

**COUN 522.401
COUNSELING DIVERSE POPULATIONS
Spring 2014 Three Semester Hours**

INSTRUCTOR

Cyndi Matthews, Ph.D., LPC-S, NCC
Office Phone: (903) 886-5460
Office: Mesquite counseling office
Class time: Thursdays, 4:30-7:10 p.m.

E-MAIL

Cynthia_Matthews@tamuc.edu - The best way to contact me is by email

OFFICE HOURS

By appointment in CHEC/Mesquite

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 and understanding 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.

TOPICAL OUTLINE OF CONTENT includes, but is not limited to, the following:

- I. Historical contexts of culture
 - A. The world in a cultural context
 - B. Immigration through U.S. history
 - C. Prejudice and oppression against various minorities and diverse groups
 - D. World views of diverse groups
 - E. Melting pot versus salad bowl/mosaic philosophies
 - F. Diverse groups in economic, political, and sociocultural contexts
 - G. Emic versus etic views
- II. Multicultural and pluralistic trends
 - A. Multicultural and racial identity development and views on acculturation
 - B. Multiculturalism as a fourth force in counseling
 - C. Multiculturalism in the context of human development
 - D. Characteristics and concerns of diverse groups
 - E. Contemporary views on prejudice and diversity
 - F. Research on prejudice and cultural sensitivity
 - G. Attitudes toward multiculturalism
- III. Various types of diversity in counseling contexts
 - A. Counselor attitudes toward various diverse groups
 - B. Counselor values as they relate to diversity
 - C. Ethics and diversity
 - D. Matching models of multicultural counseling
 - E. World-view structures for counseling diverse groups
 - F. Counseling from multicultural development models
 - G. Bicultural models

- H. Group counseling in multicultural contexts
- I. Family counseling in multicultural contexts
- J. Counseling with specific diverse populations

METHOD OF INSTRUCTION

Lecture, small and large group discussion, experiential activities, case study conceptualization

COURSE REQUIREMENTS

1. **Participation/Attendance/No Tardiness:** 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. **Missing more than one day of class will result in a 5% drop in your grade. Missing more than 2 days of class will result in an automatic drop of 10% in your grade, or in other words a drop of one full letter grade from your final grade. (e.g., From an "A" to a "B"). Missing more than 3 days of class will result in a 15% drop in your grade, and missing more than 4 will result in a 20% drop in your grade. Being late to class 3 or more times will also result in a 5% drop in your grade.**
2. **Required Papers/Presentations:** 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. **Tests:** There will be a take-home midterm exam and an in class final exam. These will be a combination of essay and short answer.

Items #5, 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 or Muslim Americans
 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.
5. **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 15 years will not be accepted. Articles must be from at least three different journals.
6. **Cultural Event:** Given the subcultural group you have chosen, attend one cultural activity. This is not an “anthropology” assignment. Rather, it is an opportunity to experience being a cultural outsider. You will write up your experience in a 2-3 page paper. The emphasis of the paper is on your personal reactions to the experience and your possible internal dialogues.
7. **Group Class Presentation:** You will work with 2 or 3 other individuals in the class to present one of the following chapters to the class.

The presentation should be about 10-15 minutes long and should include a Power Point/Prezi presentation. Handouts (double sided) should be provided to class members.
 Be sure to include important issues to this population and implications for counseling.

- Counseling Arabs and Muslims
- Counseling Jewish Americans
- Counseling Immigrants
- Counseling Older Clients
- Counseling Persons with Disabilities
- Counseling Individuals in Poverty

8. **Final Paper - A Cross-Cultural Interview:** The final paper is a culminating statement of the semester’s work, outlining the process and content for increased cultural competence. Make this a personal statement that is well grounded in the literature. Please see “Final Paper - A Cross-Cultural Interview” for instructions.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Participation/Attendance/Professionalism	20	_____
Cultural Event	40	_____
Personal Assessment Paper	40	_____
Journal Articles (5)	40	_____
Midterm Exam	70	_____
Class Presentation	20	_____
Final Exam	70	_____
Final Paper	100	_____
Total points	400	_____

GRADING

360 - 400 = A	280 - 319 = C
320 - 359 = B	240 - 279 = D

REQUIRED TEXTBOOKS

Sue, D.W. & Sue, D. (2012). *Counseling the culturally diverse: Theory and practice*. (6th ed.). NY: John Wiley & Sons

** Additional required readings materials will be placed on reserve at the Metroplex Library or the class may make other arrangements to copy these materials.

Suggested Textbook:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, D.C.: Author.

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

- Arredondo, P., Toporek, R., Brown, S.P., Jones, J., Locke, D.C., Sanchez, J., & Stadler, H. (1996). Operationalization of the multicultural counseling competencies. *Journal of Multicultural Counseling and Development*, 24, 42-78
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3rd ed.). NY: Guilford Press.
- Ridley, C.R. (2005). *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention* (2nd 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.

