



Department of Counseling and Student Affairs
Lacretia 'Cre' Dye Ph. D
Associate Professor & Clinical Coordinator of School Counseling
lacretia.dye@wku.edu; 270.745.3029, Gary A. Ransdell Hall #2019

COURSE

CNS 555 Social and Cultural Diversity in Counseling. 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 an understanding of the cultural context of relationships, issues, and trends in a multicultural society.

COURSE OBJECTIVES

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards, as well as the Kentucky Education Professional Standards Board (EPSB) as noted below. Students are assessed on the standards noted with an asterisk*.

CACREP

PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM CORE

2. 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

3. HUMAN GROWTH AND DEVELOPMENT

- f. systemic and environment factors that affect human development, functioning and behavior*

CLINICAL MENTAL HEALTH COUNSELING

2. CONTEXTUAL DIMENSIONS

- j. cultural factors relevant to clinical mental health counseling*

MARRIAGE, COUPLE, AND FAMILY COUNSELING

1. FOUNDATIONS

- d. sociology of the family, family phenomenology, and family of origin theories*
- 2. CONTEXTUAL DIMENSIONS
 - e. human sexuality and its effect on couple and family functioning
 - m. cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration

KY EPSB

2.3. SOCIAL AND CULTURAL DIVERSITY

- 2.3.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- 2.3.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- 2.3.c. Multicultural counseling competencies*.
- 2.3.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
- 2.3.e. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.
- 2.3.f. Counselors' roles in social justice, advocacy, and conflict resolution, cultural, self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body.
- 2.3.g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

2.4. HUMAN GROWTH AND DEVELOPMENT

- 2.4.f. Systemic and environmental factors that affect human development, functioning, and behavior*.

REQUIRED AND RECOMMENDED COURSE READINGS

Required Texts

Schmidt, J.J. (2006). Social and cultural foundations of counseling and human services: Multiple influences on self-concept development. Allyn & Bacon.

ISBN-10: 0-205-40333-6

ISBN-13: 9780205403332

Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H., Peters, M., & Zuniga, X. (2013). Readings for Diversity and Social Justice (3rd Edition). Routledge.

ISBN: 978-0-415-89294-0

Sekaran, S. (2017). Lucky Boy. G.P. Putnam's Sons. New York.

ISBN: 9780735212275

CLASS PREPARATION AND METHODS OF INSTRUCTION

Students should expect to invest about 3-4 hours outside of class each week for each credit of coursework they are enrolled in. During this time they can spend time studying the required reading and researching additional sources to help improve their knowledge and skill base. The

course is a mixture of group discussions, blackboard discussions, and cultural representation presentations. To enhance the learning experiences, media information, reading, writing, and research in social and cultural diversity will be utilized as appropriate.

COURSE REQUIREMENTS

Community Book Reading (12 points)

Book Reading & Discussion: Each student will participate in a small book group. During the month of November, you will be given a reading schedule for the required book. Three small book groups will occur during class time. Your full participation is expected during each discussion.

Classroom Participation (20 points)

Attendance, punctuality, active participation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience with deeper comprehension of the material. Additionally, because the class will be interactive and experiential, there is no way to get the information from a missed class; the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates' learning as well. Therefore, you are expected to contribute consistently and conscientiously to the class and/or group discussions.

Personal Cultural Critique (20 points) (CACREP Key Assessment Standard CORE 2.c., 3.f., C.1.d., C.2.j.; KY EPSB Key Assessment Standard CORE 2.3.c., 2.4.f.)

Each student is to develop a power point that 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. **Due 10/1**

Please be thorough in your analysis and writing. **Concepts from your text book should be included.**

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.

Part III: Describe your foundation.

