

COU 655 Social and Cultural Context and Systems

(3 Hours)

Professor: Dr Sandra Broz; Phone: (402) 750-8712; e-mail:
sandra.broz@doane.edu

Course Description:

This course examines the effect of social influence on the development of human behavior. Attitude formation, group behavior, cultural subgroups, and general systems theory are addressed. Additional topics include studies in the relationships between individual and social spheres with attention to such issues as conformity, role patterning, leadership, persuasion, self-justification, aggression, prejudice, intimacy and attraction, and the influence of social and cultural systems and context on patterns of relationship development. Course study concerns social interaction in situations of (1) social influences on individuals, (2) dyads or face-to-face groups, and (3) larger social systems. Special attention is given to the manner in which social roles and system expectations are relevant to counseling practice. Concepts, theories, data, research methods, and applications of varied substantive topics are examined. Critical thinking, writing, and the sharing of experiential knowledge by students are stressed. This course draws from the theoretical perspectives of social psychology, applying relevant concepts and theories to graduate counseling majors. We are particularly interested in understanding and explaining how the "thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others" (Allport, 1985: 3) and in what context and systems behavior occurs.

Course Goals:

This course is designed to be a challenging academic experience. The goal is for the course participant to grow as a result of this scholarly pursuit by gaining a better understanding of "self" and the others in one's life. In this regard, the course can help the participant obtain an understanding of the concepts of social psychology and be able to relate this understanding to real life situations, social interactions, and counseling practice. Also important is for participants to become more proficient communicators, both in verbal and written communicative skills, and to gain confidence as a leader/facilitator working in a multifaceted, diverse group environment.

Prerequisite(s):

Graduate Standing and Permission of the Instructor

Course Integrated in to the Program Requirements

Mental Health Focus	Addictions Focus	School Focus
Required	Required	Required

Course as Relates to External Requirements

CACREP Requirements (2009)	Nebraska Licensure Addictions	NDEA Rule 20
Social and cultural diversity studies.	Social and cultural diversity studies.	Social and cultural diversity studies.

Social and Cultural Diversity:

This course focuses on studies that provide an understanding of the social and cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. becoming aware of the importance of antecedent variables or underlying factors in and/or affecting a client’s life circumstances and world view;
- b. understanding the importance of social and cultural influences and context of a client’s life and the systems in which the client exists;
- c. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- d. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and social and/or 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;
- f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression, exclusion, and discrimination.

Evaluation of Learning Outcomes:

Course participants will be evaluated to determine whether or not the learning outcomes are achieved. Grading will encompass class attendance; the oral presentations; participation in class discussion, the degree of preparedness for each class session; quality and depth of the course journal in terms of content, concept or theory development, insights and reflections, and the application of theory and concepts (learning objectives) in the journal. In total, these means of evaluation address all stated course learning objectives. Preparation for each class session is essential if these objectives are to be met. In this regard, staying current in the assigned readings is very important.

Course Learning Objectives:

Through intellectual dialogue and critical evaluation of course materials and other sources of information, at the course conclusion, each participant should:

1. Understand the core concerns and important theoretical perspectives in social psychology;
2. Understand and be able to apply the critical thinking perspective to the evaluation of social psychological concepts and theory;
3. Understand the concepts of socialization and related components and issues; such as self, self-schema, self-image, self-concept, self-esteem, and social identity;
4. Understand the concepts of social perception, world view or *lifeworld*, impression formation, and attribution;
5. Understand the concepts of attitude, to include development, maintenance, and change relating to attitudes, and the various methods used to measure attitudes;
6. Comprehend symbolic communication and language from a counselor's perspective;
7. Understand the concepts of social influence and persuasion and implications for counselors;
8. Understand the concepts of self-presentation and impression management;
9. Comprehend the concepts of helping and altruism, aggression, and interpersonal attraction;
10. Comprehend the concepts of group cohesion and conformity, group structure and interaction, group performance, and intergroup conflict;
11. Understand the concept of adaptation from a social and cultural context approach;
12. Understand the concepts of social structure and personality and implications for the client's social development;
13. Comprehend the concepts of deviant behavior and social reaction, especially relating to social and cultural context;

There are FIVE primary learning outcomes for this course:

- Becoming aware of the importance of antecedent variables or underlying factors in and/or affecting a client's life circumstances and world view;
- Understanding the importance of social and cultural influences and context of a client's life and the systems in which the client exists;
- Understanding multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- Becoming aware of attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and social and/or culturally diverse clients; and
- Understanding the 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 counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression, exclusion, and discrimination.

Course Requirements and Evaluations (Grading):

1. Attendance and participation in classroom discussions. This includes being prepared to discuss assigned readings, handouts, films and videos, etc. Twenty points toward the final grade will be based on participation and attendance. After reading the syllabus, you can understand that attendance is important to take full advantage of all the learning opportunities of this course. If you know in advance that you must miss a class, speak to me so that I can give you assignments to make-up the absence. One absence can be made-up. Two absences will result in the loss of 10 points, plus will require make-up work. If you anticipate more than two absences, please enroll for the course at a time more convenient to your schedule.
2. Oral Presentation in class on the topic. The presentation is worth 10 points, topics will be chosen on the first night of class.
3. Journal. Students will maintain a course journal in which they will enter insights and reflections about readings from the text, presentations by other students, and class discussions. The journal should be integrative in that insights and reflections are tied together and relate to one's counseling practice. For each chapter, generate brief questions or comments (maybe an insight or two), highlighting what's interesting, convincing, unconvincing, confusing, or pointless, and what makes sense, and briefly why. For presentations, summarize what was presented in a few sentences and provide the same analysis as for the text chapters. In class, use your comments, summaries, and objections as a basis for your contributions (participation). The journal is worth 70 points and is due one week after the final class session.

Grading Scale:

100-97=A+	83-80=B-
96-94=A	79-77=C+
93-90=A-	76-74=C
89-87=B+	73-70=C-
86-84=B	60-67=D

Possible Points:

Journal	70 points
Oral Presentation	10 points
Attendance/ Participation	<u>20 points</u>
Total Possible Points	100

Academic Integrity Policy. The Doane College Academic Integrity Policy will be adhered to in this class. All projects and written materials will represent your own work. The use of other's ideas and words shall be properly cited. Please ask if you are unsure as to how or what a proper citation of a source is.

Required Text:

ISBN-10:01371507

Athors: Baruth & Manning

Title: Multicultural Counseling and Psychotherapy: A Lifespan Approach, 5/E

Publisher: Pearson

Course Outline will be provided at the first class meeting.