



**UNIVERSITY OF MASSACHUSETTS AMHERST**  
**COLLEGE of EDUCATION**  
 Department of Student Development  
 School Counselor Education Program  
**EDUC 688: Social & Cultural Foundations of Counseling**  
*Fall 2018*

- Instructor:** Catherine Griffith, Ph.D.
- Office:** Furcolo S118
- Office Phone:** (413)545-4600
- E-Mail:** cagriffith@umass.edu
- Office Hours:** Wednesdays 10:00-12:00\*      \*Please make an appointment; available  
 Thursdays 12:00-4:00\*      other days/times as needed
- Meeting times:** Mondays 4:00 PM – 6:50 PM
- Class Location:** Furcolo W107
- Required Text:** Robinson-Wood (2016). *The convergence of race, ethnicity, and gender: Multiple identities in counseling* (5th ed.). Sage (ISBN: 978-1506305752)
- Jun, H. (2010). *Social justice, multicultural counseling, and practice: Beyond a conventional approach*. Sage. (ISBN: 978-1412960571)
- Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Corwin Press. (ISBN: 978-1412941846)
- Other required selections (e.g., journal articles) will be distributed in class.  
*Students are expected to read assigned chapters/articles prior to each class meeting.*

**Course Description:**

Counselors in school settings are expected to demonstrate intercultural and advocacy competence, be systems change agents, and advocates for social justice. The need for counseling professionals to develop intercultural and advocacy competence is supported by the American Counseling Association's (ACA) 2014 *Code of Ethics* and the American School Counselor Association's (ASCA) *Ethical Standard for School Counselors* (2016).

This course is a study of the personal, social, political, affective, and behavioral considerations of diversity, explored through critical reflection of the ideas and concepts presented in class. Multicultural competencies (awareness, knowledge, and skills) in counseling are emphasized, with a focus on school settings. Awareness is centered on understanding the multiple value systems and worldviews that shape a complex and multi-faceted cultural identity. Strong emphasis is placed on insight gained into one's own cultural socialization

and biases. Knowledge focuses on acquiring accurate understanding of the various cultural groups within our society. Skills relate to providing counseling services to reduce the risk of indirectly or directly oppressing or showing bias in the counseling relationship.

This course employs a range of instructional methods to promote high-quality learning. Methods include the use of (a) cooperative learning; (b) interactive problem solving; (c) collaborative and individual reflection and decision-making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) small-group and whole-class discussion; and (f) experiential activities.

### Course Objectives

Students will:

1. Acknowledge their cultural values and be aware of how cultural/ethnic biases may affect culturally diverse groups (CACREP (2016) Section II 1e, Section II 2a, ).
2. Explore the impact of socio-cultural factors upon the cognitive, affective, and behavioral development of culturally diverse groups (CACREP (2016) Section II 1e).
3. Gain knowledge and information concerning specific populations of students (CACREP (2016) Section II 1e, Section II 2d).
4. Review counseling theory and strategies and examine ethical issues as they relate to the cultural dynamics of various groups. This will include an examination of how these skills may be effectively implemented in school settings (CACREP (2016) Section II 1e, Section II 2a Section II 2b, Section II 2c, Section V Part G 3a, 3b).

### Grading Policy

---

Course Requirements	Points	Percent
Attendance & Participation	100	10%
Process Journals	150	15%
Google Community Postings	100	10%
Cultural Immersion Experience <i>Select event or conduct interview</i>	150	15%
Social Justice Presentation	200	20%
Change Agent Interview	150	15%
Personal Growth Paper	150	15%
<b>Total</b>	<b>1000</b>	<b>100%</b>

% Grading Scale	
<b>A</b>	94-100
<b>A-</b>	90-93
<b>B+</b>	86-89
<b>B</b>	83-85
<b>B-</b>	80-82
<b>C+</b>	76-79
<b>C</b>	73-75
<b>C-</b>	70-72
<b>D</b>	60-70
<b>F</b>	Below 60

