

*The mission of the College of Education at San José State University is to prepare educators who have the knowledge, skills, and dispositions that ensure equity and excellence for all students in culturally diverse, technologically complex, and global community.*

*The mission of the Department of Counselor Education at San Jose State University is to prepare professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse cultural community.*

**EDCO 289**  
**Advanced Seminar in Counseling**  
**Fall 2006**

**Professor: Lewis Aptekar PhD**

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Office: SH Room 417

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**Office hours: Tuesday and Thursday and by appointment**

**Class Hours and Location: Thursdays 4.00 PM to 6.45 PM**

**First Class meets at SW 431 on August 24, 2006 @ 4.00 PM**

**Prerequisite:** Graduate standing.

**Technology and Skill Requirements:** Convenient and dependable access to the Internet is necessary for enrollment in the class. Also, you must have basic computer skills. At a minimum these include the ability to use a word processor, send and read e-mail, download files, conduct Internet searches, and copy and paste paragraphs.

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## **Course Description**

This course is part of the advanced requirements in the counselor education program. It focuses on the theory and techniques of assessing children and adults.

The purpose of this course is to provide participants with an opportunity to examine the concepts of multicultural issues affecting different populations. This semester, we will be reading about three different populations:

- Understanding and Counseling Refugees
- Understanding and Counseling Limited English Proficient Population
- Understanding and Counseling the Gay Population

### **Course Goals**

- To help students understand a variety of counseling techniques when working with children and families in particularly difficult circumstances in diverse cultural situations.
- To teach students about community counseling in diverse cultural situations.
- To assist students to become counselors and change agents in a multi-cultural environment.
- To expand students' professional capacity to present information in professional environments.
- To expand student's knowledge of issues affecting certain underrepresented populations.

**This course is mixed mode –classroom and web based instruction. It meets face-to-face four times as scheduled. Students will regularly need to use the Internet to review lecture notes, keep track of course announcements, get details on assignments, participate in discussions, and interact with the instructor and other students electronically on a weekly basis.**

ALWAYS include your name and the name of your course in any email and attachment

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### **Required Reading**

**Textbook: Handbook of culture, therapy, and healing/** edited by Uwe P. Gielen, Jefferson M. Fish, Juris G. Draguns. Publisher: L. Erlbaum Associates,

### **Course requirements:**

Readings: There will be weekly readings and activities to complete. Follow the schedule of classes, and read folders in “material to read”

Activities: Will be due each Sunday of the week

Three papers: Over the semester students will be asked to write **three papers**. These papers will be reactions to the material read about specific populations mentioned below. The emphasis should be on integration of research literature, with your personal opinions or experiences on the issues being reviewed regarding the particular population. Students choose the topics to write about these populations but must include *“How it affects you individually and professionally, its implications for counseling and any other ideas that you may want to highlight.”* (more in “papers” –in homepage of class web site).

**This semester we will be reading about these Populations:**

*Counseling refugees*

*Counseling LEP*

*Counseling Gay community*

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**Four “face to face” meetings -class discussion**

1. August 24 - Orientation in SH 431
2. September 28 -Room TBA
3. November 2nd -Room TBA
4. December 7th -Room TBA

**General Instructions for Online Postings:**

1. Please post your thoughts in the appropriate discussion folder to ensure timely reading and response.
2. Enquiries regarding papers and readings may be addressed to Professor Aptekar or Galvan through email.
3. Separate folders for posting papers have been included. Please post your papers in the specific folder by the due date.
4. Late papers are to be posted in a separate folder marked as “late submissions.”
5. The discussion section for each lecture is divided into two sub-sections:
  - o Discussion on Readings - Your thoughts and reactions to the content of readings. Activities - Due by Sunday of each week
  - o Papers - To be submitted by the due dates in the specific folder **“PAPER SUBMISSION”**

**Our effort is to make this learning experience fruitful and interesting for you!**

**Class Schedule Fall 2006**

**NOTE:** Reading assignment will be made in the appropriate sections of the textbook. Students will be expected to read the assignments in advance.

Date	Topic	Assignments	
Week 1 August 24	<ul style="list-style-type: none"> <li>Orientation to a blended online course Web CT, log in information, navigating through the class</li> <li>How to post in Discussion area, how to get readings and assignments</li> </ul>	<ul style="list-style-type: none"> <li>Read the syllabus</li> <li>Take the time to explore Web CT and the course format.</li> <li>Read Textbook: <b>Handbook of culture, therapy, and healing</b> Introduction pages 1-37</li> <li>Post a comment about your expectations and introduce yourself to the class, take the time to read and respond to at least two other postings.</li> </ul>	<p><b>ALL STUDENTS ARE REQUIRED TO ATTEND THIS ON SITE CLASS</b></p> <p>Read Folder "August 24"</p>
Week 2 August 31	<p><b>- Cross Cultural Commonalities In Therapy And Healing:</b> Theoretical issues and psychological and socio-cultural principles.</p>	<p>Critically summarize the six themes that the author brings out concerning the cross-cultural nature of counseling.</p> <ul style="list-style-type: none"> <li>Post your answers in "Discussion" and respond to at least two other student's comments.</li> </ul>	<p>Read Textbook (pg 67-79)</p>
Week 3 September 7	<p><b>- The Role of Culture in Treatment of Diverse Populations.</b></p>	<p>The author notes that culture influences the predisposing, relationship, and contextual as well as treatment in counseling.</p> <ul style="list-style-type: none"> <li>Write how this effects people of your culture. Be specific.</li> <li>Post your comments in "Discussion" <b>and respond to at least two other comments.</b></li> </ul>	<p>Read Textbook -Aponte Chapter (pg 103-120).</p>
Week 4 September 14	<p>Read <u>one chapter</u> from the list that starts on pg 133 and ends on pg 366.</p>	<ul style="list-style-type: none"> <li>Write a lesson plan (for a two hour presentation to an age group of your choosing) that covers the major points in your chapter.</li> <li>Post your lesson plan in "Discussion"</li> </ul>	<p>Read Textbook</p>
Week 5 September	<p>Read <u>three lesson plans of your choice</u> and make</p>	<ul style="list-style-type: none"> <li>Post your revised lesson plan in "Discussion"</li> </ul>	<p>Read Textbook</p>

