

COUN 622:001
ADVANCED SEMINAR IN COUNSELING DIVERSE POPULATIONS

Fall 2014

3 credit hours

Carmen Salazar, Ph.D., NCC

Office: Binnion 226
email: Carmen.Salazar@tamuc.edu

Office Phone: (903) 886-5634

OFFICE HOURS:

Monday 2:00-4:00 and Tuesday 5:00-6:30 PM (Commerce); and by appointment

CATALOG DESCRIPTION OF COURSE:

This course addresses multiculturalism, diversity, social justice, and the contributing roles of racial, ethnic, and cultural heritages; socioeconomic status, family structure, age, gender, sexual orientation, and other forms of diversity; and issues of equity. Students will explore theories and research distinguishing among multiculturalism, diversity, and social justice constructs. They will increase their familiarity with multicultural and advocacy competencies in the counseling profession. A goal of this course is to enable counseling professionals to apply knowledge of self and cultural awareness to enhance multicultural relationships during counseling interventions.

GENERAL COURSE INFORMATION

This course provides students with a variety of opportunities to increase their level of personal (self-reflective) awareness, and clinical awareness, knowledge, skills in working with diverse populations. This increased level of cultural competence better prepares students to teach, supervise, and mentor counseling trainees and novice practitioners, to conduct culturally sensitive research, and to provide direct services to culturally diverse clients.

COURSE OBJECTIVES include but are not limited to the following:

Through readings, discussion, self-reflective and experiential activities, and written assignments, the student will be able to:

1. Develop a broader and more in-depth understanding of cultural diversity that encompasses more than the traditional emphasis on race and ethnicity (e.g., gender, social class, sexual orientation, and ability/disability).
2. Increase his or her knowledge and understanding of historical and current perspectives on systems of power and privilege that operate in U.S. society, including the effects of these systems on the counseling field.
3. Gain a more in-depth personal and theoretical understanding of the *effects*, as well as the causes, of unintentional racism and other forms oppression; and strategies for overcoming unintentional racism on an individual and systemic basis.
4. Increase awareness of how he or she is positioned within systems of power and privilege by virtue of his or her majority and minority group membership(s), and the impact of this positionality on self and others.

5. Move beyond a unidimensional knowledge and understanding of culture and cultural identities, to an integrative perspective that recognizes the multiple identities that exist and converge within a given individual (e.g., race, gender, sexual orientation, *and* physical ability or disability)
6. Gain a more complex understanding of holistic models of racial/cultural identity, and stage or phase models of racial/cultural identity development. Such understanding includes:
 - a. The use of these models to describe: a) identity development in the face of marginalization by oppressive systems (e.g., sexism, heterosexism, beauty-ism, able-ism), and b) the convergence of multiple identities within a single individual
 - b. The use of these models to inform cultural sensitive, developmentally appropriate treatment planning and intervention strategies.
 - c. Recognition of the student’s own multiple cultural identities, and increased sensitivity to the convergences and divergences between and among their own and their clients’ respective identities
7. Develop a conceptual basis for understanding the role of social justice in counseling and counselor education, which includes empowerment, advocacy, and the counselor as an agent of social change.

CONTENT AREAS include but are not limited to the following:

Counselors as Agents of Social Justice

Multicultural and Diversity Competencies

Advocacy Competencies

Systems of Power and Privilege in U.S. Society

Prejudice, Discrimination, and the Process of “Othering”

Historical Oppression and Healing the *Soul Wound*

White Privilege and White Identity Development

Internalized Oppression

Unintentional Racism

Worldview

Holistic Models of Cultural Identity

Stage and Phase Models of Racial/Cultural Identity Development

Multiracial/multiethnic Identity Development

Convergence of Race, Ethnicity, Gender, Class and Other Cultural Identities

Conceptualizing Multiple Identities and Multiple Oppressions in Clients’ Lives

METHOD OF INSTRUCTION

Lecture, discussion, and experiential

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, discussion, and assigned activities.

