



COUNSELING 522.

Counseling Diverse Populations

Fall 2024

August 26, 2024 – December 13, 2024

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.

INSTRUCTOR INFORMATION

Instructor: Jovaria Baig, PhD., LPC-S, LPC, LCDC

Office Location: Virtual

Office Hours: By appointment

University Email Address: Jovaria.baig@tamuc.edu

Preferred Form of Communication: E-mail

Communication Response Time: 24 hours, Mon - Fri

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

SUPPLEMENTAL BOOK CHAPTER(S)

Cultural Humility: Engaging Diverse Identities in Therapy By Joshua N. Hook, PhD, Don Davis, PhD, Jesse Owen, PhD, and Cirleen DeBlaere, PhD
ISBN: 978-1-4338-2777-8

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.

The syllabus/schedule are subject to change.

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.

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.

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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

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VI. Theories of identity development

VII. Multicultural competencies

VIII. Legal and ethical issues related to diversity.

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; Threaded Discussions	Treatment Plan; Class Readings; Class Discussions; Final Exam
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; Threaded Discussions	Treatment Plan; Class Readings; Class Discussions; Final Exam
SEC.2.G.2c. Theories of multicultural counseling, identity development, and social justice.	Readings: Ch 4; Lectures; Threaded Discussions	Treatment Plan; Class Readings; Class Discussions; Final Exam
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; Threaded Discussions	Treatment Plan; Class Readings; Class Discussions; Final Exam
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; Threaded Discussions	Treatment Plan; Class Readings; Class Discussions; Final Exam
SEC.2.G.2f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	Readings: Ch 2; Lectures; Threaded Discussions	Treatment Plan; Class Readings; Class Discussions; Final Exam

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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; Threaded Discussions	Treatment Plan; Class Readings; Class Discussions; Final Exam
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; Threaded Discussions, Journal Articles	Treatment Plan; Class Readings; Class Discussions; Article Journal Reviews; Final Exam
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; Threaded Discussions, Journal Articles	Treatment Plan; Class Readings; Class Discussions; Article Journal Reviews; Final Exam
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; Threaded Discussions, Journal Articles	Treatment Plan; Class Readings; Class Discussions; Article Journal Reviews; Final Exam
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; Threaded Discussions, Journal Articles	Treatment Plan; Class Readings; Class Discussions; Article Journal Reviews; Final Exam
K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	Readings: Ch 2, 4, & 5; Lectures; Threaded Discussions, Journal Articles	Treatment Plan; Class Readings; Class Discussions; Article Journal Reviews; Final Exam
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; Threaded Discussions, Journal Articles	Journal Articles' Reviews; Treatment Plan; Exam
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; Threaded Discussions, Journal Articles	Journal Articles' Reviews; Treatment Plan; Exam

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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

1. **Online discussions (10 points for each online discussion in D2L).** You will be expected to give a thorough and thoughtful response to each prompt. In addition to the initial discussion, you will also respond to a minimum of three of your classmate's discussion posts. The goal of discussions is to facilitate interaction with your fellow students, stimulate conversation surrounding cultural diversity, challenge any biases and work towards developing cultural humility as a counselor in training. There will be ten discussions and each discussion will last one week with your initial post due on Thursdays. Please note that no late postings will be accepted.
2. **Reflection Journals (10 points each):** Students will complete two journals over the course of the semester. Students will submit a one-page journal assignment. Journals do not have to be in APA format. Journals should follow general grammar and punctuation rules.
3. **Inclusivity Interview (25 points):** Students will conduct a 20-minute Zoom interview with an individual with a different cultural background. Students will utilize skills learned in class to facilitate the discussion. This interview should be conversational in nature, rather than interrogative. Students should attend to cues from the individual to know which direction to guide the conversation. Students will submit Zoom video to be graded. Instructor will provide submission details. Throughout the interview, students will use culturally sensitive language and basic counseling skills to address the following:
 - Cultural Background
 - Pronouns
 - Race
 - Ethnicity

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- Occupation
 - Experiences with marginalization, oppression, or privilege
 - What they would need from a culturally sensitive counselor
4. **Immersion Experience (25 points):** Students will spend a minimum of two hours immersing themselves into a culture they are unfamiliar with or a culture they have bias toward and need to address prior to becoming a counselor. Students will engage in their immersion experience, and write a two-page reflection paper.
- Reflection paper should cover the following:
- a. Rationale for immersion with this culture
 - b. Were there any barriers or challenges?
 - c. What was the experience like for you?
 - d. What did you learn about yourself during this experience?
 - e. What would you recommend to anyone working with clients with this cultural background?
5. **Cultural Diverse Group Paper (30 pts):** Students will submit an 5-7 page (current APA style) paper (not including a reference page) on a **culturally diverse group you are interested learning more about**. I don't want to limit your thinking, if you have an idea about a subject, please do share it with me.
6. **Final Exam (100 pts):** Final Exam will cover assigned readings, lectures, and experiential activities to test your know knowledge on working with culturally diverse groups. The exam will be open book, notes – multiple choice.

GRADING

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

270-300 points = 90%-100	A
240-269 points = 80%-89%	B
210-239 points = 70%-79%	C
180-209 points = 60%-69%	D
< 180 points =	F

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COURSE OUTLINE / CALENDAR

WEEK/DATE	READINGS	TOPICS AND ASSIGNMENTS
Week 1 8/26-9/1	Readings: Chapters 1 & 2; Lecture Notes	Course Introduction and Overview; Cultural Competence; The Superordinate Nature of Multicultural Counseling/Therapy
Week 2 9/2-9/8	Readings: Chapters 3 & 4; Lecture Notes	Competence for Counselors; Sociopolitical Considerations of Trust & Mistrust
Week 3 9/9-9/15	Readings: Chapters 5 & 6; Lecture Notes	The Impact of Systemic Oppression; Microaggressions in Counseling
Week 4 9/16-9/22	Readings: Chapters 7 & 8; Lecture Notes	Barriers to Counseling; Communication Styles
Week 5 9/23-9/29	Readings: Chapters 9 & 10; Lecture Notes	Multicultural Evidence-Based Practice; Non-Western Indigenous Methods of Healing
Week 6 9/30-10/6	Readings: Chapters 11 & 12; Lecture Notes	Racial, Ethnic, Cultural Identity Attitudes; White Racial Identity Development
Week 7 10/7-10/13	Readings: Chapters 13 & 14; Lecture Notes	Culturally Competent Assessment; Counseling African American
Week 8 10/14-10/20	Readings: Chapters 15 & 16; Lecture Notes	Counseling American Indians and Alaskan Natives; Counseling Asian Americans and Pacific Islanders
Week 9 10/21-10/27	Readings: Chapters 17 & 18; Lecture Notes	Counseling Latinx Populations; Counseling Multiracial Populations
Week 10 10/28-11/3	Readings: Chapters 19 & 20; Lecture Notes	Counseling Arab Americans and Muslim Americans; Counseling Immigrants and Refugees
Week 11 11/4-11/10	Readings: Chapters 21 & 22; Lecture Notes	Counseling Jewish Americans; Counseling Individuals with Disabilities
Week 12 11/11-11/17	Readings: Chapters 23 & 24; Lecture Notes	Counseling LGBTQ Populations; Counseling Older Adults

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Week 13 11/18-11/24	Readings: Chapters 25 & 26; Lecture Notes	Counseling Individuals Living in Poverty; Counseling Women
Week 14 11/25-12/1	NO CLASS	THANKSGIVING BREAK NO CLASS
Week 15 12/2 - 12/9	FINAL	FINAL EXAM

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using Microsoft Word, PowerPoint, and E-Mail

Instructional Methods

The course will be delivered through D2L Lecture notes.

Student Responsibilities or Tips for Success in the Course

Students are expected to regularly log into the course website.

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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

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
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
- 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.

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- 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/)
 - [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.

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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

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

Professor will respond via E-Mail or phone in a timely manner.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Student is expected to log in to D2L in a timely manner each week.

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>

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

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

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<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

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Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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.

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