**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7970

**Course Title:** Special Topics: Global Studies in Counseling and Research: South Korea Initiative

**Credit Hours:** 3 Semester hours

**Prerequisites:** Enrollment in a graduate program in Special Education, Rehabilitation, and Counseling

**Course Instructor:** Drs. Suhyun Suh, Randolph Pipes (Auburn University) & Sang Min Lee (Korea University)

**Semester/Year:**  Summer 2015

**2. Date Syllabus Prepared:** January 2012; Revised October 2012, December 2013,

January, 2015.

**3. Text:** Tudor, D. (2012). Korea: The impossible country, North Clarendon, VT: Tuttle Publishing

**4. Course Description:** The class will focus on: (1) helping graduate students develop multicultural counseling competencies; (2) fostering international perspectives on critical counseling issues; and (3) enhancing cross-cultural research competencies. The course will be provided partially on-campus and partially at Korea University in Seoul, Korea. The course will include seminars and research in pre-selected special topic areas, professional field experiences, and an educational tour of Korea.

**5. Course Objectives:**

**Upon completion of this course, students will be able to**:

* + Identify ideas for cross-cultural research.
	+ Develop and nurture relationships with faculty and students in Korea with the goal of enlarging professional networks for future collaboration in research and teaching.
	+ Understand differences in policies and in norms (explicit or implicit) for research conducted in other countries.
	+ Recognize how cultural, political, and economic contexts may shape views on research with human subjects, information sharing, and data access.
	+ Expand their knowledge related to many aspects of South Korea including history, culture, geography, economy, religion, educational systems, people, etc.
	+ Increase their sensitivity, appreciation, accuracy, and understanding of diversity in working with clients coming from diverse backgrounds.
	+ Demonstrate openness to learning from international partners with different levels of English language proficiency.
	+ Recognize that the “right” decision in one country may lead to unintended ethical consequences in another.

**6.** **Course Content:  Specific course content will be developed in collaboration with students who enroll in the course. Cross-cultural comparison will be used as the primary teaching method for both learning and research. Examples of class discussion topics are provided below:**

* **Acculturation process and implications for counselors**
* **Conceptualization of social anxiety**
* **Counseling theories and approaches**
* **Perceptions regarding seeking counseling or counseling-related services**
1. **Assignments/Projects**

Students will attend two-hour biweekly sessions for eight weeks. In addition, students are required to attend an orientation meeting provided by the International Program Office.

*Presentations:*

In the first week of the eight-week class, students will discuss and decide on presentation topics which will be presented at Korea University. Students may choose to work on a topic individually or in pairs and will make a presentation at KU. Presentations should be approximately 30-45 minutes in length. Each presentation should include discussion questions focusing on cross-cultural considerations. For the presentation you are asked to think about innovative ways that you can communicate the central and critical findings of your presentation. This may include the use of multiple presentation methods (e.g., videos, demonstrations, power point presentations, experiential activities, readings, handouts, brochures and surveys as appropriate).These presentations will be discussed and refined during the class prior to departure.

*Cross-Cultural Research:*

Students may choose whether to become a member of a cross-cultural research team. Those students, who choose not to be a member of research team, will read a minimum of six articles of their choosing involving cross-cultural research. They will be expected to give an overview of these articles in class. For those students choosing to be a member of a research team, assignments will vary depending on research team. During the eight-week course on the Auburn campus, students who are conducting research are expected to report on progress made on their projects.

*Reading Assignments*: Weekly reading assignments from the text as assigned by instructors.

*Other Class Activities*:

Basic conversational Korean language will be taught and practiced by students. Students will also complete a Multicultural Counseling Inventory prior to departure and upon return to the U.S.

*Blog Posts:*

Students will take turns making blog posts to the online blog. Each student is to make two posting minimum. These posts will educate other cohort members as well as the public about students’ learning and cultural experiences. Posts will include daily activities. Video clips and pictures may also be used to further describe the students’ daily activities in Korea.

*Personal Journal Writings:*

Students are required to write a total of three reflective journal entries, one before the trip to Korea and two during the trip. Journal entries are due on the last day abroad. They may write the last journal after the focus group meeting is held.

Questions to be covered in the journal are:

* List critical incidents that became a learning moment for you about a foreign country, South Korea, in relation to increasing your knowledge and understanding about the country.
* How did the critical incidents make you feel? What impacts did these experiences have, or do you believe are likely to have, on your development as a person and as a professional?
* If you were in a position to advocate for the population that you were dealing with in the critical incident, what actions would you take to advocate for them?

*Focus Group Meetings:*

Students will participate in two focus group meetings to debrief and discuss the impact of participating in the program on their personal and professional development. One will be conducted while abroad and the other two months after the trip.

*Fieldtrips to Educational Sites:*

Students may take field trips to educational institutions and counseling centers to observe counseling and educational practices in South Korea.

*Excursion to Cultural Sites:*

Students will take educational tours to cultural sites in Seoul and surrounding areas. These tours will provide students with an opportunity to gain insights into the country’s history, culture, religion, life-style, etc., and will help students better understand the values and beliefs of Koreans. The excursions will include sites such as palaces, traditional villages, museums, religious institutions, UNESCO world heritage sites, performing arts centers, modern business districts, etc.

1. **Grading and Evaluation Procedures:**

 Personal Journal Entries 50

 Journal Entries Posted on Blog Site 50

Class Participation at AU 100

Research Presentation at KU 100

Class Presentation at KU 100

 **TOTAL 400**

The following scale will be used:

 360-400 =A

 320-359 =B

 280-319 =C

 240- 279 =D

 279 and Below =F

**9. Class Policy Statements:**

1. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.
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, the death 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 an excused absence from this 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 such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences. (<http://www.auburn.edu/student_info/student_policies/>).
3. **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
4. Honesty Code:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  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. 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, and addendum to your syllabus and/or course assignments will replace the original materials.
6. 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:
* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality