



UNIVERSITY of MARYLAND
EASTERN SHORE

SCHOOL of PHARMACY AND HEALTH PROFESSIONS

Department of Rehabilitation

Course Syllabus RECN 623: Cultural and Social Dimension of Counseling

General Information

Program	:	Master of Science Rehabilitation Counseling
Academic Term	:	
Course Code	:	RECN 623
Course Title	:	Cultural and Social Dimension of Counseling
Credit Hours	:	3 (45 contact hours)
Learning Modality	:	
Class Time	:	
Class Location	:	
Instructor	:	
Email	:	
Phone	:	
Office Location	:	Hazel Hall Room
Office Hours	:	
Program Assistant	:	
Email	:	
Phone	:	

Course Description

This graduate course in cultural and ethical dimensions of rehabilitation counseling provides theoretical and practical (clinical) instruction in multicultural and ethical aspects of rehabilitation counseling. Topics include the historical perspectives of multiculturalism in North American society, theories, and models of identity development among minority groups, supervisory issues, practical strategies, and a review of current research. Ethical issues regarding counseling and direct rehabilitation services delivery are discussed from both a generic and multicultural perspective centered upon research-based concepts, specific skills, and strategies. Direct role-playing and skill building exercises are employed along with case study methods and lecture formats. Students are encouraged to develop an awareness of different cultures, learned biases and how they may affect the counseling relationship.

Other topics include interdependence versus dependence, and specific strategies in rehabilitation counseling. The purpose of this course is to provide students with knowledge and skill that will maximize access and effectiveness in serving underrepresented and minority populations.

Add/Drop

Process	Last day
Add/drop period ends	
Withdrawal period ends	

See Academic Calendar Spring [2022](#) for further important dates and deadlines.

University Support Services

The University recognizes that students could need some help outside of class and offers academic assistance through several offices. In addition to talking with your instructor and advisor, we recommend you contact the Center for Access and Academic Success (CAAS) for help with your academic studies.

Course Objectives

Course Objectives	CACREP Standard	Assessment
1. Understand advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	2F-1e	
2. Examine multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.	2F-2a	
3. Analyze theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	2F-2b	
4. Develop multicultural counseling competencies.	2F-2c	
5. Distinguish the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.	2F-2d	
6. Attain knowledge of the effects of power and privilege for counselors and clients.	2F-2e	
7. Comprehend help-seeking behaviors of diverse clients.	2F-2f	

Course Objectives	CACREP Standard	Assessment
8. Explore the impact of spiritual beliefs on clients' and counselors' worldviews.	2F-2g	
9. Recognize strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	2F-2h	
10. Recognize principles of societal inclusion, participation, access, and universal design with respect for individual differences.	5H-1e	
11. Differentiate the impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities.	5H-2e	
12. Judge the impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability.	5H-2f	

Resources

Required textbook	Corey, G., Corey, M. & Callanan, P. (2019). <i>Issues and Ethics in the Helping Professions</i> (9th ed.) Brooks/Cole.
Complimentary texts	Diller, J.V. (2016). <i>Cultural Diversity: A Primer for the Human Services</i> (5th ed.). Brooks/Cole.
Recommended References and Resources	

Evaluation strategies

1. Participation & Discussion (30 points)

Each week there will be discussion questions on materials for that week posted. Please reply to the discussion question and response to one classmate per question. You should have two post (1 original post and 1reply to classmates). All responses should be posted by the Sunday night by 11:59 pm before the following class. Please read all contributions from classmates prior to class that week. To receive points for the replies to **Discussion Questions**, students must show of five areas listed below: critical thinking, connections, uniqueness, timeliness, and stylistics.

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
Critical Thinking	Rudimentary and superficial no analysis or insight is displayed	Generally competent information is thin and commonplace	Substantial information thought, insight, and analysis has taken place	Rich in content full of thought, insight, and analysis
Connections	No connections are made off topic	Limited, if any connections vague generalities	New ideas or connections lack depth and/or detail	Clear connections to previous or current to real-life situations
Uniqueness	No new ideas "I agree with" statement	Few, if any new ideas or connections rehash or summarize other postings	New ideas or connections lack depth and/or detail	New ideas new connections made with depth and detail
Timeliness	Some, or all, required postings missing	All required postings Most at the last minute without allowing for response time	All required postings Some not in time for others to read and respond	All required postings Early in discussion Throughout the discussion
Stylistics	Obvious grammatical or stylistic errors Makes understanding impossible	Obvious grammatical or stylistic errors interfere with content	Several grammatical or stylistic errors	Few grammatical or stylistic errors
Points for each criterion	0 points F	1 points C	2 points B	3 points A

2. **Midterm Examination (50 points)**

Students will complete a midterm examination that comprise 50 questions. Each question will be worth 1 point each. This examination has a time limit of 2 hours. The test will save and submit automatically when the time expires.

