COUN 622:001
ADVANCED SEMINAR IN COUNSELING DIVERSE POPULATIONS

Fall 2015
3 credit hours
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OFFICE HOURS:
Monday 2:00-4:00 and Wednesday 2:00-4:00 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 of 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, able-ism), and b) the convergence of multiple identities within a single individual.
   b. The use of these models to inform culturally 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 Conceptualization:** You will write a case conceptualization in which you apply racial/cultural identity models to describe the convergence of your client’s cultural identities, and utilize these conceptualizations to plan a culturally and developmentally appropriate treatment plan. *Guidelines for this paper 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**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
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<tr>
<td>Cultural Genogram</td>
<td>25%</td>
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<tr>
<td>Case Conceptualization</td>
<td>25%</td>
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<tr>
<td>Topic Paper</td>
<td>35%</td>
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<tr>
<td>Presentation</td>
<td>5%</td>
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<td><strong>Total</strong></td>
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**REQUIRED TEXTS AND READINGS**


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

**SELECTED BIBLIOGRAPHY:**


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

**NON-DISCRIMINATION**
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.

**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:
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, Polices 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).

COURSE OUTLINE

Week 1: 8/31  Course Expectations, Introductions

Week 2: 9/7  Labor Day – No Class

Week 3: 9/14  Examining Unintentional Racism in Counseling

Week 4: 9/21  Examining Unintentional Racism
Readings: Ridley, pp. 54-82, 157-180

Week 5: 9/28  Racial Microaggressions; White Privilege
Readings:
Week 6: 10/5  Internalized Oppression; Healing the Soul Wound
Readings:
Activity:  Film: *Surviving Columbus*

Week 7: 10/12  Racial/Cultural Identity Development – Stage Models
Readings:
Assignment:  Cultural Genogram due

Week 8: 10/19  Multiracial/Ethnic Identity – Interracial Families
Readings:

Week 9: 10/26  Racial/Cultural Identity Development – Holistic Models
Readings:

Week 10: 11/2  Conceptualizing Multiple Cultural Identities and Multiple Oppressions
Readings:

Week 11: 11/9  Multicultural Counseling Competencies – Background and Overview
Readings:  Roysircar (MCC 2003), pp. 1-16
http://www.counseling.org/knowledge-center/competencies

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

**Assignment:** Case Conceptualization due

**Week 12: 11/16** Dimensions of Multicultural Counseling Competency

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

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

**Week 13: 11/23** Social Justice Advocacy

**Readings:** Lee, pp. xiii-xxviii, 137-157
http://www.counseling.org/knowledge-center/competencies

**Week 14: 11/30** Advocacy: Gender and Sexual Orientation

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

**Week 15: 12/7** 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/subgroup 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.