



COUN 522: COUNSELING DIVERSE POPULATIONS
COURSE SYLLABUS: SPRING 2019

INSTRUCTOR INFORMATION

Instructor: Sam Bore, PhD., LPC-S – Associate Professor
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Preferred Form of Communication: University Email
Communication Response Time: Within 24 hours
Location: Online
Office Hours:

Monday Virtual 9:00 – 1:00	Tuesday Commerce 9:00 - 1:00	Tuesday Mesquite 2:30 - 4:30	Thursday Mesquite/Virtual 9:00 – 12:00
Other meetings by appointment			

COURSE INFORMATION

Texts

Sue, D.W. & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice*. (7th ed.). NY: John Wiley & Sons

Selected Bibliography includes, but is not limited to, the following

Gollnick, D. M., and Chinn, P. C. (2009). *Multicultural Education in a Pluralistic Society* (8th Ed.). Upper Saddle River, NJ: Merrill.
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.

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.

Student Learning Outcomes

Students will demonstrate understanding of:

1. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
2. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences;
3. 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;
4. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
5. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
6. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
7. ethical and legal considerations related to social and cultural diversity.

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
- III. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;



- IV. Diverse counselor and consultant characteristics and behaviors that influence the helping process including:
 - A. Age
 - B. Gender
 - C. Ethnic Differences
- IV. 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
- V. Theories of multicultural counseling
- VI. Theories of identity development
- VII. Multicultural competencies
- VIII. Legal and ethical issues related to diversity.

TEXES Competencies Related 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.

COURSE REQUIREMENTS



Minimal Technical Skills Needed

Student should possess basic computer skills. These skills include, but not limited to the ability to use the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs.

Instructional Methods

This is an online class - it is important to schedule your time wisely. It is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how you spend that time will be different from student to student.

Student Responsibilities or Tips for Success in the Course

As a general rule, plan to spend at least 5 hours per week. Students must regularly log into the course website – at least 3 days in a week.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Discussion/Online Participation	130
Personal Journals	130
Treatment Plan	60
Journal Articles 1	45
Journal Article 2	45
Final Examination	60

Grading Scale:

423 – 470 = A

376 – 422 = B

329 – 375 = C

282 – 328 = D

< 282 = F

ASSESSMENTS

Weekly Discussion/Online Participation: Weekly posts – Due Sundays by 11:59 P.M

Students will need to participate in online discussion. Discussion topics will be posted on Monday of their assigned week and all students should post their initial response by Wednesday of the same week. The discussion should be detailed, well thought out, and



must be cited (class text, articles, and etc.). Additionally, students should reply to/comment on at least two (2) postings made by other students. The replies should be detailed and, whenever possible, cited/supported with literature. Postings such as 'I agree with you,' will not earn any points. The student must explain why they agree with another student and provide support for their stand. Weekly discussion assignments are worth 10 points – 5 points for the initial posting and 2.5 points for each reply/comment.

Personal Journal: Due Sundays by 11:59 P.M.

Students will keep a weekly journal discussing and applying class information to the student's particular work setting or individual situation. The entries should be double spaced and no more than a page in length.

Treatment Plan: Due 3/18/2019

Students will view a movie and choose one character from the movie for whom they will develop a counseling treatment plan. Students will use the theory of their choice. A form for students to type their information will be provided (the form is downloadable from D2L).

Journal Article Review: Due 2/18/2019

Find 1 peer reviewed journal article in the area of multicultural research. The articles should be older than 5 years. Summarize the article in at least 3 pages with two pages on content and one page on personal reflection. Must include APA style citation of the article and be written in APA format. Include a viable link to the article or upload a copy of the article itself.

Final Examination: Due 5/9/2019

The final examination will be comprehensive in format and will consist of multiple choice and brief essay items.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.



Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

way before that. If you need to speak with me, e-mail me and we will schedule a conference.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

The preferred mode of communication is through university email. Typically, I will get back with you within 24 hours – most times

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

The student is expected to participate regularly on discussion boards. University guidelines regarding attendance policy will be followed. Online participation is necessary and mandatory in order to develop knowledge, dispositions, and skills as ethical and effective professional school counselors. To earn the participation points, students should (a) have completed reading; (b) have completed all assigned work, (c) contribute to discussions, and (d) follow online learning etiquette.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

UNIVERSITY SPECIFIC PROCEDURES

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>



TAMUC Attendance

This is an experiential class and attendance in all sessions is critical. Arriving to class on time, and reading the materials before class are expected. All assignments will have strict due dates.

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Professional Conduct

Professional demeanor and behavior are expected at all times. The course content is primarily a technical and philosophical examination of diversity, and all research content matter discussed will be discussed from those perspectives only. Content in diversity topics may vary and touch on sensitive topics. Accordingly, class discussions will be respectful and considerate of other's perspectives.

ADA STATEMENT

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

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>



NONDISCRIMINATION NOTICE

Texas A&M University-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.

