



COURSE SYLLABUS
COUN 522 / CRN 84737
Social, Cultural, and Family
Fall 2026
8/20/2026 through 12/11/2026
Web Based Class

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Elizabeth Hudson

Office Location: Dallas

Zoom link: Elizabeth Hudson is inviting you to a scheduled Zoom meeting.

Topic: Virtual Office Hours

Weekly: https://etamu-edu.zoom.us/j/6hgz4rH9M1vA_r0D_IP8HncuFys14k/ics?icsToken=DPUIUb5MxB8pJ95-QAALAAAAMybFs-U5HHHMoicUXGGzXLJPf0WQiLJ143ZqeJkyH7UmKznHiTDCt7bEWlylcLa31YCbi2SWX35nPOwVDAwMDAwMg&meetingMasterEventId=r0W6X9PKR26k41txXAOKTg

On-Campus Days: Tuesday and We
Office Hours: 10:00 AM – 3:00 AM
University Email: Elizabeth.hudson@etamu.edu
Preferred Form of Communication: Email
Phone: 214-448-7604
Communication Response Time: 24 Hours

On-Campus Days: Tuesday and We

Office Hours: 10:00 AM – 3:00 AM

University Email: Elizabeth.hudson@etamu.edu

Preferred Form of Communication: Email

Phone: 214-448-7604

Communication Response Time: 24 Hours

Please demonstrate appropriate professional disposition in all correspondence.

COURSE DESCRIPTION AND FORMAT

Course Format: In-person (face-to-face), synchronous and asynchronous instruction, experiential learning activities, online discussions, case-based applications, reflective activities, and seminar-based learning focused on multicultural, social justice, and family issues in counseling.

Catalog Description of the Course

COUN 522: Social, Cultural, and Family Issues
3 semester hours

This course emphasizes the development of students' knowledge, skills, and attitudes for effective counseling with persons from all social, cultural, and family backgrounds. Attention is given to exploring students' awareness of their own values, attitudes, and beliefs as they relate to



the counseling process. Topic areas explored include the studies of change; social, cultural, and individual/family backgrounds; family systems; urban and rural patterns; and lifestyles.

Prerequisites: None.

General Course Information

This course emphasizes the development of students' knowledge, skills, and attitudes for effective counseling with persons from all social, cultural, and family backgrounds. Attention is given to exploring students' awareness of their own values, attitudes, and beliefs as they relate to the counseling process. Topic areas explored include the studies of change; social, cultural, and individual/family backgrounds; family systems; urban and rural patterns; and lifestyles. (coursecatalog.tamuc.edu)

CACREP 2024 AND KEY PERFORMANCE INDICATORS (KPIs)

KPI Information

KPI: Social and Cultural Identities and Experiences

Students will demonstrate knowledge and application of multicultural counseling, social justice, advocacy, cultural identity, and culturally sustaining counseling practices, including the influence of cultural identities, values, beliefs, systemic factors, discrimination, privilege, oppression, and family experiences on client development, worldview, help-seeking behaviors, and the counseling process.

Annual Evaluation of Students

The program faculty has a systematic process in place for the use of individual student assessment data, KPI and Student Disposition data, in relation to retention, remediation, and dismissal. The systematic process involves program faculty annually reviewing CMHC students across the 10 KPIs and CES students across the 6 KPIs. Note that KPI 10 for the CMHC program and KPI 6 for the CES program directly measures students' professional dispositions using the Professional Dispositions Competency Assessment – Revised (PDCA-R). See CMHC Student Handbook.

CACREP 2024 STANDARDS

CES/CMHC Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
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6.B.4.a <i>Research designs appropriate quantitative, qualitative, mixed methods, and action research questions or hypotheses</i>	Lecture Readings (Balkin & Kleist, 2023). Website: http://www.balkinresearch.com Class Discussion Class Activities	1. Preparation of a research manuscript 2. Methodology presentation 3. Homework Assignment 3	1. Preparation of a Research Manuscript rubric 2. Methodology Presentation rubric 3. Homework Assignment 3 rubric	1., 2., & 3. ≥ 80% of average rubric scores will either meet or exceed expectations
Standard Description	Learning activities associated with the Standard	Assignments associated with the Standard	Rubrics associated with the Assignments (associated with the Standard)	Evaluative Benchmark

CONTENT AREAS

Upon completion of this course:

