

**SYLLABUS**  
**COUN 522: COUNSELING DIVERSE POPULATIONS**  
**SUMMER II 2012**  
**ONLINE INSTRUCTION**

**INSTRUCTOR**

Sam K. Boré, Ph.D., LPC, NCC  
Office: BIN 223  
903-556-5142  
sam\_bore@tamu-commerce.edu

**OFFICE HOURS:**

Mondays	Wednesdays
Mesquite 3:00 – 6:00	Mesquite 3:00 – 6:00
<i>Virtual office in e-college will also be utilized</i>	

**CATALOG DESCRIPTION OF COURSE**

522. *Counseling Diverse Populations*. Three semester hours.

Emphasis on developing knowledge, skills, and attitudes for more effective counseling with persons different from the counselor regarding characteristics such as culture, race, gender, sexual orientation, physical disability, and religious preference. Substantial attention is given to developing awareness of one's own values, attitudes, and beliefs as they relate to counseling in a diverse society. Provides an understanding of how diverse values and mores, interaction patterns, social conditions, and trends related to cultural and ethnic diversity affect counseling.

**GENERAL COURSE INFORMATION**

This course is a required course for all master's degree options. It appears on all plans leading to licensure as a professional counselor and certification as a school counselor in Texas. The course provides an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.

**COURSE OBJECTIVES include, but are not limited to, the following.**

Students will demonstrate understanding of:

1. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
2. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences;
3. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
4. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
5. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
6. theories of multicultural counseling, theories of identity development, and multicultural competencies; and

7. ethical and legal considerations related to social and cultural diversity.

**CONTENT AREAS include, but are not limited to, the following:**

- I. Multicultural and pluralistic trends
  - A. Characteristics
  - B. Concerns between and within diverse groups nationally and internationally;
- II. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- III. Counselor and consultant characteristics that influence helping processes including:
  - A. Age
  - B. Gender
  - C. Ethnicity
- III. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- IV. Diverse counselor and consultant characteristics and behaviors that influence the helping process including:
  - A. Age
  - B. Gender
  - C. Ethnic Differences
- IV. Counselors' roles in a diverse society
  - A. Social justice
  - B. Advocacy and conflict resolution
  - C. Cultural self-awareness
  - D. The nature of biases, prejudices
  - E. Processes of intentional and unintentional oppression and discrimination
  - F. Other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body
- V. Theories of multicultural counseling
- VI. Theories of identity development
- VII. Multicultural competencies
- VIII. Legal and ethical issues related to diversity.

**METHOD OF INSTRUCTION**

*Online*

**COURSE REQUIREMENTS**

1. **Chapter Discussion:** Students will post and discuss their reactions on key points from their chapter readings.
2. **Personal Journal:** Students will keep a weekly journal discussing and applying class information to the student's particular work setting or individual situation. The entries should be double spaced and no more than a page in length.
3. **Treatment Plan:** View a movie and choose one character from the movie for whom you will develop a counseling treatment plan. You may use the theory of your choice. Use the form provided and type the information requested (the form is downloadable from 'docsharing' in ecollege).
4. **Journal Articles:** Students will be responsible for critiquing two articles in the area of multicultural research. Articles older than 10 years will not be accepted. Articles must be from at least two different journals. *Articles must be fully cited (APA 6<sup>th</sup> Edition) in*

*your critiques.*

5. **Final Examination:** The final examination will be comprehensive in format and will consist of multiple choice and brief essay items.

### **STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

<u>Category</u>	<u>%</u>	<u>Points</u>
Personal Journals	10	30
Chapter Discussions	15	45
Treatment Plan	15	45
Journal Articles 1	20	60
Journal Article 2	20	60
Final Examination	<u>20</u>	<u>60</u>
	100	300

### **GRADING**

270-300 = A                      210-239 = C  
240-269 = B                      180-209 = D

### **REQUIRED TEXT(S) AND/OR READING(S)**

Sue, D.W. & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice*. (5<sup>th</sup> ed.). NY: John Wiley & Sons

### **SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:**

- Gollnick, D. M., and Chinn, P. C. (2009). *Multicultural Education in a Pluralistic Society* (8<sup>th</sup> Ed.). Upper Saddle River, NJ: Merrill.
- Ridley, C.R. (2005). *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Robinson, T.L., & Howard-Hamilton, M.F. (2000). *The convergence of race, ethnicity, and gender: Multiple identities in counseling*. Upper Saddle River, NJ: Merrill.
- Vontress, C.E., Johnson, J.A., & Epp, L.R. (1999). *Cross-cultural counseling: A casebook*. Alexandria, VA: American Counseling Association.

### **TE<sub>x</sub>ES COMPETENCIES THAT RELATE TO THIS COURSE (TE<sub>x</sub>ES is the state examination required for school counselor certification.)**

#### Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

#### Competency 003 (Factors affecting Students)

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

#### Competency 005 (Developmental Guidance Program)

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

#### Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

#### Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

### **ATTENDANCE**

The student is expected to attend class regularly. University guidelines regarding attendance policy will be followed.

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students requesting accommodations for disabilities must go through the Academic Support Committee. For more information, please contact the Director of Disability Resources and Services, Halladay Student Services Building, Room 303D, (903) 886-5835.

### **CONDUCT AND ACADEMIC HONESTY**

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

### **UNIVERSITY CLOSING DUE TO WEATHER**

Check <http://www.tamu-commerce.edu/> regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

<b>COURSE SCHEDULE</b>	
<b>Week of July 9, 2012</b>	<ul style="list-style-type: none"> <li>• <b>Course Introduction and Overview</b></li> <li>• <b>Chapters 1, 2, 3, 4, 5, &amp; 6</b></li> <li>• <i>Weekly discussions – first posting due 7/11/2012, second posting due 7/13/2012</i></li> <li>• <i>Personal Journal – due 7/14/2012</i></li> </ul>
<b>Week of July 16, 2012</b>	<ul style="list-style-type: none"> <li>• <b>Chapters 7, 8, 9, 10, 11, &amp; 12</b></li> <li>• <i>Weekly discussions – first posting due 7/18/2012, second posting due 7/20/2012</i></li> <li>• <i>Personal Journal – due 7/21/2012</i></li> <li>• <i>Journal Article 1 Critique Due on 7/22/2012</i></li> </ul>
<b>Week of July 23, 2012</b>	<ul style="list-style-type: none"> <li>• <b>Chapters 13, 14, 15, 16, 17, &amp; 18</b></li> <li>• <i>Weekly discussions – first posting due 7/25/2012, second posting due 7/27/2012</i></li> <li>• <i>Personal Journal – due 7/28/2012</i></li> <li>• <i>Treatment Plan due (Midterm)</i></li> </ul>
<b>Week of July 30, 2012</b>	<ul style="list-style-type: none"> <li>• <b>Chapters 19, 20, 21, 22, 23, &amp; 24</b></li> <li>• <i>Weekly discussions – first posting due 8/1/2012, second posting due 8/3/2012</i></li> <li>• <i>Personal Journal – due 8/4/2012</i></li> <li>• <i>Journal Article 2 Critique Due on 8/4/2012</i></li> </ul>
<b>Week of August 6, 2012</b>	<ul style="list-style-type: none"> <li>• <b>Chapters 25 &amp; 26</b></li> <li>• <b>Final Exam</b></li> </ul>