

# WESTERN SEMINARY - SACRAMENTO

**Social & Cultural Issues**  
CNS 513M: 2 credit hours

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**Syllabus – Summer 2009**  
**Session B: June 29 – Aug 15**

## COURSE SCHEDULE

July 17 -18; July 31- August 1; (Fri., 6 – 9:55 p.m.; Sat., 9 a.m. – 5 p.m.) Class includes a 6 hour group project.

Room 602

## COURSE DESCRIPTION

**CNS 513 – Social and Cultural Foundations.** This course will focus on the problems and issues arising from values and assumptions that affect counseling with individuals and families of different ethnic origins, including addictive behavior and co-occurring disorders.

## COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the MFT degree for which this course is a requirement. Below are the formal degree outcomes which this class supports:

BE a person whose godliness is worthy of being emulated by others, and whose integrity imparts credibility to his/her ministry. (CNS 506, DBS 506, SFS 501, SFS 502, SFS 503, SFS 504, THS 501, THS 502, THS 503, overarching)

KNOW HOW to effectively integrate his/her understanding of theology, spirituality, and human behavior. (CNS 504, CNS 505, CNS 508, CNS 509, CNS 513, CNS 523, THS 501, THS 502, Practicum)

- awareness of world view components and can articulate their own beliefs; (CNS 513, CNS 523, THS 501, THS 502)

KNOW HOW to recognize and competently handle intercultural issues in counseling. (CNS 513)

- developed sensitivity to social, spiritual, psychological, and physical issues pertinent to a counselor working with ethnic minority clients; (CNS 513)
- an increased awareness of personal cultural worldview and how it affects multicultural interactions; (CNS 513)

- have developed a biblical framework for viewing cross-cultural interactions. (CNS 513)

KNOW HOW to think critically so that various truth claims can be effectively evaluated (CNS 508, CNS 509, DBS 506, THS 501, THS 502, THS 503; CNS 513, Practicum, overarching).

- familiarity with the unique contributions of world view systems other than their own. (CNS 513)

KNOW HOW to build upon his/her seminary training to be a true life-long learner. (Practicum, overarching)

## **COURSE GOALS/OBJECTIVES**

### **Course Goals**

Students will learn to understand therapeutic implications of working with a multicultural client base. This is intended to be a hands-on learning experience; therefore, students will be expected to interact cross-culturally to gain insight into others' experiences as well as sharing their own experiences in class.

### **Course Objectives**

1. To provide an understanding of and appreciation for the importance of cultural sensitivity in working with diverse people groups.
2. To provide an overview of cultural distinctives and how they may affect the therapeutic process.
3. To assist students in identifying limitations of their personal belief systems relative to culture, race and ethnicity.
4. To expose students to practical applications of multicultural counseling

## **TEXTBOOKS**

*Please support your seminary by using the following link for all your Amazon purchases – a minimum of 4% comes to Western Seminary.* Click [here](#) to order texts and other products.

### **Required**

- Atkinson, D., Morten, G., and Derald, S. (2004) *Counseling American Minorities, 6<sup>th</sup> ed.* MacGraw Hill Publishers. ISBN **0 697 36185 3**

- Boyd Franklin, Nancy. *Black Families in Therapy, Understanding the African American Experience, 2<sup>nd</sup> ed.*. (2003) New York: The Guilford Press. **ISBN 1 57230 619 X**
- Anderson, David A. *Gracism. The Art of Inclusion.* (2007) Intervarsity Press. **ISBN 978-0-8308-3440-2**

## Recommended

Craven, Margaret. *I heard the Owl Call My Name*, Toronto: Totem, 1967.  
(ISBN 0-440-34369-0)

Kottler, Jeffrey. *On Being a Therapist*. San Francisco: Josey-Bass, 1986.  
(ISBN 1-55542-213-6)

Tannen, Deborah. *You Just Don't Understand. Women and Men in Conversation*. New York: Ballantine, 1990. (ISBN 0-345-37205-0)

Hollands, Jean. *Same Game Different Rules*. New York: McGraw-Hill, 2002

Vargas, Luis and Koss-Chioino, Jean. *Working with Culture, Psychotherapeutic Interventions with Ethnic Minority Children and Adolescents*. San Francisco: Josey-Bass, 1992.

