

GCN 615.OA: Social and Cultural Foundations of Counseling

Fall 2021/ Tuesdays / 7-9 PM

COURSE INSTRUCTOR: Dr Anna Flores Locke
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APPOINTMENT INFORMATION: Virtual office hours: Monday - Wednesday 1 - 4 PM,
evenings hours also available using link below
APPOINTMENT LINK: <https://calendly.com/anna-locke/30min>

REQUIRED TEXTS:

Hays, D.G. & Erford, B.T. (2018). *Developing Multicultural Counseling Competence: A Systems Approach*, 3rd Edition. Pearson.

Multicultural and Social Justice Counseling Competencies (MSJCC) *retrieved at:*
<https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

OTHER RESOURCES: Google Meet and E360

CATALOG COURSE DESCRIPTION:

GCN 615 Social and Cultural Foundations of Counseling (3) This course is an overview of multicultural counseling focusing on the impact of societal expectations and cultural norms on the client. Course content is included in the CPCE "Social and Cultural Foundations" content area. Offered spring and summer.

According to the Substance Abuse and Mental Health Services Administration (SAMHSA), multicultural competence is the ability to effectively interact with people from different cultures. It means to be respectful and responsive to the beliefs, practices, and cultural and linguistic needs of diverse populations. Culture refers to race, ethnicity, age, gender, sexual orientation, disability, religion, income level, education, geographical location, or profession (SAMHSA, 2016). Building competence is an evolving, dynamic process that occurs over time and on a continuum.

This course uses the Multicultural and Social Justice Counseling Competencies (MSCJJ) as a guideline to build your multicultural competence as counselors. Thus, this class is separated into **four** integrated sections: (1) awareness, (2) knowledge, (3) skills, and (4) action and advocacy. Each section builds from the other and is necessary components of multicultural competence. I will employ lectures, media, small and large group discussions, and experiential activities to support and facilitate your growth in this course. Additionally, you will partake in an immersion experience designed to facilitate your expansion of your worldview.

Because cognitive dissonance is needed to effect change in our worldviews, this class will make you feel uncomfortable, nervous, angry, sad amongst many other emotions. I ask you to embrace these feelings as they are signals that you are growing. My role will be to provide a safe place where you can experience these feelings and not feel judged or criticized. Finally, be open, curious, kind, respectful, and reflective of the God who loves all people and the richness of cultural diversity that God created for us to enjoy.

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Only the core faculty can change the textbook and the signature assignment indicated for this course.

Signature assignments:

- Case Application and Advocacy Paper

All other assignments are amendable by the instructor teaching the course. If assignments are changed, it can be done to adjust the course to the online or on ground delivery method (for example, online courses may include discussion posts, while on ground courses will not); and to allow for the academic freedom and creativity of the instructor. Please note, that assignments given MUST align with the student learning goals and CACREP standards indicated for this course. For further direction on how to meet this alignment, please contact the core faculty assigned to this course.

STUDENT LEARNING GOALS:	Assignment* Measuring Goal Attainment:	Other Alignments	
		Core / Skill	Dept / Prg
1. Students will learn about advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	Discussion Posts Case Application and Advocacy Paper	“Academically Excellent”	(2016 CACREP Standard F.1.e.)
2. Students will learn about multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.	Immersion Experience and Paper	“Socially Relevant”	(2016 CACREP Standard F.2.a.)
Students will demonstrate that they can recognize theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	Discussion posts Final exam journal entries Discussion Posts	“Personally Transforming”	(2016 CACREP Standard F.2.b.)
Students will learn multicultural counseling competencies that assist them in serving multicultural clients.	Case Application and Advocacy Paper	“Personally Transforming”	(2016CACREP Standard F.2.c.)
Students will demonstrate that they understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others.	Immersion experience and paper journal entries Discussion Posts	“Personally Transforming”	(2016 CACREP Standard F.2.d.)
Students will learn about the effects of power and privilege for counselors and clients.	Discussion Posts Immersion Paper	“Academically Excellent”	(2016CACREP Standard F.2.e.)
Students will learn and demonstrate knowledge of the help-seeking behaviors of diverse clients.	Discussion Posts Case application paper	“Academically Excellent”	(2016 CACREP Standard F.2.f.)
Students will learn and demonstrate that they understand the impact of spiritual beliefs on clients’ and counselors’ worldviews.	Discussion Posts Final exam	“Socially Relevant”	(2016 CACREP Standard F.2.g.)

