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<https://new.tamuc.edu/coronavirus/>

COUN 597 Working with People
Counseling 522: Counseling Diverse Populations Summer II 2026
Online

12/15/2026sthrough 1/9/2026

INSTRUCTOR INFORMATION

Instructor: Elizabeth Hudson, PhD
University Email Address: Elizabeth.Hudson@etamu.edu
Preferred Form of Communication: E-mail
Communication Response Time: 24 hours, Monday – Friday
Main Office Location: Commerce **Office Hours:** TBA

REQUIRED TEXT(S) AND/OR READING(S)

Counseling The Culturally Diverse...Theory and Practice (9th edition) By Derald Wing Sue and David Sue. ISBN-13: 978-1119448242

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.

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.

The syllabus/schedule are subject to change.



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.

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; Discussions	Treatment Plan; Class Readings; Class Discussions
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; Discussions	Treatment Plan; Class Readings; Class Discussions
SEC.2.G.2c. Theories of multicultural counseling, identity development, and social justice.	Readings: Ch 4; Lectures; Discussions	Treatment Plan; Class Readings; Class Discussions
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; Discussions	Treatment Plan; Class Readings; Class Discussions
SEC.2.G.2e. Counselors' roles in developing cultural selfawareness, promoting cultural	Readings: Ch 4; Lectures; Discussions	Treatment Plan; Class Readings; Class Discussions

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social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.		
SEC.2.G.2f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	Readings: Ch 2; Lectures; Discussions	Treatment Plan; Class Readings; Class Discussions
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; Discussions	Treatment Plan; Class Readings; Class Discussions
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; Discussions, Journal Articles	Treatment Plan; Class Readings; Class Discussions; Movie assignment
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; Discussions, Journal Articles	Treatment Plan; Class Readings; Class Discussions; Movie Assignment
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; Discussions, Journal Articles	Treatment Plan; Class Readings; Class Discussions; Multicultural Project

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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; Discussions, Journal Articles	Treatment Plan; Class Readings; Class Discussions; Multicultural Project
K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	Readings: Ch 2, 4, & 5; Lectures; Discussions, Journal Articles	Treatment Plan; Class Readings; Class Discussions
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; Discussions, Journal Articles	MAPs assignment
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; Discussions, Journal Articles	MAPs assignment

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;

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5. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
6. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
7. ethical and legal considerations related to social and cultural diversity.

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

- I. Multicultural and pluralistic trends
 - A. Characteristics
 - B. Concerns between and within diverse groups nationally and internationally;
- II. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- III. Counselor and consultant characteristics that influence helping processes including:
 - A. Age
 - B. Gender
 - C. Ethnicity
- III. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- IV. Diverse counselor and consultant characteristics and behaviors that influence the helping process including:
 - A. Age
 - B. Gender
 - C. Ethnic Differences
- IV. Counselors' roles in a diverse society
 - A. Social justice



- B. Advocacy and conflict resolution
 - C. Cultural self-awareness
 - D. The nature of biases, prejudices
 - E. Processes of intentional and unintentional oppression and discrimination
 - F. Other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body
- V. Theories of multicultural counseling
- VI. Theories of identity development
- VII. Multicultural competencies
- VIII. Legal and ethical issues related to diversity.

GOALS

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

METHOD OF INSTRUCTION

Mini Lecture, discussion, guest appearances, and experiential.

COURSE REQUIREMENTS

12/15/2025 to 1/9/2026

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Discussions

(40 points total)

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

You will have five Discussions and Response Posts during the semester. Few discussion boards will have two parts: a and b. You are expected to give a thorough and thoughtful response to each prompt utilizing scholarly resources (i.e., textbook, journal publications, credible websites, etc.). In addition to the initial discussion, you will also respond to your classmate’s discussion posts. Your responses to classmate must advance the initial discussion, that is, the response adds to and strengthens the original post, contracts the original post and provides an explanation as to why, provides further clarification to the original post, and so forth. Response posts that state “nice post,” “good job,” “I agree/disagree,” or something similar without advancing the conversation will not be grade and result in zero (0) points for the response portion of that particular discussion and response post. Thus, it is possible to receive partial credit for completing the discussion but not the response post and vice versa.

