Attractiveness, Aging & Self-Image <ul style="list-style-type: none"> ○ Video discussion ▼ Spirituality, Religion & Self-Concept Development ▼ Social Class & Economic Considerations <ul style="list-style-type: none"> ○ Documentary & Discussion 	Chapters 6-9 (Schmidt) Personal Cultural Critique due Meets CACREP Standards-Professional Identity 2B; 2E & 2F)	CACREP Professional Identity Standard 2A, 2B, 2C, 2D, 2E & 2F CMH-E1 MCFC-E1 SC-E2 & E4 SA-E4
Dec. 2 nd & 3 rd	Group Presentations <i>Meets CACREP Standards-Professional Identity 2A; 2B; 2D; 2E & 2F</i> Final Examination	Readings Critique & Reflection due Meets CACREP Standards-Professional Identity 2A; 2C & 2F	CACREP Professional Identity Standard 2A, 2B, 2C, 2D, 2E & 2F CMH-E1 MCFC-E1 SC-E2 ; E3 & E4 SA-E4

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

CONTACT INFORMATION:**Monica G. Burke, Ph.D.****2025 Gary Ransdell Hall****Office Phone: 270.745.8997****Department Phone: 270.745.4953**

Fax: 270.745.5031

Email: monica.burke@wku.edu



<http://edtech2.wku.edu/portfolio>

NOTE: ALL Students MUST create an account in the CEBS Electronic Portfolio System.

Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met a critical performance standard, which is any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). For CNS555, you are required to upload your ***Personal Critique***. Also, please note that this is a requirement for NCATE (the National Council for Accreditation of Teacher Education).

If you have not registered for the CEBS Electronic Portfolio, **Create a New Student Account**. If you need directions, please follow the instructions at:
http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

*****Your paper should be saved as a Microsoft Word document.**

- Go to <http://www.wku.edu>
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS555 (click on "View Critical Performances")
- You will see "Personal Culture Critique"
- Click on "Upload/View Files"
- Follow the directions to upload your document (this is similar to adding an email attachment)

ASSIGNMENT: PERSONAL CULTURAL CRITIQUE

ASSESSMENT SCALE — KNOWLEDGE OUTCOMES

CACREP Knowledge Outcomes	Student demonstrates insufficient knowledge	Student demonstrates minimal knowledge	Student meets knowledge requirements	Student exceeds knowledge expectations	Does not apply-not student's program
PERSONAL CULTURAL CRITIQUE					
1. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client [CHMC-E2]	There is an absence of evidence that illustrates competence.	There is limited evidence that illustrates competence.	There is evidence that supports proficiency.	There is evidence that supports mastery.	
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client(s). [MCFC-E4]	There is an absence of evidence that illustrates competence.	There is limited evidence that illustrates competence.	There is evidence that supports proficiency.	There is evidence that supports mastery.	

ASSESSMENT SCALE — COMPETENCIES

Competency	Student demonstrates insufficient knowledge	Student demonstrates minimal knowledge	Student meets knowledge requirements	Student exceeds knowledge expectations
Attitudes, beliefs, understandings, and acculturative experiences including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients. CACREP[PI] II.G.2.b	The student failed to identify and address knowledge of self and diverse persons, including how it relates to a helping profession.	The student identified and addressed some understanding of self and diverse persons, including how it relates to a helping profession. Key concepts related to this competency were moderately addressed.	The student adequately identified and addressed his/her understanding of self and diverse persons, including how it relates to a helping profession. Key concepts related to this competency were addressed.	The student effectively identified and demonstrated his/her understanding of self and diverse persons, including how it relates to a helping profession. Key concepts related to this competency were addressed.
Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body. CACREP[PI] II.G.2.e	The student failed to exhibit self-awareness and culturally supported behaviors that promote optimal wellness and growth.	The student exhibited some self-awareness and knowledge of culturally supported behaviors that promote optimal wellness and growth.	The student adequately exhibited self-awareness and knowledge of culturally supported behaviors that promote optimal wellness and growth.	The student effectively demonstrated self-awareness and knowledge of culturally supported behaviors that promote optimal wellness and growth.
Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. CACREP[PI] II.G.2.f	The student failed to identify and address biases, prejudices, oppression and discrimination and did not illustrate an understanding of the helping professional's role in eliminating these constructs.	The student identified and addressed some understanding of biases, prejudices, oppression and discrimination and the role of the helping professional. Student illustrated an understanding of the helping professional's role in eliminating these constructs.	The student adequately identified and addressed an understanding of biases, prejudices, oppression and discrimination and the role of the helping professional. Student illustrated an understanding of the helping professional's role in eliminating these constructs.	The student clearly identified and addressed an understanding of biases, prejudices, oppression and discrimination and the role of the helping professional. Student illustrated proficiency in understanding of the helping professional's role in eliminating these constructs.

