

## **Houston Graduate School of Theology**

COU 665 Cross Cultural Counseling

Spring 2014 – Thursdays 6:45 – 9:15 pm

Instructor: Ria E. Baker, Ph.D., LPC-S

Email: [rbaker@hgst.edu](mailto:rbaker@hgst.edu)

Phone: 713-942-9505

*The mission of Houston Graduate School of Theology is empowering spiritual leadership through the intellectual, spiritual, and vocational development of men and women in order to advance the gospel of Jesus Christ throughout the world.*

**I. Course Description** This course is designed to increase students' awareness and knowledge of, and skills related to, multicultural counseling and the delivery of psychological services. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. The application of traditional theoretical orientations and current multicultural theories to culturally diverse groups is addressed. Topics include race and ethnicity, sex and gender, sexual orientation, social class, and age and ability.

**II. Student Learning Outcomes** Upon completion of this course, students should be able to:

- A. Explain the meaning of cultural competence as it pertains to counseling and therapy
- B. Explain how the history of counseling and psychology have both benefited and oppressed culturally diverse populations
- C. Explain how cultural worldview and biases influence interactions between client and therapist/counselor
- D. Understand theories and constructs related to multicultural counseling and explain how they relate to real-world situations
- E. Describe issues unique to ethnically/culturally diverse populations and explain the implications in working with culturally diverse clients in counseling and therapy
- F. Describe issues unique to gender socialization and explain the implications of working with such individuals in counseling/therapy
- G. Describe issues unique to disabilities and age and explain the implications of working with such individuals in counseling/therapy
- H. Describe issues unique to religion and social class and explain the implications of working with such situations in counseling/therapy

## **III. Texts**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Hays, P. A. (2008). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy*. (2nd ed.). Washington: American Psychological Association. ISBN-10: 1433802198 | ISBN-13: 978-1433802195 | Edition: 2

Sue, D. W. & Sue, D. (2013) *Counseling the Culturally Diverse: Theory and Practice 6th edition*. New York: John Wiley & Sons. ISBN-10: 1118022025 | ISBN-13: 978-1118022023 | Edition: 6

#### IV. Course requirements

- A. Exams:** There will be a midterm and a final exam. Both will consist of essay, and short answer questions. The exams will test your knowledge of the assigned readings and lectures.
- B. Three papers:** A reflection paper, family heritage paper, and cultural event paper.
- C. Group presentation:** Each student will offer a class presentation on a selected socio/cultural/ethnic group.

#### V. Grading Scale

<b>Final Grade:</b> Midterm exam	25 pts	on March 3
Final exam	25 pts	on May 8
Student presentation	20 pts	on April 10 or 17
Reflection paper	10 pts	due Feb. 13
Family Heritage paper	10 pts	due April 3
Cultural event paper	10 pts	due April 24

**Total 100 pts**

You are expected to turn in all assignments by the dates outlined in the tentative course calendar. Late assignments will be assessed an initial 10% penalty and a 5% penalty for each day accrued after the specified due date. Extenuating circumstances will be evaluated on an individual basis. Semester grades will be assigned on the following basis:

Points	Grade	Points	Grade	Points	Grade	Points	Grade
96-100	A	88-91	B	80-83	C	69 & below	F
94-95	A-	86-87	B-	78-79	C-		
92-93	B+	84-85	C+	70-77	D		

#### VI. Policies

- A.** Regular attendance and submission of assignments on due dates in syllabus is expected. Each student must talk to the instructor about circumstances affecting his or her ability to attend class and complete assignments. Attendance is required at scheduled classes and at the scheduled start time. The student could lose as much as a letter grade for excessive tardiness. **Class attendance is required. A large part of the course is experiential and therefore cannot be made up.** *You are allowed to have three absences without any type of penalty. However, if you are absent more than three times this semester, the highest grade you can get in this class is a "B" (85%); Four times is a C (75%). More than 5 classes will result in a mark of "F."* *If you are more than 20 minutes late or you are habitually late (even if it less than 20 minutes), it will count as an absence. Please take this attendance policy into account if you have upcoming events such as weddings and so on. Formal attendance will be monitored beginning the second class meeting. Numerous absences will have a negative impact on your participation grade.*