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.
3. **Cultural Genogram:** You will complete a cultural genogram exploring your own cultural background, with an accompanying narrative and reflection paper. *Guidelines for this paper are included in the syllabus*
4. **Case Conceptualizations:** You will write two case conceptualizations in which you apply racial/cultural identity models to describe the convergence of your client's cultural identities, and utilize these conceptualizations to plan culturally and developmentally appropriate treatment plans. *Guidelines for these papers will be provided.*
5. **Topic Paper and Presentation:** You will write a 20-25 page paper on a topic that emphasizes: (a) improving attitudes toward, (b) improving communication with, (c) increasing knowledge of, (d) answering questions about, or (e) developing skills for working with culturally diverse populations. You will do a brief presentation of your topic paper at the end of the semester. *Guidelines for this paper will be provided.*

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Attendance & Participation	10%
Cultural Genogram	20%
Case Conceptualization #1	15%
Case Conceptualization #2	15%
Topic Paper	35%
Presentation	<u>5%</u>
	100%

REQUIRED TEXTS AND READINGS

- Lee, C. C. (2007). *Counseling for social justice* (2nd ed.). Alexandria, VA: American Counseling Association.
- Ridley, C.R. (2005). *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention* (2nd ed.). Thousand Oaks, CA: Sage.
- Roycircar, G., Arredondo, P., Fuertes, J. N., Ponterotto, J. G., & Toporek, R. L. (2003). *Multicultural counseling competencies 2003: Association for Multicultural Counseling and Development*. Alexandria, VA: Association for Multicultural Counseling and Development.

**A list of additional required reading materials will be available to access as full text electronic documents.

SELECTED BIBLIOGRAPHY:

- Allport, G. W. (1954). *The nature of prejudice*. New York: Doubleday.
- Andersen, M. L., & Collins, P. H. (Eds.). (2004). *Race, class, and gender: An anthology* (5th ed.). Belmont, CA: Wadsworth.
- Cameron, S. C., & Wycoff, S. M. (1998). The destructive nature of the term *race*: Growing beyond a false paradigm. *Journal of Counseling and Development*, 76, 277-285.

- Duran, E. (2006). *Healing the soul wound: Counseling with American Indians and other native people*. NY: Teachers College Press.
- Hoffman, P. (2006). Gender self-definition and gender self-acceptance in women: Intersections with feminist, womanist, and ethnic identities. *Journal of Counseling and Development*, 84, 358-372.
- Lee, C.C. (Ed.). (2012). *Multicultural issues in counseling: New approaches to diversity* (4th ed.). Alexandria, VA: American Counseling Association.
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3rd ed.). NY: Guilford Press.
- Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.), (2001). *Handbook of multicultural counseling* (2nd ed.). Thousand Oaks, CA: Sage.
- Robinson, T. L. (2005). *The convergence of race, ethnicity, and gender: Multiple identities in counseling*. (2nd ed.). Upper Saddle River, NJ: Pearson.
- Root, M. P. P. (1996). (Ed.). *The multiracial experience: Racial borders as the new frontier*. Thousand Oaks, CA: Sage.
- Rowe, W. R. (2006). White racial identity: Science, faith, and pseudoscience. *Journal of Multicultural Counseling and Development*, 34, 235-243.
- Sandhu, D. S., & Aspy, C. B. (1997). *Counseling for prejudice prevention and reduction*. Alexandria, VA: American Counseling Association.
- Singh, A. & Salazar, C. F. (2010). Six considerations for social justice group work. *Journal for Specialists in Group Work*, 35, 308-319.
- Singh, A. A. & Salazar, C. F. (2010). The roots of social justice in group work. *Journal for Specialists in Group Work*, 35, 97-104
- Toporek, R. L., Gerstein, L. H., Fouad, N. A., Roysircar, G., & Israel, T. (2006). *Handbook for social justice in counseling psychology: Leadership, vision, and action*. Thousand Oaks, CA: Sage.

ATTENDANCE

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

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.tamu-commerce.edu/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).

