



COU 655-1/4

Social and Cultural Context and Systems (3 hours)

Summer, 2016

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Course Description: An examination of the effect of social influence on the development of human behavior. Attitude formation, group behavior, cultural subgroups, and general systems theory are examined. Additional topics include aggression, role patterning, leadership, and the influence of social systems context on patterns of relationship development. Special attention is given to the manner in which social roles and system expectations are relevant to counseling practice.

Additional Description: Related 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. Students will have opportunities to develop awareness of their own cultural values and biases. 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.

Required Text:

Counseling for Multiculturalism and Social Justice: Integration, Theory, and Application, Fourth Edition Manivong J. Ratts and Paul B. Pedersen, ISBN 978-1-55620-248-3

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 and cultural context and systems 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.

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, and will address the following CACREP standards:

SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

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 multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
2. Understand the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
3. Understand the multicultural counseling competencies.
4. Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
5. Understand the effects of power and privilege for counselors and clients.
6. Understand the nature of help-seeking behaviors of diverse clients.
7. Understand the impact of spiritual beliefs on clients' and counselors' worldviews.
8. Understand the strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
9. Understand the concepts of socialization and related components and issues.
10. Understand the concepts of social structure and personality and implications for the client's social development.

Course Requirements and Evaluations (Grading):

1. Participation/Attendance:

A high premium is placed by the instructor on class participation. Ideal class participation, that which earns the highest number of participation points, will exemplify the following:

- Integrating class readings into participation: Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand and,
- Interaction in classroom discussions: Always a willing participant; responds frequently to questions; routinely volunteers point of view, and, is respectful of others' differences and always fosters a classroom climate of safety and inclusion.
- Interaction in classroom learning activities: Always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view.
- Student is "present"/available and open/vulnerable for the entire class session.

There is no way a student can “makeup” missing a class. If you need to miss a class, notify the instructor as soon as possible. If you miss one class, your grade will drop one grade level (Example, A to A-). Missing more than one class is not acceptable. You will need to drop or retake the course with approval from the instructor and the Graduate Office. Participation/attendance is worth 90 points (10 per day).

2. Classroom Presentation: Students will provide an oral & visual presentation over chapter(s) of the text, which will be chosen the first night of class. Class presentations should last 45 minutes and include at least 3 peer-reviewed scholarly journal articles. Presentations should not solely be a summary of the text. Rather, they are to involve critical thinking of the material and adding a knowledge base for other students. Presentations should include applicable current events, an activity and discussion questions. Presenters should do more than read from slides and this presentation should be very interactive and engaging. The presentation is worth 100 points.
3. Reflections: Each week students will submit 2 separate reflection papers. The first will describe what they learned from the assigned reading with special attention being on an application of the material to the counseling profession (1-2pages). Reflection papers will be discussed in class. The second 1-2 page reflection will be to the previous class session’s activities/content, including struggles/concerns and will be kept private with the instructor. They are both due by 6 pm the day of class the chapters will be discussed. Reflections are worth 180 points total (10 per reflection/per week).
4. Special Population Research Paper: A 10-page paper on your topic of choice will be submitted Week 6. Your topic must be approved by the instructor. This paper is to be written in accordance with APA style guidelines. The paper will address the cultural heritage of the group, beliefs and values, demographics, issues common to this population, counseling theory, research and applications to this project, as well as how you were impacted by completing this paper. Use the Quick Guide to APA posted on Blackboard. The paper is worth 100 points.
5. Cultural Experience/ Social Justice Project: You will find a group that you know little about and spend at least 2 hours within this experience. You will need to go somewhere you are not in the position of “power”. This experience should be approved ahead of time by the instructor. After you have completed this experience you will determine an area that you could advocate for within this group. This project will include some sort of intervention of advocacy that is designed to bring awareness and social change regarding a social justice issue. This project should determine the systemic barriers as well as be grounded in counseling or other related theory. A summary of the project will be presented to the class on the last evening and an outline of the project will be submitted to the instructor. This outline will include a detailed account of your experience, why you chose this population and why you chose this project as well as the details of the project of intervention or advocacy. This paper and project are worth 100 points.

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:

Personal Reflections	180 points
Oral Presentation	100 points
Attendance/Participation	90 points
Paper	100 points
Experience/Project	100 points

Total Possible Points 570

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.

ASSIGNED READINGS :

Week 1	Syllabus review, Read chapters 1 & 2
Week 2	Read chapters 3 & 4
Week 3	Read chapters 5 & 6
Week 4	Read chapters 7 & 8
Week 5	Read chapters 9 & 10
Week 6	Read chapters 11 & 12 PAPERS DUE!!!
Week 7	Read chapters 13 & 14
Week 8	Read chapters 15, 16 & 17
Week 9	Read chapters 18 & 19: PROJECTS DUE!!!