



Contact Information

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Instructor Office Hours: By appointment only

Course Description and Prerequisites

Students investigate attitudes and perspectives regarding gender, race, ethnicity, sexual orientation, age, and other cultural differences. Particular emphasis will be placed upon biblical, historical, and cultural perspectives and the impact current views have on the counseling relationship. Students are encouraged to expand their points of view of diverse populations leading toward successful therapeutic relationships.

Course Objectives

Course objectives, consistent with the Council for Accreditation of Counseling & Related Educational Programs (CACREP) Standards associated with Social and Cultural Diversity (2016 CACREP Standards, Section 2, F, 2, a-h) and are as follows:

1. Survey common social, cultural and family issues facing the nation and the church.
2. Comprehend differences in culture, race, and ethnicity in relation to the counseling process.
3. Develop resources and skills for effective counseling in cross-cultural situations.
4. Understand and apply principles of cross-cultural competence to the counseling process.
5. Identify, adapt, and develop counseling approaches that addresses ethnic differences.
6. Improve the student's cultural awareness and understanding in a global context.
7. Understand the effects of power and privilege for counselors and clients as well as the impact of spiritual beliefs on clients' and counselors' worldviews.
8. Consider strategies for identifying and eliminating barriers, prejudices and processes of intentional and unintentional oppression and discrimination.

Required Textbooks

Sue, D., & Sue, D. (2015). *Counseling the culturally diverse: Theory and practice (7th ed.)*. New York, NY: John Wiley & Sons.

Locke, D. C. and Bailey, D. F. (2013). *Increasing multicultural understanding*. Thousand Oaks: CA, Sage

Recommended Reading

American Psychological Association. 2017. Multicultural guidelines: An ecological approach to context, identity, and intersectionality. Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>

Foster, M., Jurkovic, G., Ferdinand, L., & Meadows, L. (2002). The impact of the genogram on couples: A manualized approach. *The Family Journal*, 10(1): 34-40.

Hays, D. G., & Erford, B. T. (2014). *Developing multicultural counseling competence: A systems approach* (2nd ed.). New York, NY: Pearson.

Leighton, L., & Cadwell, C. 2018, July. The embodied experience of microaggressions: Implications for clinical practice. *Journal of Multicultural Counseling and Development*, 46(3): 156-170.

Ratts, M., Singh, A., Nassar-McMillan, S., Butler, S., & McCollough, J. 2016, January. Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44(1): 28-45.

Yarhouse, Mark A. (2012). Integration in the study of homosexuality, GLBT issues, and sexual identity. *Journal of Psychology and Theology*. (Summer 2012): 107–111.

Course Requirements and Assignments

- I. Twenty percent (20%) of the student's semester grade will depend on the completion of a mid-term exam administered in Canvas. Exam questions will not only come from the required texts, but from discussion posts and/or video material which the instructor will load into Canvas. The exam will be *posted until midnight on the due date*.
- II. Twenty percent (20%) of the student's grade will depend on the completion of a final exam administered in Canvas. The final exam will not be comprehensive, but rather will result from materials covered since the mid-term. In essence, exam questions will not only come from the required texts, but from discussion posts and/or video material which the instructor will load into Canvas subsequent to the mid-term exam. The exam will be *posted until midnight on the due date*.
- III. Thirty percent (40%) of the student's grade will depend on the construction of a Cultural Genogram (10%) along with the completion of a Synthesis Paper (20%) and a Summary Video (10%). The cultural genogram should include at least three generations and should identify state/country of origin, ethnicity, and inter-ethnic marriages. A ten to twelve-page Synthesis Paper will accompany your Cultural Genogram. Areas you will want to cover in your paper with regards to the three generations include:
 - a. Basic information regarding your family's state/country of origin, ethnicity, your age when you migrated to Texas, if applicable, any familial migration patterns (forced or voluntary), a brief description of the geography in your place of origin, and basic cultural and familial information (e.g. culturally significant events, general levels of education within your family, socioeconomic levels within the family, gender roles within your family - egalitarian vs patriarchal, patterns/significance of naming within your family—first and/or last names, typical occupations

b. Conditions within the family such as language barriers, opportunities (or lack thereof) for jobs, housing and/or integration into social life, experiences with discrimination or oppression. How these things might have impacted your and your family's worldview. What privileges does your cultural membership afford you?

c. Perceptions associated with your personal social, cultural and family issues. This might include issues associated with pride or shame connected with ethnicity, symbols that your family adopted and why.

d. Significance of physical characteristics such as race, ethnicity, hair texture, eye color, and skin color. Significance of other characteristics such as religion/spirituality, sexual orientation and roles of regionality or geography.

e. Stereotypes, values, opinions, beliefs, attitudes and/or prejudgments that your group has about itself or about other groups; how patriarchs and matriarchs within your family respond to these stereotypes, values, opinions, beliefs, attitudes and/or prejudgments. Consider the stereotypes, values, opinions, beliefs, attitudes and/or prejudgments that you believe other groups have about your group. Note that the term "group" can denote ethnic, gender, sexual orientation, socioeconomic, religious, mental disability, or any other number of sub-classification that you self-identify as.

f. Conclude your paper by analyzing how this exercise will help you to be more sensitive to other groups (e.g. ethnic, gender, sexual orientation, socioeconomic, religious, mental disabilities, etc.). Analyze how you can use this information about yourself to become a better counselor or simply a more aware person. Additionally, discuss how you can potentially use this exercise to enlighten some of your clients.

