

Texas A&M University-Commerce
COUN 522.401
COUNSELING DIVERSE POPULATIONS
Fall 2015

3 Semester Hours
Wednesdays 4:30-7:10pm (MPLX)

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Office Hours- Wednesdays 3:15-4:15pm (MPLX) and Thursdays 3:15-4:15pm (CHEC)
and by Appointment only.

REQUIRED TEXTBOOK

Sue, D.W. & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice.* (6th ed.).
NJ: John Wiley & Sons

** Additional required reading materials may be placed on reserve at the Metroplex Library.
Furthermore, additional required reading of literature and research articles will be announced in
class and can be found through university's library.

ADDITIONAL SUGGESTED TEXT

American Psychological Association (2010). *Publication manual of the American Psychological Association.* (6th ed.). Washington, D.C.: Author.

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.

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

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

Lectures, large and small group discussions, seminars, assignments, experiential activities and examinations

Requirements & Grading: Students are expected to complete all assigned readings and attend each class prepared to ask questions and/or contribute to class discussions. Class lectures will provide an overview of some of the important information presented in each assigned reading chapter. Class lectures are not necessarily exhaustive. Therefore, please note that it is student's responsibility to read each chapter, understand the content and to take appropriate study notes from their readings. Students are responsible for material that has been assigned, that might have not been discussed in class. To keep up with your up to date class performance on assignments, please note the earned grade for your own record after being informed about each of the assignment grades and/or exams once scored. Course grades will be determined by performance in the following areas:

COURSE REQUIREMENTS

Course Requirements & Assignments-

- 1- **Attendance & Participation:** Attendance and Participation- 30 points (Attend class meetings & complete all assigned readings)- Since the class only meets one day per week, attendance in all sessions is critical. Obviously, you cannot participate in class if you are not there. Students are responsible for any material missed due to an absence. Regular attendance, arriving to class on time, staying for the entire class and reading the materials before class are expected. Failure to do so will result in points being deducted

from your grade. 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 discussions, and assigned activities. Students will be required to participate and contribute to class discussion.

- 2- **Exams:** There will be two exams worth 100 points each. The exams may consist of multiple-choice, true/false, matching, and/or short answer items. Exams are scheduled for 10/07 (Exam 1), and 11/11 (Exam 2). Exams are taken in class and on the days scheduled on the course schedule. Exams may *only* be made up if you have a university-documented excuse and the final decision concerning makeup exams rests with the instructor.
- 3- **Personal Assessment Paper:** 30 points- 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. Personal Assessment Paper is due on 11/18. All papers are due at the beginning of the class period. Students are to complete all assignments as instructed ON TIME.
- 4- **Research Journal Articles (Literature Review Assignment): Research Articles & APA Referencing Assignment-** 50 points- Research two professional journal articles, published within last ten years from relevant professional journals, addressing issues related to the cultural subgroup you have chosen for more in-depth study consistent with your group presentation topic. More guidelines and feedback will be provided for the assignment's format later in the semester. This assignment is due on 11/18.

Each article is to be summarized with appropriate APA citations. For each article a one-page document is to be turned in. Articles older than ten years will not be accepted for the purposes of this assignment. The assignment should be typed in Times New Roman, in 12 points font. Papers should have a one-inch margin on all four sides. Use APA manual (6th ed.) for appropriate guidelines, citations and formatting. Please be sure to proof read for spelling and grammar errors. Include a separate cover page for your name and title of paper.

- 5- **Poster Presentation Assignment:** In Class Group Assignment- 50 points- At the beginning of the semester, each enrolled student will sign up for a poster presentation group. Groups will pick a cultural subgroup for more in-depth study from the list that is noted on the course syllabus. The students will be responsible for presenting their topic with their group members on the presentation day. The Groups will create a poster to present their topic. Guidelines for parameters of this class presentation will be discussed with the class at the beginning of the semester for topic and group considerations. More specific guideline for parameters of assignment will be provided to the students on October 14th. In class Group Poster Project Presentations are on 12/02, & 12/09.

Items #4, and #5 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 chosen from the following:

- Hispanic/Latino American
- Asian American or Pacific Islander
- Native American or Alaskan Native
- African American
- Arab or Muslim Americans
- Multiracial/multiethnic

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.

Note: All Assignments are due on the dates noted on the syllabus. Late assignments will be considered *only* in case of exceptional circumstances. In all cases, it is the student’s responsibility to contact the instructor to discuss special consideration of assignments or completion of missed work. Final decision for consideration of late assignments/points deducted rests with the instructor. Late papers will have 10% deducted from the final assignment score. All papers are due at the beginning of the class period. Students are to complete all assignments as instructed ON TIME.

