



COUN 522.401: COUNSELING DIVERSE POPULATIONS
Fall 2014

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Text: Sue, D.W. & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice*. (6th ed.). NY: John Wiley & Sons ISBN: 978-1-118-02202-3

** Addition required readings materials will be placed on reserve at Gee Library in Commerce, or the class may make other arrangements to copy these materials.

Course Description:

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 awareness and knowledge of:

1. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
2. attitudes, beliefs, understandings, and acculturative experiences, including specific



experiential learning activities designed to foster students' understanding of self and culturally diverse clients;

3. theories of multicultural counseling, theories of identity development, and social justice

4. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

5. counselors' roles in developing cultural self-awareness, promoting social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and

6. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

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 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
- H. Social Justice as the fifth force in counseling

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. counseling with specific diverse populations



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.

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.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Instructional Methods: Lecture, discussion, experiential activities

Participation/Attendance: In the summer, a full semester of coursework is covered in a 5-week term; therefore attendance in all sessions is critical. Regular attendance, arriving to class on time, and reading the materials before class is 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 of the course material and your reactions to it, and assigned activities.

Student Learning Outcome #2

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.***

Student Learning Outcome #2

Journal Article Analysis: You will develop more in-depth knowledge of one cultural subgroup through library research and journal article analysis. Instructions: Research 5 *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. ***See below for more information *****

Student Learning Outcomes #1, #2, and #6

Midterm Exam: There will be a midterm exam in the form of a test. In this exam you will demonstrate knowledge and application of key concepts; for example: essential concepts such as racial/cultural identity, privilege and discrimination, and cultural biases, as well as application of this knowledge.

Student Learning Outcomes #1, #3, #4, and #5

Cultural Event: Given the subcultural group you have chosen, you will attend one cultural immersion event. This is not an “anthropology” assignment. Rather, it is an opportunity to experience being a cultural outsider. You will write up your experience in a 2-3 page paper. The emphasis of the paper is on your personal reactions to the experience and your possible internal dialogues. ***See below for more information *****

Student Learning Outcomes #1, #2, and #6

Final Paper: In the paper you will demonstrate your ability to apply knowledge of key multicultural counseling concepts in client conceptualization through writing a structured analysis of characters in the film “Crash.” View the film outside of class time. It’s recommended that you plan to view the film more than once so you can do a thorough analysis of the selected characters. In your final paper, you will answer specific questions about the characters, and the incidents and interactions the characters encounter. You will demonstrate knowledge gained during the semester, grounding your answers in the course readings and class discussions, citing the literature in APA style. You will conclude the paper with discussion of your reactions to the film, with self-assessment of your growth during the semester. ***Guidelines for this paper are included in the syllabus.***



Student Learning Outcomes #3, #4, #5, and #6

**** Additional Information for Journal Article Analysis and Cultural Event Assignments:**

Both these assignments 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 American
- Asian American
- Native American
- African American
- Multiracial/multiethnic

The textbook also includes chapters on counseling gays and lesbians, older adults, women, persons living in poverty, and persons with disabilities. If you are interested in one of these subgroups, you *must* take into account racial or ethnic minority status (that is different from your own).

If you are interested in a racial or ethnic minority subcultural group *and* gays and lesbians, older adults, women, people living in poverty, 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, the elderly, women, people living in poverty, 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.

Grading

Attendance	6%	15 points
Cultural Event Paper	14	20
Presentation of the Cultural Event		15
Personal Assessment Paper	10	25
Journal Articles (5)	14	35
Midterm Exam/Test	20	50
Final Paper	36	90
	100 %	250 points

A = 225-250

C = 175-199

B = 200-224

D = 150-174

TECHNOLOGY REQUIREMENTS

This class requires students to be able to access and use the library databases.



ACCESS AND NAVIGATION

This face-to-face class does not require access to eCollege.