Outline your definition of family. Who was included in your family growing up? Ancestry? How have 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 did your family of origin and community hold e.g., religion, education, work, food, or family)? How were your family's 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, this inventory can be found online

<http://garote.bdmonkeys.net/bsri.html>)

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 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 powerpoints are not accepted.**

****This assignment must be uploaded to the EBS Electronic Portfolio Page. Please see the instruction sheet handout on page 15.**

CULTURAL CRITIQUE RUBRIC

(CACREP Assessment Standard Core 2.c, 3.f, MCFC C.1.d, CMHC2.j)

Requirements	Inconsistently or rarely meets assignment requirements 1	Somewhat meets assignment requirements and expectations 2	Meets assignment requirements and expectations 3	Exceeds assignment requirements and expectations 4
Internal & External Dimensions	Inconsistently provides brief detailed description of internal and external dimensions	Somewhat provides a brief detailed description of internal and external dimensions	Adequately provides a brief detailed description of internal and external dimensions	Effectively provides a brief detailed description of internal and external dimensions
Knowledge of self and experiences (CACREP Ass. Standard 3.f)	Provides reference to at least 3 relevant factors that influence view on social belonging.	Provides reference to at least 4 relevant factors that influence view on social belonging.	Provides reference to at least 5 relevant factors that influence view on social belonging.	Provides reference to at least 6 relevant factors that influence view on social belonging.
Foundation (family of origin) (CACREP Ass. Standard 2.c, 3.f, c.1.d, 2.j)	Inconsistently captures a summary of individual foundation, family demographics and background.	Somewhat captures a brief but thorough summary of individual foundation, family demographics and background.	Adequately captures a brief but thorough summary of individual foundation, family demographics and background.	Effectively captures a brief but thorough summary of individual foundation, family demographics and background.
Impact of cultural background in counseling (CACREP Ass. Standard 2.c, 3.f, c.2.j)	Inconsistently addresses the topic's usefulness, rigor, and relevance to the counseling.	Somewhat addresses the topic's usefulness, rigor, and relevance to the counseling.	Adequately addresses the topic's usefulness, rigor, and relevance to counseling.	Effectively addresses the topic's usefulness, rigor, and relevance to counseling practice.
Format: Neatness, Organization and appropriate citations	Presents an overview of the topic/group is lacking creativity and interest.	Presents an overview of the topic/group that is somewhat creative, interesting, and engaging.	Presents an adequate overview of the topic/group that is creative, interesting and engaging.	Presents an effective overview of the topic/group that is creative, interesting and engaging.

Readings Critique and Reflection (18 points) (CACREP Key Assessment Standard CORE 2.c, 3.f, C.2.j; KY EPSB Key Assessment Standard CORE 2.3.c., 2.4.f.)

Each student is responsible for reading and participating in class *critique, response, and evaluation* (not a summarization of content) discussions of select articles from Readings for Diversity and Social Justice. After you examine each reading, you are expected to use your critical thinking skills to produce a multi-level question to be used for in class discussion. During in class discussions you will be expected to be honest and elaborate as appropriate. Each week, students will submit on Blackboard as well as bring a hard copy of the question to class. Late questions will not be accepted. Students will not be allowed to make up questions under any circumstance (with the exception of an excused absence). Each set of questions not handed in on time will receive the score of zero (0). Each submission will be graded as very good (2.0 point), adequate (1.0 point), or inadequate/not turned in (0 points). Questions will be **due in two places each week at the start of class, submitted to blackboard and hard copy submitted in class**. A weekly reading question rubric is available on Blackboard.

Weekly Reading Questions for Readings for Diversity & Social Justice-Rubric

For the **weekly reading questions**, develop a connected set of questions about the readings that you would like answered in the class to discuss. This set of questions will be a paragraph in length, with a minimum of **75-100 words**. Your questions should show that you have thought about the readings with care. Note that these questions are not the same as “quiz questions” that you may have written for other classes -- answers are not found neatly in the readings, but build on them.

Below is an example of a good question and one to avoid:

	Description	Example
Poor (0)	Questions that can be answered in simple terms or that have one right answer. Questions that focus predominantly on the recall of information. They are also often significantly shorter than one paragraph in length.	“Do adopted children experience more psychological problems than those who are biologically related to their parents? Why?”
Good (1)	Questions that require answers, which encourage the synthesis, analysis, or evaluation of information. Questions that are generally longer, may have several parts to them, and cut across different areas.	Would a child in a single-parent household develop differently (physically, emotionally, academically) than a child who lives with both parents? How does the ethnic/cultural background of the family play into this equation? For example, do children of different ethnicity handle the situation of living in a single-parent household differently based on their cultural beliefs? How can parents help alleviate some of the emotional stress that comes with separation of two parents or only having one parent?”

