



## **COUN 522: Counseling Diverse Populations**

Course Syllabus: Course Syllabus: Fall 2024  
synchronous-online class Tuesdays  
at 4:30-7:10pm.

**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**

### **Mental Health and Well-Being**

**The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.**



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## INSTRUCTOR INFORMATION

**Instructor:** Miaya Love, PhD, LPC, NCC  
**University Email Address:**  
[Miaya.Love@tamuc.edu](mailto:Miaya.Love@tamuc.edu) **Preferred Form of Communication:** E-mail **Communication**  
**Response Time:** 24 – 48 business hours  
**Main Office Location:** Commerce, Binnion 209  
**Office Hours:** By appointment

## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

#### Required Textbook

Sue, D.W. & Sue, D. *Counseling the culturally diverse: Theory and practice*. (9<sup>th</sup> ed.). John Wiley & Sons

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

\*\*Other readings as assigned

#### Required Supplemental Readings

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>

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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>
7. Ibrahim, F. A., & Dykeman, C. (2011). Counseling Muslim Americans: cultural and spiritual assessments. *Journal of Counseling and Development, 89*, 389-396.
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-Kouimtzi, 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>

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15. 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>
16. 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>
17. Rivas, M., & Hill, N. R. (2018). Counselor trainees' experiences counseling disability: a phenomenological study. *Counselor Education & Supervision*, 57, 116-131.
18. 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>

\*Copies of all articles listed above are found under 'RESOURCES' in D2L

#### Recommended Textbook

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

#### **Catalog Description of Course**

##### *522. Counseling Diverse Populations*

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.

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**Student Learning Outcomes (SLOs):**

Measurement 1 (Knowledge):

I. Research Paper. Through this assignment, students will explore various aspects of culture and their impact on counseling clients.

Measurement 2 (Skills):

I. Research Paper. In the application portion of this assignment, students will develop a multicultural-competent conceptualization of a hypothetical client and explore how the client's culture would impact the student's approach to treatment.

II. Treatment Plan. Students will use lecture notes and course readings to develop a thorough treatment plan for a fictional client based on their chosen counseling theory. Treatment plan will also include a consideration of the impact of client's worldview on treatment.

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

**2016 CACREP Standards Addressed in COUN 522 PLOs**

| Core Standard   | Learning Activity   | Assignment        | Assessment Rubric        | Benchmark  |
|---|---|-------------------|--------------------------|--|
| <b>2.F.2.a.</b> multicultural and pluralistic characteristics within and among diverse groups nationally and internationally    | <ul style="list-style-type: none"> <li>Readings: Chapter 2 (Sue &amp; Sue, 2016); (Baytiyeh, 2019)</li> <li>Lecture (Week 2)</li> </ul> | 1. Research Paper | 1. Research paper rubric | 1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation<br>2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation |
| <b>2.F.2.b.</b> theories and models of multicultural counseling, cultural identity development, and social justice and advocacy | <ul style="list-style-type: none"> <li>Readings: Chapter 4, 11, &amp; 12 (Sue &amp; Sue, 2016);</li> <li></li> </ul>                    | 1. Research Paper | 1. Research paper rubric | 1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation<br>2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation |
| <b>2.F.2.c.</b> multicultural counseling competencies   | <ul style="list-style-type: none"> <li>Readings: Chapter 2 (Sue &amp; Sue, 2016);</li> <li></li> </ul>                                  | 1. Research Paper | 1. Research paper rubric | 1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation<br>2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation |



|  |   |  |                                 |  |
|--|---|--|---------------------------------|--|
| <p><b>2.F.2.d.</b> the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p>                  | <ul style="list-style-type: none"> <li>• Readings: Chapter 5 (Sue &amp; Sue, 2016); Journal Article (Howarth et al., 2014)</li> <li>• Lecture (Week 4)</li> </ul>   | <p>1. Research Paper<br/>2. Discussion Board</p> | <p>1. Research paper rubric</p> | <p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation<br/>2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p> |
| <p><b>2.F.2.e.</b> the effects of power and privilege for counselors and clients</p>   | <ul style="list-style-type: none"> <li>• Readings: Chapters 3 &amp; 4 (Sue &amp; Sue, 2016); Journal Articles (Chan et al., 2014)</li> <li>• Lecture (Week 3)</li> </ul>  | <p>1. Treatment Plan</p>                         | <p>1. Treatment plan rubric</p> | <p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation<br/>2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p> |
| <p><b>2.F.2.f.</b> help-seeking behaviors of diverse clients</p>   | <ul style="list-style-type: none"> <li>• Readings: Chapters 13-26 (Sue &amp; Sue, 2016); Journal Articles (Foss-Kelly et al., 2017; Kam et al., 2019; Kastrani et al., 2017; Ibrahim &amp; Dykeman, 2011; Moe et al., 2019; Pham et al., 2017; Qi, 2018; Rivas &amp; Hill, 2018; Wagner et al., 2019)</li> <li>• Lecture (Week 8, 9, &amp; 11-15)</li> <li>•</li> </ul> | <p>1. Treatment Plan</p>                         | <p>1. Treatment plan rubric</p> | <p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation<br/>2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p> |
| <p><b>2.F.2.g.</b> the impact of spiritual beliefs on clients' and counselors' worldviews</p>  | <ul style="list-style-type: none"> <li>• Readings: Chapter 10 (Sue &amp; Sue, 2016);</li> <li>•</li> </ul>  | <p>1. Treatment Plan</p>                         | <p>1. Treatment plan rubric</p> | <p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation<br/>2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p> |
| <p><b>2.F.2.h.</b> strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</p> | <ul style="list-style-type: none"> <li>• Readings: Chapters 1 &amp; 7 (Sue &amp; Sue, 2016); Journal Article (Forrest et al., 2016)</li> <li>• Lecture (Week 2 &amp; 5)</li> <li>• Discussion Post #4</li> </ul>  | <p>1. Treatment Plan</p>                         | <p>1. Treatment plan rubric</p> | <p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation<br/>2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p> |
| <p><b>5.C.2.j.</b> cultural factors relevant to clinical mental health counseling</p>  | <ul style="list-style-type: none"> <li>• Readings: Chapters 6, 8, (Sue &amp; Sue, 2016); Journal Article (Corona et al., 2017)</li> </ul>   | <p>1. Treatment Plan</p>                         | <p>1. Treatment plan rubric</p> | <p>1. ≥ 80% of average rubric scores will either meet (2) or</p>   |

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**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 the assessment and treatment of culturally diverse clients. METHOD OF INSTRUCTION Lecture, discussion, and experiential

## **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.

### **Instructional Methods**

This is synchronous-online class that meets on Tuesdays

at 4:30-7:10pm. - it is important to schedule your time wisely. It is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how

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you spend that time will be different from student to student. You will be expected to participate and complete all online tasks via D2L

### **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 of 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. Online, 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 this 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**

1. **Attendance, Readings, Homework Assignments, In-Class Activities.** Participation. Class attendance is mandatory and critical to your success in the course. Students are expected to attend class as scheduled. Students are also expected to arrive on time and stay for the entire class. Students are allowed 2 absences without penalty. If you are absent for any reason, please make arrangements with a classmate to get any missed notes or assignments. A person who does not participate in class, or only does so minimally, may lose additional points off their final grade. All readings **MUST** be done prior to class. You must be familiar with the material to engage in class discussions and activities- being an active member of class is key to success in this course (if you are introverted, there are still many ways for you to participate and be active). Do not expect/rely on class lecture for your learning. My approach is that you are responsible for your own learning, but I am responsible for the learning environment. This class requires you to be an active and critical thinker, to share your thoughts respectfully, and to engage with the material honestly and openly (**missing more than 2 classes or arriving late or departing early more than 2 times, or a combination of the two, will result in a drop in final letter grade**).
2. **Personal Culture Essay:** Write a **5 page minimum** APA 6 formatted essay discussing the following (include a cover page- not counted in the paper page count- follow APA 6 formatting and good writing style). No references- focus on you and your **personal**

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response to these questions. Include all of the following