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Students will demonstrate strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Case Application and Advocacy Paper Discussion Posts	“Socially Relevant”	(2016 CACREP Standard F.2.h.)
Students will learn ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Case Application and Advocacy Paper	“Personally Transforming”	(2016 CACREP Standard F.5.d.)
Students will demonstrate appropriate use of strategies to promote client understanding of and access to a variety of community-based resources	Case Application and Advocacy Paper	“Academically Excellent”	(2016 CACREP Standard F.5.k.)
Students will be knowledgeable of cultural factors relevant to clinical mental health counseling.	Case Application Paper Cultural Autobiography	“Socially Relevant”	(CMHC 2.j.)
The above student learning goals are aligned with the institutional core academic goals and skills and the department’s and/or program’s goals stated in the college catalog (https://www.nyack.edu/site/nyack-catalog/). Attainment of goals is evaluated by the identified assignments.			
*Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of program effectiveness. Care will be taken to protect student identity.			

ASSIGNMENT DESCRIPTIONS:

All due dates and times are listed in Eastern Standard Time (EST).

Please note that the due dates are not the day of class, some are before class and others are after. This is intentionally done to allow you sufficient time across the week to complete the assignments and be prepared for classroom discussions.

1. Class Participation (duration: full semester)

- Active participation in class discussions during the synchronous meeting times and online discussions. Additionally, you will need to come to class prepared to discuss readings.
- The grading criteria are:
 - Demonstration of **ALL** readings; attendance; class professionalism.
 - Arrive on time and FULL attendance at all sessions (**5 min. grace-points will be deducted for unexcused continuous lateness**)
 - Active demonstration of emotional stability and cooperative participation in each session, including active participation in online discussion forums.

2. Quizzes on Chapter Content (various due dates as specified on course syllabus)

Quizzes will be taken on e360 and cover the chapter content for that week.

3. Cultural Identity Paper (due date: 10/16)

Write a 7-9 page personal autobiography that explains your cultural identity development. Please include information based on the following questions as you write your autobiography. You may also create and record a powerpoint (or similar format) presentation to meet the assignment requirements.

Guidelines for Your Cultural Autobiography

Use the following questions to guide your thinking about your cultural identity development:

AWARENESS – Your Culture

- a) What is your national background, racial group, or membership in a diverse population or group?
- b) How did your family (unless your family is indigenous) come to United States? What impact does their way of entering the United States have on your culture? On your **identity**? What generation in the United States do you represent?
- c) What was your **religious affiliation** during your childhood and how did this impact your identity?
- d) What customs, foods, traditions, rituals, beliefs, celebrations characterize your **ethnic culture**?
- e) What is your religious affiliation now and how does it impact your identity?
- f) What is your **gender** and what impact does this have on your identity?
- g) What is your **age** and what impact does this have on your identity?
- h) Based on your income and job, what is your **social economic status** or the status of your family and how does that impact your identity?
- i) What **geographic region** were you reared in and how does that impact your identity?
- j) In what geographic region have you lived and where do you currently reside – impact on identity?

AWARENESS – Your Power and Privilege vis-a-vis your cultural identity stage of development

- k) Briefly describe what level of cultural identity you think you are in at this moment. Remember, cultural identity changes over time. Explain how your identity has developed, what were critical incidents that moved you from one stage to another.
- l) What meaning do you make about your identity based on these parts of your identity? What **privileges** might these parts bring to you? What privileges might you have been denied? How does the influence of your ethnicity influence how you think and act?

Please review the rubric for specific grading criteria.

4. Discussion Posts (various dates as indicated on syllabus)

- Discussion questions will be provided on e360 for you to answer related to the course chapters for any given week. Posts must be at least 150 words and follow APA format.

5. Case Application and Advocacy Paper: 7-10 pages (due: 12/11)

- You will be given a case to apply multicultural competencies, such as ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships, how to use strategies to promote client understanding of and access to a variety of community-based resources, and to demonstrate knowledge of cultural factors relevant to clinical mental health counseling.

