Fall 2014 – CO500 Introduction to Urban/Multicultural Counseling

Course dates: September 6, 8 to October 20
Course location: Boston, Chapel room
Course hours: 6:00p to 10:00p
Advising Hours: Weds 3p – 5p

Professor: Jacqueline Dyer, PhD, MSW, LICSW
Telephone: 617-594-4855 (cell)
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Office Hours: by appointment

Revised Syllabus

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


Pdf Readings:


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 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.

*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.

Course Grading Rubric:

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<th>Performance →</th>
<th>Course Activities</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>Participation, &amp; Readings</td>
<td>Fail</td>
<td>78-81pts=C+, 75-77pts=C, 72-74pts=C-65-71pts=D</td>
<td>85-87pts=B, 82-84pts=B-</td>
<td>92-94pts=A-, 88-91pts=B+</td>
<td>95-100pts=A</td>
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**Course Assignments:** All assignments add points to the total score of 100 pts.

1) **Participation & Reading, 35pts**  
2) Integration Paper, 15pts  
3) & 4) Presentations (Individual & Collaboration grade), 30pts  
5) Final Paper, 20pts  

**Journal** – Recommended: Keep a journal that will help you process what you are learning. Use the details identified in the final paper to help. These notes will provide the basis of your final paper. These journals will not be collected.

2) **Faith 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 approach for integrating your faith into your therapeutic approach. *First*, discuss two of the several biblical perspectives on human nature identified by Tan. *Second*, you must discuss your preference for one over the other of the two you discuss and why. *Third*, write a concluding paragraph about how you would approach working with a secular client in a secular agency.

3 & 4) **Theory Presentation (15 mins per person): Due for each Presentation**  
In pairs/small group, present one of each of the theories listed for the noted class weeks from the Tan text. Choose a people-group from the Sue & Sue chapters for that week.  
(a) Summarize the basic assumptions of each theory  
(b) Comment upon how each theory aligns with the basic tenets/assumptions for a denomination represented by one of the group members (you can choose), include biblical citations & references  
(c) Evaluate the strengths and gaps of the theory’s basic assumptions for possible work with the people-group you choose from the Sue & Sue readings  

**IMPORTANT:** This assignment will receive two grades. The first grade based on individual work addressing the content above. The second grade will be a Collaboration Grade.

One group member must provide the Instructor with a full outline of the presentation for the group. The outline should indicate which members contributed which sections, and is no more than 2 pages for the theory. The references need to be in APA format if you use sources other than Tan to discuss the theory. Email the outline to the Instructor before the presentation.

Group collaboration is evident in (a) the ability of the group to identify the person to email the outline with all required details, and (b) the coordination of the actual presentation [i.e. not taking your partner(s) time, evidence of mutual support to partner(s) so that no single presenter does a poor job].
Group Meetings: face-to-face, conference call, Skype, some similar variation

Group Conflict
If there are any issues that arise in collaborative efforts, please attempt to address as a group, then set time (sign-up at front desk) to discuss unresolved concerns with instructor. *Examples of possible issues to bring for discussion are:* what to do if any group member has strong resistance to either creating mutually agreed upon process or shuts down the learning process because of inflexibility; concern that any one person is taking over the group process without consultation of partners; concern someone not contributing equally.

**Group Presentations for listed class sessions:**

**Class Session 4**
- Sue & Sue: Ch 14, 15 & 16

**Class Session 5**
- Sue & Sue: Ch 17, 19, 25 & 26

**Class Session 6**
- Sue & Sue: Ch 20, 21 & 22

**Class Session 7**
- Sue & Sue: Ch 18, 23 & 24
5) **Final Paper**

Write a 8-10 pg paper separate from cover and reference pages, full APA format, minimum of 6 references from peer reviewed journals in addition to the course readings noted in the assignment.

Read the Benner book, “The gift of being yourself: The sacred call to self-discovery.” Discuss the transformational journey you have experienced through your learning in this course and discuss how Benner adds to or changes your perceptions (2 pages). Add
(1) What you have learned about the therapeutic implications of your own racial/cultural identity in Sue & Sue (2 pages),
(2) What you have learned about the impact of building good skills for work with the client from Ivey, Ivey & Zalaquett (2 pages) and
(3) Integrate this with Tan’s discussion of the biblical perspective on human nature that you used in your first paper and your thoughts on integrating your faith into your clinical practice (2 pages)
Write a final 1-2 paragraphs about the personal style/approach you believe you are beginning to develop for your work as a counselor (refer to Ivey & Ivey, Ch 14 & 16).

Hint: Make sure to account for each part of this paper as indicated by the above sections and to use full APA format to get the best paper grade. The notes you have been making in your journal will help you with this paper.

**Paper due November 1**

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**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: finding peer reviewed articles and other resources  
Sue & Sue: Ch 1 & 2  
Ivey & Ivey: Ch 1 & 2  
Tan: Ch 1 & 2 |
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| Week 2 | Saleebys 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 & 5  
- Presentations  
  Sue & Sue: Ch 14, 15 & 16 |
| Week 5 | Sue & Sue: Ch 4 & 9  
Ivey & Ivey: Ch 7 & 9  
Tan: Ch 6 & 8  
- Presentations  
  Sue & Sue: Ch 17, 19, 25 & 26 |
| Week 6 | Sue & Sue: Ch 7 & 10  
Ivey & Ivey: Ch 10, 11 & 14  
Tan: Ch 10 & 11  
- Presentations  
  Sue & Sue: Ch 20, 21 & 22 |
| Week 7 | Ivey & Ivey: 12 & 13  
Tan: Ch 4 & 9, also review Ch 13  
- Presentation  
  Sue & Sue: Ch 18, 23 & 24 |