

Texas A&M University – Commerce
Department of Counseling
COUN 522: COUNSELING DIVERSE POPULATIONS
SUMMER I 2015

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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:** Since the class only meets for 5 weeks, 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 2 days of class will result in an automatic drop of a letter grade from your final grade. (e.g., From an “A” to a “B”)**

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.

Items #5 and 6 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 3 *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. 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

<i>Requirement</i>	<i>Point Value</i>
Attendance	15 points
Personal Assessment Paper	20 points
Journal Articles (3)	15 points (5 points each)
Midterm Exam	25 points
<u>Final Paper</u>	<u>25 points</u>
Total	100 points

REQUIRED TEXTBOOKS

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

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. 5

TE_xES 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, Policies 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

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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). 7