

HUNTINGTON

— UNIVERSITY —

Graduate Counseling Program

We provide Christ-centered, quality counselor training that promotes both scholarship and service.

CN 605 Social and Cultural Foundations Syllabus **Fall 2018 [28 August – 14 October] - Tuesdays 8:00pm EST**

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Course Description

This course is the study of the social and cultural foundations of the attitudes and behavior of individuals, families, and diverse groups. The course emphasizes multicultural awareness and strategies that promote understanding and effective interventions.

Course Goals and Objectives

As a result of this course, students will:

1. Know multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally. (CACREP II.F.2.a)
2. Understand theories of multicultural counseling, identity development, social justice and advocacy. (CACREP II.F.2.b)
3. Demonstrate an understanding of the multicultural counseling competencies. (CACREP II.F.2.c)
4. Develop an understanding of their own heritage, attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and others. (CACREP II.F.2.d)
5. Know the effects of power and privilege and its impact on counselors and clients. (CACREP II.F.2.e)
6. Recognize help-seeking behaviors of diverse clients. (CACREP II.F.2.f)
7. Understand the impact of spiritual belief on clients' and counselors' worldviews. (CACREP II.F.2.g)
8. Understand counselor's role and strategies in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. (CACREP II.F.2.h)

9. Understand cultural factors relevant to clinical mental health counseling. (CACREP CMHC E.1)

Required Course Texts and Readings

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Holy Bible (*Translation of student's choice*)
- Lee, C. C. (Ed.). (2013). *Multicultural issues in counseling: New approaches to diversity*. (4th ed.). Alexandria, VA: American Counseling Association.
- Thomas, A. J. & Schwarzbaum, S. E. (2017). *Culture & identity: Life stories for counselors and therapists*. (3rd ed.). Thousand Oaks, CA: Sage Publications.

Recommended Course Texts

- Fernando, J. W. (2016). *Pondering privilege: Toward a deeper understanding of whiteness, race, and faith*. Minneapolis, MN: NextStep Publishers.

Additional Resources Available in Moodle

- American Association of Christian Counseling (AACC; 2014). *AACC Code of ethics*. Forest, VA: Author.
- American Counseling Association (ACA; 2014). *ACA Code of ethics*. Alexandria, VA: Author.
- American Mental Health Counseling Association (AMHCA; 2015). *AMHCA Code of ethics*. Alexandria, VA: Author.
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). *Multicultural and social justice counseling competencies*. Alexandria, VA: American Counseling Association.

Recommended Websites

- Association of Multicultural Counseling and Development: www.counseling.org
- Understanding Prejudice: www.understandingprejudice.org
- The Link Between Worlds: www.thelinkbetweenworlds.com

Method of Instruction and Course Requirements

This class includes seminar-style lecture and discussion, experiential exercises, and case presentations. The aim of instruction is to monitor and facilitate students' self-awareness, professionalism, and integration of course materials. Weekly devotionals will explore the role of clinical work as ministry and service to the Christian community and beyond.

1. DISCUSSION FORUMS (DF):

You are encouraged to actively engage in graduate level communication in this course. That includes regular class attendance and involvement with peers through in-class/Moodle discussions. Specifics of each week's forum will be given and may include questions, articles to read and evaluate, online resources to review and/or videos to view as part of participation. Please follow directions in each weekly discussion forum.

Typically, you will submit an initial Discussion Forum Post due by 11:59pm EST the Thursday of the assigned week and will submit two responses to classmates or professor by 11:59pm EST on the Sunday of the assigned week. If the format is different, plan to use the instructions provided within the forum. Initial posts should be between 200-250 words; and optional video recordings should be approximately 3 minutes in length. Response posts should be between 100-150 words each. Plan on all posts consisting of (respectful) critical analysis of the posts, seek additional clarification, generate further discussion, or provide additional perspectives for consideration.