3. **Final Examination (50 points)**

Students will be assessed on their knowledge of course material covered since the beginning of the class.

4. **Personal Reflection Paper (50 points)**

As a human being living and interacting in a diverse society, it is important that students continue to become aware of your own values, biases, and prejudices. It is also important that you

recognize how your beliefs influence how you interact with clients and others. Your belief systems were shaped in large parts by primary caregivers and peers. You were taught what you now hold as “truth” through participation in religious/spiritual activities, educational institutions, and other life experiences. These socializing influences have contributed to how you now think, act, feel, and how you react to those who think, act, or feel differently. The purpose of this assignment is to encourage you to identify your own values and beliefs and to begin to think critically about how those attitudes impact your ability to function effectively in a diverse environment. This paper should be no more than five (5) double-spaced pages. This is a not a research paper; do not use APA format. Students are required to include the following sections in your paper in this order: (1) *Cover sheet (includes your name, course, assignment title, and date)*, (2) Background Section, and (3) Current Assessment.

a. SECTION I: BACKGROUND

Describe the development of your beliefs and attitudes toward difference. Include how you believe your beliefs and attitudes were shaped by social systems factors, including ethnic or racial heritage, gender, sexual orientation, educational status, religious/spiritual beliefs, language, geographic region, socioeconomic status, physical/mental abilities, and political orientation. What kind of messages (spoken or unspoken) did you get about people who were different from you?

b. SECTION II: CURRENTASSESSMENT

What are your beliefs and attitudes about human differences at this point in your life? Have you chosen to retain those of your upbringing or have you modified or replaced them? Why or why not? Identify and discuss biases you now have regarding groups different from yourself. How do those biases influence the ways in which you interact with individuals who are members of groups different from your group affiliation? Were you particularly interested in or surprised by any of the information/feelings you may have uncovered while completing this assignment.

c. SECTION II: CURRENTASSESSMENT

What are your beliefs and attitudes about human differences at this point in your life? Have you chosen to retain those of your upbringing or have you modified or replaced them? Why or why not? Identify and discuss biases you now have regarding groups different from yourself. How do those biases influence the ways in which you interact with individuals who are members of groups different from your group affiliation? Were you particularly interested in or surprised by any of the information/feelings you may have uncovered while completing this assignment? The Personal Reflection paper is to be posted in the “Assignment” link in Blackboard

5. **Weekly Quizzes (100 points)**

There will be 10 choice quizzes each week of class. Students will be assessed on their knowledge of course material covered for that week. The quizzes will be multiple choice, True/False and short

answers.

13. Closing Thoughts (20 points)

Write a 5-page paper with a cover page and a reference page that contains your closing thoughts on one of the most important shifts in your thinking about ethical practice (clarification of your views and beliefs, modifications in your thinking on a given issue, gaining new insights, or acquiring a new perspective). What have you most learned about yourself and/or about what constitutes becoming an ethical practitioner? In what areas of ethics has your thinking changed the most and how?

NOTE: Evaluation criteria or due dates might be changed by the professor based on the academic semester or administrative challenges. Any changes will be communicated to students in the Announcement section on CANVAS.

Grading scale: The academic achievement of a student for this course is rated as follows:

Letter Grade	Points	Average	Performance Level
A	450-500	90-100	Exceed expectations
B	400-449	80-89	Meet expectations
C	350-399	70-79	Need a remediation plan
D	349-300	60-69	Does not meet the
F	0-299	below 60	expectations

Late submissions: Students must submit all assignments, quizzes, exams, and evaluation criteria on the designated date. If for any reason the student submits his/her work late, **15 points (15%) will be discounted during the first week.** From two to four late weeks, **20 points (20%) will be discounted.** **Thirty (30) points (30%)** will be discounted for works turned late for five weeks or above. Late submissions will be allowed until two weeks before final exams.

Policies and Norms

- A. Instructional methods:** The University reserves the right to provide instruction through alternative delivery methods, including remote delivery. It also reserves the right to change the delivery method before or during an academic term in the event of a health or safety emergency or other circumstance when it determines that such change is necessary or in the best interests of the campus community. Tuition will not be reduced or refunded if the University changes the instruction method for any or all academic sessions.

- B. Course communication and instructor response time:** Student and instructor will utilize UMES email as the primary source of communication for this course. Faculty will generally respond to all student communication within 48 hours unless a weekend; any

email messages received on Friday, Saturday, or Sunday will be addressed on the next business day.