1. Your ethnic and cultural background in detail.
  - a. Discuss the aspects/qualities of your ethnic/cultural background that are prominent in your life (e.g., language, religion, character traits or birth-related things, sexuality, family dynamics, heritage, social class, gender, education) and the past experiences that reinforced them. If you are uncertain about your ethnicity/culture, explain this in detail and why you are uncertain (include any aspects that are prominent)
  - b. What unique ethnic or cultural things do you celebrate or participate in within your family or home? If none, explain why not in detail.
  - c. Describe the earliest memory you have where you knew you were “different” from another.
  - d. Describe other past experiences or relationships that shaped your view of people who are culturally different than you.
  - e. What is your current view of people who are culturally different than you?
2. The cultural values you currently hold.
  - a. What cultural values do you currently hold (concerning time, activity, relational, basic human nature, religion)?
  - b. Which of these values might be different from common values of other ethnic groups you know about?
  - c. Review Cross-cultural counseling competencies (D2L). How do you plan to manage values conflicts with your clients? Relate your answer to the competencies.
- 3 Research Paper** Write a paper on multicultural characteristics among diverse groups either nationally or internationally. In your paper, include the impact of heritage, attitudes, beliefs, understandings, and cultural experiences on individual’s views of others. Finally, choose a hypothetical client from one diverse group and discuss a theory and model of multicultural counseling you would use with the client to promote their cultural identity development, social justice, and advocacy. You can use these areas as your topics and/or subtopics while utilizing different levels of heading. Your paper must be, at least, 7 pages in length with a minimum of 8 peer reviewed resources and be written in APA format. In your paper, please utilize different levels of heading to ensure you address all the areas described above.
- 4 Cultural Immersion Project**. You will be asked to locate, visit, observe, and participate in a new cultural immersion experience. This activity must be pre- approved by the instructor and needs to involve **significant** interaction with members of a cultural group different from any cultural group you belong to (or are close to) and must represent a new experience for you. The first cultural group that pops into your mind that you say “I hope I don’t have to work with them” is the BEST place to start- do your assignment with that group!!! Types of activities are open to discussion but must involve at least 2 hours (or more) of your time outside of this class. We will brainstorm in class for ideas. If you plan something with lots of observation but less direct participation, than you will be expected to engage for a longer period of time than 2 hours to match others commitment to the quality of this experience.

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TEXAS A&M UNIVERSITY

COMMERCE

**Part 1: Complete Cultural Activity Proposal:** You must seek approval for the experience in this assignment. To accomplish this, you will answer a questionnaire (below) proposing your activity for this assignment. Answer each question in brief, but thorough details (1 page minimum). The instructor reserves the right to refuse the proposed activity or ask for a more detailed response. If the initial proposal is not approved or needs significantly modified, you will redo and resubmit the proposal after consultation with the instructor.

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This is done to ensure the quality, quantity, and sensitivity of the immersion experience rather than to be a harsh grader, etc. I want to be certain you get an in-depth experience that is new for you and sensitive to the cultural group you will be interacting with. The more “intimate” the experience the more cautious we need to be and the less time involved (at least 2 hours minimum). You may send your response in an email or submit it as a Word document to me.

### **Cultural Immersion Activity Proposal Questions**

1. Explain the cultural group you have selected and how they are different from you.
2. Explain why you selected this cultural group?
3. Explain in brief, but thorough, detail the type of activity or experience you plan to immerse yourself in. Please specifically explain the time commitment involved and what activities you expect to engage in for the immersion experience.
4. Explain why you chose this activity or experience?
5. List 4 learning goals/objectives for yourself for the immersion experience.

**Part 2: Presentation:** You will prepare a **10 minute** presentation to share with the class about your cultural group and what you have learned (using Power Point, Prezi, or some other format). Please be creative in your presentation and use graphics to illustrate, etc. The presentation should summarize the paper and address what you learned from this experience and address items 1-5 from the proposal at the minimum. This should also include an overview of the group and activity you engaged in and your reaction to and self-reflections from the experience. Presentation time may be adjusted depending on size of class.

