



COLLEGE of EDUCATION
 Department of Psychology, Counseling, and Special Education
 Counselor Education Program
COUN 522: Counseling Diverse Populations
Fall, 2016

INSTRUCTOR INFORMATION

Instructor: Sam Bore, PhD., LPC – Assistant Professor
Office Location: Binnion 223
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University Email Address: sam.bore@tamuc.edu
Preferred Form of Communication: University Email
Communication Response Time: Within 24 hours
Meeting Day: Online Instruction
Location: myLeo
Office Hours:

Monday	Monday	Tuesday	Wednesday
Commerce 8:30-12:00	Mesquite 1:00-4:00	Virtual 9:00 – 1:00	Mesquite 8:30-12:00
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.

TE_xES Competencies Related to this Course (*TE_xES 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

Instructional Methods

Lecture, large and small group discussion, experiential

Student Responsibilities

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. Students are expected and encouraged to **actively** participate in and out of class. There will be many opportunities to contribute to the total learning experience through attendance, small and large group discussion, and assigned activities



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

Assignments:

Attendance/Participation	20
Personal Journals	50
Chapter Summaries	30
Treatment Plan	60
Journal Articles 1	45
Journal Article 2	45
Final Examination	60

Total	310
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Grading Scale:

279 – 310 = A

248 – 278 = B

217 – 247 = C

186 – 216 = D

< 186 = F

Detailed Description of Assessment Items:

1. **Attendance and Participation:** 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. Students are expected and encouraged to **actively** participate in and out of class.
2. **Chapter Summaries:** Upon reading a chapter, students will outline key points and at least two questions to be discussed in class.
3. **Personal Journal:** 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.
4. **Treatment Plan:** 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 'docsharing' in ecollege).
5. **Journal Articles:** Students will be responsible for critiquing two articles in the area of multicultural research. Articles older than 5 years will not be accepted. Articles must be from at least two different journals. **Articles must be fully cited (APA 6th Edition) in the critiques.**
6. **Final Examination:** The final examination will be comprehensive in format and will consist of multiple choice and brief essay items.



COMMUNICATION AND SUPPORT

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

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: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

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
Week 1 8/29/2016		Course Introduction and Overview
9/5/2016	LABOR DAY – NO CLASS	
Week 2 9/12/2016	Readings: Chapters 1 & 2 Discussions	Cultural Competence; The Superordinate Nature of Multicultural Counseling/Therapy <ul style="list-style-type: none"> • Personal Journals
Week 3 9/19/2016	Readings: Chapters 3 & 4 Discussions	Competence for Counselors; Sociopolitical considerations of Trust & Mistrust <ul style="list-style-type: none"> • Personal Journals
Week 4 9/26/2016	Readings: Chapters 5 & 6 Discussions	The Impact of Systemic Oppression; Microaggressions in Counseling <ul style="list-style-type: none"> • Personal Journals
Week 5 10/3/2016	Readings: Chapters 7 & 8 Discussions	Barriers to Counseling; Communication Styles <ul style="list-style-type: none"> • Journal Article Critique 1 due 10/3/2016 • Personal Journals
Week 6 10/10/2016	Readings: Chapters 9 & 10 Discussions	Multicultural Evidence-Based Practice; Non-Western Indigenous Methods of Healing <ul style="list-style-type: none"> • Personal Journals
Week 7 10/17/2016	Readings: Chapters 11 & 12 Discussions	Racial Identity Development <ul style="list-style-type: none"> • Personal Journals



Week 8 10/24/2016	Readings: Chapter 14 & 15 Discussions	Counseling African American; American Indians and Alaskan Natives <ul style="list-style-type: none"> • Personal Journals
Week 10 10/31/2016	Readings: Chapters 16 & 17 Discussions	Counseling Asian Americans and Pacific Islanders; Counseling Latinas/os <ul style="list-style-type: none"> • Treatment Plan due 10/31/2016 • Personal Journals
Week 11 11/7/2016	Readings: Chapters 18&19 Discussions	Counseling Multiracial Individuals; Counseling Arab Americans and Muslim Americans <ul style="list-style-type: none"> • Personal Journals
Week 12 11/14/2016	Readings: Chapters 20 & 21 Discussions	Counseling Immigrants; Counseling Jewish Americans; Counseling Immigrants <ul style="list-style-type: none"> • Personal Journals
Week 13 11/21/2016	Readings: Chapters 22 & 23 Discussions	Counseling Sexual Minorities; Counseling Older Adult Clients <ul style="list-style-type: none"> • Work on Journal Article Critique 2 due 11/21/2016 • Personal Journals
Week 14 11/28/2016	Readings: Chapters 24 & 25 Discussions	Counseling Older Adults; Counseling Individuals Living in Poverty <ul style="list-style-type: none"> • Personal Journals
Week 15 12/5/2016	Readings: Chapter 26 Review for Finals	Counseling Women
Week 16 12/12/2016		FINAL EXAMS