REQUIRED/SELECTED ARTICLES

Articles can be found online through TAMU-C Library and on ecollege

- Chandler, C. K., Holden, J. M., & Kolander, C. A. (1992). Counseling for spiritual wellness: Theory and practice. *Journal of Counseling & Development, 71*, 168-175.
- Croteau, J.M. (1999). One struggle through individualism: Toward an antiracist white racial identity. *Journal of Counseling & Development, 77*, 30-32.
- D’Andrea, M. (1999). The evolution and transformation of a white racist: A personal narrative. *Journal of Counseling & Development, 77*, 38-42.
- D’Andrea, M., & Sprenger, J. (2007). Atheism and nonspirituality: Diversity issues in counseling. *Counseling and values, 51*, 149 – 158.
- Friend, R.A. (1993). Choices, not closets: Heterosexism and homophobia in schools. In L. Weis & M. Fine, (Eds.), *Beyond silenced voices* (pp. 209-235).
- Fukuyama, M.A. (1999). Personal narrative: Growing up biracial. *Journal of Counseling & Development, 77*, 12-14.
- Hermann, M. A., & Herlihy, B. R. (2006). Legal and ethical implications of refusing to counsel homosexual clients. *Journal of Counseling and Development, 84*, 414-418.
- Mahalik, J. R., Good, G. E., & Englar-Carlson, M. (2003). Masculinity scripts, presenting concerns, and help seeking: Implications for practice and training. *Professional Psychology: Research and Practice, 34*, 123-131. doi: 10.1037/0735-702834.2.123
- Matthews, C. H., & Salazar, C. F. (2012). An integrative, empowerment model for helping lesbian, gay, and bisexual youth negotiate the coming-out process. *Journal of LGBT Issues in Counseling, 6*, 96-117. doi.org/10.1080/15538605.2012.678176
- McIntosh, P. (1995). White privilege and male privilege: A personal account of coming to see correspondences through work in Women’s Studies. In M.L. Andersen & P.H. Collins (Eds.), *Race, class and gender: An anthology* (pp. 76-87). Belmont, CA: Wadsworth.
- Pederson, P. (1987). Ten frequent assumptions of cultural bias in counseling. *Journal of Multicultural Counseling and Development, 15*, 16-24.
- Root, M.P.P.P. (1996). The multiracial experience: Racial borders as a significant frontier in race relations. In M.P.P.P. Root, (Ed.), *The multiracial experience: Racial borders as the new frontier* (pp. xiii-xxvii). Thousand Oaks, CA: Sage.
- Williams, C.B. (1999). Claiming a biracial identity: Resisting social constructions of race and culture. *Journal of Counseling & Development, 77*, 32-35.

TEXES COMPETENCIES THAT RELATE TO SCHOOL COUNSELING COURSES

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.

PROFESSIONAL CONDUCT

Students are expected to adhere to **the Code of Ethics of the American Counseling Association**. Any behavior, which is deemed unethical, will be grounds for review of the student by the program faculty.

ACADEMIC CONDUCT

"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.)

The instructor will adhere to all University policies pertaining to attendance, make-up tests, cheating, plagiarism, withdrawal, incompletes, and final exams. Students are expected to be familiar with these policies and procedure. Cheating on examinations, submitting work of other students as your own or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the university (See Student's Guide Handbook, Polices and Procedures, Conduct).

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

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).

TENTATIVE COURSE CALENDAR
COUN 522: 401 Fall 2012

The instructor reserves the right to change the calendar as needed.

Week	Date	Reading	Assignments
Week 1	1/16		<ul style="list-style-type: none"> • Introduction and overview • Values Clarification exercises • Multicultural Questionnaire • Respectful Counseling Model • ADDRESSING Model
Week 2	1/23	Discrimination & Oppression Text (Chapter 1 & 2) Arredondo Article (1996)	<ul style="list-style-type: none"> • Video: A Class Divided
Week 3	1/30	Politics of Counseling Trust & Mistrust Text (Chapter 3, 4, 5) Ridley 15 Propositions of Racism Article (2005)	
Week 4	2/6	Microaggressions Text (Chapter 6 & 7) Pederson Article (1987)	
Week 5	2/13	Culturally Appropriate Assessment & Interventions Text (Chapter 8, 9)	<ul style="list-style-type: none"> • PERSONAL ASSESSMENT PAPER DUE
Week 6	2/20	Racial & Cultural Identity In People of Color Text (Chapter 11)	
Week 7	2/27	White Racial Identity Dev. Text (Chapter 12) McIntosh Article (1995) Croteau Article (1999) D'Andrea article (1999)	<ul style="list-style-type: none"> • JOURNAL ARTICLES DUE • MIDTERM HANDED OUT