When you are responding to your peers, Follow ABC

A: Acknowledge the contributions or validate their knowledge and experience

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

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

The goal of the discussion posts are to stimulate conversation surrounding research and program evaluation concepts, challenge any preconceived notions relevant to research and the counseling profession, and expand your thoughts on counselors’ role in research and program evaluation. The rubrics for both discussion and response posts are below. Please note that no late postings will be accepted for equity reasons.

Discussion Post Rubric

	Discussion Board Rubric 1 – Does Not Meet Expectation (0-5 points)	2 – Meets Expectation (67points)	3 – Exceeds Expectations (8-10 points)
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Discussion (10 points)	Post is not complete, not written in a clear manner OR post is missing critical components of the question. Responses to classmates are not complete, missing critical components OR feedback is not thoughtful. Has not followed the instruction on initial post deadline.	Post presents most elements of the question OR all elements discussed in a brief manner. Responses to classmates present most elements in a brief manner. Followed bare minimum of ABC instruction.	Post presents all elements of the question(s) discussed thoroughly and clearly. Responses present all elements required thoroughly and clearly. Provided thoughtful detailed feedback to peers. Followed the ABC while responding to peers. Initial post is submitted as instructed.
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Book Reflection (10 points)

Choose a book written by an author from a marginalized or underrepresented cultural group. Acceptable genres for this assignment include memoirs or autobiographies, biographies, culturally significant nonfiction, or culturally grounded fiction that incorporates strong social or psychological themes. The selected book must meaningfully relate to multicultural identity and address systemic factors that influence psychological development, wellness, or lived experience. Students must submit the book title and author for approval prior to beginning the assignment.

Performance Level	Description	Points
Does Not Meet Expectations	The selected book does not align with assignment requirements. It is not written by an author from a marginalized or underrepresented group, does not meaningfully address multicultural identity or systemic factors, does not fall within the approved genres, and/or the submission was incomplete or lacked justification.	0–4 points
Meets Expectations	The book meets the assignment criteria. It is written by an author from a marginalized or underrepresented group, clearly relates to multicultural identity and systemic influences on lived experiences, falls within one of the approved genres, and the title and author were submitted with a brief rationale.	5–8 points
Exceeds Expectations	The book is an excellent fit for the assignment and demonstrates strong multicultural relevance. It reflects deep cultural richness, intersectionality, or significant cultural narrative value. The submission is timely and includes a thoughtful rationale demonstrating strong alignment with course goals and learning outcomes.	9–10 points

Discussion Board Format: Multicultural Project Presentation recorded Points 50

The students can choose between chapters 13 to 24 from the 9th edition (Appendix A)



1. Write a page reflection before you read the chapter include what you know and what you do not know, what are few things you are looking forward to learn. Submit this reflection via email to the instructor, the reflection need not be included in the PowerPoint (2.5 points)
2. PowerPoint Presentation : Content: Introduce the population and their brief history, include statistics in the United States; discuss the evolution of the population; challenges faced by the community (academic, social, financial, emotional, career, and other). Illustrate how the federal or state system (support with US education policies) accommodates with significant challenges and strengths. Emphasize how counselors and other helpers have helped and support in the past (support with research). Research the evidence-based counseling practices and strategies relevant for this population. Briefly state the other mental health issues or concerns this specific population might encounter. (30 points)
3. Interview a person who represents from the community and summarize the interview (2.5 points)
4. Students can refer the text and other resources; use minimum of 5 references. (2 points)
5. Add questions into PowerPoint to encourage discussion board. (3 points)
6. Students are required to comment on 3 peers (10 points) 20-30 minutes recording.

Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
1. Pre-Reading Reflection (2.5 pts)	Reflection is missing, incomplete, or does not address the required prompts.	Reflection responds to prompts with basic clarity (what is known, unknown, and expected learning).	Reflection is thoughtful, reflective, and demonstrates deep selfawareness and curiosity.
2. PowerPoint Content & Organization (30 pts)	Missing key required components, unclear, vague, inaccurate, or lacks structure; limited depth; weak connection to multicultural counseling.	Contains all required elements (history, evolution, statistics, challenges, policies, role of counselors, EBPs, mental health concerns) with clear organization and accurate information.	Demonstrates exceptional depth, synthesis of information, strong organization, visual clarity, integration of research, and strong cultural sensitivity and insight.
3. Interview Summary (2.5 pts)	Interview missing OR lacks relevance or clarity.	Includes summary of interview that adequately represents the person's experience.	Summary is deeply reflective, culturally respectful, and meaningfully connects interview insights to course concepts and multicultural counseling.