Note: Out of respect for one another, when a peer responds with a question or prompting further reflection from you, ensure that you “close” the conversation with a response. This may mean that you end up posting more than the minimum requirements, and that’ll only help boost learning. Posts (and any videos submitted) will be evaluated for both content and APA format using the grading rubric below.

Grading Rubric for Discussion Forums	Points Available (5)
Thoughtfulness of student’s reflection; writing flow or verbal expression; thorough inclusion of each required component per instructions.	1
Reflects an understanding of relevant cultural factors in counseling, theories of multicultural counseling, identity development, social justice, and advocacy. Demonstrates an understanding of multicultural counseling competencies throughout posts. Includes reflection upon and understanding of the impact of spiritual belief on clients’ and counselors’ worldviews. (CACREP II.F.2.b; CACREP II.F.2.c; CACREP II.F.2.g; CMHC E.1)	2
Correct use of the following: APA-style formatting including references and citations; grammar, punctuation, and spelling are error-free	1
Respectful and engaging response posts to peers that adhere to word count and brings “closure” to the initial conversation.	1

Discussion Forum Due: Weeks One – Seven (1 to 2 per week)	45% of final grade (5 points x 9 forums = 45 points)
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2. CULTURAL CHALLENGE ACTIVITY & REFLECTION (CAF):

Each week you will be asked to pick a cultural immersion or learning opportunity from provided selection. The activities will include a variety of options: articles, experiential encounters, videos, inventories, etc. Select one of the activities and follow the corresponding instructions. At the end of the course you will be asked to provide a reflection on the activities and your learning. Further instructions are provided in Moodle.

Cultural Challenge Activities & Reflection Due: Weeks One – Seven	45% of final grade (1 point x 7 activities; 3 points summary = 10)
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3. INSTANCES OF PERSONAL & INSTITUTIONAL DISCRIMINATION REFLECTION (DR):

In preparation for this assignment, you will complete an inventory on privilege. Next you will watch *A Class Divided*, a PBS documentary, that may seem old, but is in many ways, timeless. Finally, you’ll review a handout on the topic of privilege and discrimination. The handouts, link and a copy of these instructions are included on Moodle.

Using 500 – 750 words for your reflection, respond to the following prompts. Use your own headings to separate your paper into these three areas, per your own individual topic/focus:

a. Reflection: Discuss your perspective on power, privilege, social expression and identify at least one way how you may observe this in society (i.e. an external view). Write about an incident in your life in which you were in the position of power/privilege or the victim of discrimination, prejudice, and/or oppression (i.e. an internal view). In addition, reflect on an incident in which you were the perpetrator of discrimination or prejudice.

b. Research: Identify practices of institutional discrimination in an area of mental health counseling practice. This may occur in an area such as, your agency board composition, staff recruitment and promotion, professional relationships with clients and community or interpersonal relationships in the agency including professional, clerical and maintenance support, and more. Though you do not need to include references for this, it will be helpful to do some exploration on the topic.

c. Action Steps: List at least three actions that are reasonable and feasible for you to do that will continue to increase your cultural competence and willingness to become engaged in advocacy to seek to eliminate bias, prejudices, and the processes of intentional and unintentional oppression and discrimination.

Grading Rubric for Discrimination Reflection	Points Available (5)
Thoughtfulness of student’s reflection; writing flow; thorough inclusion of each required component per instructions; adheres to work count.	2
Reflects an understanding of the effects of power and privilege and its impact on counselors and clients. Exhibits an understanding of counselor’s role and strategies in eliminating biases, prejudices, and the processes of intentional and unintentional oppression and discrimination (CACREP II.F.2.h)	2
Correct use of the following: APA-style formatting including references and in-text citations; grammar, punctuation, and spelling are error-free	1
Total:	

Discrimination Reflection Due: Week Two - 9 September; 11:55pm EST	5% of final grade (5 points)
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4. Personal Cultural Map & Background Paper (CBP):

This assignment will involve the completion of a personal cultural map and five-page background paper describing that of your family “culture.” The map will be completed through working through a series of questions from the *ADDRESSING* framework. You will submit the Personal Cultural Map and your Background Paper together.