Week 8	3/6	Multiracial Descent Text (Chapter 18) Root Article (1996) Fukuyama Article (1999) Williams Article (1999)	• MIDTERM DUE
Week 9	3/13	Spring Break!! No Class ☺	
Week 10	3/20	Counseling LGBT Individuals Text (Chapter 22) Friend Article (1993) Hermann & Herlihy Article (2006) Matthews & Salazar Article (2012)	
Week 11	3/27	Counseling African Americans Text (Chapter 14)	
Week 12	4/3	Counseling Native Americans & Alaskan Natives; Asian Americans Text (Chapters 10, 15, 16)	• CULTURAL EVENT PAPER DUE • Last day to have interview Questions approved
Week 13	4/10	Counseling Latinos	Text (Chapter 17)
Week 14	4/17	Counseling Women & Men Text (Chapter 24) Mahalike, Good, Englar Article (2003)	• FINAL PAPER DUE • FINAL EXAM HANDED OUT
Week 15	4/24	Counseling Religious Individuals D'Andrea & Sprenger Article (2007) Chandler, Holden, & Kolander Article (1992)	
Week 16	5/1	Counseling Arab & Muslims (19); Jewish Americans (20); Immigrants & Refugees (21); Older Clients (23); Disabilities(26); Poverty (25)	• FINAL EXAM DUE • GROUP PRESENTATIONS • FINAL PAPER RETURNED

**COUN 522.401
COUNSELING DIVERSE POPULATIONS
PERSONAL ASSESSMENT PAPER**

Objective: To identify and explore personal attitudes, values, and behaviors that can impede or enhance the cross-cultural helping relationship.

In the first few weeks of class you have had the opportunity to explore some of your own beliefs, thoughts, and attitudes through discussions, introspection, and readings. **In 4-5 pages**, write your reaction to these stimuli with respect to insights you have gained about yourself.

Address at least three of the following questions in your paper:

1. What have I discovered about myself as I examine my own personal values, beliefs, and attitudes that can influence my ability to help a culturally diverse client?
2. What do I need to explore and develop in myself in order to increase my sensitivity to and/or awareness of cross-cultural issues?
3. What stops me from confronting some very difficult issues about prejudice, racism, and stereotypes?
4. Where and how did I learn my bias?
5. What strengths do I have that may be of value in a helping relationship with someone from a different culture?

* * * * *

To *guide your thinking* as you prepare to answer the *above* questions, you might consider such issues as:

1. What is my motivation for studying this subject?
2. What experiences in my life have influenced my feelings about cross-cultural issues?
3. What do I feel about my own ethnic identity?
4. How do I describe my value orientation?
5. What biases, positive or negative, do I hold regarding certain groups of people?
6. How flexible am I to experiences, values, and worldviews of individuals who are different from me?

**COUN 522.401:
FINAL PAPER- A CROSS-CULTURAL INTERVIEW**

The final paper is a culminating statement of the semester's work, outlining the process and content for increased cultural competence. Make this a personal statement that is *well grounded in the literature*.

- A. Conduct an interview with a person from the cultural subgroup which you have been studying. ****Discuss your choice of interview participant with me prior to doing the interview.** The session should be approximately 1-2 hours in length, and must be tape-recorded. You may be asked to turn in the taped interview.
- B. Using the following headings and subheadings, *summarize* your findings. **Compare your findings with the classroom readings and the journal articles you have read.** Your paper should be divided into five sections:
1. **Introduction:** In this section discuss how you selected your interview participant, where the interview was conducted, and your personal reactions as you scheduled and then met for the interview.
 2. **Interviewee's Worldview and Life Experiences:** This section should include three subsections which address the following:
 - a. *primary cultural values* (age, generation, family, social structure, values, beliefs, language, etc.)
 - b. *bicultural experiences* (acculturation, conflict, identity, social relationships, etc.)
 - c. *consequences of oppression* (personal experiences, reactions, worldview, coping style, etc.)

* Based on your readings, personal explorations, and class discussions, you will develop a list of ten questions which you will use to address these issues in the interview.

**** You must clear these interview questions with me prior to the interview. Include the list of questions in the appendix of your paper.**
 3. **Similarities and Differences:** Compare and contrast your cultural history and experiences with the life experiences of your interviewee.
 4. **Reactions and Personal Insights:** This section should include two subsections:
 - a. Personal insights (Reflect on your level of cultural awareness at the start of the semester, how have you grown, what have you learned about yourself and those around you, etc.)
 - b. Future personal development (What you need and intend to do to continue your process for cultural awareness and development, fears you will need to confront in the future, supports you will seek out, and so forth).
 5. **Conclusions:** Describe your internal reactions to, and observations of, the interviewee's communication style, and the interaction between you and the interviewee. Consider issues of trust level, immediacy, tone, attitudes of both parties, and unique qualities of the interviewee. Finally, comment on the possible counseling issues for this individual

and the appropriate counseling strategies as well as any other dynamics a counselor would need to be effective with him or her.