



## **COUN 622: Advanced Seminar in Counseling Diverse Populations**

Course Syllabus: Fall 2020

### **INSTRUCTOR INFORMATION**

**Instructor:** Damion Davis, PhD, LPC  
**Office Location:** n/a  
**Office Hours:** by appointment  
**University Email Address:** ddavis51@leomail.tamuc.edu  
**Preferred Method of Communication:** email

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Required Textbook**

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (8<sup>th</sup> ed.). Hoboken, NJ: Wiley

Ridley, C. R. (2005). *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

*Note:* This course will use D2L as IT Learning Management System

\*\*Other readings as assigned

##### **Required Supplemental Readings**

1. Boecker, L., Schellenberg, R., Silvey, J. (2017). Spirituality and religion: the ninth CACREP core curriculum area. *Counseling and Values*, 62, 128-143. doi: 10.1002/cvj.12055
2. Borders, L. D. (2019). Science of learning: evidence-based teaching in the clinical supervision classroom. *Counselor Education and Supervision*, 58, 64-79. doi: 10.1002/ceas.12124
3. Chan, C. D., DaDiego, A. C., & Band, M. P. (2019). Moving counselor educators to influential roles as advocates: an ecological systems approach to student-focused advocacy. *Journal of Counselor Leadership and Advocacy*, 6(1), 20-41. doi.org/10.1080/2326716X.2018.1545614

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4. Crethar, H. C., Torres Rivera, E., & Nash, S. (2008). In search of common threads: Linking multicultural, feminist, and social justice counseling paradigms. *Journal of Counseling and Development*, 86, 269-278.
5. Day-Vines, N.L., Booker Ammah, B., Steen, S., & Arnold, K.M. (2018). Getting comfortable with discomfort: Preparing counselor trainees to broach racial, ethnic, and cultural factors with clients during counseling. *Journal for the Advancement of Counselling*, 40, 89-104. <https://doi.org/10.1007/s10447-017-9308-9>.
6. Day-Vines, N.L., Wood, S., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., & Douglass, M. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling and Development*, 85, 401-409.
7. Farrell, I. C., Minton, C. A. B. (2019). Advocacy among counseling leaders: the three-tiered legislative professional advocacy model. *Journal of Counselor Leadership and Advocacy*, 6(2), 144-159. doi: 10.1080/2326716X.2019.1644254
8. Giannopoulou, I., Bitsakou, P., Ralli, E., Chatzis, F., & Papadatou, D. (2018). Addressing cultural issues in grief counseling with immigrants: the case of a bereaved Filipino family following homicide. *The European Journal of Counseling Psychology*, 7(1), 200-210. doi:10.5964/ejcop.v7i1.149
9. Lee, A. (2018). Clinical supervision of international supervisees: suggestions for multicultural supervision. *International Journal of Advanced Counseling*, 40, 60-71. doi 10.1007/s10447-017-9312-0
10. Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The impact of racial microaggressions on mental health: Counseling implications for clients of color. *Journal of Counseling and Development*, 92, 57-66.
11. Pack-Brown, S. P., Thomas, T. L., & Seymour, J. M. (2008). Infusing professional ethics into counselor education programs: a multicultural/social justice perspective. *Journal of Counseling and Development*, 86, 296-302
12. Parham, W. D. & Clauss-Ehlers, C. S. (2016). Celebrating our elders who led us across the bridge: A call to action for the academy. *Journal of Multicultural Counseling and Development*, 44, 4-26.
13. Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). Multicultural and social justice counseling competencies: guidelines for counseling profession. *Journal of Multicultural Counseling and Development*, 44, 28-48. doi: 10.1002/jmcd.12035
12. Salazar, C. F. & Abrams, L. P. (2005). Conceptualizing identity development in members of marginalized groups. *Journal of Professional Counseling: Theory, Practice, and Research*. 33, 47-59.

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13. Senreich, E. (2013). An inclusive definition of spirituality for social work education and practice. *Journal of Social Work and Education, 49*(4), 548-563. doi: 10.1080/10437797.2013.812460
14. Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, E. (2007). Racial microaggressions in everyday life: Implications For clinical practice. *American Psychologist, 62*, 271-286.
15. Tribe, R., & Bell, D. (2018). Social justice, diversity and leadership. *The European Journal of Counseling Psychology, 6*(1), 111-125. doi:10.5964/ejcop.v6i1.145

**Special Topics Readings:** additional readings are assigned throughout the semester for most classes and are posted online in the course management program for the assigned week. Check Course Calendar and online each week- these are mandatory readings.

