

San Francisco State University Department of Counseling
Counseling 833: Social and Cultural Foundations in Counseling
Rebecca Toporek, Ph.D.

Office: Burk Hall 528

Office phone: (415) 338-6758 (email is preferred)

E-mail: rtoporek@sfsu.edu (email is preferred)

Website: <http://online.sfsu.edu/~rtoporek>

Office hours: M 10:30-12 p.m.; W 1-3 p.m.; 7-7:30 p.m.

A. Catalog Description:

Prerequisite: Consent of instructor.

Awareness and sensitivity to the needs and feelings of individuals of different sex, race, culture, lifestyles, and physical abilities; the nature of prejudice; implications for counselors.

B. Themes and Accreditation Standards

Knowledge Base Themes and Accreditation Standards

Preparing reflective and innovative professionals as leaders to insure the development and well-being of diverse populations.

Themes:

- The Developmental Progression of Reflective Practitioners
- The Complexity of Diversity in Education

CACREP Accreditation Standards:

Section II.G.2. Social and cultural diversity

CORE Accreditation Standards:

C.2.1 Sociological dynamics related to self-advocacy, environmental influences, and attitude formation

C.2.3 Implications of cultural and individual diversity including cultural, disability, gender, sexual orientation, and aging issues

C.5.4 Gender issues in counseling

C. Course Goals and Objectives:

This is a course designed to initiate students in engaging in a process of self-examination, knowledge expansion, and skill building with regard to multicultural counseling. This course uses an “inclusive” definition of multiculturalism reflecting multiple dimensions including age, race, ethnicity, gender, social class, religion, sexual orientation, ability/disability, and other dimensions of identity. Further, throughout the course, attention is given to the intersection of these various dimensions of identity as well as implications for counselors. Further, sociopolitical and contextual variables will be examined both for clients as well as the practice of counseling. The course content will address implications and roles for counselors conducting individual, group, organizational, and systemic interventions in a variety of settings (e.g., community, schools, higher education, etc.) including social justice advocacy and leadership. Issues related to school-age children, as well as young and older adults will be discussed. Due to the breadth of the topics covered in the course, we will not be able to address all the cultural issues relevant to counseling. It is expected that students will independently work toward increasing

their cultural competence **beyond this course and throughout their professional development.**

Therefore, this course is designed to provide students with an introduction to counseling related topics, demonstrate processes for examining self and inquiring about the relevance of cultural aspects within their work as school counselors, career counselors, college counselors, marriage family therapists, rehabilitation counselors, and gerontology counselors.

Learning Objectives:

This course strives to accomplish learning objectives in self-awareness, cultural knowledge, and counseling skills. Hence the course is organized in modules designed to address each of these areas. In addition, awareness, knowledge and skills are integrated throughout the course. At the end of this course, you should be able to:

Self-Awareness

- 1 Name and describe the salient dimensions of your identity and how this varies based on context and other variables.
- 2 Describe how your beliefs and assumptions act as facilitators and barriers to effective counseling.
- 3 Communicate how your cultural history has influenced your worldview.
- 4 Identify your current level of cultural competence related to counseling and map a professional development plan for your multicultural counseling competence.
- 5 Develop hypotheses during the process of counseling to assist you in becoming a critical self-observer.
- 6 Express an awareness of your role as a person who has been a recipient of both privileges and oppression based on one or more dimensions of identity and how this may influence your experience as a counselor.

Cultural Knowledge

- 7 Define cultural concepts such as acculturation, assimilation, racial identity, and worldview and describe how these concepts influence mental health, wellness, and counseling.
- 8 Describe dimensions of identity and explain the variable salience of different identities based on context and other variables.
- 9 Discuss, in-depth, one concept or phenomenon reflecting the intersection of two or more aspects of cultural identity (e.g., ethnicity and gender).
- 10 Identify hypotheses and reasonable questions to investigate in understanding the full context within which a client lives, learns, survives, and thrives.
- 11 Explicate how each client is a unique individual who is significantly influenced by their group identity and belonging (culture) and society at large and comprehend how these external forces manifest as internal processes such as affect, cognition, and behavior.

