

**COUN 5392-03 Cross Cultural Issues in Counseling
Fall 2017**

College of Education, Department of Counselor Education

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Office hours: By Appointment

Class Format: This course includes reading assignments, lecture, students' participation in group discussions (both in class and online), small group dialogues, self-selected inquiries, written assignments, reflections, assessment, immersion activities, interviews, and research of recent literature.

Class day and time: Wednesday /6:00pm – 8:50pm

Class location: Garret Teacher Education Center, Room 313

Course Description: This course will examine the sociocultural characteristics and counseling issues related to the varied cultures in today's society. Hispanic, African-American, Native American, and Asian American cultures will be examined along with issues related to gender and Gay/Lesbian concerns.

Textbooks:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0562-2

Sue, D.W. & Sue, D. (2015). *Counseling the culturally diverse: Theory and practice* (7th ed.). New York, NY: John Wiley & Sons. ISBN: 978-1-119-08430-3

Course Objectives: The following objectives will be met during this course:

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to cross cultural/multicultural counseling (i.e. understanding culturally appropriate intervention strategies, identity development, and counseling and therapy with racial/ethnic minorities)

Important: 1) Developing a clearer understanding of and commitment to, personal values (understanding through discussion boards and reflection, your personal values as related to counseling racial/ethnic minorities; and 2) Learning to *analyze* and *critically* evaluate ideas, arguments, and points of view

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Standard 1 (if there is no SPA) NETS – ISTE NETS Technology Standards CA-CACREP 2009 Standards
Students will demonstrate an understanding of multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally	Chapter Discussion using <u>assigned textbook</u> Journal Article Reviews Community Interviews Cultural Immersion Experiences	Cultural Immersion Experience	CA-II.G.2.a SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 3, 4, 5 CF1
Students will demonstrate an understanding of attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients	Chapter Discussion using <u>assigned textbook</u> Cultural Identity Development Project Multicultural Learning Experience	Cultural Immersion Experience Multicultural Learning Experience	CA-II.G.2.b SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 2, 3, 4, 5 CF 1, 5
Students will demonstrate an understanding of theories of multicultural counseling, identity development, and social justice	Chapter Discussion using <u>assigned textbook</u> Journal Article Reviews Final Exam	Group discussion Journal Article Review	CA-II.G.2.c SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 2, 3, 4, 5 CF1
Students will demonstrate an understanding of individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural	Chapter Discussion using <u>assigned textbook</u> Journal Article Review Cultural Immersion Experiences Multicultural Learning	Group discussion Cultural Immersion Experience Multicultural Learning Experience	CA-II.G.2.d SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 2, 3, 4, 5 CF 1, 5

competencies	Experience		
Students will demonstrate an understanding of counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body	Chapter Discussion using <u>assigned textbook</u> Cultural Immersion Experiences Multicultural Learning Experience	Group discussion Cultural Immersion Experience Multicultural Learning Experience	CA-II.G.2.e SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 2, 3, 4, 5 CF 1, 5
Students will demonstrate an understanding of counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination	Chapter Discussion using <u>assigned textbook</u> Cultural Immersion Experiences Multicultural Learning Experience	Group discussion Cultural Immersion Experience Multicultural Learning Experience	CA-II.G.2.f SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 2, 3, 4, 5 CF 1, 5
Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services	Chapter Discussion using <u>assigned textbook</u> Journal Article Review Cultural Immersion Experiences Multicultural Learning Experience	Group discussion Cultural Immersion Experience Multicultural Learning Experience Journal Article Review	CMHC-E.1
Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	Cultural Immersion Experiences Cultural Identity Development Project Multicultural Learning Experience	Group discussion Cultural Immersion Experience Multicultural Learning Experience	CMHC-E.2
Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance	Chapter Discussion using <u>assigned textbook</u> Cultural Immersion Experiences	Group discussion Cultural Immersion Experience Multicultural Learning Experience	CMHC-E.4

equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.	Multicultural Learning Experience		
Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	Chapter Discussion using <u>assigned textbook</u> Group Activities	Group discussion	CMHC-E.5
Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	Advocacy Project	Advocacy Project	CMHC-E.6
Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients	Advocacy Project	Advocacy Project	CMHC-F.1

Course/Instructor Requirements:

This course includes reading assignments, lecture, students' participation in group discussions (both in class and online), small group dialogues, self-selected inquiries, written assignments, reflections, assessment, immersion activities, interviews, and research of recent literature.

