



COUN 622: Advanced Seminar in Counseling Diverse Populations

Course Syllabus: Winter-Mini

2025

Online Class

INSTRUCTOR INFORMATION

Instructor: Dr. LaVelle Hendricks

Office Location: Tuesday-Friday

Office Hours: 9 am to 4 pm

University Email Address: Lavelle.Hendricks@tamuc.edu

Preferred Method of Communication: E-mail

Communication Response Time: 24-72 hours, Monday - Friday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

Thomas, J. A., & Schwarzbaum, S. E. (2017). Culture and identity: Life stories for counselors and therapists (3rd ed.). Sage.

Naylor, G. (1982). The women of Brewster Place. Penguin Books.

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

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

Required Supplemental Readings

1. Boecker, L., Schellenberg, R., Silvey, J. (2017). Spirituality and religion: the ninth CACREP core curriculum area. Counseling and Values, 62, 128-143. <https://doi.org/10.1002/cvj.12055>
2. Borders, L. D. (2019). Science of learning: evidence-based teaching in the clinical supervision classroom. Counselor Education and Supervision, 58, 64-79. <https://doi.org/10.1002/ceas.12124>

The syllabus/schedule are subject to change.

3. Chan, C. D., DaDiego, A. C., & Band, M. P. (2019). Moving counselor educators to influential roles as advocates: an ecological systems approach to student-focused advocacy. *Journal of Counselor Leadership and Advocacy*, 6(1), 20-41. <https://doi.org/10.1080/2326716X.2018.1545614>
4. Farrell, I. C., Minton, C. A. B. (2019). Advocacy among counseling leaders: the three-tiered legislative professional advocacy model. *Journal of Counselor Leadership and Advocacy*, 6(2), 144-159. <https://doi.org/10.1080/2326716X.2019.1644254>
5. Giannopoulou, I., Bitsakou, P., Ralli, E., Chatzis, F., & Papadatou, D. (2018). Addressing cultural issues in grief counseling with immigrants: the case of a bereaved Filipino family following homicide. *The European Journal of Counseling Psychology*, 7(1), 200-210. <https://doi.org/10.5964/ejcop.v7i1.149>
6. Hendericks, C. B., Bradley, L. J. & Roberson, D. L. (2015). Implementing multicultural ethics: issues for family counselors. *The Family Journal: Counseling and Therapy for Couples and Families*, 23(2), 190-193. <https://doi.org/10.1177/1066480715573251>
7. Lee, A. (2018). Clinical supervision of international supervisees: suggestions for multicultural supervision. *International Journal of Advanced Counseling*, 40, 60-71. <https://doi.org/10.1007/s10447-017-9312-0>
8. Pack-Brown, S. P., Thomas, T. L., & Seymour, J. M. (2008). Infusing professional ethics into counselor education programs: Multicultural/social justice perspective. *Journal of Counseling and Development*, 86, 296-302.
9. Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). Multicultural and social justice counseling competencies: guidelines for counseling profession. *Journal of Multicultural Counseling and Development*, 44, 28-48. <https://doi.org/10.1002/jmcd.12035>
10. Senreich, E. (2013). An inclusive definition of spirituality for social work education and practice. *Journal of Social Work and Education*, 49(4), 548-563. <https://doi.org/10.1080/10437797.2013.812460>
11. Tribe, R., & Bell, D. (2018). Social justice, diversity and leadership. *The European Journal of Counseling Psychology*, 6(1), 111-125. <https://doi.org/10.5964/ejcop.v6i1.145>

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

COURSE DESCRIPTION

Catalogue Description of the Course

COUN 622. Advanced Seminar in Counseling Diverse Populations

This course addresses multiculturalism, diversity, social justice, and the contributing roles of racial, ethnic, and cultural heritages; socioeconomic status, family structure, age, gender, sexual orientation, and other forms of diversity; and issues of equity. Students will explore theories and research distinguishing among multiculturalism, diversity, and social justice constructs. They will increase their familiarity with multicultural and advocacy competencies in the counseling profession. A goal of this course is to enable counseling professionals to apply knowledge of self and cultural awareness to enhance multicultural relationships during counseling interventions.

General Course Information

This course provides students with a variety of opportunities to increase their level of personal (selfreflective) awareness, and clinical awareness, knowledge, skills in working with diverse populations. This increased level of cultural competence better prepares students to teach, supervise, and mentor counseling trainees and novice practitioners, to conduct culturally sensitive research, and to provide direct services to culturally diverse clients.