**NOTE: THE SYLLABUS, TENTATIVE SEMESTER OUTLINE, FORMAT OF ASSIGNMENTS, AND READINGS MAY BE ADJUSTED OVER THE COURSE OF THE SEMESTER**

<b>Class Day</b>	<b>Topics</b>	<b>Readings</b> <small>should be done before class</small>	<b>Assignments Due</b>
September 5 Week #1	<ul style="list-style-type: none"> <li>Course Foundations</li> <li>Review Syllabus/Course Expectations</li> </ul>	None	None
September 12 Week #2	<ul style="list-style-type: none"> <li>Personal Perspectives</li> <li>Ethics/Values/Competencies</li> </ul>	Multi Comps RW Ch. 1-3 Jun Ch. 2 HM Ch. 2	Journal <b>Cultural Object</b>
September 19 Week #3	<ul style="list-style-type: none"> <li>Identity Development</li> <li>Intersectionality</li> </ul>	Jun Ch. 11-12 Sue Ch. 18	Journal & Posting
September 26 Week #4	<ul style="list-style-type: none"> <li>Privilege</li> </ul>	RW Ch. 4 Unpacking Essay How to Explain	Journal & Posting <b>Tops/Pairs SJ Presentation</b>
October 3 Week #5	<ul style="list-style-type: none"> <li>Implicit Bias</li> <li>Microaggressions</li> </ul>	Jun. Ch. 3 Sue Ch. 5 HM Ch. 7	Journal & Posting Selected Article Review Implicit Bias Test Results
October 10 Week #6	<ul style="list-style-type: none"> <li>Isms Part 1 (Racism, Classism)</li> </ul>	Jun Ch. 4, 7	Journal & Posting
October 17 Week #7	<ul style="list-style-type: none"> <li>Isms Part 2 (Sexism, Heterosexism)</li> </ul>	Jun Ch. 5, 6	Journal & Posting <b>SJ Presentation 1</b>
October 24 Week #8	<ul style="list-style-type: none"> <li>Isms, Part 3 (Ableism, Language, Religion, Region)</li> </ul>	Jun, Ch. 8, 9	Journal & Posting <b>SJ Presentation 2</b>
October 31 Week #9	<ul style="list-style-type: none"> <li>Monocultural Universalism</li> <li>Cultural Considerations Part 1</li> </ul>	McGoldrick 1-5	Journal & Posting <b>SJ Presentation 3</b> <b>Cultural Immersion</b>
November 7 Week #10	<ul style="list-style-type: none"> <li>Cultural Considerations Part 2</li> </ul>	McGoldrick 5-10 Multiracial Article	Journal & Posting <b>SJ Presentation 4</b>
<del>November 14</del> <del>Week #11</del>	<ul style="list-style-type: none"> <li><b>NO CLASS</b> (Monday classes followed today)</li> </ul>		
<del>November 21</del> <del>Week #12</del>	<ul style="list-style-type: none"> <li><b>NO CLASS</b> (Thanksgiving Break)</li> </ul>		
November 28 Week #13	<ul style="list-style-type: none"> <li>Inequity in Schools</li> <li>Counselors as Change Agents</li> </ul>	HM Ch. 1-3, 6 Café Model	Journal & Posting <b>SJ Presentation 5</b> <b>Change Agent Interview</b>
December 5 Week #14	<ul style="list-style-type: none"> <li>Community Partnerships</li> <li>Future Plans</li> </ul>	HM 5, 8, 9	Journal & Posting <b>SJ Presentation 6</b>
December 12 Week #15	<ul style="list-style-type: none"> <li>Reflecting on Growth</li> </ul>	TBD	<b>Personal Growth Paper</b>

**NOTE:** As is outlined in your *School Counselor Education General Program Guide*, the school counselor education program maintains a continuous evaluation policy of students. If students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective and/or harmful to clients, they may not receive instructor endorsement to continue in the program.

