



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

**COUN 555 CROSS CULTURAL COUNSELING
SPRING 2021**

DEPARTMENT OF ADVANCED STUDIES IN EDUCATION & COUNSELING

COURSE INFORMATION

Instructor: Claudia Lopez, LMFT, MPA, MS	Email: cmlopez5867@gmail.com
Virtual Office Hours Days/Times: Thursdays at 6pm or by appointment	Office Hours Zoom Link: see Beachboard
Class Days/Times: Thursdays 7 – 9:45pm	Class Zoom Link: see Beachboard

COURSE DESCRIPTION

This course will introduce students to the field of Multiculturalism through discussion of key concepts, research and theories pertaining to identity, race, ethnicity, socioeconomic status, spirituality, religion, sexual orientation, and gender, as they relate to your work with diverse populations. This course is designed to foster acquisition of self-awareness, knowledge, and application skills in the counseling realm. An emphasis of student’s cultural awareness of self as counselor will be highlighted throughout this course. Lectures, discussions, class activities and readings will be aimed at helping students begin to gain cultural awareness, knowledge, and skills to work effectively with diverse populations. Students will be provided with exercises that will help them to understand what the “next step” in their multicultural development upon completion of this class is.

STUDENT-BASED LEARNING OUTCOMES

- Students will demonstrate awareness of their own cultural values and show the capacity to simultaneously hold those values and the values of others, as assessed by class discussions, weekly journals, the case study paper, the multicultural immersion project, and sociocultural/self-study.
- Students will demonstrate an understanding of how culture influences their own behavior in different settings as assessed by the case study paper, the multicultural immersion project, weekly journals, synchronous and asynchronous learning.

- Students will begin to communicate an understanding of their own biases, prejudices and misconceptions about their own culture and different cultures and ethnicities, as assessed by the case study paper, the multicultural immersion project, sociocultural self-study, weekly journals, and class discussion.
- Students will demonstrate an understanding of theories of multicultural counseling, theories of ethnic and cultural identity development as assessed in class discussion, class activities, the case study paper, and multicultural immersion project.
- Students will become familiar with relevant literature on multiculturalism in the field of counseling as demonstrated by weekly journals, class discussion, and the multicultural immersion project.
- Students will begin to demonstrate and understand how the applications of multicultural competencies will help them to provide balanced mental health services to their clients as assessed by small group activities, case vignettes, class discussion, and the case study paper.
- Students will demonstrate understanding of training, professional, and ethical issues in multicultural counseling as assessed by class discussion, the case study paper and the multicultural immersion project.
- Students will demonstrate ability to apply multicultural theories to cases as assessed by discussion of clinical vignettes and the case study paper.
- Students will become aware of the “next-step” of their multicultural development through the final project upon completion of this course.
- Students will know cultural dimensions of self and others in ways that are integrative, contextual, and reflective of systems of oppression.

TEXTBOOKS & EQUIPMENT

REQUIRED:

Lee, C. (2019). *Multicultural Issues in Counseling: New approaches to diversity* (5th ed). ISBN-10: 1556203691, ISBN-13: 978-1556203695

MODE OF DELIVERY AND TECHNICAL REQUIREMENTS

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign

On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

Documents in this course will be available to you mainly in Word and PowerPoint forms. However, some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

COURSE COMMUNICATION

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students.

COURSE EVALUATION COMPONENTS AND GRADING

EVALUATION COMPONENTS

ASSIGNMENT DESCRIPTIONS

1. Attendance, Participation, Reflection Journals – 50 points

Attendance and participation are integral course requirements. Students are expected to participate in synchronous and asynchronous class discussions, exercises and assignments. Students need to be prepared, initiate and make thoughtful contributions including integration of assigned reading and appropriate self-disclosures, contribute to discussions without trying to dominate, show interest and respect for other's views, and exhibit sensitivity to others (including race, culture, ethnicity and diversity).