(Note that this may be shorter than the minimum length, but it gives you an idea.)

Readings for Diversity and Social Justice, which consists of readings that reflect upon social diversity and social justice, is divided into 9 sections. You must critique the following:

Section 1: Conceptual Frameworks

Identities and Social Locations: Who Am I? Who Are My People?

Five Faces of Oppression by Iris Marion Young

Section 2: Racism

A Different Mirror by Ronald Takaki

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 Adultism

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

Select (1) additional readings

Presentations (20 points) (CACREP Key Assessment Standard CORE 2.c, 3.f, C.2.j; KY EPSB Key Assessment Standard CORE 2.3.c., 2.4.f.)

Each student will be assigned to a group for the purpose of developing a class presentation over one of the following groups/topics

Australian Aboriginal Genocide

Sudanese Genocide

Blood Diamonds

Europe's underdevelopment of Africa

Japanese Internment Camps

Indigenous people of South America

Displaced Tanzanian, Palestinian, Syrian, Bhurmese. etc.

Native Americas Genocide

Great Migration –African Americans

Rwandan Genocide

Undocumented Immigrants/DACA

Lost Boys of Sudan

Bosnian War – displacement

Presentations should be relevant, interesting, and convey useful information. Quality is preferred over quantity. 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 include guest speakers (he/she cannot exceed 15 minutes), videos, games or other creative ways of teaching about culture/population is strongly encouraged.

Please note the following:

- A. Conduct research on your selected group/topic. Peer-reviewed and scholarly documents/publications are highly recommended. Interviews/survey with individuals/experts of the group/topic is also suggested. **USE THE LIBRARIES RESOURCES!** Prepare a reference page as you collect info (you will be happy you did)!
- B. Describe what was learned about the group/topic selected and how it relates to counseling. This can include, but is not limited to, immigration history of the group; the worldview of/from society; aspects of the groups; communication patterns; typical family structures; contextual (social) issues imposed upon; impact of sociocultural and/or sociopolitical history upon this group; and the effects of cultural and environmental factors (i.e., population, media image, workforce, stereotypes, school performance, etc.).
- C. Each group **must** provide Dr. Dye with a folder that contains a reference page, copies of resources, handouts, PowerPoint slides (if used), and any other media that is used prior to presentation.
- D. Each group member will be assessed by the group members on participation, research, initiative, input and quality of work on the group project.
- E. Your audience will evaluate each group. This evaluation will be based on: The content and research of your topic. The clarity and organization of your presentation and handout(s)

CACREP KEY ASSESSMENT PRESENTATION RUBRIC

(CACREP Assessment Standard Core 2.c, 3.f, CMHC.2.j)

Requirements	Inconsistently or rarely meets assignment requirements 1	Somewhat meets assignment requirements and expectations 2	Meets assignment requirements and expectations 3	Exceeds assignment requirements and expectations 4
Research topic & group clearly defined (CACREP Ass. Standard 2.c, 3.f, c.2.j)	Inconsistently provides a brief detailed description of the research topic and group.	Somewhat provides a brief detailed description of the research topic and group.	Adequately provides a brief detailed description of the research topic and group.	Effectively provides a brief detailed description of the research topic and group.
Relevant citations (CACREP Ass. Standard 2.c, 3.f, c.2.j)	Provides citations to at least 3 relevant journal articles and/or may not use proper APA format.	Provides citations to at least 4 relevant journal articles and/or may not use proper APA format.	Provides citations to at least 5 relevant journal articles but may not use proper APA format.	Provides citations to at least 5 relevant journal articles in proper APA format.
Content/research is comprehensive (CACREP Ass. Standard 2.c,)	Inconsistently captures a brief but thorough summary of the articles/research content.	Somewhat captures a brief but thorough summary of the articles/research content.	Adequately captures a brief but thorough summary of the articles/research content.	Effectively captures a brief but thorough summary of the articles/research content.
Impact of culture in counseling (CACREP Ass. Standard 2.c,)	Inconsistently addresses the topic's usefulness, rigor, and relevance to the counseling.	Somewhat addresses the topic's usefulness, rigor, and relevance to the counseling.	Adequately addresses the topic's usefulness, rigor, and relevance to counseling.	Effectively addresses the topic's usefulness, rigor, and relevance to counseling practice.
Presentation was useful and engaging (CACREP Ass. Standard 2.c, 3.f, c.2.j)	Presents and overview of the topic/group is lacking creativity and interest.	Presents an overview of the topic/group that is somewhat creative, interesting, and engaging.	Presents an adequate overview of the topic/group that is creative, interesting and engaging.	Presents an effective overview of the topic/group that is creative, interesting and engaging.

