



TEXAS A&M UNIVERSITY
COMMERCE

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Counseling 522: Counseling Diverse Populations
Summer 2 2022
Online

INSTRUCTOR INFORMATION

Instructor: Ajitha Chandrika Prasanna Kumaran, PhD, NCC
University Email Address: Ajitha.Kumaran@tamuc.edu
Preferred Form of Communication: E-mail
Communication Response Time: 24 hours, Monday – Friday
Main Office Location: Commerce
Office Hours: TBA

REQUIRED TEXT(S) AND/OR READING(S)

Counseling The Culturally Diverse... Theory and Practice (8th edition) By Derald Wing Sue and David Sue. ISBN-13: 978-1119448242

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

1. Barbara F. Okun, *Effective Helping: Interviewing and Counseling Techniques*, Sixth Edition, Pacific Grove, CA: Brooks/Cole, 2002. ISBN: 0-534-51384-0.
2. Wanda M. L. Lee, *An Introduction to Multicultural Counseling*, Philadelphia, PA: Taylor & Francis Group, 1999. ISBN: 1-56032-567-4.
3. Nicholas Evans, *The Horse Whisperer*, New York: Dell, 1995. ISBN: 0-440-22265-6.

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.

The syllabus/schedule are subject to change.

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.

CACREP Standards Addressed in COUN 522

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; Discussions	Treatment Plan; Class Readings; Class Discussions
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; Discussions	Treatment Plan; Class Readings; Class Discussions
SEC.2.G.2c. Theories of multicultural counseling, identity development, and social justice.	Readings: Ch 4; Lectures; Discussions	Treatment Plan; Class Readings; Class Discussions
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; Discussions	Treatment Plan; Class Readings; Class Discussions
SEC.2.G.2e. Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors	Readings: Ch 4; Lectures; Discussions	Treatment Plan; Class Readings; Class Discussions

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that promote optimal wellness and growth of the human spirit, mind, or body.		
SEC.2.G.2f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	Readings: Ch 2; Lectures; Discussions	Treatment Plan; Class Readings; Class Discussions
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; Discussions	Treatment Plan; Class Readings; Class Discussions
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; Discussions, Journal Articles	Treatment Plan; Class Readings; Class Discussions; Movie assignment
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; Discussions, Journal Articles	Treatment Plan; Class Readings; Class Discussions; Movie Assignment
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; Discussions, Journal Articles	Treatment Plan; Class Readings; Class Discussions; Multicultural Project
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; Discussions, Journal Articles	Treatment Plan; Class Readings; Class Discussions; Multicultural Project

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K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	Readings: Ch 2, 4, & 5; Lectures; Discussions, Journal Articles	Treatment Plan; Class Readings; Class Discussions
SC Standard	Learning Activity or Assignment	Assessment
E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Readings: Ch 3 & 4; Lectures; Discussions, Journal Articles	MAPs assignment
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; Discussions, Journal Articles	MAPs assignment

COURSE OBJECTIVES include, but are not limited to, the following.

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. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
4. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
5. 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;
6. theories of multicultural counseling, theories of identity development, and multicultural competencies; and

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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

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- 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.

GOALS

1. To gain greater understanding and knowledge of specific sociopolitical histories, dynamics, and cultural issues for the major ethnic groups in the U.S. of African Americans, American Indians, Asian Americans, and Latinos.
2. To develop a specific expertise with one ethnic group through both research and practice, based on the student's professional goals.
3. To learn how to incorporate aspects of gender, class, sexual orientation, age, religion and spirituality, language, and disability in assessment and treatment with culturally diverse clients.

METHOD OF INSTRUCTION

Mini Lecture, discussion, guest appearances, and experiential.

COURSE REQUIREMENTS

1. Discussions (5 discussions; 50 points total)

You will have five Discussions and Response Posts during the semester. You are expected to give a thorough and thoughtful response to each prompt utilizing scholarly resources (i.e., textbook, journal publications, credible websites, etc.). In addition to the initial discussion, you will also respond to your classmate's discussion posts. Your responses to classmate must advance the initial discussion, that is, the response adds to and strengthens the original post, contracts the original post and provides an explanation as to why, provides further clarification to the original post, and so forth. Response posts that state "nice post," "good job," "I agree/disagree," or something similar without advancing the conversation will not be grade and result in zero (0) points for the response portion of that particular discussion and response post. Thus, it is possible to receive partial credit for completing the discussion but not the response post and vice versa.

