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Counseling 522: Counseling Diverse Populations Course Syllabus Fall 20223

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Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

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:

Mondays: noon to 4 pm at Mesquite

Wednesday: noon to 3 pm at McKinney

Virtual

Email for appointment

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

Nigger: The Strange Career Of a Troublesome Word By Randall Kennedy ISBN-13: 978-0375713712

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

1. Baytiyeh, H. (2019). The implication of school culture on building a cohesive pluralistic society: evidence from Lebanon. *Improving Schools*, 22(2), 191-200. <https://doi.org/10.1177/1365480218804084>
2. Chan, C. D., Cor, D. N., & Band, M. P. (2018). Privilege and oppression in counselor education: an intersectionality framework. *Journal of Multicultural Counseling and Development*, 46, 58-73. <https://doi.org/10.1002/jmcd.12092>
3. Corona, R., Rodriguez, V. M., McDonald, S. E., Velazquez. E., Rodriguez, A., & Fuentes, V. E. (2017). Associations between cultural stressors, cultural

values, and Latina/o college students' mental health. *Journal of Youth Adolescence*, 46, 63-77. <https://doi.org/10.1007/s10964-016-0600-5>

4. Foss-Kelly, L. L., Generali, M. M., & Kress, V. E. (2017). Counseling strategies for empowering people living in poverty: the I-CARE model. *Journal of Multicultural Counseling and Development*, 45, 201-213. <https://doi.org/10.1002/jmcd.12074>
5. Forrest, J., Lean, G., & Dunn, K. (2016). Challenging racism through schools: teacher attitudes to cultural diversity and multicultural education in Sydney, Australia. *Race, Ethnicity, and Education*, 19(3), 618-638. <https://doi.org/10.01080/136133242015.1095170>
6. Howarth, C., Wagner, W., Magnusson, N., & Sammut, G. (2014). "It's only other people who make me feel black": acculturation, identity, and agency in a multicultural community. *Political Psychology*, 35(1), 81-95. <https://doi.org/10.1111/pops.12020>
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8. Kam, B., Mendoza, H., & Masuda, A. (2019). Mental health help-seeking experience and attitudes in Latina/o American, Asian American, Black American, and White American college students. *International Journal for the Advancement of Counseling*, 41, 492-508. doi: <https://doi.org/10.1007/s10447-018-9365-8>
9. Kastrani, T., Deliyanni-Kouimtzis, V., & Athanasiades, C. (2017). Women as counseling and psychotherapy clients: researching the therapeutic relationship. *The European Journal of Counseling Psychology*, 6(1), 138-161. <https://doi.org/10.5964/ejcop.v6i1.130>
10. Mathews, J. J., Barden, S. M., & Sherrell, R. S. (2018). Examining the relationships between multicultural counseling competence, multicultural self-efficacy, and ethnic identity development of practicing counselors. *Journal of Mental Health Counseling*, 40(2), 129-141. <https://doi.org/10.17744/mehc.40.2.03>
11. Moe, J., Johnson, K., Park, K., & Finnerty, P. (2019). Integrated behavioral health and counseling gender and sexual minority populations. *Journal of LGBT Issues in Counseling*, 12(4), 215-229. <https://doi.org/10.1080/15538605.2018.1526156>
12. Neudachina, L. V. (2018). The role of culture in linguistic worldview formation. *Russian Linguistic Bulletin*, 1(13), 15-17. <https://doi.org/10.18454/RULB.13.05>

13. Peteet, J. R., Rodriguez, V. B., Herschkopf, A. M., Bett, J., Romo, S., Murphy, J. M. (2016). Does a therapist's worldview matter? *Journal of Relig Health*, 55, 1097-1106. <https://doi.org/10.1007/s10943-016-0208-9>
14. Pham, A. V., Goforth, A. N. Chun, J., Castro-Olivo, Costa, A. (2017). Acculturation and help- seeking behavior in consultation: a sociocultural framework for mental health service. *Journal of Educational and Psychological Consultation*, 27(3), 271-288. <https://doi.org/10.1080/10474412.2017.1287574>
15. Qi, S. (2018). Immigrant versus nonimmigrant 9th graders' use of school counseling services. *Journal of School Counseling*, 16(20), 1-34.
16. Ramsay, N. J. (2014). Intersectionality: A model for addressing the complexity of oppression and privilege. *Pastoral Psychology*, 63, 453-469. <https://doi.org/10.1007/s11089-013-0570-4>
17. Ratts, M. J., Singh, A. A., Nassar-McMillan, Butler, S. K., & McCullough. J. R. (2016). Multicultural and social justice counseling competencies: guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44, 28-48. <https://doi.org/10.1002/jmcd.12035>
18. Rivas, M., & Hill, N. R. (2018). Counselor trainees' experiences counseling disability: a phenomenological study. *Counselor Education & Supervision*, 57, 116-131.
19. Wagner, N. J., Mullen, P. R., & Sims, R. A. (2019). Professional counselors' interest in counseling older adults. *Adultspan Journal*, 18(2) 70-84. <https://doi.org/10.1002/adsp.12078>

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 (SLOs):

Measurement 1 (Knowledge):

Discussion Boards: Treatment plan, Cultural Identity, Racial Identity; the students will conversate to acquire the construct of multicultural competency.

Multicultural Project Presentation. Through this assignment, students will explore various aspects of culture and their impact on counseling clients.

Measurement 2 (Skills):

Multicultural action Plan: In the application portion of this assignment, students will experience connecting theory into practice immersing themselves within the community through interviews and volunteering.

*All SLOs address the respective CACREP Standards evident in the syllabus.