Title page and reference page(s) are not included in the page count (5 pages). An abstract is not necessary, but a title page and reference section are required. Use at least three reference sources in your paper (course texts are acceptable references). In addition to looking at some of the research that describes individuals with similar cultural membership, interviews with parents/significant family members can be a useful source of information, though are not a requirement to complete this assignment.

Consider the role of acculturation in your research and conversations with family members. Some may have more difficulty identifying traditions or behaviors linked to your specific heritage, and that’s okay. The cultural map handout (provided in Moodle) will help you navigate areas to explore further in your paper. Topics to include in your paper are listed below:

- a. Personal racial/ethnic/cultural influences and membership (your background may include content from the *ADDRESSING* guidelines; a single heritage or multiple heritages (e.g., multiracial, multiethnic); you may choose to include information about one or all; include the ones that have had the most influence, or not all). (*The term “cultural influences and/or membership” which includes racial/ethnic/nationality etc. will be used from here forward in this section.*)
- b. When and how did you become aware of your cultural influences (e.g., your specific group(s) and the impact this awareness had on you); i.e. track your identity development history.
- c. Impact of your cultural influences/membership on your family of origin/extended family members (e.g., parents, grandparents, aunts, uncles)
- d. Aspects and features (food, humor, communication patterns, family relationships, values etc.) of your cultural influences that are important to you and your family
- e. The role your cultural influences has influenced various life domains including your marriage (if appropriate), vocation/career path, education, social/leisure life, spiritual life and journey, etc.
- f. Your gender and how gender roles and gender differences function within your cultural influences
- g. Social norms/rules from your cultural influences on your family of origin and how they impact your life today

- h. Information about your family’s cultural influences/membership not previously known. If/when you spoke with your family members, reflections on how much family members knew about their cultural influences? How do you make sense of their knowledge base?
- i. As you looked at your family’s cultural heritage, what did you learn about your family that you did not know?
- j. As you plan for your future (marriage, home, current marriage, child rearing, etc.) what rituals, traditions, cultural norms, etc. do you plan on continuing or adding to your home?
- k. What privileged groups do you belong? How might the privileges you experience affect others who do not belong to that same group?
- l. How does cultural membership affect your work with clients who do not share the same privileges?
- m. Brief summary of your reflections on the information you researched and how you anticipate incorporating your learning into your daily life.

Assignment adapted from: Hays, P.A. (2013). *Connecting Across Cultures: The Helper's Toolkit*. Thousand Oaks, CA: SAGE, pp. 15-16.

Personal Cultural Map & Background Paper Due: 23 September, 11:55pm EST	15% of final grade (15 points)
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Grading Rubric for Personal Cultural Map & Background Paper	Points Available (15)
Thoughtfulness of student’s reflection; writing flow; thorough inclusion of each required component	4
Paper reflects an understanding of understanding of their own heritage, attitudes, beliefs, understandings, and acculturative experiences (CACREP II.F.2.d)	8
Correct use of the following: APA-style formatting including the title page and references (in-text citations and reference page); grammar, punctuation, and spelling are error-free; Follows page-number guidelines	3

5. Cultural Crash Course & Dialogue / Top Ten Report (CDR)

DISCLAIMER: This is not an assignment that can be left until the last minute. For this assignment, you are asked to identify a group of individuals with whom you feel you may have difficulty working. Once your group is identified, design and implement a plan to build knowledge and understanding of the selected group. This assignment is meant to be comprehensive in nature and will require weekly involvement including: self-reflection, research, planning, and implementation. You will complete a 6-8-page paper on the experience as well as craft a “Top Ten List” of implications for counselors on working with the group you selected to present to your classmates.

