



**University of Massachusetts Boston  
College of Education and Human Development  
School for Global Inclusion and Social Development  
Rehabilitation Counseling**

**COU 653: Sociocultural Consideration in Counseling**

**GENERAL INFORMATION:**

**Instructor:**

**Email:**

**Office Hours:**

**CLASS LOCATION/TIME:**

**Location:** class meets online, for one hour per week through Blackboard

**Dates/Times:**

**Course Discription:**

This course addresses the role of culture in counseling and psychology by looking both at history and at current issues. Discussions use an interdisciplinary framework to approach the question of counseling in a multicultural society. The course seeks to contribute to both the personal and the professional development of its participant

**Student Knowledge and Performance Objectives:**

- To present students with a contextual framework regarding historical, cultural, social, economic, religious and political factors which impact systems of care and the school counseling; family therapy; rehabilitation; mental health counseling and counseling psychology professions.
- To engage students in exploring their own cultural beliefs, experiences of privilege and/or oppression, and values that my impact the counseling process
- 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.
- To present students with information regarding the influences of culture, gender, sexual orientation, class, aging, spirituality, religion and disability in the counseling process and promote the integration of this knowledge in practice

- To present and engage with Multicultural Counseling Competencies that promote optimal wellness and growth of the human spirit, mind, or body.
- To demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
- To engage students in exploring issues related to culturally responsive assessment and diagnosis, and making linkages to interventions that have shown to be effective when working with specific populations.
- To learn to work with difference and conflict in ways that don't simply reinforce dominant power structures, but rather empower and respect each of us
- To promote and advocate for social justice within the professional roles of counselors who are working in diverse settings and understand the counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination,
- To engage students in multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally To understand effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

**Required Texts:**

**Note** Please check with instructor before purchasing the text

Hayes, D. & Burford, B. (2018). Developing multicultural counseling competence: A systems approach. (3rd edition)

New Jersey: Pearson Education.

Irving, D. (2014). Waking up white. Cambridge MA: Elephant Room Press. \*\*\* Please do not purchase this book until after the first class.

Please download 2014 ACA Code of Ethics: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

If you are in the rehabilitation counseling program, in addition, please download the 2017 CRCC Code of Ethics at [https://www.crc certification.com/filebin/images/Correction\\_New\\_CRCC\\_Code\\_Created\\_20160929\\_1140\\_AM.pdf](https://www.crc certification.com/filebin/images/Correction_New_CRCC_Code_Created_20160929_1140_AM.pdf)

**Curriculum Standards:**

This course addresses the following curriculum standards for CACREP

Standards F.2 Social and cultural considerations:

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

**Course Structure: Interteaching:**

This course uses Interteaching, is an innovative, evidence-based, behavioral method of classroom instruction. Interteaching consists of several different components (see below and handouts found on Blackboard), the most important of which is pair, or dyadic discussion. One of the best ways to learn and understand a particular piece of information is to discuss it in detail; an even better way to learn something is to teach it to someone else. In essence, by discussing the main points in a reading assignment, clarifying any topics that are confusing, and helping another person—as well as yourself—understand the pertinent information will positively impact your learning and satisfaction.

**REQUIRED ASSIGNMENTS:**

**1. Participation 15%**

**2. Weekly quiz 15%** open book

**3. Class presentation 15%**

Students in groups of 2-3 will provide a 10 minute powerpoint presentation on some aspect of systemic racism/ableism/sexism. The topics and dates are outlined in the assignment folder.

**4. Movie review 20%**

Due ( ) approx. 2,000 words

Students will review a movie related to racism, immigration or disability. The purpose of the paper is to demonstrate your understanding of systemic discrimination. More information about this paper is provided in the assignment folder.

**5. Cultural Self-Knowledge and course Reflection (Cultural Autobiography) 35 %**

Due ( ), approx. 3,500 words

Begin by reading the book, *Waking up white*. This book is a cultural self-knowledge paper. If you have are of Latino, Asian, African American (or of a cultural/ethnic background not listed here), please talk to me, I would love to recommend a book that reflects your own cultural background.

**SUMMARY OF EVALUATION CRITERIA:**

- |    |                                                             |     |
|----|-------------------------------------------------------------|-----|
| 1. | Participation/weekly assignments                            | 15% |
| 2. | Quizzes                                                     | 15% |
| 3. | Class presentation                                          | 15% |
| 4. | Review of a race related movie/video                        | 20% |
| 5. | Cultural autobiography/self-knowledge and course reflection | 35% |

<b>UMass Boston Graduate Grading Policy</b>		
Letter	Percentage	Quality points
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00
F	0-72%	0.0
INC	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	N/A
IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A

NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A
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### **Accommodations:**

UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email ([ross.center@umb.edu](mailto:ross.center@umb.edu)), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: [www.rosscenter.umb.edu](http://www.rosscenter.umb.edu). Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

### **Academic Integrity and Student Code of Conduct**

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at [www.umb.edu/academics/academic\\_integrity](http://www.umb.edu/academics/academic_integrity).

### **Health, Wellbeing, and Success**

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success.

- Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.
- Have a campus question or issue? Use [Current Students - UMass Boston \(umb.edu\)](http://umb.edu)
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at [www.umb.edu/deanofstudents](http://www.umb.edu/deanofstudents).

**Mission of the School for Global Inclusion and Social Development:** The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local, regional, national and

international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.