

**REHABILITATION COUNSELOR TRAINING PROGRAM**

**Cross Cultural Counseling in Rehabilitation**

Rehb 519 – Spring 2014  
132A North West Annex  
Tuesday, 5-8 pm

**Teaching Staff:**

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**Office hours:**

T: 1-4; F: 9-12  
Or by appointment

Th: 1-4; F: 9-2

Th: 1-4; F: 9-2

**Disability Statement:**

This document is available in alternative media on request. Please contact teaching staff within the first two class periods if you are in need of disability accommodations.

**Course Overview and Objectives:**

The major focus of this course will be on building multicultural competencies in working with the basic cultural, economic and psychosocial processes relative to the rehabilitation of people from diverse and underrepresented populations. Particular attention will be paid to understanding multiple identities as they affect the provision of mental health services in the United States. Included in this we will discuss the education, research and assessment of diverse populations, multicultural theories, and ethics.

**Goals/Objectives:**

1. To describe and understand the major terms and concepts of cross-cultural psychology/rehabilitation and multicultural counseling. These include but are not limited to race, ethnicity, acculturation, assimilation, racism, and the difference between an etic, and emic view of working cross culturally.
2. To become aware of personal biases and cultural values by exploring personal thoughts, values, and beliefs as they relate to cross-cultural and multicultural counseling and interactions with culturally different clients.
3. To develop an awareness of, and gain knowledge pertaining to different cultures, learned biases, and how they affect the counseling relationship.
4. To identify and understand cultural influences on the concept of disability and understand how the cultural construct of disability affects rehabilitation.
5. To gain knowledge and skills that will maximize access and effectiveness in providing services to underrepresented and culturally diverse populations.

6. To apply counseling theory, including theories of identity development and multicultural competencies, to cross-cultural interactions. Students will identify significant communication and relationship patterns, which can impede or enhance the cross-cultural counseling process.

These goals and objectives, and all requirements of the class, are related to the following core curriculum competencies expected of rehabilitation counselors, per the Council on Rehabilitation Education:

C.1.1.b. Articulate the principles of independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences.

C.1.4 a. Practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession.

C.2.3.a. Provide rehabilitation counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the rehabilitation process.

C.2.3.b. Identify the influences of cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice.

C.2.3.c. Articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, and socio-economic status in groups, family, and society.

C.5.4.a. Counsel individuals with a disability who face lifestyle choices that may involve gender or multicultural issues.

C 5.4.b. Identify gender differences that can affect the rehabilitation counseling and planning processes.

C.6.5.b. Know the ethical implications of work in group settings with racial/ethnic, cultural, and other diversity characteristics/issues when working with people with disabilities.

C.7.6.a. Know the legal, ethical, and cultural implications of assessment for rehabilitation services.

C.7.6.b. Consider cultural influences when planning assessment.

C.8.4.a. Apply knowledge of ethical, legal, and cultural issues in research and evaluation to rehabilitation counseling practice.

**Textbooks:**

Balcazar, F. E., Suarez-Balcazar, Y., Taylor-Ritzler, T., & Keys, C. B. (2010). *Race, culture, and disability: Rehabilitation sciences and practice*. Sudbury, MA: Jones and Bartlett.

Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (6<sup>th</sup> Ed). Hoboken, NJ: John Wiley & Sons.

**Additional Readings:** Additional readings may be assigned.

### Course Expectations, Requirements, and Grading Scale:

#### Expectations:

1. Read the course material prior to class and be prepared to discuss them in class.
2. **Attendance is required.** Because this is a seminar course it is imperative that you attend class and are actively involved in class discussions.
3. **Respect confidentiality.** Being actively involved in the class discussion may include some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about cross-cultural counseling it is extremely important that confidentiality be maintained.
4. **Participation in class discussion is required.** Most people in our society find it difficult to discuss the topics of race and ethnicity. I am sure that each of us have our own trepidation about class discussions, however I sincerely believe that self-awareness and additional learning can only happen with open and honest discussion.
5. **Assignments are to be turned in on the specific date assigned.** Late assignments will lose 5 points for each day in which they are late.
6. **Desire2Learn Access.** The course website will house pertinent course information. It is therefore necessary for each student to have an SIUC email account and access to D2L. Questions regarding access should be addressed to JP Dunn at JPDunn@siu.edu.