6. Immersion Experience

In your first class session you will identify a group culturally diverse from your own with whom you will “virtually” or in-person spend a total of at least 3 hours (this will count as one of your 4 asynchronous classes). For example, you could attend webinars, engage in volunteer or advocacy work virtually on behalf of a marginalized group. Challenge yourself by choosing to spend time with a group that you want to know more about, but feel the **least** comfortable with. This experience will help you practice the last two components of multicultural competence: skills and action.

Ideas for your Immersion Project:

- Volunteering in some capacity with a diverse population group
- Tutoring
- Attending church/religious services (African American, synagogue, Mosque, etc)
- Doing a series of interviews
- Visit cultural organizations and participate in their activities
- Visit/volunteer at domestic violence agency

All projects are subject to approval by your professor.

Immersion Project proposal

Please answer the following questions for your Immersion Project proposal:

- What cultural group do you plan to spend time with, and how will you access this group?
- Why have you selected this group, what makes you uncomfortable?
- What is your current perceptions about this group? What are your fears?
- How will you access this group (online, in person, through what person, calling them on the phone, etc.)?

Immersion Paper (due: 11/20)

In 7-10 pages, following APA format, share your thoughts and feelings related to your immersion experience. Answer the following questions:

- What cultural group did you spend time with?
- What did you learn from this experience?
 - How did you handle your initial feelings of fear or ambivalence?
 - What did you do to engage with the cultural group? Were these attempts successful or not, if so in what ways?
 - What aspects of your cultural identity were prevalent during this experience, which were dormant?
 - How did power and privilege play a role in your interactions?
 - After it ended, how did you feel and what did you think about the experience and cultural group.
 - Would you do this type of experience again and why?
- How did your preconceived notions about the group shift as a result of this encounter?
- Provide one example of how you will apply what you learned in your work as a multicultural counselor.

7. Processing Journal Entries (various due dates)

- Given the emotional aspect of this course, you will have journal entries to complete after class. These posts will be private and will give you an opportunity to process your thoughts and emotions related to the content for that week.

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GRADING COMPOSITION AND SCALE:

Grades for this class are calculated for each category of grading. Each category is assigned a percentage of the total grade. The course grade is based on the following components:

- Class Participation 5%

- Discussion Posts 5%
.....
.....
- Journal Entries
.....
..... 5%
- Quizzes
.....
..... 10%
- Case Application and Advocacy Paper 25%

- Cultural Identity Paper 25%

- Immersion Paper 20%

As outlined in the catalog, all grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

A	A-	B+	B	B-	C+	C	C-	F
93-100%	90-92%	88-89%	83-87%	80-82%	78-79%	73-77%	70-72%	0-69%

Care should be taken to perform at one’s best in each class. Minimum course, program, and institution grade requirements are outlined in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>), falling below which may affect timely degree completion and/or financial assistance.

CARNEGIE UNIT ACCOUNTABILITY

The estimated instructional and homework hours for this course, by category, are as follows:

Type of Work	Hours
Course Presentations/“Lectures”	40
Required Readings	40
Writing Assignments	20
Instructional time	20
Immersion experience	15

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Total Hours	135
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In order to demonstrate accountability to reach the student learning goals listed above, this course holds to a professional academic standard known as the Carnegie Unit. This impacts the amounts of reading, “seat time” (instructional time), and outside work assigned. Standardized expectations are 45 hours of instructional and homework time per credit (**135 hours of instructional and homework time for a 3-credit course**). Accreditors and the US Department of Education have set these standards so as to assure that students receive a fair education.

COURSE OUTLINE AND CALENDAR

All dates and times are listed in Eastern Standard Time (EST).

Week 1	Overview
09/14	<ul style="list-style-type: none"> • Orientation • Syllabus Review • The culturally competent counselor
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> • Read and review syllabus (due date: 09/13) • Read Multicultural and Social Justice Competencies and Chapter 1 (due date: 09/13) • Process Journal Entry (due date: 09/18)
Week 2	Overview
09/21	<ul style="list-style-type: none"> • Cultural Identity Development
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> • Read chapter 2 (due date: 09/20) • Immersion Proposal (due date: 09/25) • Quiz (due date: 09/24)
Week 3	Overview
09/28	<ul style="list-style-type: none"> • Social justice counseling and racism
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> • Read chapter 3 & 4 (due date: 09/27) • Process Journal Entry (due date: 10/01)
Week 4	Overview
10/05 Asynchronous	<ul style="list-style-type: none"> • Power and Privilege Online Seminar • Discussion Post #1 (due date: 10/08) • Quiz (due date: 10/09)
	Activities, Assignments and/or Exams
Week 5	Overview
10/12	<ul style="list-style-type: none"> • Gender and Sexism, and Sexual orientation and heterosexism • Working with the LGBTQ community
	Activities, Assignments and/or Exams

