



COUN 522 501
Counseling Diverse Populations
COURSE SYLLABUS: Fall 2012

Instructor: Shahab Dean Aslinia, Ph.D., LPC-S, NCC, BCPC

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COURSE INFORMATION

Materials – Text, Readings, Supplementary Readings

Required: Sue & Sue. (2012) Counseling the Culturally Diverse (6th Edition)

ISBN: 97811118022023



Reserved Readings

Recently published manuscripts related to course topics occasionally may be assigned as outside reading. Copies will be available through eCollege as copyright laws permit.

Supplemental Materials

As copyright laws permit, supplemental materials will be distributed and/or made available via eCollege. These materials may include, but are not limited to, diagrams, charts, summarizations, tables, and lecture outlines.

Course Description

CATALOG DESCRIPTION OF COURSE

COUN 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 DESCRIPTION

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.

The student will demonstrate understanding and appropriate application 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. Concernsbetweenandwithindiversegroupsnationallyandinternationally;
- 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
- IV. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- V. Diverse counselor and consultant characteristics and behaviors that influence the helping

process including:

- A. Age
- B. Gender
- C. Ethnic Differences

- VI. 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
- VII. Theories of multicultural counseling
- VIII. Theories of identity development
- VIII. Multi-cultural competencies
- X. Legal and ethical issues related to diversity.

TEXES COMPETENCIES THAT RELATE TO THIS COURSE

(TEXES 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.

METHOD OF INSTRUCTION

Lecture, discussion, seminar, web-enhanced online course/assignment submission.

COURSE REQUIREMENTS

COURSE REQUIREMENTS include, but are not limited to:

1. **Participation/Attendance:** Since the class only meets one day per week, attendance in all sessions is critical. Regular attendance, arriving to class on time, and reading the

materials before class are **expected**. You are encouraged to **actively** participate in and out of class. You will have many opportunities to contribute to the total learning experience through attendance, small and large group discussion, and assigned activities.

2. **Required Papers:** Papers are due on the dates noted in the syllabus. The Cultural Event paper may be turned in at any time during the semester, up to and including the date noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deducted from the final score.
3. **Personal Assessment Paper:** The purpose of this paper is to summarize the insights you have gained about yourself through the various structured self-exploration activities and class discussions. These activities and discussions are designed to stimulate introspection and increase self-awareness. *Guidelines for this paper are included in the syllabus.*
4. **Test:** There will be a take-home midterm exam. It will be a combination of essay and short answer.
5. **Online Class Discussions:** Students must logon to MyLeo and post discussion postings in regards to the posted topics. More instructions online.

Items #6 and #7 will focus on a cultural subgroup you have chosen for more in-depth study. You will choose a subcultural group to focus on throughout the semester. This group must be any ethnic or racial minority group *different from your own*, chosen from the following:

Hispanic/Latino American
 Asian American or Pacific Islander
 Native American or Alaskan Native
 African American
 Multiracial/multiethnic
 Middle Eastern (Specify culture and religion) i.e. Arab, Israeli, Persian, Turkish, etc...
 Older Adults
 Lesbians, Gays, Bisexual, Transgender (LGBT)
 Persons with disabilities

- a). Emphasize your chosen racial or ethnic minority group and include some additional, more specialized knowledge: e.g. mainly focus on Native Americans; as part of your inquiry, look into concerns for Native American gays and/or lesbians.
 - b). Give equal weight to your chosen racial or ethnic minority group and gays and lesbians, older adults, women, or persons with disabilities. e.g. Focus on Asian American women, Native American women, etc. e.g. Focus on Hispanic American elders, Asian American elders, etc.
6. **Journal Articles:** Research 5 *professional journal articles* addressing issues related to counseling the *subgroup* you have chosen to study. For *each* article: on **one** page, single spaced, give an APA citation as the heading, then briefly summarize the article, give your reactions to the journal article, and indicate whether you would recommend this article or

not and why. Articles older than 10 years will not be accepted. Articles must be from at least three different journals.

7. **Class Presentation:** Students will conduct a class presentation in regards to their chosen culture and summarize topics they have learned from the culture. Specific instructions will follow.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Attendance	5 %
Online Discussions	10 %
Personal Assessment Paper	20 %
Journal Articles (5)	15 %
Midterm Exam	20 %
Presentation	30 %
	100 %

Grading:

90-100 % = A

80-89 % = B

70-79 % = C

60-69 % = D

< 59% = F

Note: In graduate school courses grades of 79% and below are considered F and course must be re-taken.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course Policies

ATTENDANCE AND LATE POLICY Students are expected to attend all classes and arrive on time. Attendance in this class is critical and cannot be emphasized enough. Even missing one class may hinder your skill development. If you know that you are going to miss a class, email or call me 24 hours prior to class. More than 1 absence from class will result in a deduction of 30 points from your final grade. More than 2 absences from class will result in a failing grade. As stated previously, missing more than one supervision session will result in a failing grade in the class. Make every attempt to be on time. Arriving late will affect your grade.

ASSIGNMENT POLICY I expect you to turn in all assignments at the beginning of class on the due date designated in the syllabus. Late assignments are not accepted and will receive a grade of zero.

ELECTRONIC COMMUNICATION DEVICES

If you have a cell phone or any other type of electronic communication device with you (including iPads and laptops), please disarm it before entering the classroom and keep it off for the duration of class. In addition, neither texting nor phone calls are allowed in class. You will

lose all daily participation points if you use any electronic device during class.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

*Office of Student Disability Resources and Services Texas A&M University-Commerce Gee Library, Room 132 Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148 StudentDisabilityServices@tamuc.edu*

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.tamuc.edu/> regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

TECHNOLOGY REQUIREMENTS

This will be a web-enhanced course and some obvious technological resources will be required.

- Access to a computer with
 - Internet access (high-speed preferred)
 - Word processing software (Microsoft Word preferred)
 - As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

ACCESS AND NAVIGATION

Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

COURSE OUTLINE / CALENDAR

Week	Class Date	Topic	Assignment
1	8/30	Introductions/ Syllabus	Logon to eCollege
2	9/6	Lecture	Reading
3	9/14	Lecture	
4	9/20	No F2F Class – Online	Discussion 1 Due/
5	9/27	Lecture	Journal Papers Due Online
6	10/4	Lecture	
7	10/11	No F2F Class – Online	Discussion 2 Due
8	10/18	Lecture	
9	10/25	Lecture	Midterm Exam
10	11/1	No F2F Class – Online	
11	11/8	Presentations	Presentations
12	11/15	Presentations	Presentations
13	11/22	No Class University Closed (Thanksgiving Break 11/22- 11/23)	Happy Turkey Day
14	11/29	All Students - Presentations – Watch Tapes	Personal Assessment Paper Due 11:59 PM in eCollege Dropbox
15	12/6	Lecture	
16	12/13	Finals Week	Finals Week

Disclaimer: The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in class, in eCollege or via email by the instructor. Students who do not check eCollege or their email assume responsibility for missing alterations to the course.