Although there will be no references required for the Synthesis Paper and Cultural Genogram, the student will need to ensure that the paper is formatted in accordance with the APA Style Format (i.e. font size, margins, title page, etc.). Additionally, grammar and writing style are extremely important. Students are strongly encouraged to utilize the services of the Criswell College Writing Center before submitting the Synthesis Paper. See the Resources and Support section of this syllabus for information on the Writing Center. Students are not required to categorize their Synthesis Paper in the (a) through (f) format above. In other words, students are free to create subtopics that make sense to them; however, all of the areas noted above, need to be addressed in the paper.

There are many resources—online and in the library—to learn about APA format. The following is just one of several links that you may find useful:

<https://owl.english.purdue.edu/owl/resource/560/01/>

The student will then be required to present on this self-analysis by uploading a Summary Video to Canvas, approximately ten minutes in length. The emphasis of the presentation should be on requirement (f) above, although the student should highlight other areas as well. Students will be required to watch each of their classmates' uploaded videos as there will be a question on the final exam regarding the videos.

IV. Twenty percent (20%) of the student's semester grade will depend on regular input on the Canvas Discussion Board. Each week, a discussion question will be posed. The student will be required to respond to the discussion question as well as to at least one other person's post. Initial posts will be *due on Thursdays by midnight* while response postings will be *due on Sundays by midnight*. Please pay close attention to each post as it will specify the citation requirements as well as the minimum number of response postings required. When citations are required, all references must be in APA Style Format.

Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Identity Verification

Students enrolled in Distance Education courses are required to present a photo ID to verify their participation in each course at the beginning of the term. Confirmation will occur through live-streamed meetings, video assignments, scheduled video conference calls, and/or another online video medium the instructor assigns.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Distance Education

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the instructor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Course Outline/Calendar

Week	Dates 2020	Required Reading	Assignments & Exams
1	Oct. 12- Oct. 18	Obstacles, Barriers & A Model Sue & Sue Chapters 1 & 7 and Locke & Bailey Chapter 1	
2	Oct. 19- Oct. 25	Nature & African Americans Sue & Sue Chapter 14 and Locke & Bailey Chapter 5	Cultural Genogram- Oct. 25
3	Oct. 26- Nov. 1	Latin Americans Sue & Sue Chapter 17 and Locke & Bailey Chapters 3 & 4	
4	Nov. 2- Nov. 8		Mid-Term Exam- Nov. 8
5	Nov. 9- Nov. 15	Asian Americans Sue & Sue Chapter 16 Locke & Bailey Chapter 6	
6	Nov. 16- Nov. 22	LGBT and Communication Styles Sue & Sue Chapters 23 & 8	
	Nov. 23- Nov 29	THANKSGIVING BREAK	
7	Nov. 30- Dec. 6	Social Justice & Evidenced Based Practices Sue & Sue Chapters 2 & 9 Locke & Bailey Chapter 12	Synthesis Paper & Summary Video- Dec. 6
8	Dec. 7- Dec. 13		FINAL EXAM- DEC. 13

Selected Bibliography

Friedman, S. (Ed.). (1997). Cultural Issues in the Treatment of Anxiety. New York: Guilford.

Helms, J. E. (1990). Black and White Racial Identity: Theory, Research, and Practice. New York: Greenwood

Press. Lock, D. C. (1998). Increasing Multicultural Understanding. Thousand Oaks, CA: Sage.

Marsella, A. J., & Pedersen, P. (Eds.). (1981). Cross-cultural Counseling and Psychotherapy. New York: Pergamon.

McGoldrick, M., Giordano, J., & Pearce J. (Eds.). (1996). Ethnicity and Family Therapy (2nd ed.). New York: Guilford.

Paniagua, F. A. (1998). *Assessing and Treating Culturally Diverse Clients: A Practical Guide* (2nd ed.). Thousand Oaks, CA: Sage.

Pederson, P. B. (Ed.). (1985). *Handbook of Cross-cultural Counseling and Therapy*. Westport, CT: Greenwood Press.

Pedersen, P. (2000). *A Handbook for Developing Multicultural Awareness*. Alexandria, VA: American Counseling Association.

Pedersen, P. B., Draguns, J. G., Lonner, W. J., & Trimble, J. E. (Eds.). (2002). *Counseling Across Cultures*. Thousand Oaks, CA: Sage.

Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.) (2001). *Handbook of Multicultural Counseling*. Thousand Oaks, CA: Sage.

Pope-Davis, D. B., & Coleman, H. L. K. (1997). *Multicultural Counseling Competence: Assessment, Education and Training, and Supervision*. Thousand Oaks, CA: Sage.