CAMPUS CONCEALED CARRY STATEMENT

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Week/DATE	READINGS	TOPICS AND ASSIGNMENTS
<i>Week 1</i> 1/14/2019		Course Introduction and Overview
<i>Week 2</i> 1/21/2019	Readings: Chapters 1 & 2 Cultural Competence; The Superordinate Nature of Multicultural Counseling/Therapy	<ul style="list-style-type: none"> ● Personal Journal ● Discussion Post
<i>Week 3</i> 1/28/2019	Readings: Chapters 3 & 4 Competence for Counselors; Sociopolitical considerations of Trust & Mistrust	<ul style="list-style-type: none"> ● Personal Journal ● Discussion Post
<i>Week 4</i> 2/4/2019	Readings: Chapters 5 & 6 The Impact of Systemic Oppression; Microaggressions in Counseling	<ul style="list-style-type: none"> ● Personal Journal ● Discussion Post
<i>Week 5</i> 2/11/2019	Readings: Chapters 7 & 8 Barriers to Counseling; Communication Styles	<ul style="list-style-type: none"> ● Personal Journal ● Discussion Post
<i>Week 6</i> 2/18/2019	Readings: Chapters 9 & 10 Multicultural Evidence-Based Practice; Non-	<ul style="list-style-type: none"> ● Personal Journal ● Discussion Post



	Western Indigenous Methods of Healing	<ul style="list-style-type: none"> • Journal Article Review due 2/18/2019
Week 7 2/25/2019	Readings: Chapters 11 & 12 Racial Identity Development	<ul style="list-style-type: none"> • Personal Journal • Discussion Post
Week 8 3/4/2019	Readings: Chapter 14 & 15 Counseling African American; American Indians and Alaskan Natives	<ul style="list-style-type: none"> • Personal Journal • Discussion Post
Week 10 3/11/2019	Readings: Chapters 16 & 17 Counseling Asian Americans and Pacific Islanders; Counseling Latinas/os	<ul style="list-style-type: none"> • Personal Journal • Discussion Post
Week 11 3/18/2019	Readings: Chapters 18&19 Counseling Multiracial Individuals; Counseling Arab Americans and Muslim Americans	<ul style="list-style-type: none"> • Personal Journal • Discussion Post • Treatment Plan due 3/18/2019
Week 12 3/26/2019	SPRING BREAK	
Week 13 4/1/2019	Readings: Chapters 20 & 21 Counseling Immigrants; Counseling Jewish Americans; Counseling Immigrants	<ul style="list-style-type: none"> • Personal Journal • Discussion Post
Week 14 4/8/2019	Readings: Chapters 22 & 23 Counseling Sexual Minorities; Counseling Older Adult Clients	<ul style="list-style-type: none"> • Personal Journal • Discussion Post
Week 15 4/15/2019	Readings: Chapters 24 & 25 Counseling Older Adults; Counseling Individuals Living in Poverty	<ul style="list-style-type: none"> • Personal Journal • Discussion Post
Week 16 4/22/2019	Readings: Chapter 26 Counseling Women	<ul style="list-style-type: none"> • Personal Journals • Discussion Post
Week 17 4/29/2019	Review for Finals	
Week 18 5/6/2019	FINAL EXAMS	<ul style="list-style-type: none"> • Due Thursday, May 9th



Core Standard	Learning Activity or Assignment	Assessment
SEC.2.G.2a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally	Readings: Ch 2; Lectures; Threaded Discussions	Personal Journals; Treatment Plan; Class Readings; Class Discussions; Final Exam
SEC.2.G.2b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients	Readings: Ch 2; Lectures; Threaded Discussions	Personal Journals; Treatment Plan; Class Readings; Class Discussions; Final Exam
SEC.2.G.2c. Theories of multicultural counseling, identity development, and social justice.	Readings: Ch 4; Lectures; Threaded Discussions	Personal Journals; Treatment Plan; Class Readings; Class Discussions; Final Exam
SEC.2.G.2d. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.	Readings: Ch 5; Lectures; Threaded Discussions	Personal Journals; Treatment Plan; Class Readings; Class Discussions; Final Exam
SEC.2.G.2e. Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.	Readings: Ch 4; Lectures; Threaded Discussions	Personal Journals; Treatment Plan; Class Readings; Class Discussions; Final Exam
SEC.2.G.2f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	Readings: Ch 2; Lectures; Threaded Discussions	Personal Journals; Treatment Plan; Class Readings; Class Discussions; Final Exam



SEC.2.G.1j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	Readings: Ch 1; Lectures; Threaded Discussions	Personal Journals; Treatment Plan; Class Readings; Class Discussions; Final Exam
CMHC Standard	Learning Activity or Assignment	Assessment
E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	Readings: Ch 2, 4, & 5; Lectures; Threaded Discussions, Journal Articles	Personal Journals; Treatment Plan; Class Readings; Class Discussions; Article Journal Reviews; Final Exam
E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	Readings: Ch 2, 4, & 5; Lectures; Threaded Discussions, Journal Articles	Personal Journals; Treatment Plan; Class Readings; Class Discussions; Article Journal Reviews; Final Exam
E3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	Readings: Ch 2, 4, & 5; Lectures; Threaded Discussions, Journal Articles	Personal Journals; Treatment Plan; Class Readings; Class Discussions; Article Journal Reviews; Final Exam
E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	Readings: Ch 2, 4, & 5; Lectures; Threaded Discussions, Journal Articles	Personal Journals; Treatment Plan; Class Readings; Class Discussions; Article Journal Reviews; Final Exam
K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	Readings: Ch 2, 4, & 5; Lectures; Threaded Discussions, Journal Articles	Personal Journals; Treatment Plan; Class Readings; Class Discussions; Article Journal Reviews; Final Exam
SC Standard	Learning Activity or Assignment	Assessment
E1. Understands the cultural, ethical, economic, legal, and political issues surrounding	Readings: Ch 3 & 4; Lectures; Threaded Discussions, Journal Articles	Journal Articles' Reviews; Treatment Plan; Personal



diversity, equity, and excellence in terms of student learning.		Journal; Exam
E3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	Readings: Ch 3 & 4; Lectures; Threaded Discussions, Journal Articles	Journal Articles' Reviews; Treatment Plan; Personal Journal; Exam