- Students will understand theories and models of multicultural counseling, social justice, and advocacy. **(CACREP 2024 3.B.1)**
Assessment: Multicultural and Social Justice Counseling Project (KPI)
- Students will understand how cultural identities, heritage, values, beliefs, and acculturative experiences influence worldview, help-seeking, and coping behaviors. **(CACREP 2024 3.B.2–3.B.3)**
Assessment: Cultural Self-Awareness Reflection; Multicultural Counseling Case Conceptualization
- Students will examine the effects of historical events, multigenerational trauma, racism, discrimination, power, oppression, privilege, marginalization, and microaggressions. **(CACREP 2024 3.B.4–3.B.5)**
Assessment: Multicultural and Social Justice Counseling Project (KPI); Weekly Discussions
- Students will examine sociocultural influences, poverty, income disparities, health disparities, and systemic barriers affecting mental health, wellness, and access to services. **(CACREP 2024 3.B.6–3.B.8)**
Assessment: Multicultural Counseling Case Conceptualization; Multicultural and Social Justice Counseling Project (KPI)
- Students will identify culturally responsive counseling, social justice, and advocacy strategies for addressing barriers, prejudice, oppression, and discrimination. **(CACREP 2024 3.B.9–3.B.10)**
Assessment: Multicultural and Social Justice Counseling Project (KPI)



Counseling

EAST TEXAS A&M

- Students will examine the role of religion and spirituality in client and counselor psychological functioning. **(CACREP 2024 3.B.11)**
Assessment: Weekly Discussion and Experiential Learning Activity
- Students will understand individual and family development, cultural identity development, family structures and relationships, resilience, and systemic influences on individual and family functioning. **(CACREP 2024 3.C.1, 3.C.2, 3.C.6, 3.C.7, 3.C.11)**
Assessment: Family and Cultural Systems Reflection; Weekly Discussions and Experiential Learning Activities.

Upon completion of this course:

- Students will understand theories and models of multicultural counseling, social justice, and advocacy. **(CACREP 2024 3.B.1)**
Assessment: Multicultural and Social Justice Counseling Project (KPI)
- Students will understand the influence of heritage, cultural identities, values, beliefs, within-group differences, and acculturative experiences on worldview, help-seeking, and coping behaviors. **(CACREP 2024 3.B.2–3.B.3)**
Assessment: Cultural Self-Awareness Reflection; Multicultural Counseling Case Conceptualization
- Students will understand the effects of historical events, multigenerational trauma, discrimination, racism, power, oppression, privilege, marginalization, and microaggressions on clients and counselors. **(CACREP 2024 3.B.4–3.B.5)**
Assessment: Multicultural and Social Justice Counseling Project (KPI)
- Students will understand sociocultural influences, poverty, income disparities, health disparities, and barriers to services that affect mental health and wellness. **(CACREP 2024 3.B.6–3.B.8)**
Assessment: Multicultural Counseling Case Conceptualization
- Students will understand strategies for addressing barriers, prejudice, oppression, and discrimination through culturally responsive counseling, social justice, and advocacy. **(CACREP 2024 3.B.9–3.B.10)**
Assessment: Multicultural and Social Justice Counseling Project (KPI)
- Students will understand the role of religion and spirituality in clients' and counselors' psychological functioning. **(CACREP 2024 3.B.11)**
Assessment: Weekly Discussion and Experiential Learning Activity
- Students will understand individual and family development, cultural identity development, family structures and relationships, resilience, and systemic influences on individual and family functioning. **(CACREP 2024 3.C.1, 3.C.2, 3.C.6, 3.C.7, 3.C.11)**
Assessment: Family and Cultural Systems Reflection

Learner Outcomes

Learner Outcomes

Upon completion of this course, students will:

- **Explain** theories and models of multicultural counseling, social justice, and advocacy.
- **Analyze** how cultural identities, heritage, values, beliefs, and acculturative experiences influence clients' worldviews, help-seeking behaviors, and coping strategies.
- **Examine** their own cultural identities, values, assumptions, biases, and privileges and their potential influence on the counseling relationship.
- **Analyze** the effects of racism, discrimination, power, oppression, privilege, marginalization, microaggressions, and systemic barriers on individuals and families.
- **Evaluate** the influence of social, cultural, economic, religious, spiritual, familial, and environmental factors on client development, mental health, and wellness.
- **Apply** culturally responsive counseling strategies when conceptualizing and responding to the needs of clients from diverse cultural backgrounds.
- **Develop** appropriate social justice and advocacy strategies to address barriers, prejudice, oppression, discrimination, and inequitable access to services.
- **Integrate** multicultural, family systems, cultural humility, social justice, and advocacy principles into ethical professional counseling practice.