- B. Work is expected on the due date. Students should expect a grade reduction of up to one letter grade on late papers. Five points will be deducted off of late work.
- C. Turnitin.com
1. All written assignments are subject to required submission to [www.turnitin.com](http://www.turnitin.com) to check for originality and style. The assignments that are required for submission will be described in the syllabus.
  2. Students will create an account at [www.turnitin.com](http://www.turnitin.com). After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.
  3. Students will submit assignments by the due date and time, but they will still submit the assignments in a hard copy format.
- D. Electronic Equipment Usage in Classrooms
- It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.
- E. *Incompletes*
- In cases of extenuating circumstances, and at the discretion of the instructor, a student may request and apply for an extension on all required assignments, which are not completed by the end of the semester or term, subject to a 5-point grade reduction on the final grade of each assignment. If an extension is granted, the instructor will record a grade of “I” (Incomplete) and set an extension of time, not to exceed thirty calendar days from the end of the class, within which to complete the work. Additional extensions may be granted only by the Academic Dean or Associate Dean and only after a student has petitioned the Dean in writing. If the course work is not completed within the extended time allotment, the grade of “I” will be converted to the grade earned by the student up to that point. The student is responsible to ensure that all necessary paperwork is submitted to the registrar’s office by the deadline published in the school calendar.
- F. *Plagiarism*
- Plagiarism is presenting the work of another person as one’s own without giving proper credit for the use of the information. Students must not quote books, articles, essays, or Internet sites without giving proper credit to the author(s). Students should guard against plagiarism by crediting the original author through use of proper citations. Internet plagiarism is a particularly easy and tempting form of intellectual theft. Cutting and pasting sentences and paragraphs from the Internet without citations is plagiarism. Failure to cite Internet sources is plagiarism. Any student who is found guilty of plagiarism is subject to a range of consequences as outlined below.

1. If a faculty member suspects plagiarism, the instructor will investigate. If suspicions are confirmed, the faculty member will present the evidence to the appropriate Associate Dean as a record of the offense. If the Associate Dean concurs with the allegations, the following procedures should be implemented as applicable:
  - The faculty member may discuss the offense with the student following consultation with the Associate Dean, but the student will meet with the Associate Dean.
  - For a first offense, the faculty member, in consultation with the Associate Dean, may give opportunity for a rewrite of the assignment or may assign a grade of zero for the plagiarized assignment.
  - For a particularly egregious case of plagiarism on a major assignment, the consequences could result in automatic failure of the course.
2. The student may appeal the above-mentioned decisions of the faculty member in writing to the Academic Dean.
3. The second confirmed offense will result in expulsion from school. The student will be notified by a letter from the Academic Dean. His or her only opportunity for appeal will be to the President in writing. The President's decision will be final.

#### G. *Library Usage*

A student's ability to get the most out of library resources will enhance the possibility of earning a high grade in this class. Therefore, students should consider using, in addition to the HGST library, one or more of the following libraries.

1. *Houston Public Library*— Any resident of Texas can obtain a free Houston Public Library card. Library cardholders have access to all of the books in the library system as well as the use of free interlibrary loans, meaning that HPL cardholders can borrow almost any book available. Cardholders can use the library's website, [www.houstonlibrary.org](http://www.houstonlibrary.org), to search the catalog and manage interlibrary loans. The website also contains links to WorldCat and other online databases that will enhance your research. The HPL location that is closest to HGST, the Collier Regional Branch (832-393-1740), is located at 6200 Pinemont, which is less than three miles from campus. A better option would be the newly expanded and renovated Central Library (832-393-1313), which is located downtown at 500 McKinney. In addition, HPL has many other locations. The HGST library can give you an application for an HPL library card, or you can print the application form from their website.
2. *Fondren Library at Rice University*— The Fondren Library (713-348-5113) is located at 6100 Main. Please visit [www.rice.edu/fondren](http://www.rice.edu/fondren) for more information. The procedure for borrowing books at the Fondren Library is, first, go to the online catalog [[www.rice.edu/fondren](http://www.rice.edu/fondren)] to search for available books; second, go to the HGST library and fill out a form, signed by HGST library personnel, to take with you to the Fondren Library for each book; third, retrieve the book(s) yourself; fourth, take the book(s) and the signed form to the circulation desk to complete checkout (return the yellow copy to the HGST library; when the book(s) are returned to the Fondren Library, they

