



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

Summer I 2025  
Web-based Course

6/2/25 and 7/3/2025

### **INSTRUCTOR INFORMATION**

#### **AI use policy as of May 25, 2023**

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

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

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

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

#### **13.99.99.R0.03 Undergraduate Academic Dishonesty 13.99.99.R0.10 Graduate Student Academic Dishonesty**

**Instructor:** Erin N. Kaszynski, PhD, LPC

**University Email Address:** Erin.Kaszynski@tamuc.edu

**Preferred Form of Communication:** E-mail

**Communication Response Time:** 48 hours, Monday – Thursday

**Main Office Location:** Virtual

**Office Hours:** Meetings with the Professor are available upon request

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Required Textbook**

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). Counseling the culturally diverse: Theory and practice (9th ed.). Wiley.

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

*The syllabus/schedule are subject to change.*

**\*\*Other readings as assigned**

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

- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., 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(1), 28–48. <https://doi.org/10.1002/jmcd.12035>
- Ridley, C.R. (2005). *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Robinson, T. (2017). *The convergence of race, ethnicity, and gender: Multiple identities in counseling*. Thousand Oaks, CA: SAGE Publications

**Recommended Textbook**

American Psychological Association. (2011). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author

**CATALOG DESCRIPTION OF COURSE**

522. *Counseling Diverse Populations*. Three semester hours.

Emphasis on developing knowledge, skills, and attitudes for more effective counseling with persons different from the counselor regarding characteristics such as culture, race, gender, sexual orientation, physical disability, and religious preference. Substantial attention is given to developing awareness of one's own values, attitudes, and beliefs as they relate to counseling in a diverse society. Provides an understanding of how diverse values and mores, interaction patterns, social conditions, and trends related to cultural and ethnic diversity affect counseling.

**General Course Information**

This course is a required course for all master's degree options. It appears on all plans leading to licensure as a professional counselor and certification as a school counselor in Texas. The course provides an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.

**Student Learning Outcomes**

*The syllabus/schedule are subject to change.*

## CACREP Standards Addressed in COUN 522

Core Standard	Learning Activity or Assignment	Assessment
II.G.2.a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally	Readings: Chapter 2 (Sue & Sue, 2022); Lectures; Threaded Discussions	Discussion Rubric, Cultural Immersion Project
II.G.2.b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients	Readings: Chapter 2 (Sue & Sue, 2022); Lectures; Threaded Discussions	Discussion Rubric; Cultural Immersion Project
II.G.2.c. Theories of multicultural counseling, identity development, and social justice.	Readings: Chapter 6, 7 (Sue & Sue, 2022); Lectures; Threaded Discussions	Discussion Rubric;
II.G.2.d. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.	Readings: Chapter 3, 5 (Sue & Sue, 2022); Lectures; Threaded Discussions	Discussion Rubric
II.G.2.e. 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: Chapter 2, 5 (Sue & Sue, 2022); Lectures; Threaded Discussions; Cultural Immersion Experience	Discussion Rubric; Cultural Immersion Experience Rubric
II.G.2.f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	Readings: Chapter 3-5 (Sue & Sue, 2022); Lectures; Threaded Discussions	Discussion Rubric; Cultural Immersion Project