## COURSE DESCRIPTION

### Catalogue Description of the Course

COUN 622. *Advanced Seminar in Counseling Diverse Populations*

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.

### Doctoral Student Learning Outcomes:

#### 2016 CACREP Standards Addressed in COUN 622

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
6.B.1.f. ethical and culturally	Lecture, In Class Activities; Readings from Thomas & Naylor texts; Articles (Hendricks, Bradley, &	1. Leadership and advocacy immersion	1. Leadership and advocacy immersion	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3)

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relevant counseling in multiple settings	Roberson, 2015; Pack-Brown, Thomas, & Seymour, 2008) & Special Topics Readings including MSJCCs and ACA Advocacy Competencies, and infused within every lesson	project	Project rubric	expectation
<b>6.B.2.k.</b> culturally relevant strategies for conducting clinical supervision	Class Discussion of What is Culture and Who Are You Culturally? Is Diversity Dangerous? Discussion of Counseling & Current Events; Discussion of the Culturally Alert Counselor, Educator, Supervisor, & Researcher; Lecture & In Class Activities; All Readings from Thomas & Naylor texts; Articles (Borders, 2019; Lee, 2018); Special Topics Readings including MSJCCs and ACA Advocacy Competencies, and infused within every lesson	1. Presentation Assignment	1. Presentation assignment rubric	1. $\geq$ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.3.h.</b> ethical and culturally relevant strategies used in counselor preparation	Class Discussion of What is Culture and Who Are You Culturally? Is Diversity Dangerous? Discussion of Counseling & Current Events; Discussion of the Culturally Alert Counselor, Educator, Supervisor, & Researcher, Lecture & In Class Activities; Readings from Thomas & Naylor texts; Articles (Farrell & Minton, 2019; Pack-Brown, Thomas, & Seymour, 2008); Special Topics Readings including MSJCCs and ACA Advocacy	1. Presentation Assignment	1. Presentation assignment rubric	1. $\geq$ 80% of average rubric scores will either meet (2) or exceed (3) expectation



	Competencies, and infused within every lesson;			
<b>6.B.5.i.</b> role of counselors and counselor educators advocating on behalf of the profession and professional identity	Lecture, In Class Activities; All Readings from Thomas & Naylor texts; Articles (Chan, DaDiego, & Band, (2019); Farrell & Minton, 2019); Special Topics Readings including MSJCCs and ACA Advocacy Competencies, and infused within every lesson	1. Leadership and advocacy immersion project	1. Leadership and advocacy immersion Project rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.5.j.</b> models and competencies for advocating for clients at the individual, system, and policy levels	Lecture, In Class Activities; All Readings from Thomas & Naylor texts; Article (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015); Special Topics Readings including MSJCCs and ACA Advocacy Competencies, and infused within every lesson	1. Leadership and advocacy Immersion project	1. Leadership and advocacy immersion Project rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.5.k.</b> strategies of leadership in relation to current multicultural	Lecture, In Class Activities; All Readings from Thomas & Naylor texts; Article (Tribe & Bell, 2018); Special Topics Readings including MSJCCs and ACA Advocacy	1. Presentation Assignment	2. Presentation assignment rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation

and social justice issues	Competencies, and infused within every lesson			
<b>6.B.5.I.</b> ethical and culturally relevant leadership and advocacy practices	Lecture, In Class Activities; All Readings from Thomas & Naylor texts; Article (Farrell & Minton, 2019); Special Topics Readings including MSJCCs and ACA Advocacy Competencies, and infused within every lesson	1. Leadership and advocacy Immersion project	1. Leadership and advocacy immersion Project rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

**CONTENT AREAS include, but are not limited to, the following:**

At a minimum, this course will cover:

- I. Counselors as Agents of Social Justice
- II. Multicultural and Diversity Competencies
- III. Advocacy Competencies
- IV. Systems of Power and Privilege in U.S. Society
- V. Prejudice, Discrimination, and the Process of “Othering”
- VI. Historical Oppression and Healing the *Soul Wound*
- VII. White Privilege and White Identity Development
- VIII. Internalized Oppression
- IX. Unintentional Racism
- X. Worldview
- XI. Holistic Models of Cultural Identity
- XII. Stage and Phase Models of Racial/Cultural Identity Development
- XIII. Multiracial/multiethnic Identity Development
- XIV. Convergence of Race, Ethnicity, Gender, Class and Other Cultural Identities
- XV. Conceptualizing Multiple Identities and Multiple Oppressions in Clients’ Lives

**COURSE REQUIREMENTS**

**Minimal Technical Skills Needed**

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

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## **Instructional Methods**

This course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

## **Student Responsibilities or Tips for Success in the Course**

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful to your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6<sup>th</sup> edition.
7. Regularly check your University email. My suggestion is to check it at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can do so.
10. Be open to the process. This degree takes time, work, effort, and growth

## **Assignments/Assessments**

\*\*Note. All assignments are to be submitted in D2L

1. **Discussion Boards, Class Participation, & Attendance (15% of your final grade) in D2L.** You will complete weekly discussion posts online connected to the readings that week from both texts and/or any supplemental resources (PPTs, videos, etc.). These discussion posts will count toward your class participation. In addition, students are expected to be present at all scheduled class video meetings/lectures. Absence from a class video meeting needs to be communicated with the instructor beforehand.

