**Master Syllabus**

**College of Education**

**Department of Leadership, Counseling and Educational Technology**

**MHS 6428 Cross-Cultural Counseling**

3 Credits

CRN, Semester

Faculty Name and Rank

|  |  |  |
| --- | --- | --- |
| **Contact Information** | **Class Hours** | **Office Hours** |
| Office:  Phone:  Fax:  E-mail:  SKYPE: | Day, Time, Room | Days/Times  Or by appointment  via office  or SKYPE  or On-line as scheduled |

**Course Description: (From catalog)**

The focus of this course is to help students gain awareness of the ways in which an individual’s sense of self, identity, the ways in which they understand others, as well as their conceptions of mental health and well-being are derived from their worldview and prevailing philosophy of life, which is shaped by social and cultural norms and values.

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**Objectives: (Summary if distinct from objectives for CACREP, FEAPs or NCATE)**

1. **Course Outcomes/Objectives/Assessments**

All counseling is multicultural, as each human being is unique and emerges from a unique personal history within a shared sociocultural context. We all have specific differences and, thereby, few individuals can be categorized and/or stereotyped. However, cultural norms shape and constrain human behavior. This course will explore the etiology of culture and various cultural groups which counselors may be called upon to serve. This exploration will draw upon the various fields and contributions of anthropology, history, psychology, sociology, economics, politics, and geography. Students are expected to maintain an open mind and to take risks in expanding their comfort zone; to explore, meaningfully, their cultural conditioning; and to remain respectful of others’ ideas and divergent lenses for viewing human behavior.

**Course Goals:**

1. Increase awareness of student’s own cultural values, beliefs, assumptions, biases, and expectations

2. Increase student awareness of the cultural values, beliefs, assumptions, biases, and expectations of others

3. Increase student understanding of structural obstacles that constrain human freedoms and rights, as well as constraints emerging from individual beliefs and responsibilities in a democratic, capitalist society

4. Increase student ability and potential to provide meaningful, effective, culturally competent counseling services to diverse populations

5. Enhance student ability to professionally and sensitively determine when/whether referral to another clinician is appropriate in light of cultural differences.

**Implementation Strategies**

**Primary Method of Instruction – at the discretion of the instructor**

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
|  | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice. |
|  | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
|  | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
|  | Lecture | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
|  | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
|  | Web Based Activity/Hybrid | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
|  | Guest Speakers/ Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**Required Materials/Activities:**

--at the discretion of the instructor--

Additional Readings: Articles and other readings will be assigned occasionally throughout the semester. These will be made available electronically or distributed in class.

**Recommended Resources:**

**Technology Resources:** Information on online tutorials to assist students is available online at http://www.fgcu.edu/support/

**Any assigned classroom readings or virtual documents (see Course Management System)**

**Calendar of Coursework Activities**

**--coursework and schedule are at the discretion of the instructor--**

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| **Important Notes: Instructor Policies and Rules** |

1. **Class Attendance Policy** .

**SAMPLE:** The classroom format is largely experiential. It is not possible to make up the experiences of demonstration, discussion, and feedback done in class. In order for maximum learning to occur, you must attend class regularly. Everyone is entitled to two (2) absences without penalty, or one (1) absence in a summer session course. For each absence beyond that specified, your final grade will be lowered by 10%. To be considered present you must be in class from beginning to end on a given day. It is also expected that all students have a valid reason for missing class.

1. **Written Assignments**. **Sample** All papers must be written in American Psychological Association (APA) form and style unless otherwise indicated. Papers are graded on the basis of professional quality/content, organization, form, and APA style. That means that format, references, citations, and writing must be both professionally and technically correct.

**Evaluation:** **--at the discretion of the instructor--**

| **Description** | **Points** |
| --- | --- |
|  |  |
|  |  |
|  |  |
| TOTAL |  |

|  |  |  |
| --- | --- | --- |
| **Minimum Percent** | **Minimum Points** | **Grade** |
|  |  | A |
|  |  | B |
|  |  | C |
|  |  |  |

**SAMPLE Policy regarding late or incomplete assignments**

1. Incomplete assignments will be provided the opportunity for completion before the end of the term or will be severely penalized.
2. Late assignments lose 10% per week or any part thereof that are late.
3. No incomplete grades will be awarded without students proposing and the professor accepting a contract in writing that specifies the work to be completed and the time schedule for its completion.

At the instructor’s discretion and based on exceptionally strong performance in one or more areas, students whose cumulative points are within 5 of cut off scores may be awarded + or – grades.

**The Fine Print: College/University Rules**

**Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

**College of Education LiveText Statement**

The College of Education has adopted the use of Live Text software to assist in the assessment of student's performance and program quality. As a degree-seeking, endorsement or certification student you are responsible for purchasing a membership to Live Text during your first course in the FGCU's College of Education. If you do not have a membership to Live Text, you will need to purchase it immediately. This is a one-time only purchase. Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in Live Text that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

**Confidentiality**

Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice.

**Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors**. This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on Yousendit if you do not already have an account and familiarize yourself with how to readily send your digital recordings.

**Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930.

**E-mail.** Students at Florida Gulf Coast University are eligible to obtain an e-mail account. In order to learn about this technology, you are required to open up an account and become familiar with the computer services available at FGCU. To activate, and your account, go to <http://eagle.fgcu.edu/> or you can call the Help Desk at 590-7107. Also, you should know that you can check and send messages from any Internet connection by going to http://eagle.fgcu.edu/.

**Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

**The fine print: standards and assessments**

**College and University Competencies**

FL-FGCU-COE-2011-KSP.1 Knowledge - Demonstrate understanding and application of current theory, methods, and trends.

**CACREP Standards**

The following CACREP standards are relevant to this course and specific other courses in the curriculum with regard to multicultural competencies in counseling. We will be addressing many of these standards in this course; not all will be assessed.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.

8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

D. Skills and Practices

9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

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

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

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.

5. 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.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.

2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

DIAGNOSIS

K. Knowledge

4.Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.

**The FGCU Counseling Programs are accredited by the *Council for Accreditation of Counseling & Related Educational Programs*.**

**Date of Master Syllabus Review 5 14 2013 Kastberg**

**Form Date**