When you are responding to your peers, Follow ABC

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A: Acknowledge the contributions or validate their knowledge and experience

B: Build on the ideas of the original poster by adding your own thoughts or examples

C: Contribute to the discussion by asking a probing question that deepens understanding of the material and/or provide a supplemental resource

The goal of the discussion posts are to stimulate conversation surrounding research and program evaluation concepts, challenge any preconceived notions relevant to research and the counseling profession, and expand your thoughts on counselors' role in research and program evaluation. The rubrics for both discussion and response posts are below. Please note that no late postings will be accepted for equity reasons.

Discussion Post Rubric

	Discussion Board Rubric 1 – Does Not Meet Expectation (0-5 points)	2 – Meets Expectation (6-7points)	3 – Exceeds Expectations (8-10 points)
Discussion (10 points)	Post is not complete, not written in a clear manner OR post is missing critical components of the question. Responses to classmates are not complete, missing critical components OR feedback is not thoughtful. Has not followed the instruction on initial post deadline.	Post presents most elements of the question OR all elements discussed in a brief manner. Responses to classmates present most elements in a brief manner. Followed bare minimum of ABC instruction.	Post presents all elements of the question(s) discussed thoroughly and clearly. Responses present all elements required thoroughly and clearly. Provided thoughtful detailed feedback to peers. Followed the ABC while responding to peers. Initial post is submitted as instructed.

My Cultural Identity (7/24/2022)

Points 15

Students will create a poster of their cultural identity (Power Point) and reflection paper (3 pages) as a way of exploring culturally linked life experiences, beliefs and values. Students will share the experience of the in small groups in class.

The students will write a reflection paper addressing the following questions:

1. What was the process of creating this project like for you? What did you learn about yourself as a cultural being and your worldview? How does this impact your future work with clients?
2. What trends/patterns did you notice in your project? How do these trends/patterns interact with your cultural identity?

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3. What organizing principles, pride/shame issues and values did you uncover? How do they influence you, your understanding of others, and your sense of self?

Note: This project takes time and research and has traditionally been one that elicits a variety of responses from students. It may bring up both positive and negative emotions, as well as family of origin issues. Students are encouraged to engage in an appropriate level of processing, exploration of self, as well as self-care when completing this project. As with any course or activity in a counselor-training-program, students are encouraged to ask for what they need and let their advisor, instructor, or personal counselor know if issues emerge that may impact their experience in the program.

My Cultural Identity: Rubric detail	Points
Reflection paper Question # 1	5
Reflection paper Question # 2	5
Reflection paper Question # 3	5
Total	15

Multicultural Action Project (MAP)

Points 120

The MAP (Hipolito-Delgado, Cook, Avrus, & Bonham, 2011) assignment is a semester-long cultural immersion project that centers on providing learners with knowledge, skills, and awareness to work with a cultural population that is different from their own. Learners will identify one community that is culturally different from their own and identify emotional, educational, and professional objectives for working with this community. Learners will develop an action plan for completing each level of involvement: observation, information, and direct action. The instructor MUST approve the MAP community prior to the learner moving forward in each phase. There are three phases that encompass this assignment:

- A. **Observation Phase: (7/24/2022)** Learners will choose one community that is culturally different from their own based on the following characteristics: race, ethnicity, gender, sexual orientation, ability/disability, age, religion, spirituality, nationality, citizenship status, etc. This phase should not involve direct contact with anyone else. Example of activities learners can engage in include: watch a movie, listen to a lecture, read an extended article, or something else approved by the professor. Before engaging in the activity, the learner will write a one-page paper on preconceived ideas about his or her selected culture. After the activity is completed, the learner will write a 2 – 3 page summary and reflection paper on their observational experience including:
- i. Summary of experience.
 - ii. What surprised you in your observation? What were you not expecting?
 - iii. What supported and what contradicted your preconceived ideas?
 - iv. How are your preconceived ideas now more established or changed?
 - v. What personal observations were you reflecting on during the observational phase?
 - vi. How will the material you were exposed to in the observation phase inform your future practice as a counselor?