Participation grades will be based on:

- Demonstrated openness through quantity and quality of students' verbal and activity based participation in classes.
- Listening to everyone's point of view is critical to the class' success. As a result, it is important that when people speak or share a discussion on Beachboard they are provided with the support and the respect that everyone deserves.
- Students are highly encouraged to participate in synchronous and asynchronous discussions but if they are asked something that they are not comfortable answering then they can pass.
- Students will be asked to engage in self-reflection to gain greater insight and awareness regarding their potential "blindspots."
- Students are highly encouraged to interact with the material and class discussions by asking questions and sharing their reactions in a respectful manner.
- It is expected that students will have strong reactions to the readings, discussions or activities talked about in the class; in fact, if feelings are not evoked, then we may need to change what we are doing. If you are having a strong reaction to something that happens in the course, address it in class in a respectful manner.
- **PLEASE NOTE-** Out of respect for one another, during synchronous discussions we will be turning on the camera and mics. However, during presentations, mics will be muted. Instructor will inform students when cameras can be turned off.

- **Reflection Journals (RJ)**

- This assignment will be a part of your asynchronous activity each week after in lieu of synchronous learning. These will be a part of your participation grade. Each week there are assigned readings, and you will write a 1 ½ page (no more than 2 pages) journal entry that includes your reactions/thoughts to the week's readings, synchronous or asynchronous class meeting discussions and presentations. You may also relate current events to the readings in your journals. The purpose of the journal is not to summarize the readings, but rather to share your thoughts and reactions about what you have read each week, videos or group presentation and class discussions. Journals are graded on depth of thought and ability to incorporate readings, group presentation and class discussions. Journal entries are due by midnight on the Monday after class for that week.

2. Chapter Presentation- 50 points

Students will choose one of the weekly topics being covered from the textbook. On the day that topic is discussed, students will give a (20 -30 minute) presentation during synchronous instruction each week outlining the topic they have chosen. Research on the topic can be gathered from the book and other reputable sources. Slides, videos, activities or anything that increases the engagement of the presentation are strongly encouraged. Presenters should be prepared to answer questions about their topic.

3. Cultural Immersion Project – 100 points

In order to fully gain a deeper understanding of cultural groups different from your own, it is important that students begin to integrate their educational experiences with cultural activities that explore culture beyond the surface level. **It is highly suggested that you select a cultural group (e.g., race, ethnicity, sexual orientation, social class, ability status, religion or spirituality) that will challenge your own values/assumptions, please do not select a "safe" experience.** You will immerse yourself in 3 levels of "experiences" as a way of collecting data about the group that you have selected. All 3 levels of experiences must be with the same group in order to gain a more in-depth understanding about that cultural group. Also, be sure to select a group that is accessible, as extensions will not be granted.

Cultural Immersion topic and activities must be approved by the professor prior to conducting them.

Requirements (for data collection)

a) Literature Review (40 pts.)

This paper is intended to familiarize students with literature in multiculturalism. Find 3 primary sources articles/empirical articles relevant to the group that you are learning about; what you choose to address may depend specifically on the group. Possible considerations are: mental health utilization rates, cultural values, mental health stigma, treatment, or implications for working with this group; however, this is not an exhaustive list of ideas. Be sure to address aspects that are salient to your specific group. These resources must be relatively recent (within the past 10 years). **The paper must include a critical review of the research (methodology) AND clinical/practice implications.** Methodology should include information such as the sample size, participants, demographics, type of study, measures used. Your literature review should address the following questions: What does the research tell us about the group that you are studying (findings/results)? Why is it important to have knowledge and awareness about this group? What shortcomings and/or how could this study be improved (limitations of study)? Students must highlight a current area of work or theory relevant to professional practice with this group. The paper should be 4-5 pages (not including cover and reference pages) in length and written in APA style format.

b) Cultural Interview(s) & Reflection Paper (20 pts.)