will indicate so on the pink and gold copies; return the pink copy to the HGST Library and keep the gold copy for your records).

3. Lanier Theological Library is a new resource for scholarly theological research in the Houston area. The library is open to the public, Monday, Wednesday-Friday, 9:00 AM - 5:00 PM, and Tuesday, 9:00 AM - 9:00 PM. The library is a research library with no circulation privileges. Nonetheless, students should consider Lanier Library to be a valuable research option. The catalog of Lanier Library is available online: <http://alexandria.lanierlibrary.net/#>.
4. *Cardinal Beran Library at St Mary's Seminary*—the home of an extensive theological library, St Mary's Seminary (713-686-4345) is located at 9845 Memorial Drive, only 4.6 miles from HGST. For more information, please visit <http://beran.stthom.edu>. The Doherty Library on the main campus of University of St Thomas is also an option.
5. *Library of the Presbytery of the New Covenant* – as an HGST student you have borrowing privileges at this library located at 1110 Lovett Blvd, Houston. To search their online catalog, go to <http://www.pbyofnewcovenant.org/cgi-bin/rqm/rqm.cgi>.
6. Other options include Harris County Public Library ([www.hcpl.net](http://www.hcpl.net)) and the libraries at the University of Houston and Houston Baptist University.

## VII. Notes for Writing Assignments

- A. Writing assignments should conform to Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> Edition. This includes matters of style and format. Counseling students should pay particular attention to the *Manual* guidelines on submission of academic papers.
- B. The instructor requires the use of footnotes for documentation. The student should number pages. According to Turabian, page numbers should be in the upper right hand corner, except for the first page of the paper (not counting the title page). Margins should be one inch on all four sides, except where major headings require a two-inch top margin.
- C. The student should utilize 12-point Times New Roman font throughout. The instructor prefers that the student **not** use presentation or report binders or folders. She prefers submission of papers with staples or binder clips.
- D. Critical or formal writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly. Failure to do so will be penalized.
  1. Avoid 1<sup>st</sup> or 2<sup>nd</sup> person references (“I,” “we,” or “you”). Keep the written projects objective and professional. The student must remember that imperative forms are second person.
  2. Never use contractions.
  3. Avoid passive voice construction (i.e. The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.

4. Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.
5. Spellcheck! Spellcheck! Spellcheck! Dr. Baker does not tolerate misspelled words. Failure to spellcheck will result in a substantive reduction on the grade for written assignments.
6. Grammar check works as well!
7. All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
8. Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.