21	critical comments that will improve the lesson plan.		
Week 6 September 28	<b>Class meets at SJSU</b>	Video: <b>Kaliti</b> Class discussion Post your reactions in Discussion and respond to at least two other student's posting	<b>Class meets at SJSU</b>
Week 7 October 5	<ul style="list-style-type: none"> <li>Overview of Refugee Population</li> <li>Counseling Refugees: (A Psychosocial Approach to Innovative Multicultural Interventions)</li> <li>The Refugee Experience</li> </ul>	<p>Read the selected Articles listed in this week's folder and visit the Web sites.</p> <p>Respond to activities and post your reactions in discussion. Read and respond to at least two other postings</p>	<b>Material to read – Week 7 folder</b>
Week 8 October 12	<ul style="list-style-type: none"> <li>Chapter 3 –Refugees: Culture and Mental Health</li> <li>Chapter 4- Refugees: Acculturation Post-migration Adjustment Issues, and Mental Health</li> <li>Chapter 5: Refugees: Multi-Level Model (MLM)</li> </ul>	<ul style="list-style-type: none"> <li>Read the selected Articles</li> <li>Respond to activities and post your reactions in discussion</li> <li>Read and respond to at least two other postings</li> </ul>	<i>You should be getting ready to write the first paper</i>
Week 9 October 19	Movie Crash	<p>After watching this movie, post your comments and respond to at least two other student's posting.</p> <p>Read more in this week's folder</p>	Week 9 folder
Week 10 October 26	<ul style="list-style-type: none"> <li>Counseling Limited English Proficient Individuals</li> </ul>	<p>Read the articles listed in this week's folder. Briefly comment about the articles listed in this week's folder and <u>complete the activity</u>. Respond to at least two other student's postings.</p>	<p>Material to read – Week 10 folder</p> <p><b>Paper 1 Due (Counseling Refugees)</b></p>
Week 11 November 2	<ul style="list-style-type: none"> <li>Stages of Second Language Acquisition</li> </ul>	<p>Read the articles listed in this week's folder</p> <p>Complete Activity</p> <p>Respond to at least two other student's</p>	Material to read – Week 11 folder

	<ul style="list-style-type: none"> <li>• Common Myths</li> <li>• Stereotypes</li> </ul>	postings.	<b>Class meets at SJSU</b>
Week 12 November 9	<ul style="list-style-type: none"> <li>• Culture and Non Verbal Communication</li> <li>• Myths about Second language development</li> <li>• Ten common Fallacies</li> </ul>	Read the articles Complete Activity Respond to at least two other student's postings.	Material to read – Week 12 folder
Week 13 November 16	<p>Counseling with the Gay Community</p> <ul style="list-style-type: none"> <li>• The New Gay Teen: Shunning Labels</li> <li>• Alors, Are We Queer Yet?</li> </ul>	Read the articles Complete Activity Respond to at least two other student's postings.	<b>Paper 2 due (Limited English Proficient)</b> Material to read – Week 13 folder
Nov 23	Thanksgiving Day	<b>NO CLASS THIS WEEK</b>	
Week 14 November 30	<b>In from the Outer:</b> Generational Differences in Coming Out and Gay Identity Formation	Read Articles. Complete Activity Respond to at least two other student's postings.	<b>Material to read –</b> Week 14 folder
Week 15 December 7	<b>Breaking the Silence in the Counselor Education Classroom:</b> A Training Seminar on Counseling Sexual Minority Clients	Complete Activity Respond to at least two other student's postings.	Material to read – Week 15 folder <b>Class meets in SJSU</b>
Week 16 December 14	Summing up		<b>Paper 3 due (Counseling with the Gay Community)</b>

## Course Evaluation

Each paper will be graded on a 10 point scale.  
At the end of the course the grades will be averaged.

Grade	Percentage Earned	
A	90 - 100%	
B	80 - 89%	
C	70 - 79%	

Classroom participation is important and will be graded on a ten-point scale. Postings in the Discussion area and class participation are extremely important and will make up to 25% of your final grade.

Assignment	Points	
Paper 1 Refugees	20%	
Paper 2 LEP	20%	
Paper 3 Gays	20%	
Participation in discussions	25%	
Class attendance	15%	

**Extra credit options are not available**

**Penalty for late or missed work: 10% reduction for late work**

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**Special Needs Statement**

Campus policy in compliance with the Americans with Disabilities Act:

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. <http://www2.sjsu.edu/senate/s97-10.htm>.

**Academic Integrity Statement**

“Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at: <http://www2.sjsu.edu/senate/S04-12.pdf>

**Academic Honesty:**

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by [Academic Senate Policy S04-12](#).

<http://www2.sjsu.edu/senate/plagiarispolicies.htm>

“You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at <http://www2.sjsu.edu/senate/S04-12.pdf>