**COURSE SYLLABUS OCTOBER 2018**

**PSYCHOLOGY 637**

**CULTURAL COMPETENCIES**

**PROFESSOR: Dr. Caroline Paltin**

Office phone: (657) 333.0824

Email: cpaltin@nu.edu

**REQUIRED TEXTS:**

Hays, Danica (2014) Developing Multicultural Couonseling Competencies: Prentice Hall/ Pearson

Sue, D.W., Gallardo, M.E., & Neville, H. A. (2014). *Case studies in multicultural*

*counseling and therapy. .*Hoboken, NJ: Wiley& Sons.

**CATALOG COURSE DESCRIPTION:**

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| --- | --- |
| An exploration of the role of culture in concepts of mental health practice. Students will examine how their own cultural background frames their understanding of themselves and others. Family heritage, culturally informed assessment and treatment, and the limitations of the dominant Eurocentric psychological world view to diverse populations are explored. | |
| **Learning Outcomes:** | Upon satisfactory completion of the course, students will be able to  1. Analyze the relationship between culture and mental health. 2. Evaluate the influence of therapist's own ethnicity, cultural heritage, and  biases on the therapeutic relationship and process. 3. Compare and contrast holistic and individualistic cultures as they  influence behavior, values, emotion, power relations, and patterns of  mental distress and healing. 4. Formulate a culturally appropriate treatment philosophy and plan for  clients. 5. Discuss the limitations of DSM-based categories with non-Western  people, including culturally aligned alternatives. 6. Conduct culturally informed interventions in diverse mental health  settings. 7. Employ culturally appropriate assessment methods. 8. Analyze different concepts of culture and the impact of various cultural  viewpoints in the theory and practice of psychotherapy. |
| **Specified Program Learning Outcomes:** | * 1. Analyze core psychological concepts that underpin counseling, psychotherapy, and mental health counseling.   2. Critically evaluate the controversies and regions of theoretical uncertainty within the current systems of mental health care.   3. Establish professional relationships with diverse clients that provide the evidence-based relational conditions for therapeutic change.   4. Demonstrate cultural competence in addressing the mental health needs of people of diverse backgrounds and circumstances, including an appreciation for the wide cultural diversity among California's multiple diverse communities.   5. Develop culturally appropriate strategies and treatment plans for successful interventions with diverse client groups in various clinical contexts.   6. Demonstrate mastery of the core competencies required of all helping relationships. |

**General web sites:**

<http://www.apastyle.org/fifthchanges.html>  
Updates for APA Manual

<http://www.nu.edu/writing_center/>  
NU Writing Center Web Page

<http://webster.commnet.edu/apa/index.htm>  
APA Writing Guidelines

**COURSE REQUIREMENTS: *Professor reserves the right to modify course assignments with prior notice to the class.***

1. Attend all class meetings and complete in-class assignments.

2. Participate actively in class discussion and experiential exercises.

3. Complete reading as assigned before each session.

4. Complete interview or outside cultural experience in the community.

4. Complete one in-class group presentation on a specific cultural group.

5. Complete personal cultural identity assignment.

6. Complete in-class final.

**COURSE EVALUATION:**

Your grade will be based on:

1. **In class activities** - worth 10 points each, which include: in-class writing assignments, role plays, case-studies and experiential exercises). In these activities and discussions, you will demonstrate how you are grappling with the material being presented; your awareness of how your own experiences will inform your practice; and your current understanding of culturally competent practice and what you need to learn more about. These activities cannot be made up if you are absent from class.

**Total – 100 points**

1. **Your Cultural Identity:** Using your family of origin and experience growing up to the present, present your own cultural background, level of acculturalization and assimilation, as well as identify areas where you should grow or that may provide a challenge for you as a future therapist. You can choose any medium or manner to present how you identify yourself i.e. 2-3 page paper; video, poster board; Power Point, Prezi etc. You must show how you utilized the material and theory presented in class to identify yourself. Be creative.

**100 Points**

1. **Participation in an outside cultural experience in the community.** You are asked to attend, observe, or participate in an event in the community with multicultural features that is relevant to the content of this course. Please ensure that this is a new experience with a community with which you are unfamiliar. After attending the event, you will write a 2-3 page reflection paper about this experience connecting your experience to theory . Be prepared to discuss this event in class.

**150 Points**

1. **Class Cultural Group Presentation:** Topics and groups will be assigned on the first day of class. Your presentation will be about one of the cultural groups from the text. Your presentation should include an overview of the traditions of the group, how they may view counseling and particular issues to be aware of when working with them in therapy. **You should utilize various visual aids such as power point slides, cultural relics or garments, music and /or cultural foods, and your presentation should allow time for class discussion.** It should take approx. 30 minutes with an additional 15 minutes allotted for discussion and should not be simply read from notes. You must provide the class a summary of your presentation, preferably with a bulleted list of highlights and recommendations working with this group – it must be in a manner they can use in future. Utilize the text book chapters and Case Study book as guidelines. Points will be forfeited for lack of creativity, lack of planning, lack of utilizing everyone in the group, and lack of clear summaries for class.