#### Requirements:

- |                                   |   |
|-----------------------------------|---|
| 1. Self-Awareness Paper           | 15 pts.   |
| 2. Weekly Discussion Questions    | 10 pts per week, starting 2 <sup>nd</sup> week<br>(140 pts) |
| 3. Seven Quizzes (drop lowest 2)  | 10 pts per quiz (50 pts)                                    |
| 3. In-Class Presentation/Teaching | 75 pts  |
| 4. Personal Reflection            | 20 pts  |
| 5. Cultural Event                 | 50 pts  |
| 6. Final Exam                     | 100 pts   |

#### Grading Scale:

450 – 405 A  
404 – 359 B  
358 – 313 C  
312 – 267 D  
266 - F

#### Assignments:

##### Self-Awareness Paper

Students will submit a 3-5 page paper that includes (a) your perception of where you are in your development as a multicultural competent rehabilitation counselor/human service worker, (b) how do you hope to grow from this class, (c) what group (e.g., people disabilities, LGBTQ, males, females, religious or atheist individuals, etc.) do you think you may struggle with when working. Explain why you may struggle with this population. In your response identify where you believe your perceptions of the group oriented or started. If you are not sure please speculate where you think the aversion may have originated. **DUE DATE: Jan. 20<sup>th</sup>, 12 midnight. Late entries will not be accepted.**

### **Weekly Discussion Questions**

To facilitate in class discussion, students will provide 2 – 3 discussion questions based on the weekly readings. Discussion questions will need to be submitted on Desire2Learn by midnight on the Wed. before class. Discussion questions should be based on and reflect a comprehension of the weekly readings. Discussion questions should also be brought with you to class. Provide references for the material on which your questions are based. **DUE DATE: Weekly Jan. 20 – May 1<sup>st</sup> Mon. by 5pm (D2L). Late entries will not be accepted.**

### **Quizzes**

There are seven quizzes throughout the semester (see schedule) on chapters and other readings. They will be objective tests (multiple choice, t/f, matching, etc.), and will take place during the first 15 minutes of the class period. Makeup quizzes will not be available, but missing quizzes will be treated as dropped quizzes.

### **In-Class Presentation/Teaching**

The in-class presentation will be conducted in groups of 2 or 3 students. Presentations should be 50 - 60 minutes. Students will choose a cultural group (racial group, gender, sexual orientation, etc.) other than your own and present/teach information related to this group as well as disability issues with relation to the particular culture you have chosen. Presentations should include general information about the cultural group as well as information related to disability concerns for this population, disability adjustment issues or rehabilitation issues that may be affected by the cultural beliefs about disability. Presentations can include presenting information, conducting an experiential activity and/or through information and role-playing. Two weeks prior to the presentation students will provide the class with up to two readings relevant to their topic. Groups will need to turn in outline of presentation (powerpoint slides or written outline). Use relevant literature to support your arguments, and provide references as needed. **DUE DATES: April 22<sup>nd</sup>, or 29<sup>th</sup>**

### **Personal Reflection Paper**

Integrating material from readings and discussions, assess the quality of your learning and personal growth experience as a result of this course. Personal reflection papers should be within 8 – 10 pages. Specifically, the paper should include, but not be limited to the following:

- Identify where you are in terms of your racial and/or ethnic identity development and awareness of other social identities based on gender, sexual orientation, etc.
- Address how the readings and class discussions impacted your values and worldviews
- Conversely, address how your values and worldview impacted how you interpreted the readings and influenced your contributions and participation (or lack thereof) in the class
- How will this class potentially impact your work as a rehabilitation counselor?
- Use relevant literature to support your arguments, and provide references as needed.

