Texas A&M University-Commerce
COUN 522.401
COUNSELING DIVERSE POPULATIONS
Spring 2013
3 Semester Hours
Wednesdays 4:30-7:10pm (MPLX)

Azadeh Mansour, Ph.D., LPC

Email: azadeh.mansour@tamuc.edu

OFFICE HOURS:
By appointment only.

REQUIRED TEXTBOOK

** Addition required reading materials may be placed on reserve at the Metroplex Library.

ADDITIONAL SUGGESTED TEXT

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 knowledge of:

A. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
B. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
C. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
D. 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;
E. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
F. ethical and legal considerations related to social and cultural diversity.

OUTLINE OF 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

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

IX. Multi-cultural competencies

X. Legal and ethical issues related to diversity.
COURSE REQUIREMENTS
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. Students will be required to participate and contribute to class discussions.

2. Required Papers: Papers are due on the dates 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. Students are to complete all assignments as instructed ON TIME. Late assignments will be considered only in cases of exceptional circumstances. In all cases, it is the student’s responsibility to contact the instructor to discuss special considerations of assignments or completion of missed work.

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 will be provided as the assignment due date approaches.

4. Test: There will be a mid-term exam for this course. The exam may consist of multiple choice items, short answer or essay questions. More exam details will be provided as the exam due date approaches.

5. Chapter Discussions Assignment: At the beginning of the semester, each enrolled student will sign up for a topic of discussion that pertains to a scheduled lecture for a specific class week. The student will prepare 3 PowerPoint slides discussing some of the key points related to that topic from the assigned class readings. The student will also turn in a 1-page double space (Times New Roman 12 pt. font) summary of the discussed topics, further explaining the key concepts of discussion that correspond to the 3 PowerPoint slides they discussed with class pertaining to the class lecture.

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
Arab and Muslim Americans
Jewish Americans
LGBT Individuals
Older Adults
Persons with Disabilities
For example if you are interested in a racial or ethnic minority subcultural group and gays and lesbians, older adults, women, or persons with disabilities there are two ways to focus your inquiry.

1) 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.

2) 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.

5. Journal Articles: Research 5 professional journal articles addressing issues related to counseling subgroup you have chosen to study. Each article is to be summarized with appropriate APA citations. For each article a one-page document is to be turned in. Each page is to be single-spaced and must include two paragraphs: one paragraph is the summarization of the article and the second paragraph includes your reaction to the journal article. Articles older than 10 years will not be accepted for the purposes of this assignment. Articles must be from at least three different professional journals. For this assignment total of 5 single spaced pages will be turned in for grade.

6. Final Class Presentation: At the beginning of the semester, each enrolled student will sign up for a different class presentation topic that is assigned on the noted course schedule. The student will be responsible for presenting that topic for the assigned class week toward the end of the semester. More specific guidelines for parameters of this class presentation will be provided to the students after midterm exams week.

All assignments should be typed in Times New Roman, 12 pt. font. Papers should have a one-inch margin on all four sides. Journal article assignments are to be single-spaced; however, all other assignments should be double-spaced. Use APA manual (6th ed.) for appropriate guidelines, citations and formatting. Please be sure to proofread for spelling and grammar errors. Include a separate cover page for your name and title of paper.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES
(Assignments will be weighted as indicated below)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weightage</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>15%</td>
<td>(Attend all class meetings &amp; complete all assigned readings)</td>
</tr>
<tr>
<td>Chapter Discussions</td>
<td>10%</td>
<td>(1/23 through 2/27)</td>
</tr>
<tr>
<td>Personal Assessment Paper</td>
<td>15%</td>
<td>(4/24)</td>
</tr>
<tr>
<td>Journal Articles (5)</td>
<td>15%</td>
<td>(One week after Presentation)</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
<td>(3/06)</td>
</tr>
<tr>
<td>Final Class Presentation</td>
<td>20%</td>
<td>(3/20 through 04/24)</td>
</tr>
</tbody>
</table>
GRADING - Students Performance will be determined as follows:

90-100% = A
80-89% = B
70-79% = C
60-69% = D
<59% = F

METHOD OF INSTRUCTION
Lecture, large and small group discussion, seminar, assignments, experiential.