Student Learning Outcomes (SLOs):

Measurement 2 (Skills):

I. Leadership and Advocacy Immersion Project and Paper. Students will identify a population and/or organization and offer services as a counselor, educator, supervisor or researcher to address organizational needs. After providing the identified service, students will describe the experience as a written assignment, including self-reflection and an exploration of how their experience aligns with learning from course lectures and readings.

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

2016 CACREP Standards Addressed in COUN 622

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark

6.B.1.f. ethical and culturally relevant counseling in multiple settings	<ul style="list-style-type: none"> • Lecture (week 1) • Readings: (Thomas & Schwarzbaum, 2017 [chapters 4 & 5]; Hendricks et al., 2015; Pack-Brown et al., 2008) • Special Topics Readings including MSJCCs and ACA Advocacy Competencies infused within every lesson 	1. Leadership and advocacy immersion project	1. Leadership and advocacy immersion Project rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.2.k. culturally relevant strategies for conducting	<input type="checkbox"/> Class Discussion of What is Culture and Who Are You Culturally? Is Diversity Dangerous? Discussion of Counseling & Current Events; Discussion of the Culturally Alert	1. Presentation Assignment	1. Presentation assignment rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
clinical supervision	Counselor, Educator, Supervisor, & Researcher (week 1) <ul style="list-style-type: none"> • Lecture (week 1) • Readings: (Borders, 2019; Lee, 2018) • Special Topics Readings including MSJCCs and ACA Advocacy Competencies infused within every lesson 			

<p>6.B.3.h. ethical and culturally relevant strategies used in counselor preparation</p>	<ul style="list-style-type: none"> • Class Discussion of What is Culture and Who Are You Culturally? Is Diversity Dangerous? Discussion of Counseling & Current Events; Discussion of the Culturally Alert Counselor, Educator, Supervisor, & Researcher (week 2) • Lecture (week 2) • Readings: (Farrell & Minton, 2019; Pack-Brown et al, 2008) • Special Topics Readings including MSJCCs and ACA Advocacy Competencies infused within every lesson 	<p>1. Presentation Assignment</p>	<p>1. Presentation assignment rubric</p>	<p>1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation</p>
<p>6.B.5.i. role of counselors and counselor educators advocating on behalf of the profession and professional identity</p>	<ul style="list-style-type: none"> • Lecture (week 2) • Readings (Chan et al., 2019; Farrell & Minton, 2019) • Special Topics Readings including MSJCCs and ACA Advocacy Competencies infused within every lesson 	<p>1. Leadership and advocacy immersion project</p>	<p>1. Leadership and advocacy immersion Project rubric</p>	<p>1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation</p>

6.B.5.j. models and competencies for advocating for clients at the individual, system, and policy levels	<ul style="list-style-type: none"> Lecture (week 2) Readings (Ratts et al., 2015; Tribe & Bell, 2018) Special Topics Readings including MSJCCs and ACA Advocacy Competencies infused within every lesson 	1. Leadership and advocacy Immersion project	1. Leadership and advocacy immersion Project rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.k. strategies of leadership in relation to current multicultural and social justice issues	<ul style="list-style-type: none"> Lecture (week 3) Readings (Ratts et al., 2015; Tribe & Bell, 2018) Special Topics Readings including MSJCCs and ACA Advocacy Competencies infused within every lesson 	1. Presentation Assignment	1. Presentation assignment rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.l. ethical and culturally relevant leadership and advocacy practices	<ul style="list-style-type: none"> Lecture (week 4) Readings (Farrell & Minton, 2019) Special Topics Readings including MSJCCs and ACA Advocacy Competencies infused within every lesson 	1. Leadership and advocacy Immersion project	1. Leadership and advocacy immersion Project rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation

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

At a minimum, this course will cover:

- I. Counselors as Agents of Social Justice
- II. Multicultural and Diversity Competencies
- III. Advocacy Competencies
- IV. Systems of Power and Privilege in U.S. Society
- V. Prejudice, Discrimination, and the Process of “Othering”
- VI. Historical Oppression and Healing the Soul Wound
- VII. White Privilege and White Identity Development
- VIII. Internalized Oppression
- IX. Unintentional Racism
- X. Worldview

The syllabus/schedule are subject to change.



- XI. Holistic Models of Cultural Identity
- XII. Stage and Phase Models of Racial/Cultural Identity Development XIII.
- XIII. Multiracial/multiethnic Identity Development
- XIV. Convergence of Race, Ethnicity, Gender, Class and Other Cultural Identities
- XV. Conceptualizing Multiple Identities and Multiple Oppressions in Clients' Lives

COURSE REQUIREMENTS

Minimal Technical Skills Needed

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

Instructional Methods

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

Student Responsibilities or Tips for Success in the Course

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

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

Assignments/Assessments

The syllabus/schedule are subject to change.

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

1. **Discussion Boards** (6 points each week: 2 points for initial post and 2 points for each of the two responses every week; 30 points total in the semester) in D2L. You will complete weekly discussion posts online connected to the readings that week from both texts and/or any supplemental resources (PPTs, videos, etc.). You are expected to post your initial post (IP) by midnight on Wednesday. You are expected to post your response postings (RP) to a minimum of two of your classmates by midnight on Sunday. However, you are strongly encouraged to engage in an active discussion with your fellow classmates and instructor and post more frequently. For full points, responses need to be quality, meaning in depth and thorough, and thoughtful; and refer to the week’s readings, relevant issues in the news, information obtained from other sources and/or ideas expressed in other class members’ postings. Where appropriate, you should use references to support your position. Discussions will be graded based on the following rubric:

Discussions Rubric
Discussion Post Rubric

	1 – Does Not Meet Expectation (0-1.58 points)	2 – Meets Expectation (1.59-1.78 points)	3 – Exceeds Expectations (1.79-2.0 points)
Discussion Post Qualities	Post is of low quality; does not offer unique or deep comments. Post is not relevant to week’s readings and resources. No citations are included. Post has several grammatical/APA errors; not consistent with graduate level work	Post is of average quality with a few unique/new ideas. However, the ideas are not explained in much detail. Lacks citations. Post is evident of graduate level work with some grammatical/APA errors	Post is of high quality and well presented with numerous unique points in greater detail. Citations and examples are provided for support and illustration. Post is evident of graduate level work with few to no grammatical/APA errors.

Response Post Rubric

	1 – Does Not Meet Expectation (0-1.58 points)	2 – Meets Expectation (1.59-1.78 points)	3 – Exceeds Expectations (1.79-2.0 points)

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

2. **Leadership and Advocacy Immersion Project and Paper** (55 points): As this is a course in advanced skills, you will be delving deeper into this project by actively engaging and volunteering with a group or organization to gain deeper immersion and provide advocacy products for them. To this end, you will identify a group, community, or organization that represents a diverse population that you are not a member of, contacting them (cold calling, if you will), and offering your skills as a doctoral-level counselor, educator, supervisor, researcher, etc. to fulfill some need they identify or that you mutually develop together. Thus, this is a multi-level service learning project that will directly place you within a diverse culture different from your own and will permit you to engage leadership and advocacy skills, including respectfully entering into a group to provide services that they desire. You may have to make a few attempts before you successfully locate and gain entry to a willing group or organization. Once engaged, you will commit to offering at least 15 hours or more of service to this organization based on their needs (you might be directly volunteering at events, providing research assistance, helping with fundraising, providing consultation services, or any of a number of things). It's hoped that you will develop a good relationship, possibly to include continued volunteering, etc. beyond the semester. You must seek approval from the instructor for the experience in this assignment prior to contacting your proposed group or organization and explain how this represents a diverse group different from your own. Once engaged with the group, you can also share in class online discussions the types of things you are intending to help with prior to doing them. It's recommended you start this project ASAP to meet time commitments!

As part of this project, you will complete a 12-15 page (minimum) major paper (not counting cover page, references, etc.) describing your experience in detail. In addition to explaining the project (11 questions to address), you will provide self-reflection on the experience and connect and synthesize the experience with learning and materials from the course. Be certain to cite any references (organization websites, MSJCCs, etc.) you use.

The syllabus/schedule are subject to change.

Leadership and Advocacy Immersion Project Rubric

(Doctoral Standards 6.B.1.f; 6.B.5.i; 6.B.5.j; 6.B.5.l.)

	1 – Does Not Meet Expectation (0 – 7.9 points)	2 – Meets Expectation (8.0 – 8.9 points)	3 – Exceeds Expectation (9.0 – 10.0 points)
Overall thoroughness of	Student presents a shallow discussion	Demonstration of some understanding of the	Superior demonstration on a grasp of course
paper and discussion of experience and synthesis with course and other materials (10 points)	lacking synthesis with other course materials. It is clear student has little grasp of concepts in the course. Few citations, if any, are provided.	main concepts of the course. Utilized materials go beyond what was provided in the course. There is a good discussion on personal experience. A number of citations are provided.	concepts. Personal experience is clearly discussed and synthesis with course and other materials is well presented. Examples are provided for support and numerous citations provided to anchor points in research.
Demonstration of commitment to cultural immersion, leadership and advocacy, and collaboration with organization for project (10 points)	Description of student's immersion, leadership and advocacy, and collaboration with a cultural group lacks details and appears student didn't participate much with the group. No examples given to support student's points.	Considerable participation in the project and immersion in the cultural group is clear from the student's description. A few examples are given to support student's activities during immersion. Student addresses either leadership or advocacy, but not both.	Student meets all the stipulated requirements. A detailed description of the immersion process is provided. Details on how leadership and advocacy along with collaboration were affected are clearly documented. Student provides many examples of immersion, leadership and advocacy, and collaboration. Citations are provided to tie experience to research when applicable.

Overview and Background of Experience Detailed (10 points)	Student's own background in reference to the culture the student is immersed described with little to no detail. Student fails to discuss how their own background was a positive or negative factor in their experience.	Student somewhat discusses own background in reference to the culture of interest. Impact from own culture on the student's project is discussed in a general way. Student is not clear what features of own culture positively or negatively impacted the project.	Demonstration of a clear understanding of how the student's own culture contributed negatively or positively to the student's experience. Student incorporates examples from both cultures for support. Citations are provided when applicable.
Detailed Description of Project (address each of the 11 questions provided) (10 points)	Student addresses only up to 5 questions provided in the project. The content provided is shallow. No levels of heading are utilized	Student addresses up to 9 questions provided and the content is somewhat detailed. Some examples are provided for support and levels of heading are utilized	Student addresses all the 11 questions provided with great detail. Examples are provided to support all the questions and levels of heading are utilized for organization.
Self-Reflection of Personal Growth and Awareness from Experience Synthesis and connection to course learning and materials in a conclusion and summary section (10 points)	Summary and conclusion fail to detail personal growth and awareness. Little synthesis and connection course learning and materials didn't occur	Student's self-reflection demonstrates growth and awareness from the immersion experience. However, not much synthesis and connection to learning material is evident. Some examples are provided for support.	Clear demonstration of self-reflection detailing growth and new awareness from the immersion experience. Synthesis and connection to course learning and materials is provided in great detail. Numerous examples are provided to exemplify growth and awareness. Citations are provided to anchor points in research.
	1 – Does Not Meet Expectation (0 – 3.4 points)	2 – Meets Expectation (3.5 – 4.6 points)	3 – Exceeds Expectation (4.5 – 5.00 points)

APA Style/Grammar – Write up summary (5 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work	Some APA errors (3-4 errors). Good quality indicative of graduate level work.	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.
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Immersion Project Guidelines

1. A description of the process/factors/data that influences the choosing of this particular group or organization (i.e., topic or issue).
2. A description of the actual leadership and advocacy action/project.
3. A description of how the project/action was aligned with the mission and/or goals of the group/organization.
4. Share the baseline data or starting point prior to your leadership and advocacy action/project (and/or explain what has previously been tried to address this issue)
5. Share the goal(s) of your leadership and advocacy action/project
6. Discuss ethical and culturally relevant leadership and advocacy practices that you applied.
7. Explain the impact of the action/project on the group/organization and/or its members. Share data if possible.
8. Explain how you were able to offer ethical and culturally relevant counseling in this setting.
9. Discuss your role in advocating, through the project, on behalf of the profession and professional identity
10. Discuss your suggestions on how the site can apply models and competencies for advocating for clients at the individual, system, and policy levels
11. Give a final self-evaluation of the project/action's effectiveness. Include an explanation of what worked and what you would do differently in the future.

Example of Projects

- Working with international Work/Travel participants in your area to negotiate the process for applying for graduate study at a U.S. university
- Working with the Judeo-Christian Outreach Center to develop a mental health resources and reference list for their clientele
- Advocating for access to athletic facilities for urban youth
- Working with staff to train them and assist in assessing the effects of trauma and determining the mental health needs of children living in a crisis shelter
- Co-founding an organization to promote services to suicidal youth

The syllabus/schedule are subject to change.