SHSU Advanced Dispositions and Diversity Proficiencies

As a graduate student in the College of Education, it is expected that you will have experiences with P-12 students in diverse settings, and that you will develop proficiency in working with diverse populations in your professional role. These experiences may or may not be directly related to your course work, and should be a product of the different settings where you have been employed or sought additional knowledge. In order to meet the standards* Sam Houston State University has adopted you are required to document **multiple and varied (diverse) field experiences**. Additionally, you will complete written reflections highlighting your experiences. The goal of this requirement is to record your experiences in diverse settings, reflect upon these experiences and provide evidence of your development in knowledge, skills, and dispositions. Your reflections, the location, date and time, and characteristics of your field experiences will be uploaded into TK20 as part of an existing course assignment or part of your culminating portfolio (as specified by your program of study). The reflections will also provide evidence of mastery of each the **SHSU Advanced Dispositions and Diversity Proficiencies**. These are attached along with the rubric that will be used for scoring.

Multiple and varied areas of diverse field experiences include participation with exceptional populations of students and students from different ethnic, racial, gender, socioeconomic, and language groups [see the resource definitions for appropriate terminology at the end of this section]. It is expected that some of these experiences will not occur at your current place of employment. We understand that the term “field experience” may not fully fit your circumstance and information you provide. You may use past or current employment placements.

The following guiding questions are to help in reflecting on these experiences:

- In what ways have your experiences been diverse? Be specific about the types of diversity among the students and professional staff.
- How extensive were these experiences? How long did they last? How much did you participate (rather than observe) in this setting? How did you interact with the students?
- What issues did you confront relating to diversity that affected student learning?
- What strategies did you develop for improving student learning?
- How did this experience help you grow as an education professional and person?
- Which element(s) of the Advanced Dispositions and Diversity Proficiencies were addressed within this reflection?

Terms used in discussions of Diversity in Education and in Educational Settings

Diversity	broad term referring to the variety of points of view, of experience, and of making meaning that encompasses complex differences in groups and individuals.
Culture	a broad concept that encompasses everything used to describe a people; e.g., their shared ways of knowing, thinking, perceiving, creating, evaluating, interacting, and doing.
Ethnicity	cultural characteristics such as language, religion, geography/national origin, food, dress, music, etc.
Intercultural	respectful interchange (more than recognition) between and among individuals, groups, and nations.
Interdependence	need for and benefit in interacting with, learning from, and working together.
Minority	any group that has less power than the majority as evidenced by lower pay, restricted opportunities, limited political access, and other forms of discrimination.
Multiculturalism	recognition of variety, complexity, and contributions of cultures; the recognition of the value of diversity.
Race	a social construct used to classify people on visible characteristics

Modified from definitions compiled by Dr. Brenda Forster, Professor of Sociology, Elmhurst College

Bibliography:

Root, M. P. P. (2001). *Love’s revolution: Interracial marriage*. Philadelphia, PA: Temple University Press.

Course Content:

This course will survey and sample the various issues related to counseling under represented members of the population. It will also assist to identify and address personal points regarding the counseling relationship with various members of society. The course will consist of various reading materials, students' participation in online discussions, audio presentations, assessments, service learning field based experiences, and other activities that may stimulate the growth and knowledge of ethnic/cultural studies. Everyone concerned must have an opportunity to furnish input, therefore, participation in the form of questions, discussion of related experiences, and involvement in individual work is solicited and will be expected.