COURSE OUTLINE

- Week 1: 8/25** **Course Expectations, Introductions**
- Week 2: 9/1** **Labor Day – No Class**
- Week 3: 9/8** **Examining Unintentional Racism in Counseling**
Readings: Ridley, pp. 1-53.
- Week 4: 9/15** **Examining Unintentional Racism**
Readings: Ridley, pp. 54-82, 157-180
- Week 5: 9/22** **Racial Microaggressions; White Privilege**
Readings:
Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, E. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, *62*, 271-286.
Sue, D.W., Capodilupo, C. M., Nalad, K. L., & Torino, G. C. (2008). Racial microaggressions and the power to define reality. *American Psychologist*, *63*, 277-279.
Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The impact of racial microaggressions on mental health: Counseling implications for clients of color. *Journal of Counseling and Development*, , 57-66.
McIntosh, P. (1988). *White privilege and male privilege: Coming to see correspondences through work in Women's Studies*. Working Paper No.189.Wellesley College Center for Research on Women. (ERIC Document Reproduction Service No. ED335262)
- Week 6: 9/29** **Internalized Oppression; Healing the Soul Wound**
Readings:
Thompson, M. S., & Keith, V. M. (2001). The blacker the berry: Gender, skin tone, self-esteem and self-efficacy. *Gender and Society*, *15*, 336-357.
Duran, E., Firehammer, J., & Gonzalez, J. (2008). Liberation psychology as the path toward healing cultural soul wounds. *Journal of Counseling and Development*, *86*, 288-295.
Activity: **Film: *Surviving Columbus***
- Week 7: 10/6** **Racial/Cultural Identity Development – Stage Models**
Readings:
Salazar, C. F., & Abrams, L. P. (2005). Conceptualizing identity development in members of marginalized groups. *Journal of Professional Counseling: Theory, Practice, and Research*. *33*, 47-59.
Assignment: **Cultural Genogram due**
- Week 8: 10/13** **Multiracial/Ethnic Identity – Interracial Families**
Readings:
Kenney, K. R. (2002). Counseling interracial couples and multiracial individuals: Applying a multicultural counseling competency framework. *Counseling and Human Development*, *35*(4), 1-12.

Week 9: 10/20 Racial/Cultural Identity Development – Holistic Models

Readings:

Hays, P. A. (1996). Addressing the complexities of culture and gender in counseling. *Journal of Counseling and Development, 74*, 332-338.

Reynolds, A. L., & Pope, R. L. (1991). The complexities of diversity: Exploring multiple oppressions. *Journal of Counseling and Development, 70*, 174-180.

Week 10: 10/27 Conceptualizing Multiple Cultural Identities and Multiple Oppressions

Readings:

Robinson, T. L. (1999). The intersections of dominant discourses across race, gender, and other identities. *Journal of Counseling and Development, 77*, 73-79.

Salazar, C. F. (2006). Conceptualizing multiple identities and multiple oppressions in clients' lives. *Counseling and Human Development, 39*(1), 1-18.

Assignment: **Case Conceptualization #1 due**

Week 11: 11/3 Multicultural Counseling Competencies – Background and Overview

Readings: Roysircar (MCC 2003), pp. 1-16

Arredondo, P., Tovar-Blank, Z. G., & Parham, T. A. (2008). Challenges and promises of becoming a culturally competent counselor in a sociopolitical era of change and empowerment. *Journal of Counseling and Development, 86*, 261-268.

Arredondo, P., Toporek, R., Brown, S., 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.

Activity: **Film: *The Color of Fear***

Week 12: 11/10 Dimensions of Multicultural Counseling Competency

Readings: Roysircar (MCC 2003), pp. 17-58

Activity: **Film: *The Color of Fear***

Assignment: **Case Conceptualization #2 due**

Week 13: 11/17 Social Justice Advocacy

Readings: Lee, pp. *xiii-xxviii*, 137-157

Lewis, J., Arnold, M. S., House, R., & Toporek, R. L. (2001) *Advocacy Competencies: American Counseling Association Taskforce on Advocacy Competencies*.

Crethar, H. C., Torres Rivera, E., & Nash, S. (2008). In search of common threads: Linking multicultural, feminist, and social justice counseling paradigms. *Journal of Counseling and Development, 86*, 269-278.

Week 14: 11/24 Advocacy: Gender and Sexual Orientation

Readings: Roysircar (MCC 2003) pp. 69-78; Lee, pp. 31-50, 95-135.