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; Class Discussions	Multicultural Project Presentation
SEC.2.G.2b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding	Readings: Ch 2; Lectures; Class Discussions	Multicultural Project Presentation

of self and culturally diverse clients		
SEC.2.G.2c. Theories of multicultural counseling, identity development, and social justice.	Readings: Ch 4; Lectures; Class Discussions	Multicultural Project Presentation
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; Class Discussions	Multicultural Project Presentation MAP
SEC.2.G.2e. Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.	Readings: Ch 4; Lectures; Class Discussions	Multicultural Project Presentation
SEC.2.G.2f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	Readings: Ch 2; Lectures; Class Discussions	Multicultural Project Presentation
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; Class Discussions	MAP Discussion Boards
CMHC Standard	Learning Activity or Assignment	Assessment
E1. Understands how living in a multicultural society affects clients who are seeking clinical	Readings: Ch 2, 4, & 5; Lectures; Class Discussions, Journal Articles	Multicultural Project Presentation Discussion Boards

mental health counseling services.		
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; Class Discussions, Journal Articles	Multicultural Project Presentation
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; Class Discussions, Journal Articles	Multicultural Project Presentation
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; Class Discussions, Journal Articles	Multicultural Project Presentation
K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	Readings: Ch 2, 4, & 5; Lectures; Class Discussions, Journal Articles	Discussion Boards
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; Class Discussions, Journal Articles	MAP
E3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally	Readings: Ch 3 & 4; Lectures; Class Discussions, Journal Articles	MAP

congruent with the needs of students and their families.		
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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
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.

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

Lecture, discussion, and experiential.

COURSE REQUIREMENTS

Attendance and Participation Points 15 (1X15)

Regular Attendance to in-person classes and activities. Class activities will include case studies, article discussions, and small group discussions. If you are instructed to do any paper activity, it will be collected at the end of the class, these papers will be used to grade the class participation points at the end of the semester. The attendance will be noted during the in-person class.

Discussions Points 45 (3X15)

You will have three Discussions and Response Posts during the semester.

Movie Treatment plan

Cultural Identity Journal

Racial Identity Development

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

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.

Multicultural Action Project (MAP)

(Points 40)

This is a modified version of 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. **I would recommend students to start working on this project in the beginning of the semester, do not wait until the deadline.**

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 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 (1 point)
- Preconceived Ideas – How did your overall experience compare with initial preconceived notions? (2 points)
- Counseling Literature – How did you overall experience compare with counseling (research) literature? (text and at least 3 sources) (5 points)

- Interview a person who represents from the community or a counselor who works with the selected population and summarize the interview (8 points)
 - Cognitive and Emotional Reactions (5 points)
- Summary of volunteering Experience (6 points)
- Practice as a Counselor – How will this experience inform your future as a practicing counselor? (5 points)
- Personal Reflection – How does this experience inform you as an individual? (5 points)
- Reference page (3 points)

Multicultural Project Presentation

Points 50

Select any chapter from 14 through 26

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 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.
2. 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.
3. Add a case study significant to your topic to illustrate and bring life to the presentation.
4. Students can refer the text and other resources.
5. Add questions into PowerPoint to encourage discussion with your classmates.

30-40 minutes recording.

All content covered with evidence of researched citation and references	25
Clear PowerPoint presentation: spelling, grammar, spacing, and relevant pictures	5
Interviewed a counselor or individual representing/identify with the population	10
Relevant case study	5
Questions for discussion-engage your classmates	5

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.

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 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 point release of that major version) and the previous major version of iOS (the latest minor or point 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>
 - 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.
 - 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](https://get.adobe.com/flashplayer/) (*version 17 or later*) <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.

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, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live 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

[Example]

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>

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>

<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

Email: studentdisabilityservices@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

Notes:

1. Course Assignments issues will be discussed during every class session;
2. An option (and not a requirement) – if you have a laptop, please bring it with you to every class session;
3. The agenda outline is tentative and subject to change.

COURSE OUTLINE / CALENDAR

Meets 8/29/2022 through 12/16/2022

Week/DATE	TOPICS	ASSIGNMENTS
Week 1: 8/30	Course Introduction and Overview Cultural Competence; The Superordinate Nature of Multicultural Counseling/Therapy	
Week 2: 9/6	Competence for Counselors; Sociopolitical considerations of Trust & Mistrust	
Week 3: 9/13	The Impact of Systemic Oppression; Microaggressions in Counseling	6:20 to 9:00
Week 4: 9/20	Zoom class- Guest speaker: Renita Newton	
Week 5: 9/27	Multicultural Evidence-Based Practice; Non-Western Indigenous Methods of Healing	6:20 to 9:00 working with diverse clients/ diverse supervisee
Week 6: 10/4	Zoom Class-Guest Speaker: Jennafer Sellers	
Week 7: 10/11	No class: use this class for assignments	
Week 8: 10/18	Class is face to face	
Week 9:10/25	Online Discussion Board: No class	Discussion initial post due

Week 10: 11/1	Zoom class: case studies with James	
Week 11: 11/8	Presentations Andrew Erika	Submit ppt
Week 12: 11/15	Presentations Lisa Cinthia	Submit ppt
Week 13: 11/22	No Class Thanks Giving Break	
Week 14: 11/29	Presentations Jasmine Michelle Casey	Submit ppt
Week 15: 12/6	MAP project class discussion	
Week 16: 12/13	Finals Week	Discussion are due MAP project 12/13

<https://www.youtube.com/watch?v=OKHh8w8KTDE>

<https://www.youtube.com/watch?v=Nwy0WaKILDQ>



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