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- Learners will submit the title page, the one-page pre-conceived ideas paper, the 2 – 3 page summary, and a reference page together in one document. Please see the General Assignment Guidelines. Observational Phase Paper is worth 30 points.
- B. **Information Phase: (8/7/2022)** Learners will research the value, issues, and needs of their chosen community by directly interacting with a member of the chosen community. Learners may conduct site visits to centers, agencies, political advocacy offices, and/or meet with community leaders. The professor must approve this activity. Questions to help guide the discussion with the community member and structure the paper will be developed in class. Before engaging in the activity, the learner will write a one-page paper on preconceived ideas about what this experience is going to be like and what he or she may experience. After the activity is completed, the learner will write a 2 – 3 page summary and reflection paper on his or her observational experience including. Learners will submit a title page, the one-page pre-conceived ideas paper, the 2 – 3 page summary and reflection paper, and a reference page together in one document. Please see the General Assignment Guidelines. Information Phase Paper is worth 40 points.
- C. **Direct Action Phase: (8/13/2022)** Learners will participate in service learning and/or community service related to their community of choice. Possibilities include volunteering and providing services (not counseling services), participating in an advocacy project, or becoming a member of a community group. The direct action phase allows learners to interact with their chosen community in a cooperative setting. The professor must approve this activity. After the direct activity is completed, learners will write a 6 page summary and reflection paper (excluding title and reference page) on their MAP experience including:
- Title page
 - Summary of Experience
 - Preconceived Ideas – How did your overall experience compare with initial preconceived notions?
 - Counseling Literature – How did you overall experience compare with counseling (research) literature? (text and at least 3 sources)
 - Cognitive and Emotional Reactions
 - Practice as a Counselor – How will this experience inform your future as a practicing counselor?
 - Personal Reflection – How does this experience inform you as an individual?
 - Reference page
- Please see the General Assignment Guidelines. Direct Action Phase Paper is worth 50 points.

Multicultural Project Presentation recorded (with a peer; 8/7/2022) Points 40

Select a culturally diverse group (LGBTQA+; Religion; Disability; Foster Children; Race or Ethnicity; Socio Economic Status):

1. PowerPoint Presentation: Content: Introduce the population and their brief history, include statistics in the United States; discuss the evolution of the population; challenges faced by the community (academic, social, financial, emotional, career, and other). Illustrate how the federal or state system (support with US education policies) accommodates with significant challenges and strengths. Emphasize how counselors and

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other helpers have helped and support in the past (support with research). Research the evidence-based counseling practices and strategies relevant for this population. Briefly state the other mental health issues or concerns this specific population might encounter. Interview a counselor and/or interview an individual representing the population of your project and discusses the fundamental aspects counselors and other helping professionals should be aware of when working with this specific population. Add the interview and conversation highlights to the presentation. Add a case study or an activity significant to your topic and lead the class to discussion.

30-40 minutes for each pair including the activity.

All content covered with evidence of researched citation and references	15
Clear PowerPoint presentation: spelling, grammar, spacing, and relevant pictures	5
Interviewed a counselor or individual representing/identify with the population	10
Relevant case study or activity	10

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

Late assignments will have 15% deduction per day late from the final score.

COMMUNICATION AND SUPPORT

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 reach out if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I strive to answer all emails within 24 hours, Monday-Friday. When emailing, please use your university email. Also, I will be more than happy to meet with you if needed. Please reach out to me so we can set up a convenient time to get together via Zoom.

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

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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.

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>

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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University-Specific Procedures

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, [click here](#).

[Graduate Student Academic Dishonesty Form](#)

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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](#).

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

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

Students with Disabilities - ADA Statement

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
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

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

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

Student Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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

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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

Read the chapters before class: review the highlighted rows.
7/11/2022 through 8/11/2022

Module	TOPICS	Chapters	ASSIGNMENTS
Week 1	Course Introduction and Overview Cultural Competence; The Superordinate Nature of Multicultural Counseling/Therapy Competence for Counselors; Sociopolitical considerations of Trust & Mistrust	1 & 2 3, 4, & 13	 Discussion board one 7/17
Week 2	The Impact of Systemic Oppression; Microaggressions in Counseling; Barriers to Counseling; My Cultural Identity class discussion Communication Styles; Multicultural Evidence-Based Practice; Non-Western Indigenous Methods of Healing	5, 6, & 7 8, 9, & 10	My Cultural Identity 7/24 Discussion board two 7/24 MAPS Observation Phase 7/24

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Week 3	Racial Identity Development Counseling African American; American Indians and Alaskan Natives; Asian Americans and Pacific Islanders	11 & 12 14,15, & 16	Discussion board Three 7/31
Week 4	Counseling Latinas/os; Multiracial Individuals; Arab Americans and Muslim Americans Counseling Older Adult Clients; Women; Individuals Living in Poverty	17, 18, & 19 24 and 25	MAPS Information Phase 8/7 Discussion board four 8/7 Multicultural Project Presentation 8/7
Week 5	Counseling Immigrants and Jewish Americans; Multicultural Movie class discussion Counseling Individuals with Disability and LGBTQ populations Debrief MAP	20 and 21 22 and 23	Discussion board five 8/13 MAPS Direct Action Phase 8/13

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