CACREP Standards Addressed in Course

CMHC Standard	Course	Learning Activity or Assignment	Assessment
	COUN 522		
E1.	x	Lecture, Readings, & in Class Activities specific to Chps. 2, 4, 5 of Sue text and Journal Article Reviews, select readings from Chps. 1-26 of Sue text	Culturally Diverse Research Paper, Treatment Plan, Sue Text Discussion Question Posts, Final Exam



E2.	x	Lecture, Readings, & in Class Activities specific to Chps. 2, 4, 5 of Sue text and Journal Article Reviews, select readings from Chps. 1-26 of Sue text	Culturally Diverse Research Paper, Treatment Plan, Sue Text Discussion Question Posts, Final Exam
E3.	x	Lecture, Readings, & in Class Activities specific to Chps. 2, 4, 5 of Sue text and Journal Article Reviews, select readings from Chps. 1-26 of Sue text	Culturally Diverse Research Paper, Treatment Plan, Sue Text Discussion Question Posts, Final Exam
E5.	x	Lecture, Readings, & in Class Activities specific to Chps. 2, 4, 5 of Sue text and Journal Article Reviews, select readings from Chps. 1-26 of Sue text	Culturally Diverse Research Paper, Treatment Plan, Sue Text Discussion Question Posts, Final Exam
F3.	x	Lecture, Readings, & in Class Activities specific to Chps. 2, 4, 5 of Sue text and Journal Article Reviews, select readings from Chps. 1-26 of Sue text	Culturally Diverse Research Paper, Treatment Plan, Sue Text Discussion Question Posts, Final Exam
K4.	x	Lecture, Readings, & in Class Activities specific to Chps. 2, 4, 5 of Sue text and Journal Article Reviews, select readings from Chps. 1-26 of Sue text	Culturally Diverse Research Paper, Treatment Plan, Sue Text Discussion Question Posts, Final Exam
Core Standard	Course	Addressed in Course	
II. G. 2A.	COUN 522	Lecture, Readings, in Class Discussion specific to Chp. 2, and infused within every lesson	
II. G. 2B.	x	Lecture, Readings, in Class Discussion specific to Chp. 2, and infused within every lesson	
II. G. 2C.	x	Lecture, Readings, in Class Discussion specific to Chp. 4, and infused within every lesson	
II. G. 2D.	x	Lecture, Readings, in Class Discussion specific to Chp. 5, and infused within every lesson	
II. G. 2E.	x	Lecture, Readings, in Class Discussion specific to Chp. 4, and infused within every lesson	
II. G. 2F.	x	Lecture, Readings, in Class Discussion specific to Chp. 2, and infused within every lesson	



School Counseling CACREP Standards Addressed in Course

School Standards	Course	Learning Activity/Delivery & Resources	Assessment
	COUN 522		
E1.	X	<u>Delivery:</u> Lecture, Readings, and Class Discussions <u>Resource(s):</u> Chapter 3 & 4 main text (Sue & Sue, 2016)	Journal Articles' Review, Treatment Plan, Personal Journal, and Exam
E2.	X	<u>Delivery:</u> Lecture, Readings, and Class Discussions <u>Resource(s):</u> Chapter 5 & 6 main text (Sue & Sue, 2016)	Journal Articles' Review, Treatment Plan, Personal Journal, and Exam
E3.	X	<u>Delivery:</u> Lecture, Readings, and Class Discussions <u>Resource(s):</u> Chapter 3 & 4 main text (Sue & Sue, 2016)	Treatment Plan and Exam
E4.	X	<u>Delivery:</u> Lecture, Readings, and Class Discussions <u>Resource(s):</u> Chapter 7 & 8 main text (Sue & Sue, 2016)	Journal Articles' Review, Treatment Plan, Personal Journal, and Exam