EVALUATION

Attendance and Participation	30 points
Exams (2 Exams -100 points each)	200 points
Personal Assessment Paper	30 points
Research Journal Articles (Literature Review Assignment)	50 points
Poster Assignment	50 points
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Total Points Possible	360 points

GRADING - *Students Performance will be determined as follow:*

Grades	A	=	90% and above
	B	=	80-89%
	C	=	70-79%
	D	=	60-69%
	F	=	< 60%

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Student Conduct, Academic Honesty and Absences: According to Code of Student Conduct from Student Guidebook, enrolled students at the university also have “... obligation to follow the tenets of common decency and acceptable behavior commensurate with aspirations implied by a college education” (Code of Student Conduct from online Student Guidebook- <http://www.tamuc.edu/CampusLife/documents/studentGuidebook.pdf>). “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). Appropriate student conduct also entails maintaining standards of academic honesty. Therefore, cheating and plagiarism will not be tolerated. Students are to keep standards of integrity in their academic work.

Plagiarism means that the words and ideas of someone else cannot be used without referencing their work and giving that person credit. That means, “quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another author ... you need to credit the source in the text” (APA, 2010, p. 15). All assignments turned in for credit must be original work of the student. Students who plagiarize or engage in cheating will earn a grade of zero or no credits on the assignment. In case of any questions about citing material or what is considered cheating, please ask.

Attendance: The students are expected to attend all scheduled classes on time and prepared with the assigned readings unless they have an excused absence. If absent for an excused reason, the student is responsible to contact and inform the instructor, and then meet with the instructor during office hours, in person, and to provide the instructor reason with appropriate written documentation for their absence prior to class or immediately following an emergency circumstance. If no written document is provided then the absence is considered unexcused. The instructor determines if the student is excused for the absence based on Student’s Handbook (Policies and Procedures, Academics). The student is responsible for speaking with the instructor for making up the missed work covered in that class. The student is responsible for the missed class work. Please note that more than 2 absences during the semester is considered excessive. “It is the prerogative of the faculty to drop students from courses in which they have obtained excessive absences as defined in the course syllabus. In such cases, faculty recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will document absences and will make a reasonable effort to communicate with the student prior to recommending a drop. If approved, the college dean will forward the recommendation to the Registrar’s Office” (Catalog Texas A&M University-Commerce Graduate Catalog- Class Attendance Rule- <http://www.tamuc.edu/academics/graduateSchool/documents/catalogs/Catalog%202014-2015.pdf>).

The students are responsible to drop a course based on University procedures. If the student stops attending the class for any reason, the student is responsible to initiate dropping procedures for the class based on University procedures, otherwise the student will receive a failing grade.

Please note the University procedures for important dates and timelines regarding the dropping procedures to allow proper time.

Audio/Visual Recording of the Content of All Class Lectures & Use of Electronic Devices:

Do not use any audio or visual recording or camera devices during class. Video or audio recording or photos of class lectures or content without consent of the instructor is not acceptable. 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 psychology and counseling courses.

Additionally, be sure to turn off your cell phone or set it on silent. If you are expecting an urgent call, be sure to discuss it with the instructor and make arrangements prior to that class period. Do not text, use the web or use cell phones during this class. This is not only discourteous but it can be very distracting to both the instructor and other classmates. Turn off all personal electronic devices before class begins. If you need to bring a laptop to class, you *must* first discuss it with the instructor and then be sure to limit the use to typing relevant class notes only. If you are engaging in off task behavior, you may be asked to leave the classroom.

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

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**

COUN 522.401 Fall 2015- Tentative Course Schedule:**TENTATIVE COURSE OUTLINE**

Week	Readings & Assignments
09/02	Syllabus/Introduction/Overview
09/09	Chapters 1 &2
09/16	Chapters 3, 4, &13
09/23	Chapters 5 &6
09/30	Additional Assigned Readings: Articles Review & Discussions
10/07	<u>EXAM I</u> (Covers Chapters 1-6, &13)
10/14	Chapters 7 &8 Parameters of Group Presentations & Research Journal Articles Guidelines
10/21	Chapters 9 &10
10/28	Chapters 11, 12, &18
11/04	<i>Poster Project: Group Meetings (No Class Meeting)</i>
11/11	<u>EXAM II</u> (Covers Chapters 7- 12, &18)
11/18	Chapters 14, 15, &16 <u>Personal Assessment Paper Due</u> <u>Research Journal Articles (Literature Review Assignment) Due</u>
11/25	<i>Thanksgiving Holiday (No Class Meeting)</i>
12/02	Chapters 17, &19 <u>In class Group Poster Project Presentations</u>
12/09	Chapter 22 <u>In class Group Poster Project Presentations</u>
12/16	Course Wrap-Up

Please Note: 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.