



LEE ONLINE

SYLLABUS

COUN-558: Cultural Context in the Helping Professions

Date: 09/25/2016

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the undergraduate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

The study of the influence of culture, society, and contemporary social values on human behavior and social interaction. The course examines the sociological nature, bases, and consequences of social values and social problems and their relationship to the self. Social issues such as the culture of poverty, violence, drug use, and societal and family dysfunction are examined.

Required Text(s) and/or Supporting Resources:**Required Text:**

No texts required for purchase.

Additional Supporting Resources (not required to purchase):

Resources included in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

None

Course Goals and Learning Outcomes:**PURPOSE**

This course is designed to help the student understand the social values and the cultural and social context of human behavior and social interaction. Students will be introduced to the nature and scope of social problems and social values, their social and cultural bases, and alternative approaches to solving social problems. Changes in social values and social problems will be considered, as well as cohort and subcultural differences among groups and individuals.

General Learning Objectives (Course Goals):

This course seeks to:

1. Move students toward a more global mindset.
2. Help students assess the current research on social problems and social values.
3. Develop students' understanding of the cultural and historical nature of social and cultural issues and their influence on personal attitudes.
4. Assist the student in developing a personal orientation toward social issues and social values that is premised on a Christian worldview.
5. Encourage students to develop sensitivity to the myriad of issues that impact cross-cultural communications, and how to minimize the communication barriers inherent in this process.
6. Assist the student in developing various counseling strategies and techniques useful in working with diverse populations and ethnic groups.

7. Explore theories of multicultural counseling, theories of identity development and multicultural competencies.
8. Examine advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

Specific Behavioral Objectives (Learning Outcomes):

As a result of the activities and study in this course, the student should be able to:

1. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context). (AAMFT 1.2.1)
2. Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors. (AAMFT 1.3.1)
3. Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors). (AAFMT 1.5.1)
4. Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups. (AAFMT 2.1.6)
5. Diagnose and assess client behavioral and relational health problems systemically and contextually. (AAFMT 2.3.1)
6. Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses. (AAMFT 2.4.3)
7. Advocate with clients in obtaining quality care, appropriate resources, and services in their community. (AAFMT 3.5.1)
8. Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches. (AAFMT 4.1.1)
9. Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit. (AAFMT 4.1.2)
10. Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client). (AAFMT 4.3.2)
11. Empower clients and their relational systems to establish effective relationships with each other and larger systems. (AAFMT 4.3.8)
12. Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan. (AAFMT 4.4.1)
13. Evaluate reactions to the treatment process (e.g., transference, family of origin, current stress level, current life situation, cultural context) and their impact on effective intervention and clinical outcomes. (AAFMT 4.4.6)
14. Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines who are involved in the case). (AAFMT 4.5.1)
15. Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics. (AAFMT 4.5.3)

Major Topics:

- A. Historical Overview of the Self and Social Problems
- B. Culture and the Shaping of Personality
- C. Situational Influences on Human Behavior
- D. Scientific Methodology and the Study of Social Problems and Social Issues

- E. Social Influences and Group Processes
- F. Social Construction of Reality
- G. Society and the Genesis of the Self
- H. Everyday Social Experience and its Relationship to Human Behavior
- I. When People Create Their Own Environments
- J. Message of Place
- K. Labeling, Master Status, and Other Sociological Constructs as Determinants of Human Behavior
- L. Christian Perspective of Social Problems, Social Values, and Human Behavior.

Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above) and then response posts interacting to other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.
- C. **Unit Assignments.** There is a Genogram and reflection papers throughout the course. Specific instructions are provided in each assignment.
- D. **Course Project.** There is one course project that is a paper on Integrating Contextual Awareness in Therapy. Each unit will direct the student to complete one part of the paper. Specific instructions are provided in each unit.

Evaluation:

A. Threaded Discussions	140
B. Unit Assignments	350
C. Course Project	510

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 - 869
B-	2.7	800 - 829
C+	2.3	770 - 799

C	2.0	730 – 769
F	.0	0 - 729
Letter Grade Equivalencies:		
<p>A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.</p>		
<p>B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.</p>		
<p>C = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.</p>		
<p>F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.</p>		
Unit and Time Distribution:		
<p>The time to complete each unit is approximately 14-16 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.</p>		

POLICIES

Attendance Policy:

At Lee University, student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.

- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.

- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973. Students who think they may qualify for these accommodations should contact the Office of Academic Support to set up accommodations.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

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- Kim, H., Edwards, A., Sweeney, K., & Wetchler, J. (2012). The Effects of Differentiation and Attachment on Satisfaction and Acculturation in Asian-White American International Couple Relationships: Assessment with Chinese, South Korean, and Japanese Partners in Relationships with White American Partners in the United States. *The American Journal of Family Therapy*, 40: 320-335.
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