Additionally, students are expected to:

- Log on at least three times a week – on different days to complete weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus
- Participate in threaded discussions as requested, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and address questions from the instructor and/or other students. Please, see Discussion Board Guidelines.

If you find that you cannot meet the class minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible. Be aware of the late submission policy

Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit an assignment/essay or complete assessment (exam or quiz) if administered in that week.

University policy excuses the absence of students for illness (self or dependent), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must submit any request to be absent (preferable in advance) or any explanation for an absence in writing and supply appropriate documentation, i.e., medical documentation. Students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. All students will follow the rules as stated in the UMES Graduate Catalog which involves class attendance. Due to the sensitive nature of the material covered in class, students should be in class at the designated time.

- C. Statement for Accessibility for On-Campus Courses:** If you have a disability for which you may require academic accommodations for this class, please register with the Office of Student Accessibility Services (SAS), located in the Office of Institutional Equity and Compliance (<https://wwwcp.umes.edu/oie/>), as soon as possible. Students who have an accommodation letter from SAS are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. Faculty receive digital copies of accommodation approval letters.

To qualify for accommodation assistance, students must first register to use accessibility resources in SAS located in the Early Childhood Research Center Suite 1129 (

<https://wwwcp.umes.edu/oie/about-the-office/>). Contact via phone at 410-651-6135 or through email at ADA@umes.edu. *Students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation* to help ensure accommodations will be available when needed. However, if you will be in an internship, field clinical, student teaching, or another off-campus setting this semester, please note that approved academic accommodations may not apply. Due to the nature of the online learning environment, be mindful that some accommodations approved for on-campus may not necessarily apply. Please contact the Office of Student Accessibility Services as soon as possible to discuss accommodations needed for access while in this setting (in-class or online).

- D. Religious Observances:** UMES respects the right of its students to observe religious holidays that may necessitate their absence from class or other required university-sponsored activities. Students who wish to observe such holidays should not be penalized for their absence. However, in academic courses, they are responsible for making up missed work. Please visit

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- E. UMES Sexual Misconduct Policy:** UMES faculty are committed to helping create a safe learning environment for all students and for the University as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. UMES has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all UMES employees (other than those designated as confidential resources such as advocates, counselors, clergy, and healthcare providers as listed in the Policy) are required to report information about such discrimination and harassment to the University. Visit

<https://www.umes.edu/Student/Pages/Sexual-Misconduct-Policy---Procedures/>

This means that if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources on the website. For more information about your options at UMES, please visit www.umes.edu/OIE or call us at 410-651-6135 or through email at titleIX@umes.edu.

- F. Attendance:** The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily.

They are expected to attend classes regularly because consistent attendance offers the most effective opportunity for students to gain command of the concepts and materials of their courses of study. If you are sick, please be certain to let your instructor know so that learning accommodations can be made for you to continue work off campus, if possible. For further information, please visit

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- G. Incomplete grades:** The grade of “I” (incomplete) is to be given only to students whose work in a course has been qualitatively satisfactory, when because of illness, or other circumstances beyond their control, they have been unable to complete the requirements for the course. In no case will the grade of “I” be recorded for a student who has not completed satisfactorily the major portion of the course work (**for this class will be at least 70% of the work**). In cases in which this grade is given, the student may not re-register for the course until the “I” is removed by completing work assigned by the instructor. Work must be completed by the date indicated on the Incomplete Grade Contract and the terminal grade must be submitted no later than end of the next term in which the student is registered. Otherwise, the “I” defaults to the Default Grade on the Incomplete Grade Contract.

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#incomplete-grades>

- H. Electronic Distractions:** Exams and quizzes will be completed via Canvas and the professor may use any available lockdown software. All cell phones and other electronic media must be turned off before assessments, quizzes, or online/in-person meetings begin. It is not permissible to answer a call or page during an online assessment, quiz, or online/in-person meeting. If you have an emergency, please feel free to talk to the professor. Please, see the Disruptive behavior policy at

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#disruptive-behavior-in-academic-and-social-settings>

- I. Inclement Weather:** If weather conditions preclude meeting with students for a normally scheduled class, official closures and delays are announced on the campus e-mail as well as local radio and TV stations (WESM, WBOC, and WMDT).
- J. Academic Honesty:** Acts of falsification, cheating, plagiarism, and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may include but are not limited to suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the University believes to be appropriate. **It is your responsibility to be aware of this policy.** You can access the policy at

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#academic-honesty-policy-for-graduate-and-undergraduate-studies>

For this course, assignments will be evaluated with similarity check software. Students with 5% to 8% in the similarity check will receive a penalty of 10% less on the assigned work. Similarities above 8% will require the student to resubmit the work/assignment.