## Assignments and Activities

---

### 1. Attendance & Participation (10% of final grade):

You are expected to arrive on time and to fully participate verbally and nonverbally for the entirety of each class session. You should do your best to attend every class, complete all assigned readings and formulate your own understanding of the readings and how they apply to advocacy efforts before class, and prepare to participate in class discussions and activities. We will engage in experiential activities when feasible, and you are expected and encouraged to participate. Class participation also includes assignments given by me within or outside of class time.

Should you have a situation that requires your absence from class, please be in touch with me. Our class is a community, and your presence will be missed if you are not with us. If for any reason you find that you are unable to attend a class session, it will be your responsibility to personally contact me *prior* to the scheduled class meeting. Not attending class and/or tardiness to class may hurt your education, as well as your grade. **Please note that missing more than two (2) full classes will result in having to retake the course.**

*Being present in class and doing other activities (e.g., drawing, playing on tablet, talking, texting) is not considered being actively involved or professional behavior.*

#### **Please Note:**

Given the sensitive and challenging nature of the material that will be discussed in class (e.g., racism, sexism, homophobia, ableism, etc.), it is imperative that there be an atmosphere of *confidentiality and trust* in the classroom. I will do my best to provide an environment in which we are able to hear and respect each other, and it is critical that each class member show respect for worldviews expressed in class, though of course strong disagreement with one another is likely and spirited debate is encouraged. Also, know that I can't guarantee a feeling of "safety" in that I don't know what your individual triggers or thresholds are. You will very likely feel uncomfortable at times, perhaps deeply so. You will likely be disagreed with, maybe even called out and may feel on the spot. There are times that I will be challenging you to explore your views, in a way that may feel uncomfortable. I hope as members of this class you also challenge one another, and hold each other accountable in recognizing prejudice and bias in a way that will make you more effective as counselors. Rather than focusing on creating a "safe space," I hope to foster a "*brave space*."

---

### 2. Process Journals (15% of final grade):

After each class meeting, you are expected to reflect upon experiences and write reactions to class discussions and any other culturally relevant experiences that surface. The goal of these journals is to gather reactions, thoughts, and feelings while discussing issues of diversity, experiencing personal development, and gaining cultural understanding. Your writings should be within the context of interculturalism and how the class discussion affects personal development. This is an opportunity for introspection and a way of charting growth throughout the class.

Journals may take a variety of formats including, but not limited to: written entries, letters, videos, poetry, sketches, comics, strips, advertisements, or essays. Process Journals will be submitted weekly, sometimes completed in the final 10 minutes of class, and sometimes due the following week. The content of these journals may help to inform your final Personal Growth Paper.

---

### 3. Google+ Community Postings (10% of final grade):

Several times throughout the course you will identify a web resource that creatively highlights a concept of your choice for the upcoming week's content. These may include articles, podcasts, infographics, video clips, assessments, games, or other materials. You will post the resource along with a brief description to our Google+ Community, which will include all of your fellow students in the course. Please check in on what resources have already been posted by your peers so there are no double-postings of the same resource.

Your grade for this assignment also includes reviewing your classmates' postings and commenting/interacting on the Google+ Community page.

Each posting is worth 10 points, and you will be asked to complete 10 during the course.

---

### 4. Cultural Immersion Experience (15% of final grade):

Research indicates that a significant contributor to intercultural competence is experience with people who possess differences from your own background (see Roysircar, Gard, Hubbell, & Ortega, 2003; Sodowsky, Kuo-Jackson, Richardson, & Corey, 1998;). It is ideal to get out of the classroom and into intercultural interactions in order to experience the issues of race, ethnicity, culture, gender, class, power, and privilege as part of everyday life. Therefore, you are challenged to connect with a person or group about which you have some preconceived ideas. This can include cultural, religious, racial, sexual identity, economic, or ability diversity. You should take full advantage of this opportunity to step at least somewhat out of your personal comfort zone, test boundaries, and partake of an experience from a different cultural perspective.