Course Requirements:

- **Late assignment policy:** All work is due on the date specified. Late work will not be accepted or awarded credit.
- **Time requirement:** Students are expected to participate in all activities for the course on a weekly basis including all on-line discussions. Students should expect to spend time preparing for all aspects of the course.
- **Professionalism policy:** All students should act in accordance with university policies and in accordance with the American Counseling Association 2005 Code of Ethics.
- **Academic Dishonesty policy:** Acts of cheating and plagiarism are not tolerated in the Counseling program. These offenses could result in failure of a course and/or dismissal from the program. **Anyone caught cheating or plagiarizing will receive a zero (0) on the affected exam or assignment and will also receive an "F" for the course.**
- Cell Phone Policy [Sam Houston State University Academic Policy Statement 100728](#)
- Student Syllabus Guidelines with link - <http://www.shsu.edu/syllabus/>
- **Student Absences on religious Holy Days:** Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work.
- **Students with Disabilities Policy:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit the Office of Services for Students with Disabilities located in the Counseling Center.

Course Outline

Assignments

A. Journal Article Review (50 points) (No abstract)

Find one article from the **Journal of Multicultural Counseling and Development** and write a review using the following guidelines:

- Summarize the conclusions/findings in the article and include your reactions concerning the strengths/weaknesses of the article, the applicability to counseling, your reactions to the theory or position of the author(s), etc.
- Discuss how you can use research to aid in your development as a culturally competent counselor
- Include a cover page, and a reference page. Paper is not to exceed 2-3 pages not counting the cover and reference pages.
- Follow APA Publication Manual Guidelines including the use of headings found on pages 62 and 63 of the APA publications manual.
- Article must be from within the last five (5) years
- No abstract is required

Grading Rubric:

▪ Following Instructions	5	points
▪ Following APA guidelines	10	points
▪ Grammar	10	points
▪ Content	25	points

B. Cultural Identity Development Project (100 Points)

Directions: Drawing from your knowledge about yourself and your experiences in our multicultural society, you are to describe your (a) cultural identity development, (b) your cultural underpinnings and foundations, (c) how your cultural self-understanding will enable you to be a culturally effective counselor, and (d) how your personal biases and limitations may hinder you as a counselor. You will also use the **“Cultural Self-Exploration Questionnaire”** (this will be posted in the handouts) to discuss your cultural identity development.

- This paper will be 6-8 pages (not including the cover page and reference page) and **must conform to APA writing guidelines**. (Abstract is required)
- See Page 14 of the syllabus for complete details of this paper.

C. Multicultural Learning Experience: 100 Points

See page 15 of the syllabus for complete instructions for this project.

D. Cultural Immersion Experience (2 @ 50 points each)

Students will engage in activities that provide the opportunity to learn about diverse populations. For each immersion experience, you must immerse yourself by participating in an activity that falls outside the boundaries of your culture (considering all dimensions). Then you must write a 3-4 page paper, following APA guidelines, detailing your experience. In your paper you should identify and briefly describe the experience; discuss why you selected this experience; discuss your feelings and reactions to it; describe what you would do differently if you were to repeat this experience; and discuss the value of this experience to you as a counselor. **You are required to complete two different cultural immersion experiences. Each experience must cover a different dimension. All activities must be preapproved. This activity must be done alone – not with other students, family members, or friends.**

Grading Rubric:

Identify and describe the experience	10
Discuss why you selected the experience	10
Discuss your feelings and reactions to the experience	10
Describe what you would do differently if you were to repeat the experience	5
Discuss the value of this experience to you as a counselor	10
Following APA guidelines	5
Total	50

G. Final Exam

Exams are in SHSU Online under the week assigned

H. Advocacy Project (25 points)

Based on your MLE and CIE activities what you learned from them especially in the areas of public policy and how public policy affects the accessibility of mental health services. Write a letter to a state legislator advocating for their support concerning the provision of mental health services. This letter is to be submitted to the instructor in a stamped envelope.

Grading Rubric:

Composing Letter addressing advocacy issue	20
Sending letter (Turn in to instructor in stamped envelope)	5

Total	25
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Grades

All papers must comply with APA format including the use of headings.