COURSE REQUIREMENTS

*****Note:** This course uses D2L as its Learning Management System. Student progress and engagement are monitored through the D2L platform.

Materials, Textbooks, Readings, Supplementary Readings

Required Textbooks

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

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (8th ed.). Wiley.

Required Supplemental Readings

Lee, C. C. (Ed.). (2022). *Multicultural issues in counseling: New approaches to diversity* (5th ed.). American Counseling Association.

Hays, D. G., & Erford, B. T. (2023). *Developing multicultural counseling competence: A systems approach* (4th ed.). Pearson.

Other Helpful Scholarly Sources:

Hays, D. G., & Erford, B. T. (2023). *Developing multicultural counseling competence: A systems approach* (4th ed.). Pearson.

Lee, C. C. (Ed.). (2022). *Multicultural issues in counseling: New approaches to diversity* (5th ed.). American Counseling Association.

Ratts, M. J., & Pedersen, P. B. (2022). *Counseling for multiculturalism and social justice: Integration, theory, and application* (5th ed.). American Counseling Association.

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

Student Responsibilities

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. During face-to-face classes, you are expected to actively participate in all activities and discussions. In the online format, you are expected to participate in all online discussions/activities with cameras on. This is crucial to your learning.
6. All writing assignments must be done according to APA 7th 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. Because this is an online course, you may feel overwhelmed with reading. Keep in mind you have the whole week to prepare (for online courses only).
9. Do work ahead of time. I realize this may not always be possible; however, when you can, do so. Everything in this course is open for you to complete (in online courses). Due dates are just that...due dates. You are always welcome to complete work ahead of time.
10. Be open to the process. *This degree takes time, work, effort, and growth.*

Cultural Self-Awareness Reflection (10 points)

DUE: See course schedule for due date in D2L.

Students will complete a reflective assignment examining their cultural identities, values, beliefs, assumptions, biases, privileges, and significant cultural experiences. Students will analyze how their cultural worldview may influence their perceptions of clients and the counseling relationship and identify areas for continued multicultural counselor development.

Related Reading:

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (8th ed.). Wiley.

CACREP 2024 Standards: 3.B.1, 3.B.2, 3.B.5, 3.B.10

Purpose of the Assignment:

To develop cultural self-awareness and increase students' ability to recognize how their identities, values, beliefs, assumptions, and biases may influence clinical counseling practice.

Multicultural Counseling Case Conceptualization (20 points)

DUE: See course schedule for due date in D2L.

Students will analyze a clinical mental health counseling case through a multicultural framework. Students will examine the client's cultural identities, worldview, family and environmental influences, help-seeking and coping behaviors, systemic barriers, strengths, and presenting concerns. Students will develop culturally responsive counseling recommendations based on the case.

Related Reading:

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (8th ed.). Wiley.

Lee, C. C. (Ed.). (2022). *Multicultural issues in counseling: New approaches to diversity* (5th ed.). American Counseling Association.

CACREP 2024 Standards: 3.B.2, 3.B.3, 3.B.5, 3.B.6, 3.B.8, 3.B.9, 3.C.11

Purpose of the Assignment:

To assess students' ability to apply multicultural and systemic concepts to clinical case conceptualization and culturally responsive counseling practice.

Multicultural and Social Justice Counseling Project — KPI (30 points)

DUE: See course schedule for due date in D2L.

Students will select a cultural population or multicultural/social justice issue relevant to clinical mental health counseling. Students will examine cultural identities and experiences, historical and systemic influences, discrimination and oppression, privilege and marginalization, barriers to mental health services, strengths and protective factors, counseling considerations, and advocacy needs. The project must incorporate current scholarly literature grounded in the counseling profession.

Related Reading:

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (8th ed.). Wiley.

Lee, C. C. (Ed.). (2022). *Multicultural issues in counseling: New approaches to diversity* (5th ed.). American Counseling Association.

CACREP 2024 Standards: 3.B.1–3.B.11

Purpose of the Assignment:

To assess students' ability to integrate multicultural counseling knowledge, social justice principles, advocacy, scholarly research, and culturally responsive clinical mental health counseling practice.

KPI Benchmark: Students must achieve 80% or higher to meet or exceed expectations.

Family and Cultural Systems Reflection (10 points)

DUE: See course schedule for due date in D2L.