**5 Final Paper: Immersion Experience Paper:** You will write a **6-10 page** paper (in APA 6, with a cover page, references not required but cite properly if you use them) detailing the cultural immersion experience and the cultural group, what you did on the experience, who you met and talked to (respect confidentiality please!), how this cultural group differed from you, why you chose them, what expectations, fears, concerns, etc. you had going into the experience, how those expectations were or were not met, and what you learned about yourself from the experience and how you can apply that to working with this group as a counselor. This paper should be very thorough in your discussion and emphasize personal self-reflections and address all the points above. Grammar, writing, and technical formatting issues will be closely graded (use spell check, proofread, consult APA 6 style guides, etc.). The quality of your writing and your degree of self-disclosure and personal reflections are very important. Be thorough!

**6 Treatment Plan** Choose and view a movie (with diversity themes/emphasis) that is at least 1 hour long and identify one character for whom you will develop a simple Treatment Plan. In the Treatment Plan, describe the help-seeking behaviors/characteristics of the character and what you think the presenting problem would be; the effect of power and privilege on your client; impact of spiritual beliefs on the client and yourself; strategies that you would employ

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**COMMERCE**

to eliminate barriers, prejudices, unintentional oppression and discrimination while working with the client; and cultural factors that would be relevant as you work with the client. Please apply your theory of choice.

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## GRADING

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

| <b>Assignment/Assessment</b>        | <b>Point Value</b> |
|-------------------------------------|--------------------|
| Discussion/Journal                  | 25                 |
| Attendance/Participation            | 25                 |
| CI Presentation                     | 50                 |
| Personal Culture Essay              | 25                 |
| Cultural Immersion Experience Paper | 50                 |
| Treatment Plan                      | 50                 |
| Research Paper                      | 25                 |
| <b>Total</b>                        | <b>250</b>         |

Total points possible = 250. Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 250. The resulting value is multiplied by 100 to yield a percentage. For example:  $(310 \text{ [points earned]} / 318) \times 100 = 97\%$

Assignments are due on the day noted in the syllabus. Late assignments will have 10% 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.

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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 latest minor or <b>point</b> release of that major version). For example, as of |

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|         |            |                             |  |
|---------|------------|-----------------------------|--|
|         |            |                             | 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.<br><br>Chrome: Latest version for the iOS browser. |
| Windows | Windows 10 | Edge,<br>Chrome,<br>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.

- 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/>

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- Apple Quick Time <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, please 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.

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### **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>

### **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>

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## **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](mailto: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**

*The syllabus/schedule are subject to change.*



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.

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**COURSE OUTLINE / CALENDAR**

**Course Calendar**

| <b>Date</b> | <b>Topic</b>  | <b>CACREP Standards</b>          | <b>Readings</b>  | <b>Assignments</b>               |
|-------------|---|----------------------------------|--|----------------------------------|
| Week 1      | Review Syllabus   |                                  |  | Course Introduction and Overview |
| Week 2      | Cultural Competence; The Superordinate Nature of Multicultural Counseling/Therapy | 2.F.2.a.<br>2.F.2.c.<br>2.F.2.h. | - Sue & Sue (2016) Chapters 1 and 2: Cultural Competence....; The Superordinate Nature...<br>- Forrest et al. (2016): Counseling strategies...<br>- Baytiyeh (2019): The implication of school culture.... | Class<br>Discussion/Journal      |

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|        |   |          |   |                                 |
|--------|---|----------|---|---------------------------------|
| Week 3 | Competence for Counselors;<br>Sociopolitical considerations of Trust & Mistrust | 2.F.2.e. | - Sue & Sue (2016)<br>Chapters 3 and 4:<br>Competence for Counselors...;<br>Sociopolitical considerations ...<br>-Chan et al. (2018):<br>Privilege and oppression in counselor... | Class<br><br>Discussion/Journal |
|--------|---|----------|---|---------------------------------|