Evaluation:

Article Review	50 points
Cultural Immersion Experiences	100 points
Cultural Identity Project	100 points
Multicultural Learning Experience	100 points
MLE Presentation	50 points
Blackboard Discussions	50 points
Final Exam	100 points
Advocacy project	25 points

Total Points:

518-575	A
460-517	B
402-459	C
Below 402	F

Schedule

Date	Topic	Reading/Assignments Due/& Notes
Week 1 August 30	Review Syllabus Review APA	<u>Reading:</u> Section 1 Conceptual Frameworks Chapter 1-3
Week 2 September 6	-Syllabus Questions -Superordinate Nature of Multicultural Counseling and Therapy -Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups	<u>Reading:</u> Section 1 Conceptual Frameworks Chapters 1-3
Week 3 September 13	-The Difference Between Us: Race – The Power of an Illusion -Political and Social Justice Implications -The Impact of Systemic Oppression	<u>Reading:</u> Ch 4, Ch 5 Due: Journal Article
Week 4 September 20 Blackboard	Blackboard Discussion Original Posting Due September 20 - 10pm Reply to two peers by September 22 - 10pm	
Week 5 September 27	-Microaggressions in Counseling and Psychotherapy -Barriers to Multicultural Counseling and Therapy -Communication Styles	<u>Reading:</u> Ch 6, Ch 7, Ch 8 Due: Proposal Letter
Week 6 October 4 Blackboard	Blackboard Discussion Original Posting Due October 4 - 10pm Reply to two peers by October 6 - 10pm	<u>Reading:</u> Ch 10, Ch 11, Ch12
Week 7 October 11	Counseling: African-Americans Latinos Multiracial Individuals	<u>Reading:</u> Ch 14, Ch17, & Ch 18 Due: Cultural Identity Development Project
Week 8	Blackboard Discussion	<u>Reading:</u>

October 18 Blackboard	Original Posting Due October 18 - 10pm Reply to two peers by October 20 - 10pm	
Week 9 October 25 Blackboard	Blackboard Discussion Original Posting Due October 25 - 10pm Reply to two peers by October 27 - 10pm	Due: Cultural Immersion #1
Week 10 November 1	Counseling Immigrants and Refugees Counseling Individuals Living in Poverty	Reading: Ch 20, Ch 25
Week 11 November 8 Blackboard	Blackboard Discussion Original Posting Due November 8 - 10pm Reply to two peers by November 10 - 10pm	
Week 12 November 15	Counseling LGBT Counseling Older Adults	Reading: Ch 23, Ch 24 Due: Cultural Immersion #2
Week 13 November 22 Blackboard	Work on MLE	
Week 14 November 29 Blackboard	MLE Presentations	Due: Advocacy Project with Stamped Envelope Due: MLE Project, Service learning Log & Survey
Week 15 December 6	Final Exam Online	

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Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

COUNSELING PROGRAM ATTENDANCE POLICY

The following represents the attendance policy for all courses in the Counseling Program:

1. Students are permitted to miss one class (3 Hours) with no penalty, but a call to the professor of the class is expected.
2. With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
3. A drop of a letter grade will occur for each subsequent absence.

For purposes of online discussions, failure to participate in a weekly discussion board will constitute an absence and will result in the loss of discussion board points for that week. Failure to participate for two different weeks will result in the loss of a letter grade. Late participation in a discussion, after the due date, will constitute an absence.

Everyone concerned must have an opportunity to furnish input, therefore, participation in the form of questions, discussion of related experiences, and involvement in individual work is solicited and will be expected.

Course Expectations

This class is operating on the “assumption” that you want to gain the most you can from the class and will therefore, invest yourself in readings and assignments and come to every class prepared to engage fully. I trust you will work to balance effectively your personal, academic, and professional commitment.