COMMUNICATION AND SUPPORT

Preferred method for contacting the instructor is email: yesimsa@hotmail.com . In most instances you will receive a reply within 24 hours. If you are in need of support, please email and/or make an appointment to meet with me during office hours. Be sure to email in advance if you will miss class or will be late to class.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

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

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.

Papers should be typed, with a one-inch margin on all sides. *The journal article assignment should be single-spaced; all other assignments should be double-spaced.* Use APA format to cite all references. Please correct typos and grammar. Use non-sexist language. Put your name and title of paper on a separate cover page.

University Specific Procedures:

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

Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and



acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR
Fall 2014

8/28: Course Introduction and Overview

Assignment/Activity: Values clarification exercises, Multicultural Questionnaire

Discrimination and Oppression: The Process of “Othering”

Activity: VIDEO – A Class Divided

Readings: Sue & Sue, Chapter 1

9/4 The Superordinate Nature of Multicultural Counseling; Multicultural Competence for Minority Group Counselors; Politics of Counseling: Social Justice

Readings: Sue & Sue, Chapters 2, 3 & 4

Activity: Library research to begin working on Journal Article Analysis Assignment

9/11 Systemic Oppression and Worldview; Microaggressions

Readings: Sue & Sue, Chapters 5 & 6

Assignment: JOURNAL ARTICLE SUMMARIES DUE

9/18 Barriers to Multicultural Counseling; Culturally Appropriate Intervention Strategies

Readings: Sue & Sue, Chapters 7 & 8

** on reserve:

Pedersen, P. (1987). Ten frequent assumptions of cultural bias in counseling. *Journal of Multicultural Counseling and Development*, 15, 16-24.

Assignment: PERSONAL ASSESSMENT PAPER DUE

9/25 Racial/Cultural Identity Development

Readings: Sue & Sue, Chapters 11 & 12

**on reserve:

McIntosh, P.(1995).White privilege and male privilege: A personal account of coming to see correspondences through work in Women’s Studies. In M.L. Andersen & P.H. Collins (Eds.), *Race, class and gender: An anthology* (pp.76-87). Belmont, CA: Wadsworth.

Croteau, J.M. (1999). One struggle through individualism: Toward an antiracist white racial Identity. *Journal of Counseling & Development*, 77, 30-32.

D’Andrea, M. (1999). The evolution and transformation of a white racist: A personal narrative. *Journal of Counseling & Development*, 77, 38-42.

10/2 Multiracial/ethnic Identity Development; Counseling LGBT Individuals

Readings: Sue & Sue, Chapters 18 & 22

** on reserve:

Fukuyama, M.A. (1999). Personal narrative: Growing up biracial. *Journal of Counseling &*



Development, 77, 12-14.

Williams, C.B. (1999). Claiming a biracial identity: Resisting social constructions of race and culture. *Journal of Counseling & Development*, 77, 32-35.

Hermann, M. A., & Herlihy, B. R. (2006). Legal and ethical implications of refusing to counsel homosexual clients. *Journal of Counseling and Development*, 84, 414-418.

10/9 Counseling African Americans; Counseling American Indians and Alaskan Natives

Readings: Sue & Sue, Chapters 14 & 15

10/16 Assignment: MIDTERM/TEST

10/23 Counseling Asian Americans; Counseling Latinos

Readings: Sue & Sue, Chapters 16 & 17

Assignment: LAST DATE FOR CULTURAL EVENT PAPER TO BE TURNED IN

10/30 Presentations of Cultural Event Paper

11/6 Presentations of Cultural Event paper

11/13 Presentations of Cultural Event paper

11/20 Presentations of Cultural Event paper

11/27 No class-Thanksgiving Day

12/4 Assignment: FINAL PAPER DUE

“Crash” Discussion

Wrapping Up:

Cultural Event experience

What you’ve learned this semester; how this class affected you



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PERSONAL ASSESSMENT PAPER

Objective: To identify and explore personal attitudes, values, and behaviors that can impede or enhance the cross-cultural helping relationship.