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II.G.1.j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	Readings: Ratts et al, 2015; Chapter 1 (Sue & Sue, 2022); ACA Code of Ethics; Lectures; Threaded Discussions	Discussion Rubric
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: Chapters 2, 4, and 5 (Sue & Sue, 2022); Lectures; Threaded Discussions, Journal Articles; <b>Key Assignment</b>	Discussion Rubric; <b>Key Assessment</b>
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: Chapters 2, 4, and 5 (Sue & Sue, 2022); Lectures; Threaded Discussions, Journal Articles; <b>Key Assignment</b>	Discussion Rubric; Cultural Immersion Experience; <b>Key Assessment</b>
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: Chapters 2, 4, and 5 (Sue & Sue, 2022); Lectures; Threaded Discussions, Journal Articles; <b>Key Assignment</b>	Discussion Rubric; Journal <b>Key Assessment</b>
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: Chapters 2, 4, and 5 (Sue & Sue, 2022); Lectures; Threaded Discussions, Journal Articles; <b>Key Assignment</b>	Personal Journals Rubric; Discussion Rubric; Journal Article Critique Rubric;; <b>Key Assessment</b>
K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	Readings: Chapters 2, 4, and 5 (Sue & Sue, 2022); Lectures; Threaded Discussions, Journal Articles; <b>Key Assignment</b>	Personal Journals Rubric; Discussion Rubric; Journal Article Critique Rubric; <b>Key Assessment</b>
SC Standard	Learning Activity or Assignment	Assessment



A6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	Readings: Chapters 1- 3 and 7 (Sue & Sue, 2022); Lectures; Threaded Discussions,	Discussion board Rubric
E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Readings: Chapters 3 and 4 (Sue & Sue, 2022); Lectures; Threaded Discussions, Journal Articles	Discussion board Rubric
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: Chapters 3 and 4 (Sue & Sue, 2022); Lectures; Threaded Discussions, Journal Articles	Discussion board Rubric

**COURSE OBJECTIVES include, but are not limited to, the following. Students will demonstrate understanding of:**

1. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
2. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences
3. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
4. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
5. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
6. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
7. ethical and legal considerations related to social and cultural diversity.

**Content Areas include, but are not limited to, the following:**

- I. Multicultural and pluralistic trends
  - A. Characteristics

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- B. Concerns between and within diverse groups nationally and internationally;
- II. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- III. Counselor and consultant characteristics that influence helping processes including:
  - A. Age
  - B. Gender
  - C. Ethnicity
- III. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- IV. Diverse counselor and consultant characteristics and behaviors that influence the helping process including:
  - A. Age
  - B. Gender
  - C. Ethnic Differences
- IV. Counselors' roles in a diverse society
  - A. Social justice
  - B. Advocacy and conflict resolution
  - C. Cultural self-awareness
  - D. The nature of biases, prejudices
  - E. Processes of intentional and unintentional oppression and discrimination
  - F. Other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body
- V. Theories of multicultural counseling
- VI. Theories of identity development
- VII. Multicultural competencies
- VIII. Legal and ethical issues related to diversity.

## GOALS

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

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

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

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responsibility to contact the help desk immediately.

### **Instructional Methods**

Mini Lectures, videos, discussion, guest appearances, and experiential learning.

Not only is this an online class, but it's a 5-week course - 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 you spend that time will be different from student to student. You will be expected to participate and complete all online tasks via D2L. I will be observing how much time you are spending in the online environment and can track whether you are opening documents or watching videos to completion.

### **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. Discussion Board (40 pts)**

**Note: one of the discussion board is added to multicultural project presentation.**

You will have five Discussions and Response Posts during the semester. Discussion boards will require you will make your initial post (due Thursday by 11:59pm) where you are expected to give a thorough and thoughtful response to each prompt utilizing scholarly resources (i.e., textbook, journal publications, credible websites, etc.).

In addition to the initial discussion, you will must respond to 3 of your classmate's discussion posts. Your responses to classmates must advance the initial discussion, by: adding to and

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strengthening the original post, contradicting the original post and provides an explanation as to why, provides further clarification to the original post, and so forth. Response posts that state “nice post,” “good job,” “I agree/disagree,” or something similar without advancing the conversation will not be grade and result in zero (0) points for the response portion of that particular discussion and response post. Thus, it is possible to receive partial credit for completing the discussion but not the response post and vice versa. *Be sure that the tone of responses are respectful and professional.*

