Fall 2013 – CO500 Introduction to Urban/Multicultural Counseling

Course dates: September 10 to October 22
Course location: Boston, room 114
Course hours: 6:00p to 10:00p
Advising Hours: Weds & Thurs 4p – 6p

Professor: Jacqueline Dyer, PhD, MSW, LICSW
Telephone: 617-594-4855 (cell)
E-mail: jdyer@gordonconwell.edu
Office Hours: by appointment

Course Description
An introduction to the basic skills necessary for effective counseling. A review of some of the basic counseling models. (Course Catalog)

Course Goal
The purpose of this course is to introduce some of the concepts, theory, and basic skills needed to understand counseling with a multicultural framework. Furthermore, this course will provide an opportunity to evaluate and integrate the course content with biblical or theological concepts of counseling.

Course Objectives & Outcomes
Upon completion of this course, each student will be able to acquire knowledge related to basic counseling and be able to:

1. Increase knowledge of multicultural issues related to counseling
2. Increase understanding of personal assumptions and blind spots in relation to multicultural issues
3. Increase knowledge of skills and strategies useful for counseling
4. Build skill base of basic counseling techniques
5. Begin to develop understanding of personal approach to multicultural counseling
6. Review major contemporary theoretical formulations as critiqued on the basis of biblical and or theological understanding of the nature of counseling
Required Texts


Stamford, CT: Cengage Learning


Pdf Readings:

Boston, MA: Pearson

*Note:*
Other required reading assigned as needed during the course of the semester (e.g., reserved books, journal articles, handouts, etc.).

*Recommended (find with Library Reference books):*

Teaching Philosophy and Code of Behavior

My goal as course instructor is to introduce students to the material that will contribute to a critical learning process. A critical learning process is one in which the subject material is reviewed and examined so the student can build a better understanding of it. In this way, students can develop their own informed opinion about the material. I also provide opportunities for students to apply the knowledge being taught through discussions and various exercises, to increase the student’s ability to interact with and integrate the course material for a more thorough learning experience. Students are encouraged to contribute to the broader discussions even if they have diverse opinions.

I expect students: to be actively responsible for their learning by utilizing the readings and any discussions to help themselves and each other find their own voices as they learn to process the material; to be mutually respectful of as well as to listen to each other and any guest speakers; and to ask questions to get any needed clarifications.
Attendance and Participation

It is important for students to participate in the discussions and apply critical thinking. Therefore, all students will attend all classes. However, absence may not always be avoidable so, with the exception of illness, it is the responsibility of the student to consult with the professor of the course prior to the absence. Students remain responsible for assignments and course material and should contact the instructor and your peers for assistance in this regard. **PLEASE NOTE: if you miss more than one class, you will have to drop the course.**

- Completed all assigned reading for the designated class session.
- Students should expected to read the assignments and other legitimate sources as well to develop an adequate understanding of family systems theory.
- All assignments are due electronically by midnight on the designated due date.
- No late papers accepted.

*Weight of course activities*—
Participation, Journals & Reading, 40%; Presentations, 25%; Paper, 15%; Final Paper, 20%

Course Assignments and Grading Rubric
Each assignment is worth 100 pts and assignment scores reflect the levels of accomplishment indicated below.

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<th>Performance</th>
<th>Disorganized or no/poor understanding of theories &amp; assumptions, no incorporation of theology or cultural concerns</th>
<th>Demonstrates rudimentary understanding of theories &amp; assumptions, some understanding of theology and cultural concerns</th>
<th>Demonstrates good understanding of theories &amp; assumptions with good incorporation of theology and cultural concerns</th>
<th>Demonstrates advanced understanding of theories &amp; assumptions, incorporating theology and cultural concerns</th>
<th>Demonstrates insightful understanding of theories &amp; assumptions, incorporating theology and cultural concerns</th>
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<td>Course Activities</td>
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<td>Integration Paper</td>
<td>(20-39%)</td>
<td>(40-59%)</td>
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<td>Presentation</td>
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<td>Final Paper</td>
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<td>Class Participation &amp; Journals</td>
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**Academic Integrity (from Violations of Academic Integrity section of Student Handbook)**

The seminary considers all breaches of personal and academic integrity to be serious offenses. As such, the seminary has zero tolerance for such behaviors.

