

**COUN 7970 (section 002)  
Special Topics: Global Studies in  
Counseling- Destination  
Africa: Malawi**

*Summer 2013*

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**Department of Special Education,  
Rehabilitation, and Counseling**

**College of Education**

**INSTRUCTOR INFORMATION:**

**Chippewa M. Thomas, Ph.D.  
Associate Professor  
2056 Haley Center  
Thoma07@auburn.edu  
334-844-2895**

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**OFFICE HOURS:**

**By appointment**

**COLLEGE OF EDUCATION**



Faculty, staff and students  
strive to prepare and be professionals who are:

*Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

*Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

*Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



**AUBURN UNIVERSITY  
SYLLABUS**

1. **Course Number:** COUN 7970  
**Course Title:** Special Topics: Global Studies in  
Counseling- Destination Africa: Malawi  
**Credit Hours:** 3 Semester hours (Lecture 3)  
**Prerequisites:**  
**Course Instructor:** Dr. Chippewa Thomas  
**Semester/Year:** Summer 2013
2. **Date Syllabus Prepared:** March 2013
3. **Text(s):** Kamkwamba, W. & Mealer. B. (2009). The Boy who Harnessed the Wind.  
HarperCollins Publishers: New York, NY

**Recommended Texts:**

4. **Course Description:** The focus is on enhancing counseling/helping human pre-service students' multicultural counseling competencies in working with diverse client populations. The course will be provided at the Mtendere Village and Lumbadzi School in Lumbadzi, Malawi over three weeks in conjunction with the education and clinical mental health programs at Auburn University. The course will include a seminar in pre-selected special topics areas, professional field experiences and educational site visits in Malawi, Africa. The special topics are chosen to enhance human service and helping profession (counseling, social work, helping human professional) students' multicultural counseling and clinical competencies (knowledge/awareness, skills and practices) that will enhance their ability to promote the personal/social development and well-being of all the clients they encounter.
5. **Course Objectives:**  
**Upon completion of this course, students will demonstrate knowledge/awareness and skills and practices of the following** (Refers to CACREP 2009 standards):
  - Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, and groups.
  - Understanding the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, social justice and the impact on human development and functioning
  - Identifies community, environmental, and institutional opportunities that enhance- as well as barriers that impede personal/social development.
  - Understand the ways in which policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of clients and their families and support networks.

- Understand multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on client well-being and functioning.
- Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in optimal human development.
- Advocates for mental health and clinical and evidenced-based policies, programs, and services that enhance counseling efficiency and are equitable and responsive to multicultural client populations.
- Plans and presents counseling/clinical service-related plan for use with a cultural group
- Designs prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency client functioning and development.
- Assesses cultural group strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
- Identifies strategies and activities to prepare clients for a full range of life options and opportunities.

**6. Course Content: Please see the attached course schedule for a detailed discussion of content:**

Topic 1: Lifespan and Human Development in a Global Context

Topic 2: Sensitivity Development to Diverse Population

Topic 3: Narratives, Interviews, and Qualitative Assessment

Topic 4: Counseling Conceptualization and Session Planning

Topic 5: Group Dynamics

Topic 6: Counselor/Professional Development in a Global Context

**7. Assignments/Projects**

*Pre-departure Learning Activities and Re-entry Interview:*

Students will attend a daily three hour session to learn Malawian culture and language for a minimum of 1 week. Students will develop an understanding of traditional and Malawian lifestyle, geography, history, culture, religion, language, education, and science and technology. Students will attend a one hour interview after returning to the U.S. to discuss concluding the study abroad experience.

*Journal entries (in physical journal) and text readings/reflections*

Students will post daily experience updates as journal entries. These posts will describe students' learning (academic) and cultural experiences. Posts will include daily activities, educational opportunities, feelings, and *reflections from reading the course text*.

Questions to be answered in the journal are:

- How did you feel today? Discuss how your personal background, values and beliefs may have impacted how you felt.
- What are the some of the things that you have learned today about a foreign country, Malawi, in relation to increasing your knowledge and understanding about other culture?

- In regard to helping human service professional development, what did you learn or contextualize or further understand about the human dynamic relative to counseling practice? Explain this reflection.

*Lifestate/Lifespan Interviews/reflection:*

Students will interview one individual from an age group (child/adolescent or adult/older adult) three times (introduction, main interview and concluding interview). The interviews may involve the presence of an interpreter. Students will develop a conceptualization report of the person's life state. The interview should last no longer than 1.5 hours. Students will complete a reflection describing practice experience.

*Classroom and Group Observation/reflection:*

Students will take two field trips to a selected k-12 school to observe group dynamics and educational practice in Malawian schools. Students will develop an observational report of the experience (observing two classroom sessions, and one other group gathering) that will include a reflection on what was observed and how observations might be conceptualized for counseling or helping services.

*Hospital Informational and Mock Consultation/reflection:*

Students will take 1 field trip to the Blessings Hospital to receive an orientation of mental health issues faced in Malawi. Students will discuss mental health and services available to patients and families. Students will develop a consultation report (reflection) of the experience that will discuss critical information for counseling or helping services.

*Excursion to Cultural Sites:*

Students will take an educational tour of cultural sites across Malawi, Central Africa. The visits will provide students with opportunities to gain insights into the history, culture, religion, and values and beliefs of Malawians, which will increase students' ethnic specific knowledge needed to improve their multicultural counseling competencies; while helping them increase the level of self-awareness as a person and counseling professional. Students are expected to attend a (1 hour) group meeting to debrief their cultural experiences and to maintain daily journal writings throughout the excursions.

*Digital Story/Video Production:*

Students will produce an 8-10 minute digital story video that reveals professional, educational (academic), cultural, and personal takeaways from the study abroad experience. This video should be developed as a sharing /teaching tool of multicultural education for students and other professionals in the US. The video will capture counseling and helping human services professional information, standards or practice expectations of professionals, needs for counseling, and student's expectations of themselves and struggles with cross-cultural awareness. Students are encouraged to be as creative as possible to make the digital story video entertaining and educational and eventually post the story on blog site: <http://destinationmalawiafrica.wordpress.com>

*CDP Class Presentation*

Students will choose one cultural aspect learned and how it relates to the practice of counseling and prepare a 30-45 minute presentation on a topic. AU students will deliver this presentation in the Counseling Diverse population's class in the fall semester 2013. The presentation should include: A description of the cultural aspect, its relationship to

counseling practice or the counseling profession, model intervention programs and strategies, legal and ethical obligations to abide by in carrying out practices, as well as the resources available for counselors/human service professionals. Students are asked to really think about innovative ways they can communicate central and critical issues in the presentation. This will include the use of multiple presentation methods (e.g., digital story video, demonstrations, power point presentations, experiential activities, readings, handouts, brochures, etc.).

## 8. Grading and Evaluation Procedures:

Journal and Text Readings/reflections	100
Lifespan Interviews/reflection (3)	75
Classroom and Group Observations/reflection (2)	100
Hospital Informational and Mock Consultation/reflection	75
Digital Story Video production	100
CDP Class Presentation	<u>50</u>
<b>TOTAL</b>	<b>500</b>

The following scale will be used:

460-500	=A
419-459	=B
378- 418	=C
337- 377	=D
336 and below	=F

## 9. Class Policy Statements:

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All

- academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
  6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
  7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
    - a. Engage in responsible and ethical professional practices
    - b. Contribute to collaborative learning communities
    - c. Demonstrate a commitment to diversity
    - d. Model and nurture intellectual vitality

**10. Justification for Graduate Credit:**

This course includes content on school counseling practice and development as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.