To complete this assignment successfully, you will need to do the following:

- Identify a group that you lack knowledge about or have encountered challenges with empathy and/or understanding
- Analyze the dominant (or other relevant) culture's historical record of oppression, prejudice, or bias toward that group
- Explore current popular culture messages (e.g., TV and other media representations) about that group
- Discover current themes and trends affecting the identified group; including how the group might seek (or not seek) help for mental/emotional health problems
- Be proactive (and creative) in procuring an opportunity to directly involve yourself in a dialogue; interacting with, and actively listening to the experiences of at least one member of the identified group. Ideally, this would involve multiple members where you can take the role of learner, but with limited time, an opportunity for you to truly listen and hear perspectives from an individual from the selected group and engaging in one positive dialogue will suffice.

Your 6-8-page paper will consist of:

- Introduction to the group and rationale of why you chose the identified group (i.e. name your challenges)
- A synopsis of historical and/or systemic oppression
- Examples of popular media/news content and themes; help seeking behaviors regarding mental health
- Brief list and description of the experiential activities in which you engaged
- Where the individual(s) you interacted with might fit in relevant identity models. (In the absence of an identity model specific to the group, what parallels can you illuminate)? This should include examples from your interaction(s), citations, and so forth to explain how you reached your conclusions.
- "A Top Ten List" of Implications for counselors when working with an individual/family/couple from within the identified group
- An analysis of your feelings, reactions, and thoughts in regard to your own identity development. Where are you in terms of your own development as a cultural being?
- Any impact this activity might have had on you.
- Your overall reflections on your learning, growth, and challenges as a cultural human being (and in preparation to be a professional counselor).

To better accommodate a seven-week course, you will have the opportunity to present a snapshot of your Cultural Crash Course with peers through a handout that provides a Top Ten List on the implications for counselors when working with the identified group. During the final live class, you are asked to share three of your Top Ten (ideally the top three) implications for counselors with your classmates, along with a brief introduction to the group. These three implications should take approximately 5-7 minutes to present.

Cultural Crash Course & Dialogue / Top Ten Report Top Ten Presentation: 5 December - Live Class Report Due: 12 October; 11:55pm EST	25% of final grade (25 points)
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Grading Rubric for Cultural Crash Course & Dialogue / Top Ten Report	Points Available (25)
Thoughtfulness of student’s self-reflection; writing flow; thorough inclusion of each required component; special emphasis to student’s understanding of identified group and how this understanding affects the student as a future counselor.	10
Paper reflects an understanding of multicultural and pluralistic trends, including characteristics, concerns, and help-seeking behaviors within and among diverse groups (CACREP II.F.2.a; CACREP II.F.2.f)	10
Correct use of the following: APA-style formatting including the title page and references (in-text citations and reference page); grammar, punctuation, and spelling are error-free	3
Follow assignment format guidelines; creativity in presentation of “Top Ten List” of Implications for Counselors handout and modifications during live class	2

Student Performance Evaluation Criteria and Procedures

Discussion Forums	45% of final grade
Cultural Challenge Activity & Reflection	10% of final grade
Personal & Institutional Discrimination Reflection	5% of final grade
Personal Cultural Map & Background Paper	15% of final grade
Cultural Crash Course & Dialogue /Top Ten Report	25% of final grade

This chart identifies the CACREP objectives and course instruction and evaluation methods:

	Instruction (When, How)	Evaluation Method
Know multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally. (CACREP II.F.2.a)	Readings, dialogue, and lecture weeks one to seven, discussion forums, cultural dialogue assignment	Cultural Crash Course & Dialogue /Top Ten Report
Understand theories of multicultural counseling, identity development, social justice and advocacy. (CACREP II.F.2.b)	Readings, dialogue, and lecture, specifically week three lecture and discussion forum.	Discussion Forum Week Three
Demonstrate an understanding of the multicultural counseling competencies. (CACREP II.F.2.c)	Readings and weekly lessons, specifically week one lecture and discussion forum.	Discussion Forum Week One [Ethics and Responsibilities as a Counselor]
Develop an understanding of their own heritage, attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of	Readings and weekly lessons, specifically week three lecture and discussion forum, cultural background paper assignment	Personal Cultural Map & Background Paper

self and others. (CACREP II.F.2.d)		
Know the effects of power and privilege and its impact on counselors and clients. (CACREP II.F.2.e)	Readings and weekly lessons, specifically week two lecture and discussion forum.	Personal & Institutional Discrimination Reflection
Recognize help-seeking behaviors of diverse clients. (CACREP II.F.2.f)	Readings and lecture weeks three to five, discussion forums, cultural dialogue assignment	Cultural Crash Course & Dialogue /Top Ten Report
Understand the impact of spiritual belief on clients' and counselors' worldviews. (CACREP II.F.2.g)	Readings and lecture weeks one to seven, discussion forums week five and discussion forum	Discussion Forum Week Five
Understand counselor's role and strategies in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. (CACREP II.F.2.h)	Readings and weekly lessons, specifically week two lecture and discussion forum.	Personal & Institutional Discrimination Reflection
Understand cultural factors relevant to clinical mental health counseling. (CACREP CMHC E.1)	Readings, dialogue, and lecture weeks one to seven, discussion forums, cultural dialogue assignment	Discussion Forum Week Seven

The table below maps the course assignments to the course learning objectives listed above.

	II.F. 2.a	II.F. 2.b	II.F. 2.c	II.F. 2.d	II.F. 2.e	II.F. 2.f	II.F. 2.g	II.F. 2.h	CMHC E.1
DF		x	x				x		x
DR					x			x	
CBP				x					
CDR	x					x			

Grading Scale:

A	95 - 100% (95 - 100 points)	C	75 – 78% (75 – 78.9 points)
A-	92 – 94% (92 – 94.9 points)	C-	72 – 74% (72 – 74.9 points)
B+	89 - 91% (89 – 91.9 points)	D+	69 – 71% (69 – 71.9 points)
B	85 – 88% (85 – 88.9 points)	D	65 – 68% (65 – 68.9 points)
B-	82 – 84% (82 – 84.9 points)	D-	62 – 64% (62 – 64.9 points)
C+	79 – 81% (79 – 81.9 points)	F	61% and below (61.9 points & below)

Final course grades of 74.9% or less are considered “Unsatisfactory” and the course will need to be repeated.

Class Policies

Right of Revision: While the assignments are connected to assessment the facilitating instructor has the authority to change an assignment to better fulfill the objectives of the class if in her estimation it is believed that the assignment will better accomplish that objective. No advanced notice is required and those students who work ahead may find that they will have an extra assignment to complete this class.

Virtual Classroom: During the first week of the course, you will meet with your professor and classmates synchronously via Zoom to be oriented to the course and connect with them. Following the first week, your class will meet every other week for live class.

Work Turned in Policy: All work assigned must be turned in for a student to successfully complete this course. Each assignment is tied to the course objectives and assessment of this class and therefore needs to be completed to comply with assessment requirements of our regional accrediting body. Should a student fail to turn in an assignment, the professor decides if that student may pass the course.

Missed and Late Assignments Policy: All paperwork and assignments must be completed in order to pass this class. There is no exception to this policy. Late assignments reflect on a student's developing professionalism as a mental health counselor. If you know in advance that you cannot turn an assignment in on time, an alternate due date *may* be negotiated without penalty if you make arrangements with me before the date the assignment is due. Three late assignments will result in remedial work (e.g., five-page paper). Discussion assignments must be completed in the week due unless student has discussed the reason for the delay with the professor prior to the end of the grading period. Late posting after the online week closes will not be graded.