When you are responding to your peers, Follow ABC

A: Acknowledge the contributions or validate their knowledge and experience

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

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

## Discussion Post Rubric

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

## 2. Cultural Immersion Experience: Presentation & Paper (Total 50 pts)

You will be asked to locate, visit, observe, and participate in a new cultural immersion experience. This activity must be preapproved by the instructor and needs to involve significant interaction with members of a cultural group – and this cultural group must be different from any cultural group you belong to (or are close to) and must be a new experience for you. *IF there is a group you do not like or are uncomfortable around, this is a great opportunity to challenge biases and beliefs.*

The activity type is open for discussion but must involve at least 2 hours (or more) of your time. See “Activity Ideas” in the Start Here module in D2L. If you plan something with lots of observation but less direct participation, than you may be expected to engage for a longer period of time than 2 hours to match your peer’s commitment to the quality of this experience.

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**Part 1: Complete Cultural Activity Proposal.**

Pre-approval is required prior to engagement and should be submitted to instructor the first Friday, June 6<sup>th</sup>. You will complete the 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 significant changes, you will have to redo and resubmit the proposal after speaking your instructor.

**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 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 I is not graded, but failure to submit on time will result in 5pt deduction to overall score**

**Part 2: Presentation/PPT (DB Post) Due June 26 (initial post, 6/29 for responses)**

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.

Presentation recording and PPT posted in discussion board including Summary of paper and proposal items 1-5. Watch recordings and respond to 3 of classmates. See Discussion Board rubric (10pts)

**Part 3: The Paper (40pt) Due 6/29**

Write a 5-7 page reflection paper that includes the following items thoroughly and thoughtfully.

- Introduce the cultural group you engaged with and a Summary of What you did in the Immersion Experience (6 points)
- Explanation of how the group is different from you and what made you chose this group (6 pts)
- Initial attitudes, biases and beliefs – What fears, concerns expectation did you have prior to the experience and how did your overall experience compare with initial preconceived notions about this group? (6 points)
- Interview a person who represents the community and summarize the interview (6 points)
- Practice as a Counselor – How will this experience inform your future as a practicing counselor? (6 points)
- Personal Reflection (include Cognitive and Emotional Reactions) – How does this experience inform you as an individual? (6 points)

Grammar, writing, and technical formatting issues will be closely graded (use spell check, proofread, consult APA 7th style guides, etc.). (4pts)

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### **3. Theory and Model of Multicultural Counseling Paper (Points 50)**

#### **Due 7/2**

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, 12 pages in length with a minimum of 14 peer reviewed resources and be written in APA (7<sup>th</sup> ed) format. In your paper, please utilize different levels of heading to ensure you address all the areas described above.

**CACREP KPI: Theory and Model of Multicultural Counseling Paper Rubric**

	1 – Does Not Meet Expectation (0-7 points)	2 – Meets Expectation (8-8.9 points)	3 – Exceeds Expectation (9-10 points)
Discussion on multicultural characteristics among diverse groups either nationally or internationally (10 points)	Discussion demonstrates a lack of understanding of the topic and student is not clear multicultural characteristics among diverse groups either nationally or internationally. Does not meet graduate level work.	Student clearly describes the topic and discusses multicultural characteristics among diverse groups either nationally or internationally. Work meets graduate level.	Student's discussion is superior. The topic is expounded in detail with research to support the same. multicultural characteristics among diverse groups either nationally or internationally discussed, but examples are given to support the same. Work exceeds expectation.
Impact of heritage, attitudes, beliefs, understanding s, and cultural experiences on individual's views of others (10 points)	Student is not clear impact of heritage, attitudes, beliefs, understandings, and cultural experiences on individual's views of others Work is below graduate level.	Impact of heritage, attitudes, beliefs, understandings, and cultural experiences on individual's views of others are clearly presented. Student cites research to support own points and examples are provided for support. Work meets graduate level.	Impact of heritage, attitudes, beliefs, understandings, and cultural experiences on individual's views of others are discussed with multiple research citations to support own points. Work is superior.