Counseling Skills

- 12 Develop hypotheses, assessment, and intervention goals given cultural knowledge about clients.
- 13 Demonstrate methods for investigating the culturally relevant influences on client's worldview, perceptions of presenting problems or goals, and resources and strengths.
- 14 Present internet and community resources that are helpful in developing cultural awareness, knowledge, and/or skill.
- 15 Describe how a counselor's role may need to vary depending on the influence of individual family, environmental, systemic, and political forces on the well being of client(s).
- 16 Explain how you might go about developing collaborative relationships with community and indigenous helpers/healers and when that approach may be helpful.

- 17 Identify and demonstrate how you would address the issue of culture in counseling sessions including when and how this might be appropriate.
- 18 Discuss ways of recognizing and resolving cultural “impasses” and “blunders” in counseling
- 19 Identify and describe how social justice advocacy may be needed and implemented in counseling

Methods:

The course will attempt to facilitate you in meeting the above objectives in the following ways:

- 1 Each week you will read 3-4 chapters or articles to provide a foundation for learning about cultural constructs and culture specific information as well as personal reflection essays to illustrate self-reflection and provide for contextual learning regarding the complexities of multicultural counseling and the development of multicultural competence and awareness.
- 2 You will complete a multicultural competence portfolio consisting of a) an initial self-assessment, b) a cultural immersion activity; c) complete in-depth research based exploration of health and wellbeing and cultural factors; and, d) reassess your competence.
- 3 You will locate a news article relevant to an assigned class session and multicultural counseling and present it to the class including implications for counseling and credibility and background about the news source.
- 4 In each class session, we will discuss theory based on your readings, your thoughts, and your personal and professional experiences. In addition, throughout the semester, we will engage in interactive activities that benefit from self-reflection and self-disclosure regarding your cultural experiences, perspectives, etc. You have the discretion and responsibility to choose what and how much you disclose.

D. Course Texts:

Required Texts:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Hays, P. A. (2007). *Addressing cultural complexities in practice: A framework for clinicians and counselors* (2nd ed.). Washington, D.C.: American Psychological Association.

Thomas, A. J., & Schwartzbaum, S. (2011). *Culture and identity: Life stories for counselors and therapists*. Thousand Oaks, CA: Sage Publications.

Electronic readings (download from iLearn or access through PsycInfo).

Recommended:

The following resources will be helpful to you throughout the course for you to use as necessary. They will help you excel in this course and in the counseling program in general, academically.

- OASIS – Online library tutorial, San Francisco State University Library
- PsycInfo – the university’s electronic database for scholarly publications in psychology and related fields (access through the Library’s website)
- iLearn (**required**), I will make every attempt to post copies of the overheads that will be used in class the Monday before each class session.
- Department of Counseling Student Handbook <http://counseling.sfsu.edu/current.aspx>

Internet Access Requirement:

1. You **must** have an active SFSU e-mail account. I will be using this medium to communicate updates and important correspondence (this is also a departmental requirement). Please consult the Dept. handbook for information regarding setting up this account.
2. You will need to be able to use the library database, PsycInfo, to locate articles for your paper. This can be accessed through the internet with a library password. Go to the library to arrange your password, or use the computers on campus. Do not expect to get all your articles as full text documents.
3. You must check iLearn weekly, I will be using iLearn for all course sessions and TurnItIn for your research paper. Changes to readings, assignments, etc. will be announced through iLearn.

E. Course Standards and Grading Policy

Assignments and Grading:

1. **Attendance:** Students are expected to attend all classes, be on time, and remain to the end of the class period. I consider a respectful environment to be critical and view attendance as a factor influencing the experience of all students in the class. You are expected to notify me, in advance, if you will be late, absent, or need to leave a class session early. Two excused absences are allowed to accommodate for religious holidays, family emergencies, illnesses, etc. Three absences will result in a loss of 25 points regardless of the reason for the absence. Given the nature of the class and that we meet only one time each week, four absences is equivalent to missing 25% of the semester. This will be considered excessive and will result in the expectation that you will withdraw from the class. In addition, a pattern of late arrivals or early departures (e.g., two) will be considered the same as an absence.
2. **Reading** (see class schedule): You are expected to complete the readings **prior to** the class in which they are assigned and be prepared to discuss and contribute in class.
3. Multicultural portfolio consisting of:
 - a. **Presentation and write up of news article** (0-20 pts.)(**sign up for date of presentation**)
 - b. **Community engagement:(Proposal (0-5 pts.); Progress notes from activity 0-65 pts.)**
Choose one of the following (must be approved by instructor):
 - i. Cultural immersion activity
 - ii. Participation in four hours volunteering in culturally unfamiliar environment
 - d. **Culture specific research paper (Proposal (0-5pts); Final paper (0-100 pts)**
 - e. **Journal entries reflecting on readings and class experience** (0-10 points each/80 pts total)
 - f. **Worldview interview with your caregiver/guardian/parent and self-reflection** (0-30 points)

