



LEARN | EDUCATE | APPLY | DEMONSTRATE |

| SCHOLARLY | ETHICAL | REFLECTIVE | VALUE DIVERSITY | EXPERIENCED

NC STATE UNIVERSITY
COUNSELOR EDUCATION PROGRAM
<<<<< ECD 525 CROSS CULTURAL COUNSELING >>>>>

COURSE INFORMATION:

ECD 525: Cross Cultural Counseling
3 Credits; Summer Session II, 2008
Poe 529; Tuesdays, Thursdays; 4:00 - 7:30
Office hours by appointment
<http://www.genesislight.com/cultural/>

INSTRUCTOR INFORMATION:

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MISSION STATEMENT:

The **mission of the College of Education** is to be a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community. The educator preparation programs at NC State cultivate the following characteristics so that program completers are; **Scholarly, Ethical, Reflective, Value Diversity, and are Experienced** in practical applications of knowledge (**SERVE**).

REQUIRED TEXT:

Robinson, T. L. (2005). The convergence of race, ethnicity and gender. Upper Saddle River, NJ: Prentice Hall. (2nd edition)

DESCRIPTION OF COURSE CONTENT:

This course examines both the theory and practice of counseling culturally different clients. Client populations include African Americans, Asian Americans, American Indians, and Latinos. Topics include cultural assumptions, cultural values, counselor credibility, prejudice and racism in the context of counseling.

COURSE OBJECTIVES:

The purpose of this course of to meet the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards (related to social and cultural diversity) for the preparation of professional counselors, counselor educators, and student affairs professionals.

The CACREP Standards for Social and Cultural Diversity include educational activities that provide an understanding of:

- the cultural context of relationships

- issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family, values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.

ECD 525 will provide both online and classroom activities in the following areas of Social and Cultural Diversity:

- multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally (i.e., current events)
- cultural self-awareness (attitudes, beliefs, values, etc.)
- the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body
- theories of multicultural counseling, theories of identity development, and multicultural competencies
- individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups
- counselors' roles in social justice, advocacy and conflict resolution
- ethical and legal considerations (American Counseling Association Code of Ethics, effective 1995: A.2., C.5.b., D.1.i, E.8., and F.2.i.)

COURSE REQUIREMENTS:

1. Students will participate in structured, classroom activities focused on these topics: cultural assumptions, cultural values, counselor credibility, prejudice and racism in the context of counseling . Students will maintain a journal describing their reactions to each structured, classroom activity.

2. Students will complete weekly, online lessons in preparation (a) for class discussions and (b) for the takehome final exam. These online lessons will help students to understand themselves in a cultural context and to consider the implications of this understanding for working as a counselor.

NOTE: Due dates for the online lessons are listed on the Internet site affiliated with this course.

3. Students will prepare a prospectus for a structured educational workshop. The prospectus will consist of the following elements:

(A) A title, rationale, and general goal for a cross cultural counseling workshop (no more than 2 pages, typed, double-spaced).

(B) A topic, a specific objective, and the description of a stimulus activity for a minimum of 5 workshop sessions. (no more than 1 page, typed, double-spaced for each session).

(C) A pre-, post-evaluation measure for the workshop (no more than 1-2 pages, typed, double-spaced).

NOTE: This prospectus is due in hard copy form on July 29, 2008.

(D) A PowerPoint presentation of no more than 5 slides to introduce and publicize the workshop.
NOTE: This PowerPoint presentation should be printed and submitted in hard copy on July 29, 2008.

Some examples of themes for workshops include being a parent in a multicultural society, learning to advocate for powerless people, and improving human relations across cultures.

4. Students will complete a comprehensive final examination (essay type) on group counseling theory and practice. NOTE: This exam will be distributed July 29 and will be due no later than 4:00 p.m, August 5.

COURSE OUTLINE:

I. IMAGING DIVERSITY

- A. Multiple Identities: Defined
- B. Multicultural Competencies and Skills
- C. Stated Identities

II. VALUED CULTURES

- A. Native Americans and Alaskan Natives
- B. Latinos
- C. People of African Descent
- D. People of Asian Descent, Native Hawaiians, and Pacific Islanders

III. CONVERGING IDENTITIES

- A. Converging Race
- B. Converging Gender
- C. Converging Socioeconomic Class
- D. Converging Sexual Orientation
- E. Converging Physical Attractiveness, Ability, and Disability

IV. REIMAGING COUNSELING

- A. Diversity in Relationships
- B. Mutuality, Empathy, and Empowerment in Therapy
- C. Diverse Counseling and Healing Strategies