Beattie, Melody. *Codependent No More*. New York: Harper & Row, 1987.  
(ISBN 0-06-255446-8)

Males, Mike. *The Scapegoat Generation America's War on Adolescents*. Monroe ME: Common Courage Press. (ISBN 1-56751-081-7)

## COURSE REQUIREMENTS

### Reading

Complete all required reading before each class session so that you will be able to participate in and benefit from the class discussions. Reading should be done a familiarity level (about 45 pages per hour) that assumes knowledge of the material assigned.

### Assignments

**Questions Paper:** (In addition to other cultural groups) we will discuss working with African American, Native American, and Asian American clients as well as clients of Latin descent. List 1-2 questions you have always wanted to ask about each of these client groups. **Time will be given during the first class meeting to complete this assignment. (.5 hrs) Due July 17, 2009.**

**Developmental Interview:** Conduct a developmental interview of an individual of a different race, ethnicity or culture than yourself, and complete a paper summarizing your findings. Your paper must include the following sections: a brief summary of the person's background and history; the specific cultural difference you are highlighting (age, gender, ethnicity, socio-economic status, sexual preference, etc); your preconceived notions about this culture prior to conducting the interview; and a summary statement regarding whether your preconceived notions were confirmed or discounted by what you learned from the interviewee. Be prepared to present a summary of the material in an oral presentation if class time permits. (10 hrs) (3-4 pages) **Due July 31, 2009.**

**Team Movie Project:** Choose 3 – 4 classmates (depending upon class enrollment) and view the movie *Crash* together. *Warning: this movie contains strong language and very emotional images.* Discuss your impressions of the movie, as a group, before proceeding with the assignment. Your group is to select 3 of the characters portrayed in the film to be the focus of your written assignment. Discuss the following for each of the three characters:

- Your preconceived notions about the character's ethnic group
- The character's worldview about his/her own culture
- The character's worldview about other cultures
- What it would take to get, and keep, this client in therapy
- Ways in which your preconceived notions were challenged
- Ways in which your preconceived notions were confirmed

After your discussion/debrief is completed, your group is to prepare one (1) written summary of your conclusions (5-6 pages). The summary, baring all group member names, is to be turned in on 5/17/08. (8 hrs) **Due August 1, 2009.**

**Final Paper:** Write a final paper applying what you know about multiculturalism to your own development A) as a person and, B) as a therapist. This is intended to demonstrate your ability to integrate and apply theoretical learning. You might choose to discuss your preconceived notions about multiculturalism in your life and/or in the therapeutic context and how those notions have been impacted by what you've learned in this course. (6-8 pages.) (10 hrs) **Due August 7, 2009.** Final papers may be emailed to: [dreyes@cityteam.org](mailto:dreyes@cityteam.org) or snail mailed to D.Hadley 2304 Zanker Road, San Jose, CA, 95131. PAPERS MUST BE RECEIVED NO LATER THAN 5:00 PM ON AUGUST 7, 2009.

## **STANDARDS FOR WRITTEN WORK (APA)**

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the APA (American Psychological Association) publication manual style guide. You can find the APA 5<sup>th</sup> edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- <http://owl.english.purdue.edu/workshops/hypertext/apa/index.html>
- <http://owl.english.purdue.edu/owl/resource/560/01/>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

## GRADING

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
99-100%	95-98%	93-94%	91-92%	88-90%	86-87%	84-85%	81-83%	79-80%	77-78%	74-76%	70-73%