Total = 300 points	B = 250-259 points	C- = 210-219 points
A = 280-300 points	B- = 240-249 points	D+ = 200-209 points
A- = 270-279 points	C+ = 230-239 points	D = 190-199 points
B+ = 260-269 points	C = 220-229 points	D- = 180-189 points
		F = 179 and below

For each assignment, you start with 0 points. The quality of your work determines how many points you receive. **Meeting the minimum requirements is not sufficient to receive a good grade. You must**

excel, above and beyond expectations, in order to receive an A (see departmental handbook). Many of the assignments in this class involve self-reflection. The quality of the self-reflection is determined by the depth and complexity of your thought, the degree to which you have challenged yourself, and the quality of writing in expressing yourself. In general, you may consider grading to adhere to these evaluative concepts:

Full points = exceptional and flawless, could be published in a scholarly journal or book

90-100% points = exceptionally well done, minimal or no improvements possible

80-90% points = meets the expectations appropriately, needs improvement

70-80% points = addresses expectations but needs significant improvement

50-70% points = marginally meets most of the minimum expectations, needs major improvement or is incomplete

0-50% points = does not meet the minimum expectations of the assignment

Extra credit points may be accrued (This assignment can not be used for an assignment or extra credit in another class):

There are several opportunities for extra credit. You are allowed to complete one extra credit for 5 points. Extra credit must be completed and turned in prior to finals week to receive credit.

- 1) You may volunteer for at least ½ day at Project Homelessness Connect and turn in a page documenting and reflecting on your experience (December 11, 2013, tentative)
- 2) Create an advocacy project (see me for more detail)
- 3) Attend The UNtraining: Healing Personal and Social Oppressions Workshop, Sept 28, 1-5 p.m. (see your email for details) and turn in a reflection page
- 4) In addition, extra credit options may be announced through the course of the semester.

Course Policies

1. **You must have an active SFSU e-mail account.** I will be using this medium to communicate updates and important correspondence (this is also a departmental requirement). Please consult the Dept. handbook for information regarding setting up this account.
2. **Accommodations:** If any student has a disability that requires accommodations within the classroom, please advise me of this as soon as possible and at least two weeks prior to implementation of accommodation. To receive accommodations, students must be working with the DPRC.
3. **Cultural Diversity:** This course is designed to address and integrate clinical issues of cultural diversity.
4. **Reading and Assignments:** You are expected to complete the readings prior to the class in which they are assigned and be prepared to discuss and contribute in class. Deadlines for assignments are indicated on this syllabus. Submitting assignments after the due date will result in a lower grade for the assignment (10% drop if submitted within 3 days after deadline; 20% drop if submitted 4-10 days after deadline; 30% drop if submitted 11- 20 days after the deadline; 40% drop after 20 days).
5. **Quality of work:** All papers submitted must adhere to APA Style (Publication Manual of the American Psychological Association, 6th ed.); double spaced, 12 pt. font, 1" margins.
6. **Attendance:** Students are expected to attend all classes, be on time, and remain to the end of the class period. You are expected to notify me, in advance, if you will be late, absent, or need to leave a class session early. I consider a respectful environment to be critical and view attendance as a factor influencing the experience of all students in the class. Two excused absences are allowed to accommodate for religious holidays, family emergencies, illnesses, etc. Three absences will result in a loss of 25 points regardless of the reason for the absence. Given the nature of the class and that we meet only one time each week, four absences is equivalent to missing 25% of the semester. This will be considered excessive and will result in the expectation that you will withdraw from the class. In addition, a pattern of late arrivals or early departures (e.g., two) will be considered the same as an

absence.