Cheating involves, but is not limited to, the use of unauthorized sources of information during an examination. Duplication of course requirements involves the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructor (see Duplication of Course Requirements). Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source.

### Class Sessions

*Note: This schedule is for the purpose of guiding the class through the subject matter of the course in a timely and balanced manner, but is subject to change if a change of direction seems appropriate or in the event of unforeseen circumstances.*

**Week 1**
- Introductions, Syllabus Review
- APA Format Review
- Librarian, Cherry: finding peer reviewed articles and other resources
- Sue & Sue: Ch 1 & 2
- Ivey & Ivey: Ch 1 & 2
- Tan: Ch 1 & 2

**Week 2**
- Saleeby pdfs on SAKAI course site: Ch 1 & 5
- Sue & Sue: Ch 5 & 6
- Ivey & Ivey: Ch 3 & 4
- Tan: Ch 14, 15 & 16

**Week 3**
- Sue & Sue: Ch 11 & 12
- Ivey & Ivey: Ch 5 & 6
- Tan: Ch 3 & 17


**Week 4**
- Sue & Sue: Ch 3 & 8
- Ivey & Ivey: Ch 8 & 15
- Tan: Ch 12
- Article on Whiteness
  - Presentations
    - Sue & Sue: Ch 14, 15 & 16
- Presentations
  Sue & Sue: Ch 17, 18 & 19

Week 6
Sue & Sue: Ch 7 & 10
Ivey & Ivey: Ch 10 & 11
Tan: Ch 7, 9 & 13

- Presentations
  Sue & Sue: Ch 20, 21 & 22

Week 7
Ivey & Ivey: 12 & 13
Tan: Ch 4, 10 & 11

- Presentations
  Sue & Sue: Ch 23, 24, 25 & 26

Journals
Keep a weekly journal, 3-5 pages typed. Reflect upon:
(1) the reading for that week’s class, and on any activities implemented during class
(2) the critical self-reflection and theory exercises at the end of the Ivey, Ivey &
Zalaquett chapters for that week
(3) also reflect upon how the reading and class activities are helping you to shape your
personal style
Be prepared to discuss your thoughts reflections in class. The journal submission will
contribute to your class participation grade. Last Journal is due with the final paper.

Integration Paper: Paper due Wednesday of Week 4
4-6 pg paper (not including cover or reference pages), using a minimum of 6 references
(use peer reviewed journals) and you can include the Tan text; full APA format

Write about your on-going progress in understanding your style for integrating your faith
into your therapeutic approach, and how you would manage your style if working with a
secular client or in a secular agency.
**Theory Presentation (15 mins): Due for each Presentation**

In a small group, present one of each of the theories listed for the noted class weeks. Write out a 5 page annotated outline of the theory being presented. You should have a 6th page for references, showing 3 additional peer reviewed sources and 2 books beyond the course texts. Your outline and presentation should have the following information:

(a) Summarize the basic assumptions of each theory
(b) Comment upon how each theory aligns with the basic assumptions for one of the denominations represented by the group members (a different denomination can be used for each theory), include biblical citations & references
(c) Evaluate the strengths and gaps of each theory’s basic assumptions for possible work with two different ethno-racial groups identified by your team
(d) What strengths and gaps does the theory for application to the two ethno-racial groups?

The full outline will be compiled and submitted to instructor by 1 group member, and each segment of the document should identify the contributor for that section.

**Final Paper**

Write a 10-12 pg paper separate from cover page but including reference page, full APA format, minimum of 6 references from peer reviewed journals in addition to the course readings noted in the assignment.

(1) Consider the transformational journey you have experienced through your learning in this course and
(2) What you have learned about the therapeutic implications of your own racial/cultural identity in Sue & Sue, and from
(3) Ivey, Ivey & Zalaquett discuss about the impact of skills on the client and
(4) Integrate this with what Tan discusses about the biblical perspective on human nature and integrating faith into clinical practice and
(5) Discuss the personal style you believe you are beginning to develop for your work as a counselor (refer to Ivey & Ivey, Ch 14 & 16), and
(6) Address how your work with a client may be influenced by your personal style

Make sure to account for each part of this paper as indicated by the numbered sections above.

**Paper due last day of course**