Students will examine the relationship among culture, family structure, family relationships, cultural identity development, intergenerational influences, resilience, environmental factors, and individual and family functioning. Students will identify implications for culturally responsive clinical mental health counseling.

Related Reading:

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (8th ed.). Wiley.

CACREP 2024 Standards: 3.C.1, 3.C.2, 3.C.6, 3.C.7, 3.C.11

Purpose of the Assignment:

To develop students' ability to analyze individual and family functioning within cultural, developmental, systemic, and environmental contexts.

Weekly Discussions and Experiential Learning Activities (20 points)

DUE: See course schedule for weekly due dates in D2L.

Students will participate in weekly discussions and experiential learning activities related to assigned readings and course content. Discussions will require students to critically examine multicultural counseling issues, apply course concepts to clinical mental health counseling situations, engage respectfully with differing perspectives, and demonstrate cultural humility and professional dispositions.

Related Reading:

Weekly assigned readings from Sue et al. (2019) and supplemental scholarly literature identified in the course schedule.

CACREP 2024 Standards: 3.B.1–3.B.11; 3.C.1, 3.C.2, 3.C.6, 3.C.7, 3.C.11

Purpose of the Assignment:

To promote ongoing application of multicultural counseling concepts, cultural self-awareness, critical thinking, cultural humility, and professional engagement.

Participation and Professional Engagement (10 points)

DUE: Ongoing throughout the semester.

Students are expected to prepare for class, actively participate in course activities, engage professionally and respectfully with peers and the instructor, demonstrate openness to diverse perspectives, and exhibit professional dispositions consistent with expectations for counselors-in-training.

Related Reading:

Weekly assigned course readings.

Purpose of the Assignment:

To support students' professional development, active engagement, cultural humility, interpersonal effectiveness, and professional dispositions throughout the course.

Total Course Points: 100

The purpose of the assignment is to assess students' ability to integrate multicultural counseling knowledge, cultural self-awareness, social justice and advocacy principles, family and systemic influences, and culturally responsive practices into ethical clinical mental health counseling.

MULTICULTURAL AND SOCIAL JUSTICE COUNSELING PROJECT — KPI: RUBRIC

Assignment Component/Task	Associated CACREP 2024 Standard(s)	1 – Does Not Meet Expectations (0–5 points)	2 – Meets Expectations (6–8 points)	3 – Exceeds Expectations (9–10 points)
Multicultural Counseling Knowledge and Cultural Identity (Maximum 10 Points)	3.B.1, 3.B.2, 3.B.3	Student demonstrates limited understanding of multicultural counseling concepts and provides minimal analysis of cultural identity, worldview, values, beliefs, help-seeking, or coping behaviors.	Student applies multicultural counseling concepts and analyzes how cultural identity, worldview, values, beliefs, and experiences influence counseling.	Student integrates and evaluates multicultural counseling theory, course readings, and scholarly literature to provide an in-depth analysis of cultural identity, worldview, help-seeking, coping, and implications for clinical mental health counseling.
Systemic Influences, Social Justice, and Disparities	3.B.4, 3.B.5, 3.B.6, 3.B.7	Student provides limited examination of historical	Student analyzes relevant historical, cultural, systemic, and	Student critically evaluates the interaction of historical, cultural,

Assignment Component/Task	Associated CACREP 2024 Standard(s)	1 – Does Not Meet Expectations (0–5 points)	2 – Meets Expectations (6–8 points)	3 – Exceeds Expectations (9–10 points)
(Maximum 10 Points)		influences, discrimination, racism, oppression, privilege, marginalization, socioeconomic factors, or disparities affecting the selected population.	socioeconomic factors and explains their influence on mental health, wellness, and access to services.	systemic, and socioeconomic factors and uses scholarly evidence to demonstrate their implications for clients, families, communities, and clinical counseling practice.
Culturally Responsive Counseling, Advocacy, and Application (Maximum 10 Points)	3.B.8, 3.B.9, 3.B.10, 3.B.11	Student identifies few culturally responsive counseling or advocacy strategies and demonstrates limited application of course concepts to clinical mental health counseling.	Student applies culturally responsive counseling strategies and develops appropriate approaches for empowerment, advocacy, reducing barriers, and addressing oppression and discrimination, including religion and spirituality when relevant.	Student integrates and evaluates culturally responsive counseling, advocacy, empowerment, and social justice strategies and develops well-supported recommendations grounded in course readings, current scholarly literature, and ethical clinical mental health counseling practice.