ASSIGNMENT: READINGS CRITIQUE

ASSESSMENT SCALE — KNOWLEDGE OUTCOME

CACREP Knowledge Outcomes	Student demonstrates insufficient knowledge	Student demonstrates minimal knowledge	Student meets knowledge requirements	Student exceeds knowledge expectations	Does not apply-not student's program
READINGS CRITIQUE:					
1. Understands how living in a multicultural society affects couples and families and clinical mental health clients. [CMCH-E1 & MCFC-E1]	There is an absence of evidence that illustrates competence.	There is limited evidence that illustrates competence.	There is evidence that supports proficiency.	There is evidence that supports mastery.	
2. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare. [CMHC -E5]	There is an absence of evidence that illustrates competence.	There is limited evidence that illustrates competence.	There is evidence that supports proficiency.	There is evidence that supports mastery.	
3. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment. [SA-E6]	There is an absence of evidence that illustrates competence.	There is limited evidence that illustrates competence.	There is evidence that supports proficiency.	There is evidence that supports mastery.	
4. Knows the sociopolitical and socioeconomic forces that affect all students. [SA-E3]	There is an absence of evidence that illustrates competence.	There is limited evidence that illustrates competence.	There is evidence that supports proficiency.	There is evidence that supports mastery.	
5. Understands the effect of discrimination and oppression in postsecondary education. [SA-E4]	There is an absence of evidence that illustrates competence.	There is limited evidence that illustrates competence.	There is evidence that supports proficiency.	There is evidence that supports mastery.	
6. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students [SC-E2].	There is an absence of evidence that illustrates competence.	There is limited evidence that illustrates competence.	There is evidence that supports proficiency.	There is evidence that supports mastery.	
7. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement. [SC-E4]	There is an absence of evidence that illustrates competence.	There is limited evidence that illustrates competence.	There is evidence that supports proficiency.	There is evidence that supports mastery.	

ASSESSMENT SCALE | COMPETENCIES

Competency	Student demonstrates insufficient knowledge	Student demonstrates minimal knowledge	Student meets knowledge requirements	Student exceeds knowledge expectations
Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally. CACREP[PI] II.G.2.a	The student failed to identify and exhibit knowledge of diverse groups and trends.	The student identified and exhibited some knowledge of diverse groups and trends.	The student adequately identified and exhibited knowledge of diverse groups and trends.	The student effectively identified and demonstrated his/her knowledge of diverse groups and trends.

<p>Theories of multicultural counseling, identity development, and social justice. CACREP[PI] II.G.2.c</p>	<p>The student failed to exhibit knowledge of theories of multiculturalism, identity development and social justice.</p>	<p>The student exhibited limited knowledge of theories of multiculturalism, identity development and social justice.</p>	<p>The student adequately exhibited knowledge of theories of multiculturalism, identity development and social justice.</p>	<p>The student effectively demonstrated his/her knowledge of theories of multiculturalism, identity development and social justice.</p>
<p>Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies. CACREP[PI] II.G.2.d</p>	<p>The student failed to exhibit knowledge of strategies to work with diverse persons and multicultural competencies.</p>	<p>The student exhibited limited knowledge of theories of strategies to work with diverse persons and multicultural competencies.</p>	<p>The student adequately exhibited knowledge of strategies to work with diverse persons and multicultural competencies.</p>	<p>The student effectively demonstrated his/her knowledge of strategies to work with diverse persons and multicultural competencies.</p>