Find at least 1 person (**2 optional**) who is (are) member(s) of the group that you are learning about and ask if you can interview/talk to them individually about their experiences with race and culture (broadly defined). Plan for a 45-60 minute conversation with the person you choose. Please be sure to inform them of confidentiality and that the interviews are solely to be used for this class assignment and their names will not be used. The questions you ask will vary depending on the person and the group. Based on your literature review, what do you want to know more about this individual/group and/or mental health issue? You may want to ask about topics/issues from class (e.g., ethnic/racial identity, power and privilege). **You will submit your interview questions and 2 page summary of your general reflections** (e.g., how you felt, what you learned about the group and yourself, how were their experiences similar and different from one another, how did the information they provided contrast or reinforce what you read in the literature, implications for practice)—do not provide a verbatim transcripts or summary of the interviews.

c) Cultural Immersion Activity & Reflection Paper (30 pts.)

You are required to participate in 1 cultural immersion activity throughout the semester. The participation of the activity must be at least two - three hours. Some options of activities are to find an online cultural event, visit the community or place that is made up predominantly of members from the group you are learning about (if allowed, practice safety protocols and be respectful), watching documentaries or reading a memoir (if you think of other activities please check with instructor for approval, be creative). **NO TV SHOWS OR MOVIES ARE ALLOWED.** Make sure the event or activity is one that is open to non-group members. Given the circumstances, it may be difficult to find a place to immerse in person but be creative in being able to immerse in other ways. You may do this experience with friends, families or classmates. **You will submit your plan/proposed activity (1-2 sentences describing the activity) prior to the event for approval by professor.**

Paper should be 3-4 pages (double-spaced, 12 pt. font) in length, and should include all of the following sections.

- A brief thematic discussion of your learning about the group that you selected. You may need to include a brief description of the experience you completed. Where did you go and what did you do?
- A personal reflection on the overall experience, your learning, etc. (e.g., What did you learn about your own biases/assumptions about this group? When were you most comfortable and when did you experience discomfort? What triggered your comfort and discomfort?) (8 pts)
- Describe how this learning might impact your understanding and your treatment of someone from the group you have been learning about. This should include general issues, understandings you might have about people from this group, understandings and insights you have about your own perceptions about this group, etc. Consideration of cultural diagnosis and cultural formulation may also be included.

d) Presentation (10 points) will be a 10-15 minute presentation on what you learned from this project, what you found interesting, about your experiences from your interview or cultural immersion activity.

5. Case Study – 50 points

You will be given a case vignette and using information about the client's worldview and other concepts covered in class, you will develop a case conceptualization and treatment plan for the client. You will produce an in-class writing in response to specific questions provided by the instructor. This is an open book/notes assignment. **It should be 2-3 pages typed and will be turned in on Beachboard.**

COURSE GRADING

Grades will be calculated using a total point scale as follows:

Grading & Assignments

Attendance, Participation and Reflection Journals	50 points
Presentation	50 points
Cultural Immersion project	100 points
Case study	50 points
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Total =	250 points

A = 90% and above (225 points and above)

B = 80-89% (200 points)

C = 70-79% (175 points)

D = 60-69% (150 points)

F = 59% and below (149 or less points)

The class can only be taken for a letter grade.

COURSE POLICIES

CLASS ATTENDANCE & PARTICIPATION

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation is also required. Participation is 20 points of your grade and will be monitored both through attendance at Zoom sessions and through journal entries via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

LATE ASSIGNMENTS/REPORTS

In order to be fair to everyone in class, papers are due by 4pm on the day of instruction, unless otherwise indicated. Weekly journals are due by midnight the Monday following the class. Any papers turned in after the deadline will be subject to the following penalties:

- Less than one week late: drop one letter grade
- One week late: drop two letter grades
- Two or more weeks late: no grade for paper

ALL ASSIGNMENTS/REPORTS MUST:

1. be turned in electronically on Beachboard *
2. state your name, date, and assignment title
3. be typed, double spaced, using 12 point Times New Roman font with one inch margins
4. be written in APA format
5. be written free of spelling and grammar errors

* Students agree that by taking this course all required assignments are subject to submission for textual similarity review via Beachboard Plagiarism Detection (Turnitin) for the detection of plagiarism. All submitted papers will be included as source documents in the reference database solely for the purpose of detecting plagiarism of papers. You may submit your papers in such a way that no identifying information about you is included.