**100 Points**

1. **Final Exam:** This exam will be multiple choice and case study questions. It will be a cumulative exam and covers all the chapters, handouts and Power Points of the class. It will be an in class 3 hour exam on Saturday October 22, 2016 form 9 AM -12 noon.
2. **points**

**Summary:**

In class activities 100 Points

Cultural Identity Project: 100 Points

Cultural visit/interview 100 Points

Class Cultural Group Presentation 100 Points

Final Exam 100 Points

Total 500 Points

**Schedule of Topics:** *The instructor reserves the right to revise or otherwise alter the following at her discretion at anytime during the course. All due dates for assignments, presentations, and tests are listed below.*

**COURSE SCHEDULE**

**Class Meeting Topics Covered Readings in both text**

**Tues 5/8** Review of course requirements

Assign groups for presentation

Introduction Chapter 1+ 17

**Thur 5/10**

Cultural Identity Development Chapter 2 + 17

The Multicultural Journey to Cultural Competence

Tues 5/15Cultural Identity Development (Continued)

Guest Speaker Ian Nel Chapter 2 + 17

The Multicultural Journey to Cultural Competence

**Thurs 5/17** Social Justice Counseling Chapter 3

Cultural Identity Project Due

**Tues 5/22** Multicultural Diagnosis and Conceptualization Chapter 18

**Group 1 & 2 Student Presentation**

**Thurs 5/24** **Guest Speaker: Personal Client Perspective 6 – 7 PM**

Multicultural Diagnosis and Conceptualization [2] Chapter 18

**Group 3 & 4 Student Presentation**

**Tues 5/29** Multicultural Diagnosis and Conceptualization [3] Chapter 18

**Group 5 Student Presentation**

**Discussions of Cultural Visits**

**Thurs 5/31**  Cultural community experience visit

Paper Due

Sat 6/2 Final Exam

**Grading Criteria**

A = 96-100% C = 74-76%

A-= 90-95% C- = 70-73%

B+= 87-89% D+= 67-69%

B = 84-86% D = 64-66%

B-= 80-83% D-= 60-63%

C+= 77-79% F = 59% or lower

**Incomplete:** A grade given when a student has completed at least 2/3 of the course class sessions and is unable to complete the course requirements due to uncontrollable and unforeseen circumstances. The student must convey (preferably in writing) these circumstances to the instructor prior to the final day of the course. If the instructor decides that an "Incomplete" is warranted, the instructor must convey the conditions for removal of the "Incomplete" to the student in writing. A copy must also be placed on file with the Office of the Registrar until the Incomplete is removed or the time limit for removal has passed.

### GENERAL POLICIES

**Diversity:** Learning to work with and value diversity is essential in every degree program. Students are required to act respectfully toward other students and instructors throughout the course. Students are also expected to exhibit an appreciation for multinational and gender diversity in the classroom and develop leadership skills and judgment appropriate to such diversity in the workplace.

**Ethics:** Ethical behavior in the classroom is required of every student. Students are also expected to identify ethical policies and practices relevant to course topics.

**Civility:** As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to online as well as onsite courses) include but are not limited to the following:

* Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
* Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions, or presentations.
* There are to be no offensive comments, language, or gestures.

**Disability:** National University complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. If you need accommodations due to a documented disability, please contact the Office of Scholarships and Special Services at (858) 642-8185 or via e-mail at specialservices@nu.edu. Information received by this office is confidential and is only released on a 'need-to-know' basis or with your prior written consent. Accommodations can only be granted upon approval by the Committee for Students with Disabilities (CSD). Instructors are required to provide such accommodations if they receive written notification from the University.

**Academic Integrity:** Students are required to cite the use of materials written by others in all written communications for courses. Plagiarism is the presentation of someone else's ideas or work as one's own. This includes using ideas, words, or phrases without proper attribution. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the University Catalog, which may include a failing grade for the work in question or for the entire course. Inadequately or improperly cited work receives no credit. In cases of plagiarism, the burden of proof rests on the student, not the instructor. In other words, the student will be required to prove that plagiarism has not occurred.

ALL WRITTEN ASSIGNMENTS ARE ROUTINELY CHECKED FOR PLAGIARISM USING THE SCHOOLS PLAGIARISM SOFTWARE. PLAGIARISM, AS DEFINED IN YOUR GENERAL CATALOG, IS “THE PRESENTATION OF SOMEONE ELSE’S IDEAS OR WORK AS ONE’S OWN. AS SUCH, PLAGIARISM CONSTITUTES FRAUD OR THEFT. PLAGIARISM OR ACADEMIC DISHONESTY IN ANY FORM IS A GRAVE OFFENSE AND WILL NOT BE TOLERATED” (NU General Catalog).

For more information on proper citation and writing research papers see the web sites listed below:

Plagiarism: (http://owl.english.purdue.edu/handouts/research/r\_plagiar.html) and

http://www.indiana.edu/~wts/phamplets/plaigarism.shtml

Quoting, Paraphrasing, and Summarizing: (http://owl.english.purdue.edu/handouts/research/r\_quotprsum.html)

**Attendance:** Students are expected to attend **ALL** class sessions. An absence is assessed each time a student is not in attendance during a regularly scheduled class period, whether or not it is an excused absence. *Arriving late to class or leaving early is not accepted in this courses, unless presented with unforeseen circumstances that must be provided with proof in writing*. Arriving late or early can add may add up to an absence. An instructor may withdraw a student from class prior to the sixth session in graduate courses if there are more than two unexcused absences. Students who have more than three absences, excused or unexcused, cannot be given a satisfactory grade.

