

REHABILITATION COUNSELOR TRAINING PROGRAM

Cross Cultural Counseling in Rehabilitation

Rehb 519 – Spring 2016

323 Rehn Hall

Tuesday 2-4:50pm

Instructor:

Stacia Robertson, Ph.D., CRC
310A Rehn Hall
618-453-8279
srbrtsn@siu.edu

Office hours:

Monday 11-12 noon & 2-4:30pm
Friday 10 – 12 noon
Or by appointment

Disability Statement:

This document is available in alternative media on request. Please contact me 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.

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 Publishers LLC.

Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse: Theory* (5th Ed). Hoboken, NJ: John Wiley & Sons, Inc.

Additional Readings: Additional readings as 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. Desire 2 Learn 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 to should be addressed to JP Dunn at JPDunn@siu.edu.

Requirements:

- | | |
|-------------------------------------|---------------------------|
| 1. Self-Awareness Paper | 20 pts. |
| 2. Weekly Discussion Questions | 10 pts per week (140 pts) |
| 3. In-Class Presentation/Teaching | 90 pts |
| 4. Current Event/Tolerance Exercise | 50 pts |
| 5. Cultural Event | 100 pts |
| 6. Final Exam | 100 pts |

Grading Scale:

- | |
|-------------|
| 500 – 450 A |
| 449 – 399 B |
| 398 – 348 C |
| 347 – 297 D |
| 296 - F |

Assignments:**Self-Awareness Paper**

Students will submit a 1-3 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. 26th**

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 Blackboard 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. **DUE DATE: Weekly Jan. 25th – May 2nd Mon. by 5pm (D2L).**

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). **DUE DATES: April 5th, or 12th**

Tolerance/Current Event Exercise

To challenge our personal biases students will pick a topic of recent social interest or concern. It is expected that students will choose a topic that they either did not understand while it was unfolding or that they were diametrically opposed to at the time of it's happening. As an assignment the student will develop a counterargument, opposite of their initial views. To develop the argument students can use internet, print media, multimedia and other resources to support the counterargument. Please be sure to check the validity of your sources, however. The write up of the counterargument should include a definition of the problem, giving a clear layout of the event as it was presented in the mainstream news. Following your definition and explanation of the problem/situation, provide a solid, valid, counterargument using your resources to support your counterargument. The paper will also include a section of self-reflection. Address how your personal biases, prior to this assignment impacted your knowledge and beliefs regarding the event or situation. Address how your values and worldview impacted how you interpreted the event, your research and your interpretation of the resources read to develop your counterargument. Finally, how can this challenge potentially impact your work with individuals who hold different worldviews? "Current Event" refers to events happening in the last 5 years at the latest. Students are expected to build their counterarguments on a minimum of 10 resources, with a minimum of 5 resources used to explain and define the problem. The length of the write up will be dependent on the situation/event/topic chosen but it is expected that the 3 sections would take at a minimum 5 pages. Paper should be APA formatted with references properly cited. *Topics will need instructor approval.*

DUE DATE: March 8th by midnight

Cultural Event

Students are expected to one cultural events throughout the course of the semester. Students will choose a specific cultural event or activity either on or off campus. Students will choose 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. **DUE DATE: May 2nd by midnight**

Final Exam

There will be a comprehensive final exam. The final will be a take home, essay 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: May 10th by midnight**

Academic Integrity Statement:

Academic misconduct or dishonesty such as cheating and plagiarism is unacceptable within this class. The University policy concerning academic dishonesty will be strictly adhered to in this course. All occurrences of academic misconduct will be handled in accordance the University Academic Misconduct Policy. If you have any questions concerning academic integrity, please contact the instructor or refer to the section on academic dishonest in the SIU Graduate or Undergraduate Catalog (Graduate Catalog:

<http://www.siu.edu/gradschl/catalog.htm>; Undergraduate Catalog:
<http://registrar.siu.edu/eval/catalog.htm>.

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 , Department of Public Safety's website 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.

Tentative Course Schedule:

Jan. 19	Race, Culture & Disability Reading: Balcazar et al. Ch.1
Jan. 26	Multicultural Rehabilitation Reading: Leung et al. Ch. 1 Middleton et al. (1999)
Feb. 2	Multicultural Service Delivery – Sociopolitical Nature of Counseling Reading: Sue and Sue Ch. 1 Carter Ch. 1 & 3
Feb. 9	Multicultural Competencies Readings: Balcazar et al. Ch. 14 Middleton et al. (2000) Sue & Sue Ch. 2 White & Henderson
Feb. 16	Cultural Differences & Worldview Reading: Diller Ch. 4 (Understanding Culture and Cultural Differences) Sue & Sue Ch. 7 Exercise: Cultural Artifacts Exercise
Feb. 23	Ethics in a Multicultural Context Reading: Balcazar et al. Ch.13 Pack-Brown & Williams; Ch. 2 & 3
Mar. 1	Identity Development Reading: Sue & Sue Ch. 10 & 11 Balcazar Ch. 3 Film: Color of Fear
Mar. 8	Intersecting Identities Reading: Mpofu & Harley (2006) Hunt et al. (2006) Groce & Zola (1993) Video: NAMRC Keynote
Mar. 15	Spring Break – NO CLASS!
Mar. 22	Power & Privilege Reading: Diller Ch. 3 (Understanding Racism, Prejudice, and White Privilege) McIntosh, P. (1988) Black & Stone (2005)

Mar. 29	Social Justice & Multiculturalism Reading: Constantine et al. (2007) Alston et al. (2006) Sue & Sue Ch. 4 Kelsey & Smart (2012)
Apr. 5	Presentations Readings: To Be Assigned
Apr. 12	Presentations Readings: To be Assigned Working with Culturally Different Clients Reading: Balcazar Ch. 4 Sue & Sue Ch. 7 & 13
Apr. 19	Counseling Special Populations/ Gender and Spirituality Reading: Sue & Sue Ch. 23, 24, 26 & pgs. 532-533 Balcazar Chapter 9
Apr. 26	Implications for Rehabilitation Practice Reading: Balcazar Ch. 16 & 18
May 3	Multiculturalism in Research & Education Reading: Balcazar Ch. 11 Leung et al. Ch. 11 Donnell et al. (2010)
May 10	Final Exam