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.

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

AUDIO/VISUAL RECORDING OF CLASS CONTENT
Students who wish to tape record lectures or class content must request permission from the instructor prior to doing so given the nature of the counseling courses.
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).

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@tamu-commerce.edu
TENTATIVE COURSE OUTLINE

Week 1: 1/16  COURSE INTRODUCTION & OVERVIEW  
(Overview - Chapter Discussion Assignment and Presentation Assignment Schedules)

Week 2: 1/23  The Multicultural Journey to Cultural Competence: Personal Narratives  
The Superordinate Nature of Multicultural Counseling and Therapy  
Readings  
Sue & Sue Chapters 1 & 2  
Chapter 1 Discussion  
Chapter 2 Discussion

Week 3: 1/30  Multicultural Counseling Competence for Minority Group Counselors/Therapists  
The Politics of Counseling and Psychotherapy: Social Justice in Counseling  
Culturally Competent Assessment  
Readings  
Sue & Sue Chapters 3 & 4 & 13  
Chapter 3 Discussion  
Chapter 4 Discussion  
Chapter 13 Discussion

Week 4: 2/06  Systemic Oppression: Trust, Mistrust, Credibility, and Worldviews  
Microaggressions in Counseling and Psychotherapy  
Readings  
Sue & Sue Chapters 5 & 6  
Chapter 5 Discussion  
Chapter 6 Discussion

Week 5: 2/13  Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives  
Culturally Appropriate Intervention Strategies  
Readings  
Sue & Sue Chapters 7 & 8  
Chapter 7 Discussion  
Chapter 8 Discussion
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6:</td>
<td>2/20</td>
<td>Multicultural Evidence-Based Practice</td>
<td>Sue &amp; Sue Chapters 9 &amp; 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-Western Indigenous Methods of Healing: Implications for Counseling and Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chapter 9 Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chapter 10 Discussion</td>
<td></td>
</tr>
<tr>
<td>Week 7:</td>
<td>2/27</td>
<td>Racial/Cultural Identity Development in People of Color: Therapeutic Implications</td>
<td>White Racial Identity Development: Therapeutic Implications</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sue &amp; Sue Chapters 11 &amp; 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chapter 11 Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chapter 12 Discussion</td>
<td></td>
</tr>
<tr>
<td>Week 8:</td>
<td>3/06</td>
<td><em>Mid-Term Exam</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9:</td>
<td>3/13</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10:</td>
<td>3/20</td>
<td>Counseling African Americans</td>
<td>Sue &amp; Sue Chapter 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Presentation Chapter 14</td>
<td></td>
</tr>
<tr>
<td>Week 11:</td>
<td>3/27</td>
<td>Counseling American Indians and Alaska Natives</td>
<td>Sue &amp; Sue Chapters 15 &amp; 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counseling Asian Americans and Pacific Islanders</td>
<td>Presentation Chapter 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Presentation Chapter 16</td>
<td></td>
</tr>
<tr>
<td>Week 12:</td>
<td>4/03</td>
<td>Counseling Latinos</td>
<td>Sue &amp; Sue Chapter 17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Presentation Chapter 17</td>
<td></td>
</tr>
</tbody>
</table>
Week 13: 4/10  Counseling Individuals of Multiracial Descent
          Counseling Arab and Muslim Americans
          Counseling Jewish Americans
Readings  Sue & Sue Chapters 18, 19, & 20

Presentation Chapter 18  
Presentation Chapter 19  
Presentation Chapter 20

Week 14: 4/17  Counseling LGBT Individuals
          Counseling Older Adult Clients
Readings  Sue & Sue Chapters 22 & 23

Presentation Chapter 22  
Presentation Chapter 23

Week 15: 4/24  Counseling Persons with Disabilities
Readings  Sue & Sue Chapters 26

Presentation Chapter 26  
Personal Assessment Paper Due

Week 16: 5/1  Conferences

Disclaimer: The instructor reserves the right to make changes to the class schedule and lectures. The instructor may announce alternations to the schedule and lectures either in class, or via email. The student is expected to attend class and check email regularly. University guidelines regarding attendance policy will be followed.