Writing Expectations: Graduate students are expected to submit written work that reflects personal engagement and cognitive, affective and skill based learning. Papers will be graded for content that analyzes, evaluates and synthesizes, spelling, grammar, and style. The APA format is expected for writing assignments unless otherwise indicated. The elements of APA that typically apply are the following: Title Page, Running Head, Content Heading if applicable, in paper citation of references used and list of all References at the end of the paper. You may want to purchase: *The Publication Manual of the American Psychological Association*, Sixth Edition. Each course web site has "Citation Help" which provides helpful links and tutorials.

Formatting File Names: When saving files to your computer, and submitting for a grade, be sure to name the file according to these conventions: the assignment name followed by one's first and last name (e.g., "Integration of Faith and Counseling Statement - DeraldWingSu"). This allows your files to be downloaded by the grading instructor and prevents the loss of files that do not reflect the student, course, or project.

Email Communication: Students are expected to check their Huntington University email address on a regular basis throughout the week to access course information and updates. To facilitate efficient email communication, the subject line of all email messages to the Instructor related to this course should include the course number and the name of the student (e.g., SUBJECT: CN 605 – FirstLastName: question or comment). Email messages should include students' first and last names in the signature.

Attendance Policy: Students are expected to participate weekly in the online classroom. Failure to participate in the first seven days will result in automatic withdrawal from the course. See the Student Handbook on the Huntington University portal for additional details.
<http://my.huntington.edu>

Plagiarism and Cheating:

Plagiarism is the use of the ideas, information, or wording of another without proper acknowledgement, leaving the false impression that the material is original with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material. The academic community places high value on intellectual honesty. Representation of work as one's own but taken from another source by plagiarism or cheating is a serious offense, the penalty for which will result in failure for the paper or exam and may result in failure for the course.

Technology Support: If you have any technical questions or problems with Moodle, Adobe Connect, or other technology, you can email moodlehelp@huntington.edu or call phone support at 260-359-4357. Phone support hours are: Monday – Friday 8:00 AM to 5:00 PM

Library Services: You will see a Library Guide that will connect you to all the library services available to you from Huntington University.

Disability and Accessibility:

In compliance with Section 504 of the Rehabilitation Act of 1973, Huntington University makes reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence (ACE) is the advocate and coordinator of services for students with disabilities at the University.

Any student who has a learning, orthopedic, sensory or psychiatric condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact the ACE in person, by phone at 260-359-4290 or by e-mail at kchafin@huntington.edu for more information.

CN 605 – Social and Cultural Foundations Course Schedule

Week	Topic/Assignments	Readings/Due Dates
Week One <i>Aug 27 – Sept 2</i>	Course Introduction Course Overview & Expectations Review of Syllabus & Assignments The Multicultural Journey – Ethics and Values Social Justice in Counseling Cultural Competency & Cultural Humility Personal Narratives Live Class – Tuesday 28 Aug 8pm EST	Lee – 1-2 & 18 Thomas & Schwarzbaum (T&S)– pg. xv – 9 <i>Code of Ethics (ACA, AACC, AMHCA); Multicultural & Social Justice Competencies</i> Cultural Challenge Discussion Forum [1- Counselor Ethics and Multiculturalism; 2 - Cultural Group Membership]
Week Two <i>Sept 3 – Sept 9</i>	Privilege & Systemic Oppression: Trust, Mistrust, Credibility, and Worldview Microaggressions: Implications in counseling Barriers to wellbeing Addressing social class and discrimination	Lee – 16; T & S – 13-14 Personal & Institutional Discrimination Reflection (9/9) Cultural Challenge
Week Three <i>Sept 10 – Sept 16</i>	Identity Development Models Racial/cultural identity development Identity development in people of color White racial identity development Generalizations and stereotypes: Cautions Intro: Experiences of Ethnic Groups of Color Characteristics and strengths Specific challenges Implications for clinical practice Live Class - Tuesday 11 Sept 8pm EST	Lee – 3-5; T & S – 2-5 Cultural Challenge Discussion Forum [Racial Dialogue and Racial & Ethnic Identity Development Models]
Week Four <i>Sept 17 – Sept 23</i>	Experiences of Ethnic Groups of Color Characteristics and strengths Specific challenges Implications for clinical practice Counseling Ethnic Minority Groups Immigrant and refugee challenges Special circumstances	Lee – 6-8 T & S - 6-8 Cultural Challenge Cultural Map & Background Paper (9/23) Discussion Forum [Cultural Map & Background]
Week Five <i>Sept 24 – Sept 30</i>	Experiences of Gender and Age Embracing gender strengths Specific challenges for older adults	Lee – 9-11 T & S - 10-12 Cultural Challenge