Technical Disclaimer

This course component and contents (e.g., quizzes, papers, syllabus, and articles) will be available online and should be accessed, completed, and submitted via Canvas. To be successful in this course, it is necessary that you fully participate in course. **The professor will not accept any classwork through email.**

Thus, you will be required to access electronic files. This will require that you have access to a computer with the capability of accessing Microsoft Word, and Adobe Acrobat files. You should also have a basic working knowledge of each of the mentioned programs and be able to successfully navigate Microsoft Internet Explorer (or an alternative browser, such as Firefox or Safari). You will also need access to a web browser capable of accessing Canvas including all the available ads for the UMES system, and sites such as YouTube.

If you run into technical difficulties while using Canvas and are not able to resolve them on your own, please contact the IT Student Help Desk immediately. They are available Monday-Friday from 8 am- 4:30 pm, by calling 410-651-8488 or <https://help.umes.edu/helpdesk/WebObjects/Helpdesk.woa>

COURSE CALENDAR

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Week 1	€ Introduction to Professional Ethics	Chapter 1 (Corey)	Discussion – Introduce yourself	
Week 2	€ Introduction to Cultural Diversity	Chapter 1 (Diller)	Discussion #2	
Week 3	€ The Counselor as a Person and a Professional	Chapter 1 and 2 (Corey)	Quiz #1	
	€ What It Means to Be Culturally Competent	Chapter 2 (Diller)	Discussion #3	
Week 4	€ Values and the Helping Relationship ● Working with Culturally Diverse Clients	Chapter 3 (Corey)	Quiz #2	
		Chapter 3 (Diller)	Discussion Question #4	
Week 5	€ Multicultural Perspectives and Diversity Issues ● Understanding Racism, Prejudice, and White Privilege	Chapter 4 (Corey)	Quiz #3	
		Chapter 4 (Diller)	Discussion Question #5	
Week 6	€ Client Rights and Counselor Responsibilities ● Understanding Culture and Cultural Differences	Chapter 5 (Corey)	Quiz #4	
		Chapter 5 (Diller)	Discussion Question #6 Midterm Examination	
Week 7	€ Confidentiality: Ethical and Legal Issues	Chapter 6 (Corey)	Quiz #5 due Discussion Question #7	

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Week 8	<ul style="list-style-type: none"> ∕ Managing Boundaries and Multiple Relationship ∕ Culturally Sensitive Treatment with Children 	<p>Chapter 7 (Corey)</p> <p>Chapter 7 (Diller)</p>	<p>Quiz #6</p> <p>Discussion Question #8</p>	
Week 9	<ul style="list-style-type: none"> ∕ Professional Competence and Training 	<p>Chapter 8 (Corey)</p>	<p>Quiz #7</p> <p>Discussion Question #9</p>	
Week 10	<ul style="list-style-type: none"> ∕ Bias in Service Delivery 	<p>Chapter 8 (Diller)</p>	<p>Discussion Question#10</p>	
Week 11	<ul style="list-style-type: none"> ● Issues in Supervision and Consultation ● Mental Health Issues 	<p>Chapter 9 (Corey)</p> <p>Chapter 9 (Diller)</p>	<p>Discussion Question #11</p>	
Week 12	<ul style="list-style-type: none"> ● Issues in Theory and Practice ● Treating Victims of Ethnic Conflict, Genocide, and Mass Violence 	<p>Chapter 10 (Corey)</p> <p>Chapter 10 (Diller)</p>	<p>Quiz #8</p> <p>Discussion Question #12</p>	
Week 13	<ul style="list-style-type: none"> ● Ethical Issues in Couples and Family Therapy ● Working with Lationo/a Clients ● Working with Native American Clients 	<p>Chapter 11 (Corey)</p> <p>Chapters 11 and 12 (Diller)</p>	<p>Quiz #9</p> <p>Discussion Question #13</p>	
Week 14	<ul style="list-style-type: none"> ∕ Ethical Issues in Group Work ∕ Working with African American Clients ∕ Working with Asian American 	<p>Chapter 12 (Corey)</p> <p>Chapters 13 and 14 (Diller)</p>	<p>Quiz # 10</p> <p>Discussion Question #14</p>	

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Week 15	<ul style="list-style-type: none"> ∕ Ethical Issues in Community Work.... ∕ Working with Arab and Muslim American Clients ∕ Working with South Asian American Clients ∕ Working with White Ethnic Clients 	Chapter 13 (Corey) Chapters 15, 16, and 17 (Ciller)	Personal Refection Paper Discussion Question #15	
Week 16	<ul style="list-style-type: none"> ● Final examination 		Final exam	

NOTE: Professor can add a class day to makeup class material, if needed. The specific date will be announced in CANVAS, at least 2 weeks prior to the date.