CLASS RULES

- Come to class on time with a positive attitude and a desire to learn and grow.
- Be respectful of the diverse ideas shared in class.
- Keep the information shared in class confidential.
- Guest attendance requires prior permission from the instructor.
- No audio or video recording during class.
- No sleeping during class.
- Do not participate in synchronous class activity intoxicated.
- Disruptive behaviors will not be tolerated.

PLAGIARISM/ACADEMIC INTEGRITY POLICY

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

UNIVERSITY WITHDRAWAL POLICY

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

SPECIAL NEEDS ACCOMMODATIONS

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

ADDITIONAL INFORMATION

STUDENT SUPPORT SERVICES

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

SYLLABUS CHANGES

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so.

COUN 555 Schedule Spring 2021

Week	Date	Topic	Reading *	Assignments Due
1	01/21	<i>Synchronous Learning (meet on zoom):</i> Introduction: Goals, Activities, Grading, etc.		
2	01/28	<i>Synchronous Learning:</i> Introduction, Cultural Competency and Ethical Issues	Textbook: Ch. 1, 2, 19	1 st RJ due by midnight on the following Monday on Beachboard
3	02/4	<i>Synchronous Learning:</i> <i>Power and Privilege w/ Section 01</i>	Article on Beachboard	Cultural Immersion Project Topic due by midnight on Beachboard 2nd RJ due by midnight on the following Monday on Beachboard
4	02/11	Asynchronous Learning (no zoom mtg): <i>Intersectionality</i>	Textbook: Ch. 3 & video	Beachboard Discussion due by midnight on the following Monday on Beachboard
5	02/18	<i>Synchronous Learning:</i> Counseling First Americans Counseling People of the African Diaspora in the United States	Textbook: Ch. 4, 5	3rd RJ due by midnight on the following Monday on Beachboard
6	2/25	<i>Synchronous Learning:</i> Counseling Asian and Pacific Islander Americans Counseling Latinx	Textbook: Ch. 6, 7	4th RJ due by midnight on the following Monday on Beachboard
7	3/04	<i>Synchronous Learning:</i> Counseling Arab Americans Counseling Whites of European Descent	Textbook: Ch. 8, 9	5th RJ due by midnight on the following Monday on Beachboard
8	3/11	<i>Synchronous Learning:</i> Counseling Members of a Multiracial Population Issues in Counseling Older Persons	Textbook: Ch. 10, 13	Literature Review due by midnight on Beachboard 6th RJ due by midnight on the following Monday on Beachboard
9	3/18	<i>Synchronous Learning:</i> <i>Spirituality w/ Section 01</i>	Article on Beachboard	Cultural Immersion Activity proposal due by midnight on Beachboard 7th RJ due by midnight on the

				following Monday on Beachboard
10	3/25	<i>Synchronous Learning:</i> Affirmative Counseling with LGBTQ+ Counseling and the Culture of Economic Disadvantage	Textbook: Ch. 14 & 16	8 th RJ due by midnight on the following Monday on Beachboard
11	4/1	Spring Break		
12	4/8	<i>Synchronous Learning:</i> Counseling Recent Immigrants Counseling Military Clients	Textbook: Ch. 17 & 18	Cultural Interview(s) & Reflection Paper due by midnight 9th RJ due by midnight on the following Monday on Beachboard
13	4/15	<i>Synchronous Learning:</i> Issues Counseling Men Issues Counseling Women Counseling Individuals with Physical, Cognitive, and Psychiatric Disabilities	Textbook: Ch. 11, 12, 15	10th RJ due by midnight on the following Monday on Beachboard
14	4/22	<i>Asynchronous Learning (no zoom mtg):</i> Culturally Competent Counselor as an Agent of Social Justice	Textbook: Ch. 20 & video	Beachboard Discussion due by midnight on the following Monday on Beachboard
15	4/29	<i>Synchronous Learning:</i> Cultural Immersion Presentations		No RJ due
16	5/6	<i>Synchronous Learning:</i> Summary and Final thoughts Case Study		No RJ due Cultural Immersion Activity Reflection Paper due by midnight Case Study due by midnight on 5/10
		Finals (no meeting)		