I assume the following:

- You will take responsibility for your own learning
- You will contribute to others’ learning
- You will ask for help when you need it

You can assume the following:

- I care deeply about your success---personally, academically, and professionally
- I want you to gain the most possible from this experience
- I am committed to my role in this venture
- I want to hear your experiences, ideas, and feedback

I will hold you accountable to high (and reasonable) academic standards

On-line Participation Policy:

1. Use of good “Netiquette” is essential in an online environment. Please observe the following rules of common courtesy:
 - a) Check the course website frequently and respond appropriately and on the subject.
 - b) Focus on one subject per message or use pertinent subject titles.
 - c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
 - d) Be professional and careful with your online interactions. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
 - e) Cite all quotes, references and sources.
 - f) Never forward someone else’s messages without their permission, this is considered to be extremely rude.
 - g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
 - h) All postings should be of top quality, on time, and rich in text. This means no comments such as “at a boy”, “you go girl”, “I agree with that”, “couldn’t have said it better myself”, etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in counseling, diversity and leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth.

(The above “Netiquette” guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom.)

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Cultural Identity Development Project

Directions: Drawing from your knowledge about yourself and experiences in our multicultural society, you are to describe your cultural identity development. What are your underpinnings and foundations?

1. Describe how your cultural self-understanding will enable you to be a culturally effective counselor.
2. What are some personal biases and limitations that may hinder you?
3. Define the culture of your ancestors back two generations (all 4 grandparents and both parents). Include place of birth, date of birth, religion, race, marital history, presence of any disability, education, birth order, occupation, primary language, primary holidays celebrated (and how celebrated), and any other facts you feel are relevant. You will use the **"Cultural Self-Exploration Questionnaire"** (this can be found in the handouts section) to help you provide the above information and information gleaned from the questionnaire. Try to interview as many of the persons listed as possible.
4. Define your own culture by covering the topics listed for your ancestors and how they have impacted your current view of culture.
5. Discuss your current level of multicultural competence based on the Multicultural Counseling Competencies (found in your textbook).
6. Using one or more of the racial/ethnic/cultural identity development models found in your textbook, describe your racial/ethnic/cultural identity development. (Reference the model(s) used.)

****The paper must be 6-8 pages (not including cover page, abstract, and references), double-spaced, complete with reference page, APA style must be adhered to, paper must have one inch margins, and avoid sexist language.**

Grading Rubric:

Following Directions	5 points
Grammar	10 points
Appropriate use of References	5 points
APA Format	10 points
Content and Integration	70 points
Total	100 points

Multicultural Learning Experience

Each Student will complete a Multicultural Learning Experience. A MLE is an activity designed to help students gain cultural knowledge, increase sensitivity to culturally diverse people, and become more culturally effective helpers. The purpose of the activity is through service learning to gain new and direct knowledge of a cultural with which you have little or no experience with. After the MLE experience, students will write a 5 page reaction paper, not including an abstract.

Follow **APA style** for the creation of headings in your paper. Headings should refer to the following topics:

- A. Reasons for selecting the experience and how you see the experience will contribute to your particular multicultural learning needs.
- B. Description of the experience. How were you impacted by the interview, observations, and interactions at the volunteer site?
- C. What was learned about the cultural group involved (aspects of values, worldview, or communication style of this group; particular issues often common among this group; impact of sociopolitical history upon this group, effects of cultural and environmental factors on school performance, work, etc.)
- D. Feelings/Reactions to the experience, including what these thoughts and feelings imply about you (e.g. your identity level, prejudices/stereotypes, knowledge or lack of knowledge about this group, etc.)
- E. The value of the experience for counselors-what did you learn that counselors should be aware of in working with clients from this group, how should practice be adapted, etc.

I will particularly be looking for how you are integrating the concepts you have learned from class discussions, readings, and instruction with this hand on experience.