Week 15: 12/1 Presentations of Topic Paper

Final Paper due (paper and electronic copy)

CULTURAL GENOGRAM

This assignment is designed to enhance your understanding of your own cultural heritage and history. The Cultural Genogram allows you to examine historical interactions across generations related to diversity. Similar to a traditional family genogram but with particular focus on cultural variables and experiences, the Cultural Genogram is a graphic representation of the multigenerational family diversity tree. When used effectively, it can reveal covert multicultural attitudes, experiences, etc., or can help you examine overt experiences of diversity in relation to your own present day attitudes. The visualization of the family diversity tree can help you identify recurring themes and behaviors that flow from one generation to the next.

The assignment includes three parts: 1) The Cultural Genogram chart, 2) narrative description of the chart, and 3) your reflections about and reactions to doing the activity.

Part 1: Cultural Genogram Chart

Sketch your genogram (at least a three-generation family tree) in the traditional manner, using squares for males and circles for females. Honor the diversity in family forms (e.g., single, blended, adopted, same sex). Be as extensive as you can, assured that the genogram will be viewed by the course instructor, and will be shared with others only as you wish. Note any differences in your family tree that are of significance to you. Make notations on your chart to identify cultural influences, relationships among family members, and other information you deem important. Be sure to provide a key to symbols. Refer to the following guidelines:

Preparing the Cultural Genogram:

1. Defining one's culture of origin: The culture of origin is comprised by our simultaneous membership and participation in a variety of contexts such as language; rural, urban, suburban setting; race and ethnicity; socioeconomic status; age, gender, religion, nationality; employment, education and occupation, political ideology, stage of acculturation.

Use different colors or symbols to identify each influence in your family tree, i.e. color the squares or circles a certain color for a specific ethnic group or more than one color denoting the mixtures.

2. For each family member representing a group or subgroup that is part of your culture consider the following:

- a. How is family defined in the group? (nuclear, extended, blended, same sex, etc.)
- b. For racial and ethnic groups: Note the migration patterns of the group and the historical context of immigration. If other than Native American, under what conditions did your family (or their descendants) enter the United States? (i.e., immigrant, political refugee, slave, etc.)?
- c. Race: What significance do race, skin color, and hair play in each group represented?
- d. Geographical region: What role does region and geography play for each group/sub-group?

- e. Gender: How are gender roles defined within the group and/or in each generation?
- f. Religion and spirituality: What is the religious affiliation of members of the family? Note meanings associated with religious affiliation, practice, non-practice, conversion or intermarriage.
- g. Health and mental health: note illnesses and the meanings associated to health and illness.
- h. Social class: What occupational roles are valued and devalued by the group?
- i. Age: What is the relationship between age and the values of the group?

3. Note interracial/ethnic marriages and partnerships: Explore how divergent cultural issues were negotiated in these unions and the influence in had on the children. How does this group view outsiders and/or how is it viewed by them?

4. Note how group values and beliefs have shaped your family and its members? How have they shaped you?

You may find it helpful to interview several people who have been significant family members that have preceded you chronologically (it is best to choose someone of a previous generation who directly affected your development). This does not need to be a blood relation but should be the people who were most prominent in your early childhood. Interview them regarding their cultural experiences (Including gender, sexual orientation, religion, disabilities, social class, immigration)

Part 2: Narrative Description of the Chart

The narrative includes a *thorough description* of your Cultural Genogram. It can also include any opinions, interpretations and attitudes along with perceptions that you may have discovered about each generation. The narrative should also include any issues (positive or negative) related to diversity that have been passed on from generation to generation. The following questions may help you focus your discussion of these diversity issues: (a) What significant differences emerge in your family of origin? (b) What was the meaning associated with those differences? (i.e., better than, less than); pride and shame issues; where was the power and what was its effect? (c) What were/are the emotional and/or behavioral effects of: pride-shame? (d) What are the rules for talking about differences in your family?

Part 3: Reflections and Reactions

This final section serves as a conclusion to your paper. Briefly note your reflections about doing this activity and your reactions about what you have learned.

Source: Hardy, K. V., & Laszloffy, T. A. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21, 227-237.