In the first two weeks of class you have had the opportunity to explore some of your own beliefs, thoughts, and attitudes through discussions, introspection, and readings. In 4-5 pages, write your reaction to these stimuli with respect to insights you have gained about yourself.

Address at least three of the following questions in your paper:

1. What have I discovered about myself as I examine my own personal values, beliefs, and attitudes that can influence my ability to help a culturally diverse client?
2. What do I need to explore and develop in myself in order to increase my sensitivity to and/or awareness of cross-cultural issues?
3. What stops me from confronting some very difficult issues about prejudice, racism, and stereotypes?
4. Where and how did I learn my bias?
5. What strengths do I have that may be of value in a helping relationship with someone from a different culture?

* * * * *

To *guide your thinking* as you prepare to answer the *above* questions, you might consider such issues as:

1. What is my motivation for studying this subject?
2. What experiences in my life have influenced my feelings about cross-cultural issues?
3. What do I feel about my own ethnic identity?
4. How do I describe my value orientation?
5. What biases, positive or negative, do I hold regarding certain groups of people?
6. How flexible am I to experiences, values, and worldviews of individuals who are different From me.



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FINAL PAPER

You will prepare for the final paper by viewing the film "Crash." You may need to view it more than once in order to thoroughly address the requirements of the paper. The emphasis of this 10-12 page paper is for you to demonstrate awareness and knowledge you have gained in this course. You will have the opportunity to write a reaction to the film in the conclusion of the paper; but remember, overall this assignment is *not* a reaction paper.

Begin the paper by answering the following questions about the characters, and the incidents and interactions the characters encounter. *Do not* waste space with a lengthy introduction; simply begin by answering the questions. Be sure to *firmly* ground your answers in the course readings and class discussions, using APA citations and a reference page.

When referring to characters in the film identify them by character (e.g., the African American TV producer) or by character and actor's name (e.g., the European American police officer played by Ryan Phillippe) to avoid confusion.

Questions 1-5 focus on Officer Jack Ryan played by Matt Dillon. Thoroughly ground your answers in the course readings and class discussions, and support your answers with examples drawn from the story.

1. Using the Helms White Racial Identity Model, identify his racial identity status.
2. Using Sue & Sue's Dimensions of Worldview, identify the quadrant that best describes his worldview.
3. In what ways does White privilege come into play in his view of self and in his encounters and interactions with other characters?
4. In what ways does male privilege come into play in his view of self and in his encounters and interactions with other characters?
5. What, if any, changes did you observe him go through in his racial identity status, worldview, and sense of White privilege and/or male privilege as a result of his encounters and interactions with other characters?

*Choose **two** additional characters; at least one must be a person of color. For **each** character you choose, answer the following questions (this means you will answer questions 6-9 twice). As you did above, thoroughly ground your answers in the course readings and class discussions, and support your answers with examples drawn from the story.*

6. Using Sue & Sue's Racial/Cultural Identity Development Model or the Helms White Racial Identity Model (whichever is appropriate for the character), identify his or her racial identity status.



7. Using Sue & Sue's Dimensions of Worldview, identify the quadrant that best describes his or her worldview.
8. What stereotypes and/or biases (positive or negative) does this character hold about racial/ethnic groups that are different than his or her own? How do those stereotypes and/or biases create barriers to effective communication between the character and others he or she encounters?
9. What, if any, changes did you observe the character go through in his or her racial Identity status, and worldview as a result of his or her encounters and interactions with other characters?

Conclude your paper by answering the following question. You may cite references for this answer if you wish, but it is **not** required:

10. Describe your reactions to the film. As you discuss your reactions, do a brief self-assessment of your growth during this semester. In what ways, if any, has your growth impacted how you reacted to the film, in contrast to how you likely would have reacted prior to taking this course?