You are expected to post your **initial post (IP)** by midnight on Friday. You are expected to post your **response postings (RP)** to a **minimum of two** of your classmates by midnight on Sunday. However, you are **strongly encouraged** to engage in an active discussion with your fellow classmates and instructor and post more frequently. For full points, responses need to be quality, meaning in depth and thorough, and thoughtful; and refer to the week's readings, relevant issues in the news, information obtained from other sources and/or ideas expressed in

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other class members' postings. Where appropriate, you should use references to support your position. Discussions will be graded based on the following rubric:

**Discussions Rubric**  
*Discussion Post Rubric*

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectations
Discussion Post Qualities	Post is of low quality; does not offer unique not deep comments. Post is not relevant to week's readings and resources. No citations are included. Post has several grammatical/APA errors; not consistent with graduate level work	Post is of average quality with a few unique/new ideas. However, the ideas are not explained in much detail. Lacks citations. Post is evident of graduate level work with some grammatical/APA errors	Post is of high quality and well presented with numerous unique points in greater detail. Citations and examples are provided for support and illustration. Post is evident of graduate level work with few to no grammatical/APA errors.

*Response Post Rubric*

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectations
Response Post Qualities	Response lacks sufficient details and doesn't demonstrated a willingness to explore the breadth of advanced material on diverse populations. Response has several grammatical/APA errors and not consistent with graduate level work.	Response presents some details but lacks in depth. While student may agree with others, support is not provided for the same. Response is evident of graduate level work with some grammatical/APA errors.	Response is thorough and sufficient in detail. Other relevant sources e.g. news referenced and citations provided to support one's points. Response is evident of graduate level work with few to no grammatical/APA errors.

- Topic Paper & PowerPoint Presentation (40% of final grade):** You will write a 18-20 page paper on a topic that emphasizes: (a) an articulation of historical & contemporary discrimination, (b) improving attitudes toward, (c) improving communication with, (d)

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advocating for, (e) increasing knowledge of, (f) answering questions about, & (g) developing skills for working with culturally diverse populations. **The Topic Paper is 35%** of your final grade. **Guidelines for this paper will be provided.**

You will create a PowerPoint which explains the findings and relevancy of your Topic Paper to your classmates. In other words, your PowerPoint should explain your paper to your classmates. You will upload your PowerPoint to DL2. Once your PowerPoint is uploaded, your classmates will comment & ask questions. Respond to your classmates as necessary. **The PowerPoint is 5%** of your final grade.

3. **Cultural Genogram and Paper (15% of final grade)**

You will complete a cultural genogram exploring your own cultural background. Along with the genogram you will submit a narrative discussion and self-reflection paper. The paper will be **8-10 pages minimum**, double-spaced (not counting cover or reference pages) and fully comply with APA 7 formatting. **Complete guidelines for project are included in Appendix A, located at the end of the syllabus.**

**Cultural Genogram and Paper Rubric**

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Genogram Chart	Student represents only one generation in the chart. Squares to represent males and circles to represent females are confused. Diversity in the family is not honored.	Two generations are represented, and student and squares are clearly used for males while circles are used for females. Diversity in family forms is somewhat honored. Cultural influences are captured in the chart.	Three generations or more are represented in the chart. Diverse forms of family are honored and fully represented. Notations are made to identify cultural influences and relationships among family. A key to symbols is provided.
Narrative Description of the Chart (10 points)	Description of the genogram is shallow. May include student's opinions but lacks interpretations and attitudes discovered about each generation.	Description of the genogram is somewhat detailed including opinions, interpretations, and attitudes discovered about each generation. Examples of different behaviors are given.	Description of the genogram in detailed and opinions, interpretations, and attitudes discovered about each generation are discussed in detail with examples given to support the same. In addition, negative

			and/or positive issues passed from generation to generation.
Reflections and Reactions (10 points)	Conclusion and summary are shallow and lacks personal reflections with scanty information on student's reactions.	Conclusion and summary contain personal reflections but lacks reactions on the discoveries of the genogram. Student fails to address how the genogram relates to them.	Conclusion and summary are detailed. Personal reflections are discussed, and examples provided. Reactions about own discoveries are described and implications for the same are provided. Examples are given and citations included to support some reactions and/or discoveries
	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
APA Style/Grammar – Write up summary (5 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work	Some APA errors (3-4 errors). Good quality indicative of graduate level work.	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.