**DUE DATE: April 30<sup>th</sup> by midnight. Late entries will not be accepted.**

### **Cultural Events**

Students are expected to attend cultural events throughout the course of the semester. Students will choose a specific cultural event or activity either on or off campus, and a cultural group (racial group, gender, sexual orientation, etc.) that is different than their own and attend the activity or event in its entirety. **The purpose of this assignment is to immerse yourself in a cultural experience that will stretch you beyond your comfort zone.** Students will need to gain approval of the instructor prior to attending the event. All cultural events must require your active participations (lectures, films, or other similar events will NOT be approved). Students are

required to interview someone of a different culture from the event (or related to the event). Interviews should include a discussion on culture beliefs, acculturation, or connection to culture and a discussion regarding disability and their cultural beliefs. Students are required to write summaries of the cultural experiences. Summaries should provide a brief description of the event attended but should focus on your personal experience and how the event affected you and your cultural beliefs. There is no length requirement for summaries. Use relevant literature to support your arguments, and provide references as needed. **DUE DATE: April 15<sup>th</sup> by midnight. Late entries will not be accepted.**

### **Final Exam**

There will be a comprehensive final exam. Students will be asked to apply the knowledge that they have learned throughout class and expected to reference both class readings and other relevant literature that supports their answers to the questions asked. **DUE DATE: As directed by university**

## **Course Policies**

### **Policy on Reasonable Accommodations**

It is the policy of the Rehabilitation Counseling and Administration program to facilitate reasonable accommodations for any otherwise qualified students with disability, which will assist them in completing their degree programs. Students requiring such accommodations should notify their faculty and faculty advisors, and work through the SIUC Disability Support Services (DSS), whose offices are centralized at B150 Woody Hall.

### **Emergency Procedures**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety's website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

### **Plagiarism**

There will be "zero-tolerance" for plagiarism in this class. Plagiarism, here, is defined as representing another's work as one's own, including any instance of singly or combining

any of the following without acknowledging the original source: paraphrasing or directly quoting another's work (either word-for-word, or paraphrase by word substitution or order modification); or using another's written or spoken theories, hypotheses, ideas, opinion or statistics when they are not "common knowledge"; or using another's tables or graphics. In all instances of using another's work, acknowledgment must be in a manner consistent with APA-6<sup>th</sup> edition. Violations will result in consequences consistent with the extent of the plagiarism and whether the instance was the "first or latest" offense, including loss of credit on the assignment, loss of letter grade in class, and failure of class. They will always result in a notation in the student's file.

Examples of plagiarism: This is a quote from Lehmann and Crimando (2008, p. 159):

Social scientists would refer to this phenomenon as an unanticipated or unintended consequence, or the 'detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes' (Shaffer, 2003, para. 5), the law of which suggests that people's actions always result in unintended consequences (Norton, 2002), with the latter sometimes being the exact opposite of what was intended.

Well-known ways to plagiarize include repurposing a paper developed for another reason either by one's self or another person, repeating a quote verbatim without any attribution, or attributing it but not indicating that it is an exact quote (by omitting the quotation marks, if required, and page numbers). Included in this will be two or more students submitting substantially similar papers<sup>1</sup>. Lesser known ways would include plagiarism by simple word substitution/omission (*This phenomenon is called an unanticipated or unintended consequence, or the 'detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes' (Shaffer, 2003, para. 5), and the law suggests that people's actions always result in unintended consequences (Norton, 2002), that are sometimes the exact opposite of what was intended*); order modification (*Detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes are referred to by social scientists as unintended or unanticipated consequences*); or a combination of both (*Detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes are referred to by social scientists as unintended or unanticipated consequences, and the law of unintended consequences says that result may be exactly opposite to what was desired*). Any of these would be plagiarism if they included no attribution or identification as a quote.

The preferred method of including other's work in your own paper would be to paraphrase, which means putting into **your** own words, and providing proper attribution. For example, you could say "According to Lehmann and Crimando (2008), the law of unintended consequences says that any action may have unplanned and, sometimes, opposite results." A less preferred method would be to provide a properly attributed exact quote. My rule of thumb is to only quote when (a) changing even one word of the original statement would weaken the argument; (b) the original author made up a new term; (c) the original author made a mistake; or (d) for variety when used sparingly.