- Providing job-seeking skills training to persons in a shelter
- Working to empower residents who receive food supplements from an agency

3.

Cultural Genogram and Paper (35 points)

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

Cultural Genogram and Paper Rubric

	1 – Does Not Meet Expectation (0 – 7.9 points)	2 – Meets Expectation (8.0 – 8.9 points)	3 – Exceeds Expectation (9.0 – 10.0 points)
Genogram Chart (10 points)	Student represents only one generation in the chart. Squares to represent males and circles to	Two generations are represented, and student and squares are clearly used for males while circles are used for	Three generations or more are represented in the chart. Diverse forms of family are honored and fully
	represent females are confused. Diversity in the family is not honored.	females. Diversity in family forms is somewhat honored. Cultural influences are captured in the chart.	represented. Notations are made to identify cultural influences and relationships among family. A key to symbols is provided.
Narrative Description of the Chart (10 points)	Description of the genogram is shallow. May include student’s opinions but lacks interpretations and attitudes discovered about each generation.	Description of the genogram is somewhat detailed including opinions, interpretations, and attitudes discovered about each generation. Examples of different behaviors are given.	Description of the genogram in detailed and opinions, interpretations, and attitudes discovered about each generation are discussed in detail with examples given to support the same. In addition, negative and/or positive issues passed from generation to generation.

Reflections and Reactions (10 points)	Conclusion and summary are shallow and lacks personal reflections with scanty information on student's reactions.	Conclusion and summary contain personal reflections but lacks reactions on the discoveries of the genogram. Student fails to address how the genogram relates to them.	Conclusion and summary are detailed. Personal reflections are discussed, and examples provided. Reactions about own discoveries are described and implications for the same are provided. Examples are given and citations included to support some reactions and/or discoveries
	1 – Does Not Meet Expectation (0 – 3.4 points)	2 – Meets Expectation (3.5 – 4.6 points)	3 – Exceeds Expectation (4.5 – 5.00 points)
APA Style/Grammar – Write up summary (5 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work	Some APA errors (3-4 errors). Good quality indicative of graduate level work.	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.

4. **Presentation Assignment** (35 points). Please prepare a presentation focusing on ethical culturally relevant strategies for conducting supervision, counselor preparation, and leadership and advocacy practices. Specifically, this project consists of an approximately 20 - 30 minutes recorded PowerPoint presentation, demonstration, and discussion on conducting supervision, multicultural teaching in counselor preparation programs, and leadership in relation to multicultural and social justice issues. Be sure to discuss legal and ethical implications and considerations for each section i.e. supervision, teaching, and leadership in relation to multicultural and social justice issues. You will upload this presentation to share with the class on the due date you sign up for, and you will view each other's online presentations as part of the reading/learning materials for those weeks and offer feedback and discussion on each presentation in the discussion board. Prepare for this as if your audience knows nothing about your topic.

Presentation Rubric

(Doctoral Standards 6.B.2.k; 6.B.3.h; & 6.B.5.k.)

Category	1 – Does Not Meet Expectation (0 – 7.9 points)	2 – Meets Expectation (8.0 – 8.9 points)	3 – Exceeds Expectation (9.0 – 10.0 points)
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<p>Thoroughness and statement of problems/issues and identification of topics (10 points)</p>	<p>Evidence of lack of strong preparation. Topic coverage is shallow, and statement of problems/issues is not clear. The three areas of focus are not clearly identified.</p>	<p>Student is somewhat thorough in preparation – there is evidence that the student made good effort to prepare. While the statement of problem/issues is included, it is not quite clear. Topics are identified but not expanded on.</p>	<p>Superior preparation for presentation is evident. There is an overall thoroughness of topic coverage and the statement of the problem is clearly presented. Student’s responses based on clearly identified topics that are well discussed and expanded on and anchored in research.</p>
<p>Description of strategies for supervision, teaching, and leadership in relation to multicultural and social justice issues. Discussion of legal and ethical implications and considerations (10 points)</p>	<p>Description of strategies in supervision, teaching, and leadership and advocacy practices not clear. Student appears to be working on all three or two of areas. Ineffective ability to respond to discussion and ask questions. Legal and ethical implications identified but not discussed.</p>	<p>Student clearly identifies strategies, but description is not detailed. To some extent has ability to effectively respond to a discussion and ask questions. Legal and ethical implications and considerations discussed, but no examples given for support.</p>	<p>Clear understanding and presentation of strategies. Details are presented with examples. Ability to effectively respond to a discussion, ask questions, and lecture in an online format based on presentation and discussion board responses is clear. Many examples are embedded in the presentation. Legal and ethical implications and considerations discussed in detail and examples provided for support.</p>

Creative teaching and presentation skills (10 points)	Below average creativity in presentation and instructional methods. Student lack confidence in presentation and appears not be in control nor has a grasp of content. Time management is poor – is done in 15 or less minutes.	Average creativity with a few creative manners of delivering the presentation. Student is confident but may somewhat appear to struggle with content. Some examples are shared to bolster the presentation. Time management is fair – Presentation last more than 15 but less than 20 minutes.	Excellent creativity is evident from the presentation. Student makes a clear choice of method and presents the same in great detail. Student is confident and has a command of knowledge in the area. Many examples are shared to enhance understanding and application of knowledge. Presenter utilizes differentiated instruction. Time management is good – presentation lasts about 25 minutes.
	1 – Does Not Meet Expectation (0 – 3.4 points)	2 – Meets Expectation (3.5 – 4.6 points)	3 – Exceeds Expectation (4.5 – 5.00 points)
APA Style/Grammar – Write up summary (5 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work	Some APA errors (3-4 errors). Good quality indicative of graduate level work.	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.

Presentation Guidelines:

- I. Provide a handout for the class (upload in a separate online file).
- II. Be prepared for class feedback and discussion on your ideas and process in online discussion board.
- III. Do not just read from slides, etc. Instead, know your material well enough to extemporaneously talk on it based on the slides. Slides are merely cues for you and visual stimuli for the audience/students.
- IV. Be creative with your slides, do not put on too much information, make slides informationally and visually entertaining and clear as needed.
- V. You are strongly encouraged to include an experiential activity as appropriate to your presentation (demonstrate/explain how this would work if you were giving the presentation in person, since we can't participate in it actually).
- VI. Be certain to reference materials correctly in slides and references list at end of slides.

The syllabus/schedule are subject to change.



Presentation schedule may be adjusted due to size of class

GRADING

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

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

Assignment/Assessment	Point Value
Weekly Online Discussions	30 points
Cultural Genogram & Paper	35 points
Immersion & Advocacy Project/Paper	55 points
Presentation Assignment	35 points

Total points possible = 155 for this course.

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 191. The resulting value is multiplied by 100 to yield a percentage. For example: $(183 \text{ [points earned]} / 191) \times 100 = 95\%$

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

TECHNOLOGY REQUIREMENTS

Browser support

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

The syllabus/schedule are subject to change.

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.
Device	Operating System	Browser	Supported Browser Version(s)
			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:
 - o 512 MB of RAM, 1 GB or more preferred
 - o Broadband connection required courses are heavily video intensive
 - o 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:
 - o Sound card, which is usually integrated into your desktop or laptop computer
 - o Speakers or headphones.
 - o *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.

The syllabus/schedule are subject to change.



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:
 - o Adobe Reader <https://get.adobe.com/reader/>
 - o Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/> o Adobe Shockwave Player <https://get.adobe.com/shockwave/>
 - o 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.

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.

The syllabus/schedule are subject to change.



Technical Support

If you are having technical difficulty with any part of Brightspace, please 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.



contact

System Maintenance

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

Interaction with Instructor Statement

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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

The syllabus/schedule are subject to change.



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/>

The syllabus/schedule are subject to change.



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.

[Example]

COURSE OUTLINE/CALENDAR

Course Calendar

Date	Topic	CACREP Standards	Readings/Assignments Due	Assignments
Week 1	Course Overview: What is Culture and Who Are You Culturally? Is Diversity Dangerous? Discussion of Counseling & Current Events.		Review syllabi, course requirements, & review weekly online PPT. Online Writing Assignment: What does it mean to be a culturally alert counselor/educator and what role do you believe you have as a leader & advocate for diverse populations?	Review Syllabus Brief Writing Assign

The syllabus/schedule are subject to change.