The process to be used:

- 1 Preparation-identifying a need, investigating and analyzing it and making a list or summary of the service to be rendered. The professor and student will work together to set the stage for learning and social action.
- 2 Action is the direct result of preparation. The service experience (list or summary) can be carried out up to two weeks prior to the final exam. It is expected to be 10 or more clock hours are documented with the Time Log

- 3 Reflection (using the Beginning, Middle and End of project in the form of a *journal*) is a vital and ongoing process in service learning that integrates learning and experience with personal growth and awareness.
- 4 Evaluation or Outcome measure)-provides evidence that students have gained and accomplished stated goals through their community involvement. Writing your evaluation/outcomes of your participation will allow you to offer evidence to others and acknowledge what and how information/skills have been learned. In other words, answer the question, “What did you learn about yourself, counseling and working with diverse populations?

Level 1: Experiential Learning: Involves contact with a culturally different community based agency. Interview the agency director or other designated individual about the purpose of the agency and concerns of the population served. For example, visit a Native American Tribal Council and interview the director about programming for both children and adults, interview the president of a culturally diverse organization (Black Student Union, International Students Organization, Hispanic/Latino Center, etc.), interview the director of a program designed to help people who are Lesbian or Gay males, or the leader of a religious group (Jewish, Muslim, etc.), volunteer at an agency that provides services to individuals and families with disabilities. **Additionally, it is expected that 10 or more clock hours are documented with the Time Log. Students will also conduct the interview and either observe the activities at the agency and/or attend an appropriate orientation. This portion of the project should be approximately two hours. The total service for this project is 10 hours.**

The chosen site must not be connected with your work or be a place that you currently volunteer or have volunteered in the past. Students must work on this project independently and not with other students. The chosen site must demonstrate a cultural difference from you as articulated in this course and should put you outside of your normal comfort zone.

The chosen site cannot be one of the sites used for your community interviews.

Volunteer duties must involve direct interaction with the population served and cannot be clerical in nature.

The chosen activity must be approved by the instructor prior to completing the MLE using the form found on the next page.

Grading:

Following Instructions	10 points
Following APA guidelines	10 points
Grammar	10 points
Content	70 points

Move beyond your comfort zone to experience work with one of the following individuals or groups: *racial or ethnic minorities, children or individuals including but not limited to African American, American Indian, Asian Americans, Arab American, and Jewish Americans.*

The setting may or may not be related to professional counseling but must offer an environment that

provides an opportunity for growth in cultural competence (**where your culture is in the minority**). If your racial or ethnic group is in the majority of the setting, select another site. In other words, if you are white, do not select a site with majority white clients and if you are African American, do not select a site that serves predominately African American clients.

This is an opportunity to direct your learning based on your career direction as a professional counselor.

Make this an adventure to learn about something that you have been pondering

1. Tutor a child from a different race, ethnic group, or sexual orientation
2. Do a college preparation workshop for underrepresented individuals in higher education
3. Volunteer at a youth program (Boys and Girls Club, YMCA, etc) to work with those who are culturally different
4. Volunteer to work in an unfamiliar faith based organization (i.e. Muslim, Jewish, etc)
5. Volunteer at a shelter or food pantry serving diverse clientele
6. Do a parenting class for mothers or families of a different race or cultural group
7. Volunteer to do 'meals on wheels' for senior citizens; do an activity at a senior citizens/assisted living facility with diverse clients
8. Sponsor and deliver a work shop for parents of racially or ethnically diverse children
9. Sponsor a group of diverse elementary or middle school students on career awareness
10. Take a group of children from underserved groups on a tour of SHSU
11. Volunteer at a school for behavior or adjudicated youth who are ethnically
12. Provide social and emotional support or mentoring for a child struggling minority student in a pre-advanced placement class

Use your imagination to work in an area that matches your passion!

MLE Project Schedule

1. MLE Project Proposal Letter Due
 - a. The MLE must be completed with a community agency that serves a cultural population with which you are not a member. It must also be one in which you have little familiarity and would place you outside of your normal comfort zone. Your presence at the organization would constitute your being in the minority. The place must be one where you do not know the people who work there and it cannot be located where you work. You must also provide a description of how this location is different from you and how you hope to benefit from the experience. You must submit the signed proposal letter by the due date. (See Appendix 1 for sample letter.)
2. MLE Project Paper Due **November 29, 2017**. You must also submit the service learning log and survey. (See Appendix II pgs 19-21.)
3. You will present a summary of your MLE project to the class at the end of the semester. (See Appendix III for presentation requirements.)