Total Possible Points: 30

KPI Benchmark: 24/30 points (80%) or higher indicates that the student meets or exceeds expectations.

EVALUATION PERFORMANCE CRITERIA AND PROCEDURES

Final Grading

Participation 5 points



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Assignment 1	10 points
Assignment 2	20 points
KPI Assignment	50 points
Discussions	10 points
Assignment 3	5 points
Total	100 points

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

Total points corresponding to the final letter grades

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

Late Assignment Policy: *Written assignments are due on the day noted in the syllabus. All assignments are before the deadline (example: an assignment is due on Saturday at 11:59 PM and must be submitted BEFORE that day/time). Late assignments will have 10% of the final score deducted per day. After five (5) days late, the student will receive a 0.*

Grade Appeals

If a student disagrees with a course grade, it is encouraged that the student discusses their concerns with the instructor of that course. If a satisfactory outcome cannot be reached, the student may refer to the appeals policy (13.99.99.R0.05).

Remediation

Students who demonstrate areas of concern, such as failing to meet academic expectations, clinical skill deficiencies, unprofessional behavior, dispositional concerns, challenges in interpersonal effectiveness, and so forth, may be required to complete a remediation plan to support their growth and continued progress in the program. Remediation may include, but is not limited to, additional supervision, repeating a clinical course, seeking personal counseling, completing targeted skill-building assignments, participating in professional development activities, or engaging in a structured improvement plan designed to address identified areas of



concern. Additionally, students who exhibit personal limitations that significantly interfere with their professional performance, cause harm to clients, or engage in conduct that violates ethical and professional standards may be dismissed from the program. See the [CMHC Counseling Department Handbook](#) or [CES Handbook](#), or reference East Texas A&M University Procedure 13.33.99.R0.39, Section 4 (Graduate Academic Probation, Retention and Suspension).

Annual Evaluation of Students

The program faculty has a systematic process for using individual student assessment data - KPI and Student Disposition data - for retention, remediation, and dismissal. The systematic process involves program faculty annually reviewing CMHC students across the 10 KPIs and CES students across the 6 KPIs. Note that KPI 10 for the CMHC program and KPI 6 for the CES program directly measure students' professional dispositions using the Professional Dispositions Competency Assessment – Revised (PDCA-R). See CMHC Student Handbook.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

Students will utilize D2L, the learning management system, for this course. D2L is used to enhance instructional and learning methods and provides a place for students to submit assignments, participate in online discussions, complete quizzes, receive interactive feedback from the instructor, etc. Students will need to utilize other technologies such as Microsoft Word, Excel, PowerPoint/Canva, etc. The ETAMU IT Helpdesk can assist with technical assistance: HelpDesk@etamu.edu

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

See your instructor's Zoom link in the Instructor Information section.

Access and Navigation

Students will need a campus-wide ID (CWID) and password to log into the course. Please contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu for support.

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, an ETAMU campus open computer lab, etc.



Communication and Support

If you have any questions or are having difficulties with the course material, please contact your Instructor using their preferred method of communication listed on p. 1.

COUNSELING DEPARTMENT: Social Media Guidelines

Counselors-in-training and Counselor Educators and Supervisors-in-training must maintain an ethical disposition throughout the program and beyond. The Counseling Department seeks to promote open dialogue on social media sites, subject to professional and ethical guidelines and applicable law. Members of the ETAMU community, including students, staff, and faculty, are expected to adhere to the ACA (2014) *Code of Ethics* online and offline.

UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus serves as a guide and living document. Circumstances and/or 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.

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.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>.

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>

ETAMU Attendance

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

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

An online synchronous classroom is considered an extension of the in-person learning environment. All university and departmental policies apply equally in this setting and remain in full effect.

Graduate Student Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>



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 reasonable accommodations for their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu
Website: [Student Disability Services](http://www.etamu.edu/student-disability-services/)
<https://www.etamu.edu/student-disability-services/>

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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](http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) document and/or consult your event organizer. Web url: <http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

ETAMU Supports Students' Mental Health

The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections 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.etamu.edu/counsel

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 [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 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. Please refer to the regulation standards below.