7. There will be exercises and activities in this class that involve disclosure regarding personal experiences and insights. You have the discretion and responsibility to decide what and how much you choose to disclose. Please meet with me outside of class if you have concerns regarding this issue.
8. Authenticity of your work and plagiarism: Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. For the purposes of this class, this includes using substantive material from a paper you have previously written or submitted to another class. In order to assist you in ensuring that the work you turn in is uniquely and originally your own, with adequate citations, you are required to turn in the paper electronically to Turnitin as well as provide me with a hardcopy at the beginning of the class session in which the assignment is due. You will submit your paper to Turnitin.com and it will be retained as source documents in the Turnitin.com reference database to be used solely for the purpose of detecting plagiarism of such papers. Cheating and plagiarism will be considered a breach in professionalism and the consequences will reflect the severity of the offense ranging from an automatic “F” on the assignment/quiz to “F” in the course and will result in departmental review with possible dismissal from the program. Please refer to the student handbook for definitions of these offenses. ***Please note, inadequate citation to appropriate sources is a form of plagiarism. Essays that are not submitted to Turnitin will be given an “F” grade. Papers with an originality score of more than 10% will not be accepted.
9. Incompletes: Incompletes are discouraged and will be granted under only the most serious circumstances.
10. When in this class, students will be engaged with the material, the instructor, and fellow students, in other words NO surfing the internet, reading email, or working on course work (e.g. reading, studying for an exam).

Notice About Syllabus Changes:, To optimize students’ experiences in this course, I may modify, add, or delete assignments and lectures outlined in this syllabus. I will make every attempt to provide advance notice of such changes.

University and CHHS Policies on Course Syllabi Fall 2013

B. CHSS Policy

Syllabi are to incorporate the Academic Senate Policy regarding finals week, the deadlines or withdrawals, late adds, CR/NC option and information related to course registration and Disability Programs and Resource Center. A sample listing of the required College policies are shown below.

Final Exam: According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule.

http://www.sfsu.edu/~acadres/final_exams/finalf13.htm

CHHS Withdrawal Policy: The last day to drop a class is September 9th, 2013 at midnight. From September 10th-November 22nd, 2013 you must submit a withdrawal petition. Withdrawal from a class after September 10th, 2013 will be considered for serious and compelling reasons only and must have accompanying documentation. The following reasons are not considered *serious and compelling*: Changing your major, poor performance, class not required for graduation/major, or more time needed

for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, documentation will be required, along with a copy of unofficial transcripts. If you are requesting a withdrawal, bring your petition and appropriate documentation to the instructor. From **November 23rd-December 16th, 2013** you may not withdraw from a class or the University, except in the case of a **serious** documented illness or verified accident.

CR/NC Option: October 21st, 2013 (by midnight) is the last day to request the CR/NC option. The Associate Dean will not approve requests for changes if you miss this deadline.

Late Add Policy: The period to add classes via permit numbers is August 26th-September 9th (midnight), 2013. The period to add classes by Exception (2nd set of permit numbers) is September 10th-23rd, 2013. It is your responsibility to procure a late permit number from your instructor and add the class. Faculty cannot add you into a class. After **September 23rd, 2013** a Waiver of College Regulations form must be signed by your instructor, Chair and CHSS Associate Dean to add. This will be approved only if there was an administrative error.

Check your registration through MySFSU: Sign up for CR/NC, drop and add classes by the appropriate deadline online through MySFSU. **ALWAYS** check your registration after making any changes and **BEFORE** deadlines to be sure you are registered properly for your classes. This is a student responsibility.

Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health and Social Sciences.

This can be viewed on the Registration Calendar at the following website:

<http://www.sfsu.edu/~admisrec/reg/regsched134.html>

Disability Programs and Resource Center: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC, located in SSB 110, can be reached by telephone at 415-338-2472 (voice/TTY) or by e-mail at dprc@sfsu.edu.

H. Accommodation Statement

Disability Programs and Resource Center: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC, located in SSB 110, can be reached by telephone at 415- 338-2724 (voice/TTY) or by e-mail at dprc@sfsu.edu. Confidential support services are available for all students with a verified temporary or permanent disability who are regularly enrolled or enrolled through the College of Extended Learning.