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<sup>1</sup> When this happens, any student involved will be required to resubmit the assignment, but the total credit possible will be half the points of the original assignment, i. e., 5 points instead of 10.

Even then, I will return for rewrite any paper which is riddled with lengthy or excessive quotes. If I give you an assignment, I want to read your words; if I wanted to read another author's words, I would read the original.

All student submissions are automatically checked by Turnitin, an originality checker and feedback response mechanism.

### **Incompletes**

No Incompletes will be awarded to students who have completed less than 80% of the course work, except under special conditions, such as military deployment, medical emergency, or moving out of the area. Official proof of such conditions must be presented. Students not able to provide proof, or not meeting the 80% standard, will receive a grade commensurate with their accumulated points.

### **Scheduling**

Please pay careful attention to all dates, times, and requirements shown in the syllabus and on the website. Changes will be posted to the course Announcements. You are responsible for observing dates, times, and requirements. I am not responsible for reminding you.

### **Exceptions**

There are no exceptions to the policies. Please do not feel compelled to provide a rationale or apology for missing a class (unexcused), test, or assignment. I will assume you have a good reason. You must assume you will face the consequences of missing.

**Tentative Course Schedule:**

- Jan. 14            Race, Culture & Disability  
Reading:        Balcazar et al. Ch.1
- Jan. 21            Multicultural Rehabilitation  
Reading:        Leung et al. Ch. 1  
                    Middleton et al. (1999)
- Jan. 28            Multicultural Service Delivery – Sociopolitical Nature of Counseling  
Reading:        Sue and Sue Ch. 1  
                    Carter Ch. 1 & 3
- Feb. 4             Multicultural Competencies  
Readings:      Balcazar et al. Ch. 14  
                    Middleton et al. (2000)  
                    Sue & Sue Ch. 2  
Quiz:            Multicultural Competencies
- Feb. 11            Cultural Differences & Worldview  
Reading:        Diller Ch. 4 (Understanding Culture and Cultural Differences)  
                    Sue & Sue Ch. 7  
NOTE: Cultural Artifacts Exercise
- Feb. 18            Ethics in a Multicultural Context  
Reading:        Balcazar et al. Ch.13  
                    Pack-Brown & Williams; Ch. 2 & 3  
Quiz:            Cultural Differences & Worldview, Ethics
- Feb. 25            Identity Development  
Reading:        Sue & Sue Ch. 10 & 11  
                    Balcazar Ch. 3  
Film:            Color of Fear
- Mar. 4             Intersecting Identities  
Reading:        Mpofo & Harley (2006)  
                    Hunt et al. (2006)  
                    Groce & Zola (1993)  
Video:         NAMRC Keynote  
Quiz:            Identity Development, Intersecting Identities
- Mar. 11            **Spring Break – NO CLASS!**
- Mar. 18            Power & Privilege  
Reading:        Diller Ch. 3 (Understanding Racism, Prejudice, and White  
                    Privilege)  
                    McIntosh, P. (1988)  
                    Black & Stone (2005)
- Mar. 25            Counseling Special Populations  
Reading:        Sue & Sue Ch. 23, 24, and 26



	Quiz: Counseling special populations
Apr. 1	Working with Culturally Different Clients Reading: Balcazar Ch. 4 Sue & Sue Ch. 7 & 13
Apr. 8	Gender & Spirituality Reading: Sue & Sue Ch. 25 Balcazar Ch. 9 Quiz: Working with Culturally Different Clients, Gender & Spirituality
Apr. 15	No class: GAR lecture Social Justice & Multiculturalism Reading: Constantine et al. (2007) Alston et al. (2006) Sue & Sue Ch. 12
Apr. 22	Implications for Rehabilitation Practice Reading: Balcazar Ch. 16 & 18 Quiz: Implications for Rehabilitation Practice
Apr. 29	Multiculturalism in Research & Education Reading: Balcazar Ch. 11 Leung et al. Ch. 11 Donnell et al. (2010) Quiz: Multiculturalism in Research & Education
TBA	Final Exam