- Option A: You will attend and actively participate in an event related to your selected cultural group. These activities must be sponsored by or provided for the particular cultural group. You will then write a 5-7 page response paper describing your experience and its impact on your personal growth.
- Option B: You will conduct an in-depth, 45-60 minute taped interview with an individual who represents your selected cultural group in order to develop an understanding of the factors that helped to shape that individual's cultural identity. You will then write a 5-7 page response paper describing your experience and its impact on your personal growth. (NOTE: This interview is by no means a clinical endeavor; this project is an intercultural exchange that is not designed to be therapeutic, but informative and experiential for both you and your participant).

For your reaction paper, in addition to a brief introductory description please include the following:

- a. Reflect on your preconceived ideas prior to this experience. Which of those preconceived ideas are now open to re-interpretation and why? What have you learned about yourself and about the cultural group you selected?
  - b. Now you will take what you have learned about this group and yourself and apply it in a school counseling context. Assume you're working with someone from this group and discuss each of the following:
    - ❖ What are some potential issues you might expect and why? (e.g., issues the client might have and/or issues that *you* may have working with this client)
    - ❖ What counseling approach(s) could you use and why?
    - ❖ What do you need to do now to be ready to work with this future client?
-

## 5. Social Justice Issue Presentation (20% of final grade):

You will work in a small group (2-3 people) to design a 30-45 minute class presentation that: (a) highlights the main points on an issue of privilege and oppression within school settings; (b) includes a group activity that “brings to life” the main points of discussion; and (c) provides the class with relevant resources for future action on this particular issue.

Your presentation should be pertinent to a professional group setting (e.g., a teacher in-service, school counselor professional development training, regional/national conference workshop, etc.). Presentations must be creative, engaging, and involve your audience as much as possible (e.g., activities, discussions, role-plays, etc).

---

## 6. Change Agent Interview (15% of the final grade):

As a dyad or triad you will prepare a 5-6 page paper based on your findings from an interview with a local social justice change agent (defined as any individual who seeks to proactively address inequities) in a school setting. The interview should take approximately 30-60 minutes. Interview topics could include, but are not limited to, the following:

- a. Brief background of the change agent (amount of experience in schools, populations they have worked with, how they themselves identify culturally)
- b. Description of their training and/or professional experiences that helped shape their intercultural counseling competencies
- c. How they see issues of systemic inequality, privilege, and oppression manifest in society and/or the school system in which they are based
- d. How do they see their role in addressing school-based inequity (e.g., achievement gaps, over-referral of some groups to special education programs, disproportionate suspension/expulsion rates, unfair school policies, the school-to-prison pipeline, etc.)
- e. What specific prevention and intervention strategies do they use to address inequities at their school sites, and what may get in the way of doing so (e.g., institutional barriers, others don’t perceive a need, self-preservation/survival, etc.)
- f. Suggested resources/advice they have for you to build your intercultural competencies

Please include your thoughts and feelings about the interview at the end of your summarization (as this is a group project, multiple perspectives on the experience are anticipated).

---

## 7. Personal Growth Paper (15% of the final grade):

You will compose a 10-12 page final paper that integrates and your intercultural growth based on personal and class experiences. A summary of this growth will be briefly shared in class. Your paper should include the following parts:

- a. Brief autobiography (highlight key cultural messages/values)
- b. Key areas of growth this semester (and what facilitated this growth)
- c. Areas in which you still struggle (deep introspection is expected)
- d. Plan for continued growth (be very specific in terms of behavioral descriptions)
- e. Understanding yourself as an advocate (motivations, key issues, future actions)

## COURSE POLICIES

### **Confidentiality & Professionalism**

Together we will create an environment conducive to in-depth self-exploration. Because of the trust, vulnerability, and openness needed to explore our beliefs, values, and biases, it is essential that we respect each other's confidences. It is your duty and ethical responsibility to maintain confidentiality. You are expected to abide by the American Counseling Association (2014) *Code of Ethics* and the American School Counselor Association (2010) *Ethical Standards*. Revealing personal information about others outside of this class is a breach of confidence. If you wish to share with others outside the classroom, please reveal only your own reactions and understandings. Avoid using any names or identifying features of your classmates.