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	<p>Activities, Assignments and/or Exams</p> <ul style="list-style-type: none"> • Read chapter 5 & 6 (due date: 10/11) • Read additional articles on e360 (due date: 10/11) • Process Journal Entry (due date: 10/15) • Cultural Identity Paper submitted via e360 (due date: 10/16)
Week 6	Overview
	<ul style="list-style-type: none"> • African and Arab Descent
10/19 Asynchronous	<p>Activities, Assignments and/or Exams</p> <ul style="list-style-type: none"> • Read chapter 9 & 10 (due date: 10/18) • Quiz (due date: 10/22)
Week 7	Overview
	<ul style="list-style-type: none"> • Asian and Latinx Descent
10/26	<p>Activities, Assignments and/or Exams</p> <ul style="list-style-type: none"> • Read chapter 11 & 12 (due date: 10/25) • Quiz (due date: 10/29)
Week 8	Overview
	<ul style="list-style-type: none"> • Native American and European Descent
11/02	<p>Activities, Assignments and/or Exams</p> <ul style="list-style-type: none"> • Read chapter 13 & 14 (due date: 11/01) • Quiz (due date: 11/05)
Week 9	Overview
11/09 Asynchronous	<ul style="list-style-type: none"> • Conduct immersion experience • Discussion Post #2 (due: 11/12)
Week 10	Overview
	<ul style="list-style-type: none"> • Multiracial and Spiritual Diversity
11/16 Asynchronous	<p>Activities, Assignments and/or Exams</p> <ul style="list-style-type: none"> • Read chapters 15 & 16 (due date: 11/15) • Process Journal Entry (due date: 11/19) • Immersion paper submitted on e360 (due date: 11/20)

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Week 11	Overview
11/30	<ul style="list-style-type: none"> • Diagnosis and Conceptualization
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> • Read chapter 18 (due date: 11/29) • Quiz (due date: 12/03)
Week 12	Overview
12/07	<ul style="list-style-type: none"> • Advocacy
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> • Read chapter 17 (due date: 12/06) • Read article provided on e360 and review powerpoints (due date: 12/06) • Case Application and Advocacy Paper submitted via e360 (due date: 12/11) • Quiz (due date: 12/10)
Week 13	Overview
12/14	<ul style="list-style-type: none"> • Social class and Ableism
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> • Read chapter 7 & 8 (due date: 12/13) • Process Journal Entry (due date: 12/17)
Week 14	Overview
12/21	<ul style="list-style-type: none"> • Multicultural contexts and Broaching
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> • Read article provided on e360 (due date: 12/15) • In class Role plays • Process Journal Entry (due date: 12/21)