Week 1	Role of counselors and counselor educators advocating for the profession and professional identity	6.B.5.i.	-Chan et al. (2019): Moving counselor educators to influential..... -Farrell & Minton (2019): Advocacy among counseling leaders.....	-Initial discussion due on Wednesday -Response post due on Sunday
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Week 1	- Race & Ethnicity Part 1		-Thomas & Scwarzbaum(2017) Chapters 1, 2 & 3: Conceptual Frameworks...; Race and Ethnicity.... -Naylor (1982) “Dawn” & “Mattie Michael,” -Hendricks et al. (2015): Implementing multicultural ethics... -MSJCCs -Weekly PPT	-Initial discussion due on Wednesday -Response post due on Sunday
Week 2	Race & Ethnicity Part 2 - Ethical and culturally relevant counseling in multiple settings	6.B.1.f.	- Thomas & Scwarzbaum (2017) Chapters 4 & 5: I am 100% Jewish...; When Are You Going... -Hendricks et al. (2015) Implementing multicultural ethics... -Pack-Brown et al. (2008) Infusing professional ethics into - Weekly PPT	-Initial discussion due on Wednesday -Response post due on Sunday
Week 2	- Immigration & Acculturation Part (Immigration’s Growing Impact on Counseling)-		- Thomas & Scwarzbaum (2017) Chapters 6, 7, 8, & 9: I am American...; Still Uprooted...; Here We...; I Didn’t Want.... -Giannopoulou et al. (2018): Addressing cultural issues..... - Weekly PPT	-Initial discussion due on Wednesday -Response post due on Sunday
Week 2	- Ethical and culturally relevant strategies in counselor preparation - Culturally relevant strategies in clinical supervision	6.B.2.k. 6.B.3.h.	-Borders (2019): Science of learning... -Farrell & Minton (2019): Advocacy among counseling leaders.... -Lee (2018): Clinical supervision... -Pack-Brown et al. (2008): Infusing professional ethics into.....	-Initial discussion due on Wednesday -Response post due on Sunday



Week 3	Religion & Spirituality Part 1		-Thomas & Schwarzbaum (2017) Chapters 10 & 11: Hearing God's Voice...; The Good Christian Son... -Bohecker et al. (2017): Spirituality and religion..... -ASERVIC Competencies -Weekly PPT. - Baraka or other video (online)	-Initial discussion due on Wednesday -Response post due on Sunday
Week 3	- Religion & Spirituality Part 2		- Thomas & Schwarzbaum (2017) Chapters 12 & 13: How Can...;Am I	-Initial discussion due on Wednesday

			-Naylor (1982) "Kiswana Browne," - Senreich (2013). An inclusive definition of spirituality... -Borders (2019) Science of learning... - Slomo video, My Spirituality as an atheist video (online) -Weekly PPT.	-Response post due on Sunday -Mid-term: Cultural Genogram & Paper Due
Week 3	- Social Class		- Thomas & Schwarzbaum (2017) Chapters 14 & 15: One More Mile....; From Radical.... -Naylor (1982) "Luciella Louise Browne," & "Cora Lee," -Counselors for Social Justice Ethics Code -Weekly PPT	-Initial discussion due on Wednesday - Response post due on Sunday
Week 4	- Advocating for clients at individual, system, and policy levels - Strategies of leadership in relation to multicultural and social justice	6.B.5.j. 6.B.5.k.	-Tribe & Bell (2018): Social justice, diversity and leadership..... -Ratts et al. (McCullough, 2015): Multicultural and social justice counseling competencies.....	-Initial discussion due on Wednesday - Response post due on Sunday



Week 4	LGBTQIA Issues		-Thomas & Schwarzbaum (2017) Chapters 16 & 17: Midlife Growing...; Nurturing the..... -Naylor (1982) "The Two," -ALGBTIC LGBQQIA Competencies & Transgender Competencies - Weekly PPT. -Watch Master of None	-Initial discussion post 1 due 12/20 at 11:59pm -Response post due 1/9 at 11:59 pm -Presentations due
Week 4	- Ethical and culturally relevant leadership and advocacy practices	6.B.5.1.	-Farrell & Minton (2019): Advocacy among counseling leaders....	-Initial discussion due on Wednesday - Response post due on Sunday
Week 5	- Disability		-Thomas & Schwarzbaum (2017) Chapter 18: Broken Neck... -Naylor (1982) "The Block Party" & "Dusk," -CRCC Code of Ethics -Weekly PPT	-Initial discussion due on Wednesday - Response post due on Sunday
Week 5	Complete Immersion Project		Complete Presentations	Immersion paper due