EXAMPLES OF JOURNALS WITH ARTICLES RELATED TO MULTICULTURAL COUNSELING:

Journal of Multicultural Counseling and Development
Journal of Counseling Psychology
Professional School Counseling
Journal of Counseling and Development
Journal of Humanistic Education and Development

EXAMPLES OF PROFESSIONAL ASSOCIATIONS RELATED TO MULTICULTURAL COUNSELING:

Association for Multicultural Counseling and Development (AMCD)

Originally the Association of Non-White Concerns in Personnel and Guidance, AMCD was chartered in 1972. AMCD strives to improve cultural, ethnic and racial empathy and understanding with programs to advance and sustain personal growth.

The American Counseling Association (ACA)

<http://www.counseling.org/>

Headquartered in Alexandria, VA, just outside Washington, DC, the American Counseling Association promotes public confidence and trust in the counseling profession so that professionals can further assist their clients and students in dealing with the challenges life presents. The American Counseling Association services professional counselors in the U.S. and in 50 other countries including Europe, Latin America, the Philippines and the Virgin Islands. In addition, the American Counseling Association is associated with a comprehensive network of 19 divisions and 56 branches. The American Counseling Association also collaborates with several corporate and related organizations to enhance member services.

IMPORTANT INFORMATION FOR STUDENTS:

STUDENTS WITH DISABILITIES:

North Carolina State University has designated the office of Disability Services for Students (DSS) as the unit responsible for providing official notice to the faculty regarding implementation of accommodations for students with disabilities. Disabilities must be documented with DSS in order to receive appropriate accommodations. The DSS website can be viewed at: <http://www.ncsu.edu/dso/>

ACADEMIC INTEGRITY:

Universities are unique communities committed to creating and transmitting knowledge through the freedom individuals have to explore ideas and to further their own capabilities. This freedom depends on the responsible behavior of all the members of the community which, in turn, involves treating each other with respect. Individuals must allow each other to develop the full range of their capabilities. Students are expected to adhere to the Student Code of Conduct and its statements on academic integrity [Sections 7 and 8]. Do NOT receive or give any assistance on tests or projects unless specified by the professor. For further information regarding academic integrity, academic dishonesty, cheating, plagiarism, and sanctions, refer to Sections 7 through 13 of the *Code of Student Conduct*:

[URL: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php]

Students are also expected to adhere to the Ethical Standards of the American Counseling Association (ACA).

Conceptual Framework for Developing Professional Educators who LEAD and SERVE

LEAD elements focus on the four forms of knowledge: general pedagogy, content-specific pedagogical strategies, content or discipline knowledge and knowledge of the content of education, including foundations, historical perspectives and school settings. The conceptual framework for our programs for professional educators is the touchstone to assure that all who complete the programs:

L

LEARN GENERAL PEDAGOGY:

A candidate acquires general pedagogical knowledge and skills appropriate to his or her professional educator role.

E

EDUCATE WITH CONTENT-SPECIFIC STRATEGIES:

A candidate acquires and uses the unique pedagogy or content-specific strategies including appropriate technology related to a particular professional role.

A

APPLY DISCIPLINE KNOWLEDGE:

Discipline or content-area knowledge is the subject matter of a professional field and is an important component of programs from teacher to counselor to special service personnel.

D

DEMONSTRATE UNDERSTANDING OF THE EDUCATION CONTEXT:

Necessary to effective practice is an understanding of the culture of the school, the larger educational environment and the society in which the educational institution exists.

SERVE elements show the range of dispositions being developed in candidates. All who complete our programs serve the profession by being:

S

SCHOLARLY:

Those who complete the programs rely on a solid knowledge base to guide their development and to make informed decisions in their various roles as educators.

E

ETHICAL:

Those who complete the programs are ethical in their dispositions and behaviors toward all students, colleagues and parents. Ethical behavior encompasses respect, integrity and personal responsibility.

R

REFLECTIVE:

Those who complete the programs are reflective and self-evaluative in their thinking in order to improve themselves as professionals and meet the challenges of a changing world.

V

VALUERS OF DIVERSITY:

Those who complete the programs understand the needs and conditions of all learners and school personnel including being sensitive to cultural, economic, developmental, ethnic, racial, gender, religious, and sexual orientation differences.

E

EXPERIENCED IN PRACTICAL APPLICATIONS OF KNOWLEDGE:

Those who complete the programs are prepared for autonomous roles in the profession as a result of strong mentored field experiences and internships. They are knowledgeable in both the cognitive and affective domains.