4. **Case Conceptualization (20% of final grade).** You will write a case conceptualization in which you apply racial/cultural identity models to describe the convergence of your client's cultural identities & utilize these conceptualizations to plan a culturally & developmentally appropriate treatment plan. **Guidelines for this paper will be provided.**
5. **Reaction Paper (10% of final grade):** You will be required to write one reaction paper after watching 13<sup>th</sup>, a Netflix documentary that examines at the United States prison system & its foundation in racial inequality. Your reaction paper should be 6-8 double spaced pages and should evidence your critical thinking. You are encouraged to see this with a critical eye and be thoughtful about your commentary. You may wish to pose a critical question and expand on themes presented in the documentary. Also, discuss how the criminal justice can impact the lives of potential clients. Items you might explore can include, but are not limited to:
- A brief summary of the documentary
  - What was most surprising about the documentary?
  - What emotions did the documentary arouse in you?
  - Is there anything in the documentary that you did not agree with?

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- How does the documentary relate to the overall counseling field?
- Is it important for clinicians to be aware of this history? If so, why?
- What did this documentary show you about the experience of many Black & Brown Americans?
- What are your thoughts on solutions to problems the documentary presented?
- Is there a role for counselors to play in the solution? What is the role of counselor social justice?

This is written in first person, but should follow APA formatting guidelines (title page, etc.). No academic references are needed, but are welcomed. Grammar and spelling count toward the grade.

## GRADING

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

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

Assignment/Assessment	Point Value
Discussion Boards/Class Participation	15%
Topic Paper	35%
Cultural Genogram & Paper	15%
Case Conceptualization	20%
Reaction Paper	10%
Topic Paper PowerPoint	5%

Total points possible = 100% for this course.

**\*\*\*Assignments are due on the day noted in the syllabus. Late assignments will have 10% deduction per day late from the final score and will not be accepted three days after the due date.**

## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables

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below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the

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Device	Operating System	Browser	Supported Browser Version(s)
			latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

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- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## 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](mailto: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

### Brightspace Support

#### Need Help?

#### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, contact Brightspace Technical Support at 1-877-325-7778 or click on the **Chat** or click on the words “click here” to submit an issue via email.





## **System Maintenance**

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

### **Interaction with Instructor Statement**

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

### **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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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](http://www.albion.com/netiquette/corerules.html)

### **TAMUC Attendance**

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>

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<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>

### **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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

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#### **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

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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

### Course Calendar

Date	Topic	Readings	Assignments Due
Week 1 8/27	Course Overview, Expectations, & Introductions: What is Culture? Who Are You Culturally? Discussion of Counseling & Current Events.	None	Review of Syllabus
Week 2 9/3	Multicultural counseling in the 21 <sup>st</sup> century	- Sue et al. (book), chs. 1-2 -Chan et al. (2019): Moving counselor educators to influential..... -Farrell & Minton (2019): Advocacy among counseling leaders.....	-Initial discussion due on Friday -Response post due on Sunday - <b>Watch Film: 13th</b>

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		Day-Vines et al. (2018): Getting comfortable with discomfort...	
Week 3 9/10	- Race & Ethnicity Part 1	-Sue et al. (book), chs. 11, 14-15 -Review the film <i>13th</i>	-Initial discussion due on Friday -Response post due on Sunday
Week 4 9/17	Race & Ethnicity Part 2 - Ethical and culturally relevant counseling in multiple settings	-Sue et al. (book), chs. 16-19 -Pack-Brown et al. (2008): Infusing professional ethics into .....	-Initial discussion due on Friday -Response post due on Sunday <b>- Reaction Paper to the film <i>13th</i> is due by 11:59p on 9/17.</b>
Week 5 9/24	Racial/Cultural Identity Development – Stage Models	-Sue et al.(book), chs. 11-12 -Racial/Cultural Identity Development Model (R/CID)(provided by instructor) -White Racial Identity Development (WRID)(provided by instructor) -Salazar (2005): Conceptualizing identity development...	-Initial discussion due on Friday -Response post due on Sunday
Week 6 10/1	Understanding the Impact of Systemic Oppression	-Sue et al. (book), ch. 5 - Ridley (book), ch. 12	-Initial discussion due on Friday -Response post due on Sunday
Week 7 10/8	Examining Unintentional Racism in Counseling	-Ridley, chs. 1-4	-Initial discussion due on Friday -Response post due on Sunday
Week 8 10/15	Examining Unintentional Racism	- Ridley, chs. 5-6	-Initial discussion due on Friday -Response post due on Sunday <b>-Case Conceptualization Due by 11:59 on 10/15.</b>
Week 9 10/22	Racial Microaggressions ; White Privilege	-Sue et al. (book), ch. 6 - Sue et al. (2007): Racial microaggressions in everyday life... - Nadal et al (2014): The impact of racial microaggressions...	-Initial discussion due on Friday -Response post due on Sunday