I. Student Conduct

In this class, all students are expected to behave in a respectful and constructive way toward fellow students and the instructor. Students enrolled in the classroom are expected to adhere to SFSU's student code of conduct. In addition, the Department of Counseling Handbook specifies conduct expected by students to foster a positive learning experience as well as demonstrate the potential for professionalism.

J. Observance of Religious Holidays

When religious holidays when require students to be absent from class activities, the student should inform the instructor, in writing, during the first two weeks of the class each semester. The student will not be penalized, but it is his/her responsibility to make up the work missed. The two allowable absences noted in this syllabus are designed to accommodate observance of religious holidays. Absences beyond

two will be penalized.

After reading this syllabus, your continued enrollment in the class serves as consent of the conditions of the syllabus.

G. Course Calendar

<u>Date</u>	<u>Content</u>	<u>Reading/Assignment*</u>
<u>Module 1: Awareness Introduction to cultural competence and self-awareness</u>		
8/28	Introduction and overview	Cultural Competence and Personal Dimensions of Identity Sue & Zane (2009); Arredondo et al. (http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html) Danger of a single story, video
9/4	Context for multicultural counseling Entering a community respectfully; “Follow the Frog”	Hays Ch1-2; Journal Entry 1 Due
9/11	Worldview Self and Identity; “Cracking the Code”	Hays Ch 3-4; Optional: Brandyberry (1999)(“white trash”) Community engagement proposal due
<u>Module 2: Cultural knowledge: Our own and our clients</u>		
9/18	Sociopolitical Context; Privilege and Oppression Part 1	Sue et al. (2010); Israel (2012); Croteau (1999); Journal Entry 2 Due
9/25	Sociopolitical Context; Privilege and Oppression Part 2: Last Chance for Eden	Sue & Sue Ch 8 & 9; Comas-Diaz (2007) Journal Entry 3 Due
10/2	Ethnic/Racial Identity Development	Thomas & Schwartzbaum pp. 7-11 & Ch 2 & 3; Deines (2005); Journal Entry 4 Due
10/9	Immigration and Acculturation	Thomas & Schwartzbaum pp. 101-106 & Ch. 8 & 9 Research paper proposal due
10/16	Social Class	Liu (2006); Thomas & Schwartzbaum Ch. 6; StreetSheet (short); Journal Entry 5 Due
10/23	Variable aspects of identity: Disabilities	Olkin (2007); Mackelprang et al; Lo (2005)(short) Journal Entry 6 Due
10/30	Exploration of Smithsonian Race Exhibit and “Cracking the Code” (on your own, link on iLearn; we will not meet as a class)	
11/6	Variable aspects of identity: GLBT	Chernin & Johnson (2003); and <u>Choose one of the following</u> : Green (2007)(LGB couples); Budge et al. (2013)(Transgender coping); or Jeltova & Fish (2005) (LGBT & schools) Worldview Interview Summary Due
<u>Module 3: Culturally relevant intervention skills</u>		
11/13	Multicultural Counseling Competencies Client’s Perspectives of MCC	Arredondo et al., (1996- classic); And one of the following: 1) Holcomb-McCoy (2004) (school); 2) Toporek (2006) (career); 3) Leung (2003) (Rehab); 4) Reynolds & Pope (2003) (university counseling centers); 5) Liu & Clay (2002) (therapy with children and

adolescents); 6) Chen (2008) Group therapy; OR 7)Kwan &Taub (2003) (college student personnel); OR 8) Hinrichsen (2006) (gerontology)
Journal Entry 7 Due

11/20 Culture in counseling
Guest speaker

Hays Ch 5 & 6; Optional: Gerber (2007)
Journal Entry 8 Due

11/27 **Fall Break**

12/4 Difficult Dialogues and Cultural Impasses

Lee (2005), Choudhuri (2005); Gaztambide 2012

Research Paper Due

12/11 Power of Community; Allies, Advocates and
Activists in Counseling
Panel

Toporek, Lewis & Crethar (2009);
Choose one of the following: Ahluwalia (2012)
Grayshield; Hutchins; Chang; Bemak;
D'Andrea; Robbins, or Anderson (2009-2010)
Optional: Goska (2004)
Community Engagement Progress Notes due

12/18 Integrating Identities, Information, and Skills
Reassessment and Plan, Evaluations