Student Evaluation Criteria and Procedures

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 interpretations	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 style	The final product is well organized and clearly structured with only minimal grammatical and style errors	The final product suffers from problems associated with organization and structure and/ or grammatical errors	Assignment is not completed or final product is poorly organized, structured, and/or possesses significant error
--	---	---	---	--

CACREP ASSESSMENTS

Assignments that include assessments of CACREP standards must be uploaded to the CEBS Electronic Portfolio System (EPS) by the due date. Assignments not uploaded in the CEBS system prior to finals week (unless due that week) may result in an Incomplete in the course.

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ADA ACCOMMODATION STATEMENT

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

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.

INFORMED CONSENT

As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. All graduate students are expected to develop standards of academic and professional performance and are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

USE OF CURRENT RESEARCH

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

USE OF TECHNOLOGY IN COURSE

E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course. Additionally, Blackboard will be used for submission of assignments and as a source for updates about course material and required reading material. The use of laptops, PDAs, and cell phones during class is prohibited. These devices can disrupt learning opportunities, lead to attention lapses and negatively impact the learning environment. 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.

LATE OR MISSING ASSIGNMENTS

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% of the total points possible each day late. BBD assignments are due on the date noted; late submissions are not accepted under any circumstance.

FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, as well as the course schedule 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.

CLASS STANDARDS AND POLICIES

As a graduate student, this is YOUR class. You should expect the highest personal and professional standards from yourself that reflect the objectives of our graduate program and our professional ethics in counseling and/or student affairs and higher education.

Attendance Policy

Full attendance and active participation is essential. Therefore, only one absence is allowed without a deduction of points. (Final grade will be lowered 5% for each absence beyond the one absence allowed per semester).

Assigned Readings Expectation

Students are expected to complete reading assignments for the scheduled class meeting and be prepared for class learning activities. 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.

Assignments

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. If you must hand in work late due to an unforeseen circumstance, please note that you must contact the instructor to discuss the situations prior to the assignment due date. Points will not be given for late assignments without prior permission.

Civil Dialogue

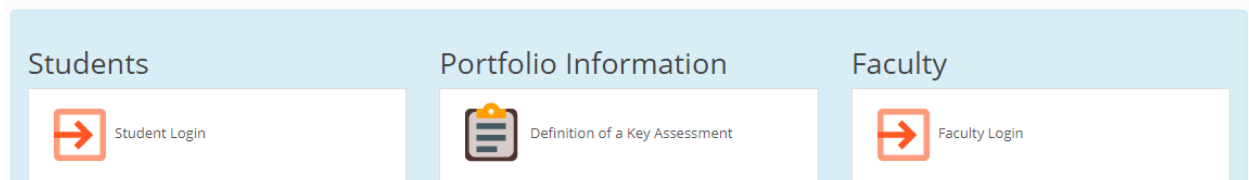
It is a desire that everyone in this learning community feels support while also being/feeling challenged. Deep and meaningful learning often comes as a result of fruitful discussions that, at times, may elicit cognitive and emotional disagreement. Participants in this course should approach one another with the same ethic of care and developmental concern with which they deal with clients/students. Respect your classmate's confidentiality and opinions.

Accommodations for Religious Observances

If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue.

College of Education and Behavioral Sciences

E-PASS Portfolio System



<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 certain **graded** assignments across the curriculum that assess for CACREP standards. Also, please note that this is a requirement for Council for Accreditation for Educator Preparation (CAEP) accreditation.