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		<ul style="list-style-type: none"> <li>- Tim Wise: White Privilege Video <a href="https://oie.duke.edu/knowledge-base/toolkit/tim-wise-white-privilege-must-see">https://oie.duke.edu/knowledge-base/toolkit/tim-wise-white-privilege-must-see</a></li> <li>- Dr. Susan Borrego: Understanding my Privilege <a href="https://youtu.be/XIRxqC0Sze4">https://youtu.be/XIRxqC0Sze4</a></li> </ul>	
Week 10 10/29	Social Justice, BLM, Latinx, Immigrant Movement (Dreamers)	<ul style="list-style-type: none"> <li>-Sue et al. (book), ch. 4</li> <li>-Tribe &amp; Bell (2018): Social justice, diversity and leadership.....</li> <li>-Ratts et al. (McCullough, 2015): Multicultural and social justice counseling competencies.....</li> </ul>	<ul style="list-style-type: none"> <li>-Initial discussion due on Friday</li> <li>-Response post due on Sunday</li> </ul>
Week 11 11/5	<b>No Class</b>		<b>- Cultural Genogram Assignment due by 11:59p on 11/6.</b>
Week 12 11/12	LGBTQQIA Issues	-Sue et al. (book), ch. 23	<ul style="list-style-type: none"> <li>-Initial discussion due on Friday</li> <li>-Response post due on Sunday</li> </ul>
Week 13 11/19	Counseling when the therapist is minority, Immigrants, Disabled, & Impoverished	-Sue et al. (book), chs. 3, 20, 22, & 25	<ul style="list-style-type: none"> <li>-Initial discussion due on Friday</li> <li>-Response post due on Sunday</li> </ul>
Week 14 11/26	<b>No Class</b>	<b>None- Happy Thanksgiving!</b>	Watch the film <i>The Color of Fear</i> .
Week 15 12/3	Culturally Competent Counseling in the 21 <sup>st</sup> Century	<ul style="list-style-type: none"> <li>-Sue et al. (book), ch. 9</li> <li>-Ridley (book), chs. 6 &amp; 8</li> <li>-Day-Vines et al. (2007): Broaching the subjects of race...</li> <li>-Parham &amp; Clauss-Ehlers (2016): Celebrating our elders...</li> </ul>	<b>Presentation Due.</b> PowerPoint is to be uploaded to DL2 by <b>11:59p on 12/2.</b>
Week 16 12/10	<b>No Class</b>	<b>None- Have a great Winter Break!</b>	<b>Topic Paper Due by 11:59p on 12/10</b>

## Appendix A

### CULTURAL GENOGRAM GUIDELINES

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.

**To view a sample genogram and how to create one, visit:** <https://www.genopro.com/genogram/>

#### Part 1: Cultural Genogram Chart

Sketch and scan to a file or use software (Genopro, Paint, etc.) to create 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, and stage of acculturation. Remember, family is not always defined by blood relations.

*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:
- How is family defined in the group (extended, blended, same sex, etc.)?
  - 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.)?
  - Race: What significance do race, skin color, hair type, etc. (phenotype) play in each group represented?
  - Geographical region: What role does region and geography play for each group/subgroup?
  - Gender & Sex: How are gender and sex roles defined within the group and/or in each generation? (Note: gender and sex are different constructs).
  - Religion and spirituality: What is the religious or spiritual affiliation of members of the family? Note meanings associated with religious/spiritual affiliation, practice, non-practice, conversion or intermarriage, etc.

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- g. Health and mental health: note illnesses and the meanings associated to health and illness and how they impact the family.
- h. Social class: What occupational roles or status markers 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/cultural marriages and partnerships: Explore how divergent cultural issues were negotiated in these unions and the influence on any children. How does this group view outsiders and/or how is this group viewed by outsiders?

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, and 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 his activity and your reactions about what you have learned.

Source: Hardy, K. V., & Laszloffy, T. A. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21, 227-237.