Hays Ch 9

Bring a self-addressed stamped envelope to class

Appendix A. Multicultural Portfolio

The Multicultural Portfolio has seven parts. Each part has a different objective and requires different tasks on your part. Please read each description carefully and ask any questions necessary to be sure that you are clear on the requirements. Note that each part is due on a different date throughout the semester. Below I have provided a detailed description of each part and included the grading criteria for each. For the purposes of this class, the Multicultural Portfolio includes the following (full descriptions follow):

- a. **Presentation and write up of news article (0-20 pts.)(sign up for date of presentation)**
- b. **Community engagement:(Proposal (0-5 pts.); Progress notes from activity 0-65 pts.)
Choose one of the following (must be approved by instructor):**
 - i. Cultural immersion activity
 - ii. Participation in four hours volunteering in culturally unfamiliar environment
- d. **Culture specific research paper (Proposal (0-5pts); Final paper (0-100 pts)**
- e. **Journal entries reflecting on readings and class experience (0-10 points each/80 pts total)**
- f. **Worldview interview with your caregiver/guardian/parent and self-reflection (0-30 points)**

Full Descriptions

1. Presentation of News Article (0-20 pts)

Identify and share a news item that is relevant to the topic of the day including a 2-3 minute presentation **and** a page summary submitted to me with the source appended (e.g., newspaper article etc.). The presentation and summary should:

- 1) summarize the article,
- 2) discuss how it is related to multicultural counseling including individual, group and societal aspects
- 3) critically discuss the credibility of the source and provide students with specific information regarding the source. The source must be a credible news source including newspaper articles and magazine articles. Journal articles are only accepted if the article has been published within the past 2 months. News article presentations will be graded on clarity, completeness, and appropriateness.

2. Community Engagement/Cultural Immersion:

You will attend an event or gathering in which members of the group are different from yourself along ethnicity, sexual orientation, disability, social status, and you are clearly different from the majority of group members (e.g., “the only ___”). Dimension should reflect one aspect of the ADDRESSING framework (Hays). This activity is to be done alone (not with class members, friends, or family members). Examples of activities include volunteering at Project Homelessness Connect, attending an ethnic student organization, attending a GLBT function, etc. This population should be one that you have had little interaction with.

1- Proposal: The proposal should outline the activity you plan to engage in with some detail (e.g., if you plan to do a cultural immersion, indicate where, when, and why). You should also indicate the extent to which you have investigated this option. (One paragraph maximum; points determined by completeness of proposal). This activity must be done independently. It is not acceptable to do this with other classmates, friends, or as a part of your work or practicum or as an assignment for another class.

2- Cultural Immersion Progress Notes: The Progress Notes are to be completed after you have completed your immersion activity and are to examine and reflect on your experience. The Progress Notes should be about 5 pages long and answer the following questions:

1. Date, length of your involvement, what role you played (e.g., observer, participant, etc.) and description of event. How did you prepare for the event and what did you do in order to know HOW to respectfully enter and participate/observe the group?
2. Why did you choose this event including your experience with this group or population?
3. What were your feelings and thoughts prior to attending the event including biases, preconceptions, stereotypes in general, and feelings and thoughts regarding this event specifically?
4. What were your feelings and thoughts during the event about yourself, about the group, about the event?
5. What were your feelings and thoughts following the event?
6. What have you learned about yourself and others including a brief discussion outlining a plan for gaining more competence and knowledge for work with this group?
7. If you were to another cultural immersion, what would you do differently?

The grading criteria for the Immersion Activity are below:

- 1 Appropriateness of activity (0-5 points possible)
 1. The extent to which the activity is one that has the potential to expand your self-awareness and/or understanding of others, oppression, privilege and culture. The activity should have the potential for affecting you at a visceral or emotional or affective level.
- 2 Quality and completeness of description (0-15 points possible)
 - o The extent to which the progress notes thoroughly describe the details of the activity (e.g., what, when, where, with whom) and address your experience on an emotional as well as cognitive level.
- 3 Clarity of expression and organization (0-15 points possible)
 - o The clarity of expression and organization of the writing allows the reader to have a full

- picture of the experience and its effect on your self-understanding. The sentence structure, grammar and logical flow of ideas should be flawless.
- 4 Depth of Insight (0-20 points possible)
 - o The extent to which the progress notes reflect a deep understanding and shift of awareness in your understanding of yourself in the world, as a cultural being, and in relation to others. The influence on your personal life and work life should be thoughtful and indicate a complex understanding.
 - 5 Mechanics: 0-10 points possible
 - o Spelling, grammar, punctuation, print quality, all reflect mechanics.