Activity	Percent of Final Grade	Estimated Time to Complete
<b>Attendance &amp; Participation</b>	15%	
<b>Questions Paper</b>	5%	.5 hrs.
<b>Developmental Interview</b>	30%	10 hrs
<b>Team Movie Project</b>	20%	8 hrs
<b>Final Paper</b>	30%	10 hrs
<b>Total</b>	<b>100%</b>	<b>28.5 hrs.</b>

## CLASS POLICIES

**Cover page:** To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

**Attendance and Late Assignments:** Students are expected to attend all class meetings. Students are responsible to submit assignments on or before the due date. Unexcused absences and tardiness will impact a student's grade. Any student who experiences a dire emergency necessitating an absence should discuss the situation personally with the instructor. Students who miss one or more classes may not pass the course. Assignments submitted after the due date and time will not be accepted. Arriving late, or leaving early, will impact student's final grade. Failure to complete assignments will constitute a drop in the student's final grade for the class.

**Enrichment Students:** Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

**Incompletes:** Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or other similar circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator with 5 weeks after the end of the course being the longest possible extension for work being due to the prof (this allows a 6<sup>th</sup> week for the grading of work and a grade change request to be filed). A temporary notation of “I” (incomplete) is assigned until a final grade can be determined. Under no circumstances may this six-week period be extended except by petition and approval of the Administrative Committee in Portland.

**The Availability of Disability Services at Western Seminary:** Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary’s Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator’s office.

## **LIBRARY AND INTERNET RESEARCH**

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit [www.westernseminary.edu](http://www.westernseminary.edu) .
- Click the link “Sacramento Campus” in the left navigation pane.
- Click the link “Library Resources” in the left navigation pane.

### **Reserve Collection**

The library carries all required readings for this course.

### **Print Resources**

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Search the Library Collection Online”.

**Periodical & Research Databases**

As you complete your assignments for this course, don’t forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases” from the bottom menu.
- Click the link “Ebsco Host Research Databases”.
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *PsycARTICLES*.

To cite your information, consider the following APA composers:  
<http://www.noodletools.com> and <http://www.citationmachine.net>

**Course Packs (if applicable)**

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

**Reference and Research Contact Information**

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / [dholfield@westernseminary.edu](mailto:dholfield@westernseminary.edu)

**COURSE OUTLINE AND SCHEDULE**

Date	Topic	Assignments
Friday, July 17	<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Intro to ethnicity, race &amp; culture</li> <li>• Counselor as a person</li> </ul>	Questions Paper Due  Reading Due: <i>Gracism</i> <i>Chapters 1-3</i>
Saturday, July 18 Morning	<ul style="list-style-type: none"> <li>• Native American Indian clients</li> <li>• Clients of Latin decent: Hispanic, Puerto Rican and Cuban</li> </ul>	Reading Due: <i>Counseling American Minorities</i> <i>Parts 3 - 5</i>

Saturday, July 18 Afternoon	<ul style="list-style-type: none"> <li>• Asian American clients: Japanese, Chinese, Vietnamese, Cambodian and Filipino families</li> </ul>	
Friday, July 31	<ul style="list-style-type: none"> <li>• African American clients</li> </ul>	<ul style="list-style-type: none"> <li>• Developmental Interview Paper Due</li> <li>• Reading Due: <i>Counseling American Minorities Part 2 AND Black Families in Therapy, Chapters 1-3 &amp; 8-10</i></li> </ul>
Saturday, August 1 Morning	<ul style="list-style-type: none"> <li>• Culture of Poverty</li> <li>• Culture of Age</li> <li>• Men &amp; Women; gender differences across culture</li> </ul>	<ul style="list-style-type: none"> <li>• Group Project Paper Due</li> <li>• Reading Due: <i>Black Families in Therapy, Chapter 5</i></li> </ul>
Saturday, August 1 Afternoon	<ul style="list-style-type: none"> <li>• Gay, Lesbian &amp; Transgender Culture</li> <li>• Q &amp; A Wrap Up</li> </ul>	
Friday, August 7		<p><b>FINAL PAPER DUE (must be received on or before 8/07/09).</b> Dr. Denise Hadley</p>