**Cell Phones:** Please silence your cell phone during class. You may check messages during our breaks, unless it is an emergency to which I would ask for you to take the call outside of class.

**Computers Usage:** No computers are allowed to be used in this course.

### NATIONAL UNIVERSITY SERVICES

**University Resources**

Writing well is an essential skill in both college life and in your careers. In agreement with Policies of the College of Letters and Sciences (COLS), all written assignments (including papers and group assignments) will be graded for both content and quality of writing. Writing standards of COLS are provided at the end of this outline. In addition, the NU writing center can provide you with invaluable assistance.

**The NU Library**

National University Library supports academic rigor and student academic success by providing access to scholarly books and journals both electronically and in hard copy.  Print materials may be accessed at the Library in San Diego or through document delivery for online and regional students.   Librarians are available to provide training, reference assistance, and mentoring at the San Diego Library and virtually for online or regional students.  Please take advantage of Library resources:

         URL: [www.nu.edu/library](http://www.nu.edu/library)

         Contact the Library:

o        [RefDesk@nu.edu](mailto:RefDesk@nu.edu)

o        (858) 541-7900 (direct line)

o        1-866-NU ACCESS x7900 (toll free)

         Use the Library Training Tools (on the Library Homepage) for additional help

o        Recorded class presentations

o        Tutorials & Guides (APA/MLA, Peer-Review, and more)

**Additional Writing Resources**

<http://www.docstyles/apacrib.htm> Great indexed style usage summaries with examples

<http://www.apastyle.org/elecref.html> How to cite electronic references in APA style from the APA site

### Writing Standards (Graduate Level):

Students are expected to demonstrate writing skills in describing, analyzing and evaluating ideas and experiences. Written material must follow specific standards regarding citations of authors' work within the text and references at the end of the paper. Students are encouraged to use the services of the University's Writing Center when preparing materials (see "Writing Center" below). Grades will be assigned for written material in accordance with the University catalog and the following general criteria.

NOTE: Letter grades may be assigned for any or all of the following reasons:  
  
**"A" range: Outstanding achievement, significantly exceeds standards.**

* Unique topic or unique treatment of topic, takes risks with content; fresh approach.
* Sophisticated/exceptional use of examples.
* Original and "fluid" organization; all sentences and paragraphs contribute; sophisticated transitions between paragraphs.
* Integration of quotations and citations is sophisticated and highlights the author's argument.
* Confidence in use of Standard English, language reflects a practiced and/or refined understanding of syntax and usage.
* Sentences vary in structure, very few if any mechanical errors (no serious mechanical errors).

**"B" range: Commendable achievement, meets or exceeds standards for course.**

* Specific, original focus, content well handled.
* Significance of content is clearly conveyed; good use of examples; sufficient support exists in all key areas.
* Has effective shape (organization), effective pacing between sentences or paragraphs.
* Quotations and citations are integrated into argument to enhance the flow of ideas.
* Has competent transitions between all sentences and paragraphs.
* Conveys a strong understanding of Standard English; the writer is clear in his/her attempt to articulate main points, but may demonstrate moments of "flat" or unrefined language.
* May have a few minor mechanical errors (misplaced commas, pronoun disagreement, etc.), but no serious mechanical errors (fragments, run-ons, comma-splices, etc.)

**"C" range: Marginal achievement, falls below standards for course.**

* Retains over-all focus, generally solid command of subject matter.
* Subject matter well-explored but may show signs of under-development.
* Significance is understood, competent use of examples.
* Structure is solid, but an occasional sentence or paragraph may lack focus.
* Quotations and citations are integrated into argument.
* Transitions between paragraphs occur but may lack originality.
* Competent use of language; sentences are solid but may lack development, refinement, style.
* Occasional minor mechanical errors may occur, but do not impede clear understanding of material.
* No serious mechanical errors (fragments, run-ons, comma-splices, etc.)

**"D" range: Unacceptable achievement; does not meet minimum standards (Note: The "D" grade is a passing grade; work that is not of "passing quality" should receive grade "F.").**

* Significance of content is unclear.
* Some ideas may lack support, elaboration.
* Lacks sufficient examples or relevance of examples may be unclear.
* Support material may not be clearly incorporated into argument.
* Expression is occasionally awkward (problematic sentence structure).
* Mechanical errors may at times impede clear understanding of material.
* May have serious mechanical errors (fragments, run-ons, comma-splices, etc.)

**"F" range: Failure to attend to standards**

* Ignores assignment.
* Lacks significance.
* Lacks coherence.
* Includes plagiarized material (intentional or unintentional).
* Lacks focus.
* Difficult to follow due to awkward sentence or paragraph development.
* Mechanical errors impede understanding.
* Problems with writing at the college level.