Because we may often leave our comfort zones, a support system outside of class and excellent self-care are essential. If your reactions to the class begin to interfere with your functioning in and/or out of class, please do not hesitate to speak to the instructor.

### **Late Policy:**

Any assignment not turned in at the designated classroom due date and time will result in ONE full letter grade reduction for each day late. Assignments not turned in within three days after the designated classroom due date and time will not be accepted and result in a failing grade for the assignment. If you have any problems with assignments and/or due dates, please contact me *prior* to the due date so possible accommodations may be made if necessary.

### **Graduate School Statement on Academic Honesty:**

It is expected that all graduate students will abide by the Graduate Student Honor Code and the Academic Honesty Policy (available at the Graduate Dean's Office, the Academic Honesty Office [Ombud's Office] or online at [http://www.umass.edu/gradschool/handbook/univ\\_policies\\_regulations\\_a.htm](http://www.umass.edu/gradschool/handbook/univ_policies_regulations_a.htm)). Sanctions for acts of dishonesty range from receiving a grade of F on the assignment or in the course, loss of funding, being placed on probation or suspension for a period of time, or being dismissed from the University. All students have the right of appeal through the Academic Honesty Board.

### **Accommodation Policy Statement:**

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, **please notify me within the first two weeks** of the semester so that we may make appropriate arrangements.

## PLEASE TAKE CARE OF YOURSELF!

A recent American College Health Survey found that stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use are among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact with the following UMass resources:

- Center for Counseling and Psychological Health - <https://www.umass.edu/counseling/>  
(413) 545-2337, 127 Hills North; After hours: (413) 577-5000 \*ask for CCPH clinician on-call
- Office of Religious and Spiritual Life - [http://www.umass.edu/religious\\_affairs/](http://www.umass.edu/religious_affairs/)  
(413) 545-9642, 416 Student Union
- Dean of Students Office - [https://www.umass.edu/dean\\_students/](https://www.umass.edu/dean_students/)  
(413) 545-2684, 227 Whitmore
- Center for Women & Community - <https://www.umass.edu/cwc/>  
(413) 545-0883, 180 Infirmary Way; 24 Hour Hotline: (413) 545-0800
- The Stonewall Center, an LGBTQIA+ Resource - <https://www.umass.edu/stonewall/>  
(413) 545-4824, Crampton Hall, 265 Sunset Ave. (in Southwest)
- Graduate Employee Organization (your union) - <http://www.geouaw.org/>  
Know your rights handbook: [http://www.geouaw.org/?page\\_id=2886](http://www.geouaw.org/?page_id=2886)  
(413) 545-0705, 201 Student Union

Other helpful resources may include:

- Center for Multicultural Advancement & Student Success (CMASS) - <https://www.umass.edu/cmass/>  
(413) 545-2517, 101 Wilder Hall
- Campus Recreation - <http://www.umass.edu/campusrec/>  
(413) 545-0022, 112 Recreation Center & 161 Commonwealth Avenue
- Student Life Organizations Directory - <https://umassamherst.collegiatelink.net/Organizations>  
Lots of graduate-level groups (e.g., Education Club, Graduate Queers & Allies, Graduate Students of Color Association, Spanish & Portuguese Graduate Student Organization, etc.)



---

---

## Student Information Sheet

### Contact Information

Name (and preference for what I should call you):

Gender pronouns you use (e.g., he/him, she/her, they/them, etc.):

Phone number (only if comfortable providing):

UMass Email address:

**PLEASE NOTE – all course correspondence will be sent to your UMass email address unless you let me know otherwise. Be sure to forward UMass email to the address you check regularly.**

---

---

What motivated you to take this course/what do you hope to gain from the experience?

Do you have any questions for me?

Is there anything else that I need to know about you to help me to teach you more effectively?