	Client Faith/Belief Systems in Counseling Live Class - Tuesday 25 Sept 8pm EST	Discussion Forum [Living Out What You've Learned]
Week Six <i>Oct 1 – Oct 7</i>	Sexual Minority Experiences Sexual identity development models Addressing LGBTQII stigma Specific challenges Working with Differently Abled Understanding disabilities Supports for individuals with disabilities D/deaf culture and counseling implications	Lee – 12-15 T & S – 15-16 Cultural Challenge Discussion Forum [1 -Sexual Minorities; 2- Individuals with Chronic Illness]
Week Seven <i>Oct 8 – Oct 14</i>	Course Wrap-up The Counselor as a Human Being Top Ten Presentations Final Live Class – Tuesday 9 Oct 8pm EST	Lee - 17, 19 Discussion Forum [Counselor as a Human Being] Cultural Challenge Wrap-Up Top Ten (3 of 10) Presentations (10/8) Cultural Crash Course & Dialogue Report (12/9)

Cultural Membership Dialogue Sample Questions*

The following are sample questions that can be used to guide you in a dialogue regarding cultural influence/membership.

The following are sample questions to get your ideas flowing. You do not need to ask all these questions in your dialogue, nor should you ask these questions exactly as they are written.

- Describe a typical family composition within this culture (size, relationships among relatives).
- What is the authority structure and the roles of family members in this culture?
- What is the nature of male/female relationships within this culture?
- How are elderly persons perceived?
- What are the attitudes toward marriage and family life?
- How are children viewed in this culture? Their roles?
- What are the common attitudes toward work and career? Is there a pattern to career choices?
- What are prevalent attitudes toward education?
- What role does religion play in the culture?
- What are the intergenerational issues of families in this culture?
- Discuss adjustments to living in the U.S. and differences for 1st, 2nd and subsequent generations.
- What are the cultural strengths for coping and adjusting? In the past? In the present?
- How are conflicts and disagreements resolved between members of the culture?
- What other cultural groups are least & most respected? Why?
- What thoughts, beliefs, attitudes and/or values are most important to this culture?
- What historical dates, beliefs, attitudes are most important in this culture?
- Are bi-ethnic, biracial, bi-religious marriages/partnerships common? How are such relationships viewed?
- Is there another culture that they always seem to have difficulty with? What is the nature of the difficulty?
- Are there ways this culture is discriminated against? What ways? Have they had such experiences?
- How does this culture group define success?

Questions about the individual with respect to their own culture

- Are you living up to your culture's expectations? How?
- Are there cultural expectations you would rather do without?
- What are the strengths in your culture that you would not give up?

*Questions adapted, in part from:

McGrath, J.A. & Axelson, P. (1993). *Assessing Awareness & Developing Knowledge: Foundations for Skills in a Multicultural Society*. Pacific Grove, CA: Brooks/Cole.

References

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- DeSpelder, L.A., & Strickland, A.L. (2009). *The last dance: Encountering death and dying*. NY, NY: McGraw-Hill.
- Elmer, D. (2006). *Cross-cultural servanthood*. Downers Grove, IL: InterVarsity Press.
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