COURSE POLICIES

- **Reasonable Accommodation:** Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.
- **Student Identity Verification and Privacy:** Student identity in the online course is verified via measures for online course enrollment (student name, matching institutional email address, and student ID#) and online course login (secure login and pass code via my.nyack.edu portal). Use of the Edvance360 Software and System is implemented and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99, and assurances are provided that information protected by FERPA is secure from people unauthorized to use the System.
- **Attendance/Absence:** For online courses, instructors are to have 45 hours of instruction for every credit hour, which is demonstrated through the Carnegie Unit explanation in this syllabus. Attendance is taken once a week based on the student's interaction in the online course, as determined by threaded discussions, submitted papers, quizzes/exams, and/or synchronous class sessions. Attendance will be marked in the Faculty Portal for those students who have demonstrated participation based on that week's interaction in the course. Missing any class time is detrimental to students and should be avoided. Students, however, are permitted one hour of absence (excused or unexcused) for each credit hour before grading penalties are imposed. There will be only **ONE** unexcused and **ONE** excused class absence allowed each semester. IF there is an additional absence for unavoidable circumstances, such as severe illness, the death of a family member, etc. you will be expected to explain your absence in writing in a typed appeal letter to the professor. The professor will respond with a typed statement of how you can make up the class. This will typically involve a 2-3-page research paper or book report on a topic selected by the professor. **THIS REMEDY FOR ABSENCE MAY ONLY BE USED ONCE PER SEMESTER.** Any additional absence not addressed in this manner will result in a **grade reduction in the course**. One letter grade will be deducted from each extra absence. For example, let's say your accumulative grade is A-, it becomes B+ when you're absent twice instead of the one allowed absence; and becomes a B if you're absent three times. ***You will automatically fail the class (and be forced to drop out of internship) if you are absent more than three times.***
- **Late Assignments/Extensions:** All assignments are due on the date designated. One point of your grade will be deducted for each week assignments are handed in late without professor's approval. *Assignments handed in more than two weeks late will NOT be accepted (student will receive a grade of ZERO for that assignment).* Assignments cannot be handed in past the last day of the class, unless an extension request was approved by the professor and filed with the Registrar's Office no later than the

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last day of the class (before final exams week begins—see *Extensions for Late Work policy in the college catalog*).

- **Make-Up Exams:** Students may not be absent from an announced examination period except for reasons beyond their control. In the event of an unavoidable absence, the student must arrange for a make-up examination with the instructor.
- **Academic Integrity and Plagiarism:** In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people’s words or ideas as though they were your own) will be subject to the penalties as *described in the plagiarism policy in the college catalog and student handbook*.
- **Academic Quality:** Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the indicated style guide.
- **Style Guide for written work:** All written assignments are to be double-spaced, with title page, no abstract needed, references page and follows APA formatting. Please refer to the APA manual or Purdue OWL for guidance.
- **Writing Center:** Because ALL Writers Need Feedback - The Writing Center is available to assist all students with writing for any classes. Peer Writing consultants, who are fellow Nyack College students and alumni, are trained to help with all stages of the writing process, from brainstorming to organizing to revising and editing papers. Plan well in advance to bring the assignment sheet, or a draft of the paper, and specific questions/concerns to any of the Center’s locations. Students are also able to have access to online consultations through Google Docs via their nyack.edu email account. The Center’s services are free. Students can drop in and work with a consultant or make an appointment through the website or by calling the Center. For more information about Writing Center services and locations, please visit the website: <https://www.nyack.edu/writingcenter/>
- **Communication with Instructor:** Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly.
- **Grievance Procedure Policy:** Students who have a grievance relative to academic policies, grades given, or other academic judgments should first seek to resolve their complaints with the professor. If resolution is not reached, the matter may be directed to the department head or program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean whose judgment is final. *See the full Grievance Procedure Policy posted in the college catalog*.
- **Discrimination (Title IX):** Sex and gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available at www.nyack.edu/safetyandsecurity. Confidential assistance is available at the Student Counseling Center. Faculty are NOT confidential under Title IX and will need to share reported information with the Title IX Coordinator. For these and other policies governing campus life, please see the Student Handbook.

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- **Electronic Devices:** It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.
- **Online Classrooms:** The technology used to facilitate online classrooms is Google Meet (aka Google Hangout or Hangouts Meet), and this technology can be launched from your Google Calendar when in my.Nyack.edu. (Click on the Google App 9 square icon when in your my.Nyack.edu account and select Calendar). Additionally, it can be launched by typing in the following URL where xxx-xxxx-xxx is a 10 character string provided in each e360 course shell: meet.google.com/xxx-xxxx-xxx. Furthermore, Google Meet has a mobile app called Hangouts Meet in the App Store that can be downloaded onto a smart device. Lastly, students and/or professors occasionally encounter problems connecting to the online classroom via Google Meet. As a back-up plan, each professor has a conference call-in number (identified on E360) to quickly move the online classroom to an audio-only conference call as needed.
- **Withdrawal Date:** Withdrawal from a course is allowed until the class reaches the 75% mark of the course length. Withdrawal requires signatures on the Registrar's Course Withdrawal form and the process should be started well before the deadline. Financial implications and satisfactory academic progress implications provided by the financial aid counselor and the academic advisor should be considered during the Course Withdrawal form process.