Appendix A

CULTURAL GENOGRAM GUIDELINES

This assignment is designed to enhance your understanding of your own cultural heritage and history. The Cultural Genogram allows you to examine historical interactions across generations related to diversity. Similar to a traditional family genogram but with particular focus on cultural variables and experiences, the Cultural Genogram is a graphic representation of the multigenerational family diversity tree. When used effectively, it can reveal covert multicultural attitudes, experiences, etc., or can help you examine overt experiences of diversity in relation to your own present-day attitudes. The visualization of the family diversity tree can help you identify recurring themes and behaviors that flow from one generation to the next.

The assignment includes three parts: 1) The Cultural Genogram chart, 2) narrative description of the chart, and 3) your reflections about and reactions to doing the activity.

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

Part 1: Cultural Genogram Chart

Sketch and scan to a file or use software (Genopro, Paint, etc.) to create your genogram (at least a three-generation family tree) in the traditional manner, using squares for males and circles for females. Honor the diversity in family forms (e.g., single, blended, adopted, same sex). Be as extensive as you can, assured that the genogram will be viewed by the course instructor, and will be shared with others only as you wish. Note any differences in your family tree that are of significance to you. Make notations on your chart to identify cultural influences, relationships among family members, and other information you deem important. Be sure to provide a key to symbols. Refer to the following guidelines:

Preparing the Cultural Genogram:

1. Defining one's culture of origin: The culture of origin is comprised by our simultaneous membership and participation in a variety of contexts such as language; rural, urban, suburban setting; race and ethnicity; socioeconomic status; age, gender, religion, nationality; employment, education and occupation, political ideology, and stage of acculturation. Remember, family is not always defined by blood relations.

Use different colors or symbols to identify each influence in your family tree, i.e. color the squares or circles a certain color for a specific ethnic group or more than one color denoting the mixtures.

2. For each family member representing a group or subgroup that is part of your culture consider the following:

- a. How is family defined in the group (extended, blended, same sex, etc.)?
- b. For racial and ethnic groups: Note the migration patterns of the group and the historical context of immigration. If other than Native American, under what conditions did your family (or their descendants) enter the United States? (i.e., immigrant, political refugee, slave, etc.)?
- c. Race: What significance do race, skin color, hair type, etc. (phenotype) play in each group represented?
- d. Geographical region: What role does region and geography play for each group/subgroup?
- e. Gender & Sex: How are gender and sex roles defined within the group and/or in each generation? (Note: gender and sex are different constructs).
- f. Religion and spirituality: What is the religious or spiritual affiliation of members of the family? Note meanings associated with religious/spiritual affiliation, practice, non-practice, conversion or intermarriage, etc.
- g. Health and mental health: note illnesses and the meanings associated to health and illness and how they impact the family.
- h. Social class: What occupational roles or status markers are valued and devalued by the group?
- i. Age: What is the relationship between age and the values of the group?

3. Note interracial/ethnic/cultural marriages and partnerships: Explore how divergent cultural issues were negotiated in these unions and the influence on any children. How does this group view outsiders and/or how is this group viewed by outsiders?

4. Note how group values and beliefs have shaped your family and its members? How have they shaped you?

You may find it helpful to interview several people who have been significant family members that have preceded you chronologically (it is best to choose someone of a previous generation who directly affected your development). This does not need to be a blood relation but should be the people who were most prominent in your early childhood. Interview them regarding their cultural experiences (Including gender, sexual orientation, religion, disabilities, social class, and immigration).

Part 2: Narrative Description of the Chart

The narrative includes a thorough description of your Cultural Genogram. It can also include any opinions, interpretations and attitudes along with perceptions that you may have discovered about each generation. The narrative should also include any issues (positive or negative) related to diversity that have been passed on from generation to generation.

The following questions may help you focus your discussion of these diversity issues:

- (a) What significant differences emerge in your family of origin?
- (b) What was the meaning associated with those differences? (i.e., better than, less than); pride and shame issues; where was the power and what was its effect?
- (c) What were/are the emotional and/or behavioral effects of pride - shame?
- (d) What are the rules for talking about differences in your family?

Part 3: Reflections and Reactions

This final section serves as a conclusion to your paper. Briefly note your reflections about doing his activity and your reactions about what you have learned.

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