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 identify development, social justice, and advocacy (10 points)	Student is not clear on a hypothetical client from one diverse group and did not discuss a theory and model of multicultural counseling she/he would use with the client to promote their cultural identify development, social justice, and advocacy. Work is below graduate level.	Student fairly presents a hypothetical client from one diverse group and, to some degree, discusses a theory and model of multicultural counseling she/he would use with the client to promote their cultural identify development, social justice, and advocacy. Work fairly meets graduate level.	Student clearly describes a hypothetical client from one diverse group and discusses, in much detail, a theory and model of multicultural counseling she/he would use with the client to promote their cultural identify development, social justice, and advocacy. Examples are given to support points. Additionally, there is clear evidence the student has sampled a variety of resources and the paper fundamentally relates to the purpose of the assignment. Superior work
APA Style/Grammar (10 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.

## GRADING

### Itemized Grading Procedure

Discussion Board	40 points
Cultural Immersion Experience:	
Presentation	10 points
Paper	40 points
Theory and Model of Multicultural Counseling Paper	<u>50 points</u>
Total	140 points

A	126-140 pts
B	112-125 pts
C	98-124 pts
D	84-97 pts
F	0-83 pts

**\*\*This instructor does NOT accept late work in course terms 5 weeks or under. Please plan ahead.**

## COMMUNICATION AND SUPPORT

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not

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

### **TECHNOLOGY REQUIREMENTS**

#### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

#### **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](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.

#### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

#### **System Maintenance**

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

### **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

#### ***University-Specific Procedures***

#### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, [click here](#).

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## Graduate Student Academic Dishonesty Form

### **Student Conduct**

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

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

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

### **Students with Disabilities - ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

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

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

### **Student Counseling Services**

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

[www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

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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

## COURSE OUTLINE / CALENDAR

Read the chapters before class: review the highlighted rows.  
6/2/25 and 7/3/2025

Module	TOPICS	Chapters	ASSIGNMENTS
<b>Week 1</b>  6/2-6/8	Course Introduction and Overview  Obstacles to Cultural Competence; MC Counseling & Therapy Cult Perspectives & Barriers to Counseling Microaggressions, Privilege & Oppression and their implications for Counseling Racial Ethnic Cultural (REC) Identity	<i>Sue</i> Ch 1–6  Videos and Mini Lectures	<b>Discussion 1</b> <b>Initial Post - 6/5</b> <b>Peer Feedback (3) - 6/8</b>  <b>Cultural Immersion Proposal – 6/6</b>
<b>Week 2</b>  6/9- 6/15	White Racial Consciousness; Competence & Cultural humility; MC Evidence-based Practice; Indigenous and Cultural Methods of Healing Among People of Color; Assessment Diagnosis & Treatment Issues	<i>Sue</i> 7-11 Ratts et al., 2015  Videos and Mini Lectures	<b>DB # 2 &amp; 3</b> <b>Initial - 6/12</b> <b>Peer FB (3) - 6/15</b>
<b>Week 3</b> 6/16- 6/22	Counseling African American; American Indians and Alaskan Natives; Asian Americans and Pacific Islanders; Counseling Latinas/os; Multiracial; and Arab Americans	<i>Sue</i> Ch 12-17	<b>DB # 4</b> <b>Initial - 6/19</b> <b>Peer FB (3) - 6/22</b>
Week 4  6/23- 6/29	Counseling Muslim & Jewish Americans; Immigrants & Refugees; LGBTQ populations; Older Adults; Women; Individuals Living in Poverty; and Individuals with Disabilities	<i>Sue</i> Ch 19-24  Videos and Mini Lectures	<b>Cultural Immersion Presentation Video &amp; PPT</b> <b>Due 6/26</b> <b>Peer FB (3) - 6/29</b>  <b>Cultural Immersion Paper</b> <b>Due 6/29</b>
Week 5  6/30- 7/3	WATCH Special Topics Lectures: Serving Veterans in Counseling Counseling Incarcerated individuals	Review the literature for your paper	<b>Theory and Model of Multicultural Counseling Paper -</b> <b>Due July 3 by NOON</b>

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