|        |   |                      |  |  |
|--------|---|----------------------|--|--|
| Week 4 | The Impact of Systemic Oppression;<br>Microaggressions in Counseling                | 2.F.2.d.<br>5.C.2.j. | -Sue & Sue (2016)<br>Chapters 5 and 6: The Impact of Systemic...;<br>Microaggressions...<br>-Howarth et al. (2014):<br>“It’s only other people who...<br>-Corona et al. (2017):<br>Associations between cultural stressors...      | - Class Discussion/Journal             |
| Week 5 | Barriers to Counseling;<br>Communication Styles                                     | 2.F.2.h.<br>5.C.2.j. | - Sue & Sue (2016)<br>Chapters 7 and 8: Barriers to Counseling...;<br>Communication Styles...<br>-Forrest et al. (2016):<br>Challenging racism through schools...<br>-Corona (2017):<br>Associations between cultural stressors... | - <b>Personal Culture Essay Due</b>    |
| Week 6 | Multicultural Evidence-Based Practice;<br>Non-Western Indigenous Methods of Healing | 2.F.2.g.             | -Sue & Sue (2016)<br>Chapters 9 and 10:<br>Multicultural Evidence-Based...;<br>Non-Western...<br>-Peteet et al. (2016):<br>Does a therapist’s world.....   | Class Discussion/Journal               |
| Week 7 | Racial Identity Development   | 2.F.2.b.             | -Sue & Sue (2016)<br>Chapters 11 and 12:<br>Racial Identity Development .....<br>-Ratts et al. (2016):<br>Multicultural and social justice....   | - <b>Submit Immersion Proposal For</b> |

*The syllabus/schedule are subject to change.*



|         |  |          |  | <b>Approval</b>                 |
|---------|--|----------|--|---------------------------------|
| Week 8  | Counseling African American; American Indians and Alaskan Natives                  | 2.F.2.f. | -Sue & Sue (2016) Chapter 14 and 15: Counseling African....; American Indians....  | -<br>Class Discussion/Journal   |
| Week 9  | Counseling Asian Americans and Pacific Islanders; Counseling Latinas/os            | 2.F.2.f. | -Sue & Sue (2016) Chapters 16 and 17: Counseling Asian....; Counseling Latinas/os...<br>-Kam et al. (2019): Mental health help- seeking experience....         | Class<br>Discussion/Jo<br>urnal |
| Week 10 | Counseling Multiracial Individuals; Counseling Arab Americans and Muslim Americans | 2.F.2.f. | Sue & Sue (2016) Chapters 18 and 19: Counseling Multiracial.....; Counseling Arab Americans and.....<br>-Ibrahim & Dykeman (2011): Counseling Muslim Americans | <b>Treatment Plan Due</b>       |
| Week 11 | Counseling Immigrants; Counseling Jewish Americans                                 | 2.F.2.f. | -Sue & Sue, 2016) Chapters 20 and 21: Counseling Immigrants....; Counseling Jewish....<br>- Qi (2018): Immigrant versus nonimmigrant....                       | -Personal journal               |



|         |  |         |  |                    |
|---------|--|---------|--|--------------------|
| Week 12 | Counseling Sexual Minorities; Counseling Individuals with Disabilities | .F.2.f. | -Sue & Sue (2016) Chapters 22 and 23: Counseling Sexual....; Counseling Individuals with Disabilities.....<br>-Moe et al. (2019): Integrated behavioral health....<br>-Rivas & Hill (2018): Counselor trainees' experiences..... | -Discussion thread |
| Week 13 | <b>NO CLASS<br/>THANKSGIVING<br/>BREAK</b>                             |         | NO CLASS<br>THANKSGIVING<br>BREAK  | <b>NO CLASS</b>    |

|         |   |          |   |  |
|---------|---|----------|---|--|
| Week 14 | Counseling Older Adults; Counseling Individuals Living in Poverty | 2.F.2.f. | -Sue & Sue, 2016) Chapters 24 and 25: Counseling Older...; Counseling Individuals....<br>-Foss-Kelly et al. (2017): Counseling strategies.....<br>-Wagner et al. (2019): Professional counselors' interest..... | -Presentations                         |
| Week 15 | Counseling Women  | 2.F.2.f. | -Sue & Sue, 2016) Chapter 26: Counseling Women.....<br>-Kastrani et al. (2017): Women as counseling and.....  | -Presentations                         |
| Week 16 | Complete Research Paper   |          | <b>Finals Week – Turn in research paper if you have not done so already</b>   | <b>Final: Cultural Immersion Paper</b> |

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TEXAS A&M UNIVERSITY  
**COMMERCE**

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*The syllabus/schedule are subject to change.*



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