### VIII. Class and Reading Schedule

*\*Due Dates for Assignments are Marked by Asterisks*

*Selected readings should be completed prior to class discussion on the topic.*

<b>Jan. 23, 2014</b>	Introductions; Course requirements; Definitions	Introduction to counseling diverse populations. <b>Read: Sue &amp; Sue, Chap. 1,</b>
<b>Jan. 30, 2014</b>	Self Awareness: Journey to Multicultural Competence in Counseling	<b>Sue &amp; Sue, Chap. 1 and 2. Hays, Chap. 1.</b>
<b>Feb. 6, 2014</b>	Cultural Self-Awareness: Becoming a Culturally Responsive Therapist	<b>Hays, Chap. 2; Hays, Chap. 3. Sue &amp; Sue, Chap. 3.</b>
<b>Feb. 13, 2014*</b>	Race and Ethnicity  <b>Reflection paper due</b>	<b>Sue &amp; Sue, Chap. 4. Hays, Chap.5,</b>  American Counseling Association (ACA) Guidelines on Multicultural and Cross Cultural Counseling <a href="http://www.counseling.org/publications">http://www.counseling.org/publications</a>
<b>Feb. 20, 2014</b>	Theories and Constructs	<b>Sue &amp; Sue, Chap. 11 and 12.</b>
<b>Feb. 27, 2014</b>	Gender and Sexual Orientation	<b>Sue &amp; Sue, Chap. 6, 22, 24.</b>
<b>March 6, 2014*</b>		<b>Midterm Exam</b>
<b>March 13, 2014</b>	Age and Ability	<b>Sue &amp; Sue, Chap. 23 and 26.</b>
<b>March 20, 2014</b>	<b>No Class</b>	<b>Spring Break</b>

<b>March 27, 2014</b>	Social Class and Religion	<b>Sue &amp; Sue, Chap. 25 and 10. Chap. 6.</b>
<b>April 3, 2014*</b>	History, Worldview, and Culture <b>Family Heritage Paper due</b>	<b>Hays, Chap. 4. Sue &amp; Sue, Chap. 5</b>
<b>April 10, 2014*</b>	<b>Student presentations</b>	<b>Sue &amp; Sue, Chap. 14, 15, 16, 17.</b>
<b>April 17, 2014*</b>	<b>Student presentations</b>	<b>Sue &amp; Sue, Chap. 18, 19, 20, 21.</b>
<b>April 24, 2014*</b>	Culturally Responsive Assessment and Diagnosis  Culturally Appropriate Techniques and Interventions  <b>Cultural Event Paper due</b>	<b>Hays, Chap. 6 and 7. Sue &amp; Sue, Chap. 8 and 9</b>
<b>May 1, 2014</b>	<i>Final exam review</i>	<b>Read Hays, Chap. 9 and Chap. 10,</b>
<b>May 8, 2014*</b>		<b>Final Exam</b>

### Assignments:

**Reflection paper:** In a 5- page paper, use the ADDRESSING format provided in the course text *Addressing Cultural Complexities in Practice* readings to develop your cultural self-assessment. Be sure to include all the cultural influences noted in the ADDRESSING format. Then, based on this self-assessment and your self- reflection, discuss your own cultural worldview and biases. APA format.

**Family Heritage Paper:** Follow the instructions on Family/Culture Questionnaire (minimum of 5 pages/APA format).

**Cultural event paper:** Attend a racial/ethnic community event that you are least familiar with (e.g. cultural event/gathering, church/mosque/temple). Describe: 1. the event in detail and provide some cultural or historical context of the event, *using at least 2 peer-reviewed professional journal articles (not including the textbooks)*; 2. personal thoughts and feelings concerning the event (e.g. why you chose this event and what were you feeling while in attendance); 3. personal assumptions or stereotypes about this group that were dispelled due to attendance to this event; 4. what you appreciated or learned about this group. 5 pages minimum in APA format.

**Group presentations:**

You will develop a presentation over one of the following groups as noted in your Sue and Sue textbook: Counseling African Americans, Counseling American Indians and Alaskan Natives, Counseling Asian Americans and Pacific Islander, Counseling Hispanic/Latino Americans. Your presentation should cover the critical issues noted in the designated chapters. The time allotted for your summary is 20 minutes. This presentation will include an overview of the chapter and additional resources to highlight this population's history, characteristics of the group, stereotypes, sociopolitical issues, communication styles, religion, discipline, education, music, dress, food, family systems, and conclude with therapeutic barriers and considerations, implications, and intervention strategies. Please provide handouts for your classmates. It is the class' responsibility to have read all the chapters prior to the presentations and to provide feedback on the information presented.

**IX. Bibliography**

Please visit the instructor's course site for additional readings and materials.