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 CNS588 (click on "View Key Assessment")
- You will see "Personal Culture Critique" and "People Groups Presentation"
- Click on "Upload/View Files." Upload
 - Your graded assignment (i.e., paper with qualitative feedback)

- If there is not written feedback on the actual assignment (i.e., power point), include the power point *and* the professor's feedback. The latter may be in a word document or screen shot of feedback in BBD rubric.
- Follow the directions to upload your document (this is similar to adding an email attachment)

Western Kentucky University
Department of Counseling and Student Affairs
CNS 555 | Fall 2018

Informed Consent

One important aspect of the training of a future helping professional is self-exploration and self-knowledge. This is achieved, in part, through self-knowledge. This is achieved, in part, through self disclosure in the context of an academic environment.

Enrollment in this class (CNS 555) requires that the student disclose to the professor relevant personal information. By enrolling and attending this class, the student agrees to turn in assignments that include disclosures of personal information for self-exploration, and self-growth in partial fulfillment of the requirements of this class. The instructor is bound by confidentiality rules as related in the ACA Code of Ethics

By signing this document, I agree that I have read the above statement and understand it.

Signature

Date

TENTATIVE

Course Schedule (subject to change)

Class meets from 5:15 p.m. to 8:00 p.m. on Mondays

	Class Topic	What's Due
8/27	Course Overview Syllabus Review Introductions	All Reading Critique Questions will be due by 5:15pm starting week 2
9/3	Overview of Multicultural/Cultural Competence and Society and Culture Self-concept and social learning (SECTION 1 Conceptual Frameworks) (CACREP Core Sec:2a,b,c)	Schmidt Chpt 1 & 2 <i>Readings Critique:</i> Identities and Social Locations: Who Am I? Who Are My People? Five Faces of Oppression by Iris Marion Young
9/10	Social, Cultural and Racial Identity: Privilege and Stereotypes GAME OF MONOPOLY (SECTION 2 Racism) (CACREP CoreSec:2a; CMH2.j; MCFC2.e)	Schmidt Chpt 3 & 4 <i>Readings Critique:</i> A Different Mirror by Ronald Takaki Select 1 additional reading from this section 2
9/17	Sex, Gender & Sexual Orientation Identity - (SECTION 5 Sexism) (SECTION 6 Heterosexism) (CACREP MCFC:2e)	Schmidt Chpt 5 <i>Readings Critique:</i> Select 1 readings from section 5 & 6
9/24	Ability, Attractiveness, Aging & Self-Image (SECTION 9 – Ageism and Adultism) (SECTION 8 – Ableism) (CACREP Core Sec:2a)	Schmidt Chpt 7 <i>Readings Critique:</i> Select 1 readings from each section 8 & 9
10/1	Online Post & Discussion (CACREP Core Sec:2d; MCFC 2.m)	Schmidt Chpt 6 PERSONAL CULTURAL CRITIQUE Assignment posted by October 1 Comment/discuss on at least 6 classmates by October 7 11:59pm
10/8	Spirituality, Religion & Indigenous Healing - (SECTION 4 Religious Oppression) (CACREP Core Sec:2g)	Schmidt Chpt 8 <i>Readings Critique:</i> Select 1 readings from this section 4
10/15	Social Class & Economic Considerations (SECTION 3 Classism) (CACREP Core Sec:2e)	Schmidt Chpt 9 <i>Readings Critique:</i> Select 1 readings from section 3

10/22	Small Group – book discussion Group Presentation (CACREP Core:2a-h; CMHC2.j; MCFC2.e.m)	
10/29	Small Group – book discussion Group Presentation (CACREP Core:2a-h; CMHC2.j; MCFC2.e.m)	
11/5	Small Group – book discussion Group Presentation (CACREP Core:2a-h; CMHC2.j; MCFC2.e.m)	
11/12	Small Group – book discussion Group Presentation (CACREP Core:2a-h; CMHC2.j; MCFC2.e.m)	
11/19	Group Presentation (x2) (CACREP Core:2a-h; CMHC2.j; MCFC2.e.m)	
11/26	Group Presentation (SECTION 10) (CACREP Core Sec:2b,h)	<i>Readings Critique:</i> What Can We Do? By Allan G. Johnson Select (1) additional reading
12/3	Additional presentation date if needed	