5. Culture specific Research paper

The purpose of this paper is for you to research and examine the literature about a **population that you are NOT familiar with**. The population you choose should be an intersection of at least 2 identities reflecting the ADDRESSING framework (e.g., ethnicity and age, or religion and sexual orientation, gender and disability, etc.) and address individual, group, and societal aspects. ***This is not a paper to educate ME, it is a paper for YOU to learn more about that population.***

1) Proposal: The proposal should be a half page description of your desired topic with at least one reference. The purpose of the proposal is to help you plan ahead and investigate the resources available (or not available) regarding your topic.

2) Paper:

This portion of the Portfolio is designed as a research paper that should review the literature regarding an intersection of at least 2 identities (e.g., ethnicity and age, or religion and sexual orientation, gender and disability, etc.) and address individual, group, and societal aspects. Current (within past 10 years) professional counseling and psychology literature should form the basis of your discussion. You are advised to use the library, professional journals, PsycINFO, and other research sources. The paper should be 7 pages long (typed, double spaced, 12 pt. font; page length does not include title page or references) using APA Style Guidelines (5thed.). You should have a minimum of eight scholarly resources other than the textbooks and required reading. These should be original sources. No more than one secondary source may be used. Abstracts or overview textbooks are not sufficient as a source. Two internet sources (must be credible sources) can be used above and beyond the eight sources. The paper should contain:

- 1 Introduction (what intersection of identities will you be discussing and how will you organize the paper)
- 2 Examination of cultural context of each identity group (e.g., worldview issues, sociopolitical forces, values, etc.); cultural issues should address individual level; community level; societal level
- 3 Discussion of counseling implications and culturally specific interventions; counseling implications should address individual level; community level; and societal level
- 4 Summary and conclusion
- 5 References (must follow APA Style 6th edition)

	Clarity of expression and organization	Accuracy and Completeness	Evidence/support	Mechanics	Total
Introduction	/3	/3	/2	/2	/10
Examination of cultural	/10	/11	/10	/4	/35

context					
Counseling implications	/10	/11	/10	/4	/35
Conclusion	/3	/3	/2	/2	/10
References	na	/5	na	/5	/10
Total	----	----	----	----	/100

- 1 Clarity of expression: The extent to which the section is clearly organized and frames the material in a coherent structure. Section begins with brief overview of section followed by greater detail and concludes with appropriate transition.
- 2 Accuracy and completeness: The extent to which the section represents research and literature accurately, minimizes stereotypical language and bias (e.g., no stereotypical, heterosexist, sexist language) and accounts for variability. The extent to which the section includes important and relevant topics.
- 3 Evidence and support: The extent to which current and relevant sources are used to substantiate information and statements in the section.
- 4 Mechanics: The extent to which appropriate grammar, spelling, sentence structure is clear and correct. APA Style is used.

Remember: You must use APA Style where appropriate (e.g., evidence or citations of relevant resources and reference section). The following is an example:

In text:

“There have been numerous arguments that traditional counseling theory tends to locate the source of client problems within the individual and family (e.g., Morrow & Deidan, 1992). In the case of race and class oppression, this tendency may ignore the role of structural causes of client problems. Haverkamp (1994) asserted that when situations are attributed to personality characteristics of the client rather than external factors, a negative impression of the client may decrease the counselor’s ability to effectively assess strengths and presenting problems.”

Reference section:

Haverkamp, B.E. (1994). Cognitive bias in the assessment phase of the counseling process. *Journal of Employment Counseling, 31*(4), 155-167.

Morrow, K.A., & Deidan, C.T. (1992). Bias in the counseling process: How to recognize and avoid it. *Journal of Counseling and Development, 70*, 571-577.

