

**Course Name: Cross-Cultural School Counseling**

**Course Number: TCE 581**

**Term Offered: Spring 2015**

**Credits: 3**

**Instructor name: Dr. Michelle Maher**

**Instructor email: [maherm@onid.orst.edu](mailto:maherm@onid.orst.edu)**

### **Course Description**

Official Description: Cognitive and experimental study of social and psychological variables influencing the cross-cultural counseling relationship. Social and psychological experiences of selected subcultures. Relevant assessment instruments and current literature, methods and outcome studies.

This course offers the opportunity to investigate the relationships between institutionalized discrimination, power, privilege, culture and oppression in terms of school social dynamics and psychological research on trauma. This is conducted by practice in analyzing your own, and then your students', identity and social position and gaging how it impacts school counseling practice. By identifying the subtle uses of stereotypes, centered-language, identity policing behaviors, and mis-communication across established forms of institutionalized differences, we will employ basic counseling skills, techniques, and interventions to an intermediate-level of culturally competency. Given theories of multicultural counseling, identity development, and social justice, students will be offered guidance on how to develop creative interventions that empower youth to avoid reproducing isms and become proactive from different social locations through the ability to critically analyze self and society. Students will further develop advocacy portfolios by adding action planning and micro/meso/macro-level interventions to advocacy planning with a student group with identified barriers in K-12 settings.

### **Measurable Student Learning Outcomes**

- Employ basic counseling skills in an intermediately culturally competent practicum.
- Analyze your own and your students' identity and social position and gage how it impacts school counseling practice
- Identify and explain subtle uses of stereotypes, centered language, identity policing behaviors, and mis-communication across established forms of institutionalized differences
- Identify the effects of institutionalized isms, discrimination, power, privilege, and oppression
- Implement culturally appropriate application of counseling theories, techniques, and interventions for all populations
- Describe how social position functions in relationship to institutionalized forms of privileged, border, and oppressed identities and how these many be "policed" in the social order of classroom culture and identify small group interventions for healthy relationships.
- Empower youth to avoid reproducing isms and become proactive from different social locations through the ability to critically analyze self and society
- Develop an advanced analytical reflection of self and the culture and social location context of clients given theories of multicultural counseling, identity development, and social justice
- Complete an advocacy portfolio by adding action planning and micro/meso/macro-level interventions to advocacy planning with a student group with identified barriers
- Create critically savvy K-12 exercises informed by your multicultural competencies in relation to diversity, equity, and opportunity in student learning and development

## Communication

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email me for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within a week of the due date.

## Course Credits

Please comment on the number of hours on average that students will interact with course materials. For example, This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

## Learning Resources

- Ratts, Manivong & Pedersen, Paul. (2014). *Counseling for Multiculturalism & Social Justice*. VA: American Counseling Association. ISBN:
- Brown, Laura (2008). *Beyond the Flashback: Cultural Competency in Trauma Therapy*. Washington, DC: American Psychological Association. ISBN:

**Note to prospective students:** Please check with the OSU Bookstore for up-to-date information for the term you enroll ([OSU Bookstore Website](#) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

## In-Person/Canvas Hybrid

This course will be delivered via in-person sessions and Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

There will be two in person meetings at CCBI Salem:

- Saturday, April 4<sup>th</sup> – 9:00am to 3:00pm
- Saturday, May 30<sup>th</sup> – 9:00am to 3:00pm

## Evaluation of Student Performance

Online Discussions: 10pt

In-Person and Online Meetings: 25pt

Standing at the Line Activities: 35pt

Being an Ally Activities: 70pt

TRIO Assignments: 40pt

Advocacy Plan Assignments: 45pt

Total: 225pt

## Grading Scale

In accordance with University policy, you will be graded on a standard A-F system based on the successful completion of the above requirements.

A = 93% -100%; A- = 90%-92%; B+ = 87%-89%; B = 83%-86%; B- = 80%-82%

## Course Content

| Week | Topic  | Reading Assignments   | Learning Activities  |
|------|--|---|--|
| 1    | Introduction   | Brown: Intro, Ch 1, Ch 2<br>Sue, et al (2007)<br>Grant (2011)                 | In-Person Session  |
| 2    | Developing Advocacy Competence<br>Diversifying the Definition of Trauma        | Brown: Ch 4<br>Ratts & Pedersen: Ch 7, Ch 8<br>Olson (ND)<br>Oregon Resources | Discussion<br>Advocacy Action Plan   |
| 3    | Age and Ageism   | Brown: Ch 5<br>Ratts & Pedersen: Ch 5, Ch 6<br>Lesko (2012)                   | Standing at the Line<br>Being an Ally<br>Zoom Meeting  |
| 4    | Living with (Dis)abilities in the Context of Trauma<br>Temporarily Able-Bodied | Brown: Ch 9<br>Kirby (2004)   | TRIO Client Description<br>Standing at the Line<br>Being an Ally   |
| 5    | The Great Divide: Social Class   | Brown: Ch 10<br>Ratts & Pedersen: Ch 18<br>Fine, et al (2004)<br>Sue (2010)   | Standing at the Line<br>Being an Ally<br>Zoom Meeting  |
| 6    | Culture, Phenotype and Ethnicity   | Brown: Ch 7<br>Ratts & Pedersen: Ch 10-14                                     | Standing at the Line<br>Being an Ally<br>Online Discussion   |
| 7    | Imbedded cross-cultural presenting issues                                      | Boler (1999)  | TRIO Exercises   |
| 8    | Sex and Gender   | Brown: Ch 6<br>Ratts & Pedersen: Ch 16, Ch 17<br>Jordan (2008)                | Standing at the Line<br>Being an Ally<br>TRIO Reflection Paper   |
| 9    | Sexuality/Sexual Orientation   | Brown: Ch 8<br>Ratts & Pedersen: Ch 15<br>Ji (2007)<br>Oregon Resources       | Standing at the Line<br>Being an Ally<br>Advocacy Plan Presentation during In-Person Meeting<br>Advocacy Plan Document<br>TRIO Presentation during In-Person Meeting |
| 10   | Migration and Dislocation<br>Spiritual Affiliation                             | Brown: Ch 11<br>Ratts & Pedersen: Ch 19<br>Baptiste (1993)                    | Standing at the Line<br>Being an Ally  |

## Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Tuesday evening.

## **Incompletes**

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

## **Guidelines for a Productive and Effective Online Classroom**

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

## **Statement Regarding Students with Disabilities**

Accommodations are collaborative efforts between students, faculty, and [Disability Access Services \(DAS\)](#). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

## **Accessibility of Course Materials**

All materials used in this course are accessible in the Canvas with the exception of the two texts. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

## **Technical Assistance**

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email [osuhelpdesk@oregonstate.edu](mailto:osuhelpdesk@oregonstate.edu) or visit the [OSU Computer Helpdesk](#) online.

## **Expectations for Student Conduct**

Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#).

## **Academic Integrity**

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

- a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated

This course is offered through Oregon State University Extended Campus. For more information, contact:  
Web: [ecampus.oregonstate.edu](http://ecampus.oregonstate.edu) Email: [ecampus@oregonstate.edu](mailto:ecampus@oregonstate.edu) Tel: 800-667-1465

information in any academic work or research, either through the Student's own efforts or the efforts of another.

- b) It includes:
- i) **CHEATING** - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
  - ii) **FABRICATION** - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
  - iii) **ASSISTING** - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
  - iv) **TAMPERING** - altering or interfering with evaluation instruments or documents.
  - v) **PLAGIARISM** - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
- c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

### **Conduct in this Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

### **Tutoring**

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

### **OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.