Appendix I - Cut and paste this letter (in a Word document with 12 point font and attach a list of service duties or summary of your service) to begin your project.

**Sam Houston State University
Huntsville, Texas 77341**

***Attach a list of duties or summary of the project**

Date: _____

Name of Student _____ Agency Telephone number _____

Name of Agency/School Administrator/Supervisor

Population Served by organization: _____

The Cross Cultural Issues in Counseling (COUN 5392) class in the College of Education, Department of Educational Leadership and Counseling at Sam Houston State University is required to complete an academic service- learning project. The project must meet a specific need in the school/community and provide prevention and/or intervention information focused on any aspect of helping with diverse clients, i.e. (a) person(s) of another race or ethnic minority, elderly, special needs, sexual minority, disabled, etc.

The academic service project can provide direct approved service, advocacy or giving information to support or help individuals who are under represented in society for the counselor in training. Each graduate student enrolled is asked to:

1. Confer and comply with the requirements of your school/agency
2. Implement the service learning project after your agreement and approval;
3. Make a report regarding the process and assessment of participation in the service project
4. Reflect on whether it made a difference in their perspective of the cross cultural or multicultural needs in the school/community.

If you approve of the listed responsibilities of this student, please sign below and send the copy back with the student.

If you have questions, please call Dr. Ruby Rodriguez-Almendarez (281.413.0939) or email stdrxr13@shsu.edu for additional information.

Thank you in advance for your help in supporting this effort.

Approved School/Agency Representative

Date

Appendix II

Service Learning Log/Survey

Name _____ CNE 592
 Date _____
 Agency/School Name and Address _____
 Name and phone number of Supervisor _____

List the hours

Date	Duties Performed or Service Rendered	Student Initials	Supervisor Initials

Signature of Student _____

Signature of Supervisor _____ Date _____

Service Learning Log/Survey

Class: _____

Community/School Service Site _____

Telephone number _____ email _____

Number of Service Hours Provided _____

- I. What do you know about the community/school that you did not know before doing the academic service learning project?

- II. Did you get any unexpected benefit from doing the service learning project?

- III. What could the instructor do to improve the link between service learning and understanding the areas covered in this class?

- IV. What could be changed to make this academic service learning experience better for the next class?

- V. Using the rating scale below, please answer the following:

Very extensively	extensively	somewhat	very little	none
5	4	3	2	1

To what extent has your community/school service experience enabled you to:

1. Learning about the culture or cultures different from your own _____
2. Critically reflect upon your own values and biases? _____
3. Improve your written communication skills? _____
4. Improve your critical thinking or analytical skills? _____
5. Improve your problem solving skills? _____
6. Understand better how communities/schools work or function _____

1. What is the most important thing you have learned from your academic service learning experience?

3. Did your experience help you gain a better insight into the material and concepts of the course? Please explain.

Very positive somewhat positive somewhat negative very negative

_____ yes _____ no

Appendix III

1. Students will present their Multicultural Learning Experience to include the following components:
 - A. Reasons for selecting the experience and how the experience contributed to your particular multicultural learning needs.
 - B. Description of the experience. How were you impacted by the interview, observations, and interactions at the volunteer site?
 - C. What was learned about the cultural group involved (aspects of values, worldview, or communication style of this group; particular issues often common among this group; impact of sociopolitical history upon this group, effects of cultural and environmental factors on school performance, work, etc.)
 - D. Feelings/Reactions to the experience, including what these thoughts and feelings imply about you (e.g. your identity level, prejudices/stereotypes, knowledge or lack of knowledge about this group, etc.)
 - E. The value of the experience for counselors-what did you learn that counselors should be aware of in working with clients from this group, how should practice be adapted, etc.
 - F. Students will present a 10 minute power point addressing all components of the MLE Project.