4. Journal Entries (8 entries 0-10 points each/ 80 pts total)

These papers should integrate the main points of the reading assignments and your observations of yourself or the class dynamics. Each paper should be at least one half page and no longer than 1 page (typed, double-spaced). Integration papers will be graded in the following way:

- 10 pts. = significant depth and complexity of thought
- 7 pts. = surface level reflection
- 4 pts. = marginally complete; marginally thoughtful
- 0 pts. = not done or incomplete

5. Worldview interview with your caregiver/guardian/parent and self-reflection (0-30 points)

Approximately 5 pages.

This reflects an important aspect of Personal Dimensions of Identity noted by Arredondo and her colleagues (1996) that includes the influence of historical context on one's identity.

Part 1: Examine your identities and experiences within each of the ecological regions (see

diagram).

Part 2: Interview one of your ancestors (parent or guardian), to explore their identities and cultural worldview including each of the arenas (individual, community and macrolevel or societal)

Part 3: What are the implications of the ancestor's identity and experience for you?
(Privilege/Oppression status, access to resources such as education, material goods, etc.)

When students are able to identify the significance of cultural and historical forces on their beliefs, coping styles, resources, and other aspects of daily living, they are better able to help clients see themselves within a cultural context.

For students who are adoptees, former foster youth, refugees, and others who have limited access to ancestor information or for whom the information may bring traumatic memories, talk with me. It may be more appropriate to examine the greatest influences or caregivers in their life and examine the ecological context of those.

Grading Criteria:

Completeness: 0-10 pts.

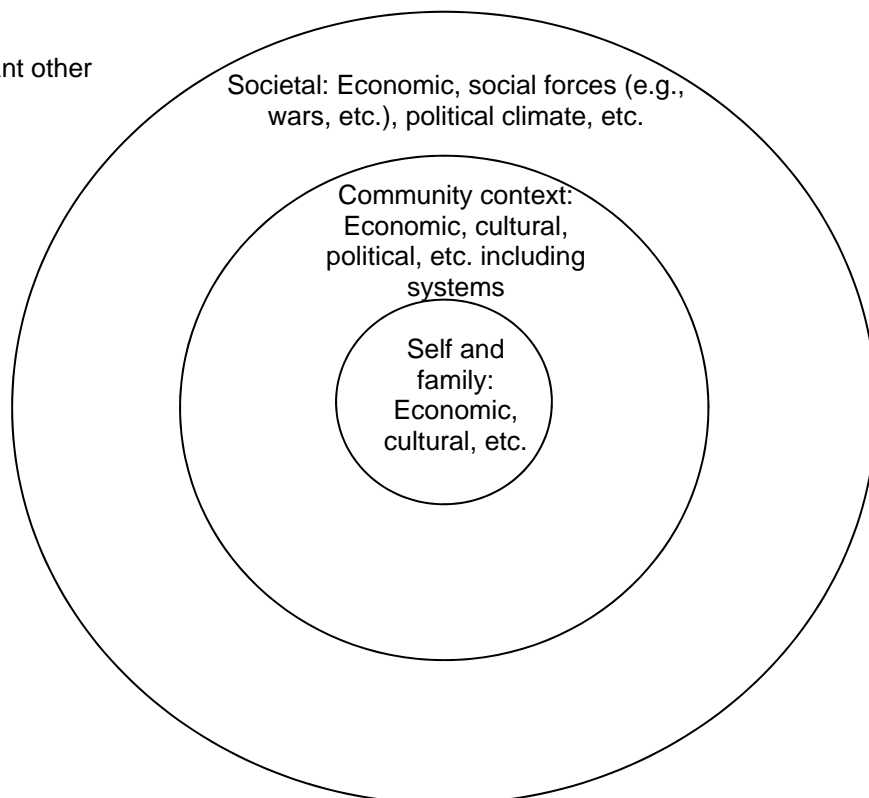
Insight on own Identities: 0-10 pts.

Depth of Implications: 0-5 pts.

Neatness and Mechanics: 0-5 pts.

Total: 0-30 pts.

Part 1: Self
Part 2: Significant other



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Appendix A. Supplemental readings.

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- Gaztambide, D. J. (2012). Addressing cultural impasses with rupture resolution strategies: A proposal and recommendations. *Professional Psychology: Research And Practice, 43*(3), 183-189. doi:10.1037/a0026911
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