4. Use of References & APA Format (2 pts)	Fewer than 5 credible sources OR major APA errors.	Uses minimum 5 credible references with mostly accurate APA format.	Uses more than 5 highquality references, demonstrates excellent APA formatting, and integrates sources in a scholarly manner.
5. Discussion Questions (3 pts)	No discussion questions OR questions unrelated to content.	Includes 2–3 clear discussion questions connected to presentation content.	Discussion questions are thought-provoking, relevant, and clearly designed to promote meaningful dialogue and cultural reflection.
6. Peer Engagement (10 pts)	Fewer than 3 comments OR comments are brief, superficial, or unrelated.	Provides 3 comments that are respectful and relevant.	Comments show critical thinking, connect concepts across presentations, ask
Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
			meaningful follow-up questions, or provide scholarly insight.

Discussions 40 points

Book Reflection 10 points

Discussion Board Format: Multicultural Project Presentation recorded 50 points

Total points 100

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

A = 90%-100%

B = 80%-89% C = 70%-79% D = 60%-69%

F = 59% or Below

Late assignments will have 15% deduction per day late from the final score.

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 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

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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

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.

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.

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TEXAS A&M UNIVERSITY

COMMERCE

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](#).

[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

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

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calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit 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

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&MCommerce 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.

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.



<http://telusproduction.com/app/5108.html>

AI use policy [Draft 2, May 25, 2023]

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest

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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

COURSE OUTLINE / CALENDAR

Read the chapters before class: review the highlighted rows.

7/06/2026 and 8/06/2026

Week	Topics	Chapters	Assignments / Deadlines
Week 1 & 2	Course Introduction; Cultural Competence; Superordinate Nature of Multicultural Counseling; Counselor Competence; Sociopolitical Considerations of Trust & Mistrust	1, 2, 3, 4, 13	Discussion 1 & 2
Week 3&4	Impact of Systemic Oppression; Microaggressions in Counseling; Barriers to Counseling; My Cultural Identity Class Discussion; Communication Styles; Multicultural Evidence-Based Practice; Non-Western Indigenous Methods of Healing	5, 6, 7, 8, 9, 10	Discussion 3 & 4
Week 5 Only	Racial Identity Development; Counseling African American, American Indian/Alaskan Native, Asian American/Pacific Islander, Latinx, Multiracial, Arab American, Muslim American; Counseling Older Adults, Women, Individuals Living in Poverty, Immigrants, Jewish Americans, LGBTQ, and Individuals with Disabilities	11, 12, 14–25	Multicultural Project Presentation Jan 2nd Book Reflection Jan 8th

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Note: discussion board due date is stated in respective discussions

Appendix A

- **Chapter 13:** Multicultural Counseling Contexts: American Indians/Native Americans and Alaskan Natives
- **Chapter 14:** Multicultural Counseling Contexts: Asian Americans and Pacific Islanders
- **Chapter 15:** Multicultural Counseling Contexts: Latinx Communities
- **Chapter 16:** Multicultural Counseling Contexts: Multiracial Americans
- **Chapter 17:** Multicultural Counseling Contexts: Arab Americans
- **Chapter 18:** Multicultural Counseling Contexts: Marginalized Religious Communities
- **Chapter 19:** Multicultural Counseling Contexts: Immigrants and Refugees
- **Chapter 20:** Multicultural Counseling Contexts: LGBTQ Communities
- **Chapter 21:** Multicultural Counseling Contexts: Older Adults
- **Chapter 22:** Multicultural Counseling Contexts: Women
- **Chapter 23:** Multicultural Counseling Contexts: Individuals Living in Poverty
- **Chapter 24:** Multicultural Counseling Contexts: Individuals With Disabilities