- 13.99.99.R0.03 Undergraduate Academic Dishonesty
- 13.99.99.R0.10 Graduate Student Academic Dishonesty

COUN 522 OUTLINE / CALENDAR

Subject to Change



Counseling

EAST TEXAS A&M

Week	Concept / Activity	CACREP 2024	Readings	Assignments
Week 1 — DATE	Concept: Foundations of multicultural counseling; cultural competence; social justice and advocacy. Activity: Course orientation; exploration of culture, identity, and the counseling profession.	3.B.1, 3.B.2	Sue et al. (2019), Ch. 1; Lee (2022), selected reading	Discussion 1: Culture, Identity, and the Counseling Profession
Week 2 — DATE	Concept: Cultural identity and counselor self-awareness. Activity: Examination of personal cultural identities, values, beliefs, assumptions, biases, privilege, and worldview.	3.B.2, 3.B.5, 3.B.10	Sue et al. (2019), Chs. 2–3; Hays & Erford (2023), selected reading	Discussion 2: Examining Your Cultural Lens; Cultural Self-Awareness Reflection
Week 3 — DATE	Concept: Multicultural counseling competence and cultural humility. Activity: Application of cultural humility and culturally responsive approaches to the counseling relationship.	3.B.1, 3.B.2, 3.B.10	Sue et al. (2019), Ch. 4; Hays & Erford (2023), selected reading	Discussion 3: Cultural Humility in Clinical Counseling; Cultural Identity Activity
Week 4 — DATE	Concept: Microaggressions, stereotypes, and implicit bias. Activity: Identification and analysis of microaggressions and bias within counseling and everyday interactions.	3.B.5, 3.B.9	Sue et al. (2019), Ch. 5; current scholarly literature	Discussion 4: Recognizing Microaggressions and Implicit Bias
Week 5 — DATE	Concept: Racism, power, privilege, oppression, and marginalization. Activity: Examination of systemic influences on client experiences, mental health, and counseling.	3.B.5, 3.B.6, 3.B.9	Sue et al. (2019), Chs. 6–7; Lee (2022), selected reading	Discussion 5: Power, Privilege, and Oppression; Multicultural Counseling Case Conceptualization Assigned
Week 6 — DATE	Concept: Cultural worldviews, help-seeking, and coping behaviors. Activity: Analysis of how heritage, values, beliefs,	3.B.2, 3.B.3	Sue et al. (2019), Chs. 8–9; Hays & Erford (2023), selected reading	Discussion 6: Culture, Help-Seeking, and Barriers to Counseling



Counseling

EAST TEXAS A&M

Week	Concept / Activity	CACREP 2024	Readings	Assignments
	cultural identities, and acculturation influence counseling.			
Week 7 — DATE	Concept: Historical events and multigenerational trauma. Activity: Examination of historical and collective experiences and their influence on individuals, families, and communities.	3.B.4, 3.B.6	Sue et al. (2019), selected reading; current scholarly literature	Discussion 7: Historical and Multigenerational Trauma
Week 8 — DATE	Concept: Family, culture, and development. Activity: Examination of family structures, cultural identity development, relationships, traditions, values, and intergenerational influences.	3.C.1, 3.C.2, 3.C.6	Sue et al. (2019), selected reading; Lee (2022), selected reading	Discussion 8: Culture and the Family System; Multicultural Counseling Case Conceptualization Due
Week 9 — DATE	Concept: Race, ethnicity, and culturally responsive counseling. Activity: Application of culturally responsive approaches to racial and ethnic identity and within-group diversity.	3.B.2, 3.B.3, 3.B.5, 3.B.10	Sue et al. (2019), selected population chapters; Lee (2022), selected reading	Discussion 9: Race, Ethnicity, and the Counseling Experience
Week 10 — DATE	Concept: Gender, sexuality, and intersecting identities. Activity: Examination of intersectionality, identity, discrimination, marginalization, and implications for clinical counseling.	3.B.2, 3.B.5, 3.B.6, 3.B.10	Sue et al. (2019), selected population chapters; current scholarly literature	Discussion 10: Intersectionality and Counseling
Week 11 — DATE	Concept: Religion and spirituality in counseling. Activity: Examination of religious and spiritual identities and their influence on psychological functioning, worldview, and counseling.	3.B.2, 3.B.11	Sue et al. (2019), selected reading; Hays & Erford (2023), selected reading	Discussion 11: Religion, Spirituality, and the Counseling Relationship



Counseling

EAST TEXAS A&M

Week	Concept / Activity	CACREP 2024	Readings	Assignments
Week 12 — DATE	Concept: Socioeconomic status, poverty, and health disparities. Activity: Examination of socioeconomic disparities, access to mental health services, and systemic barriers.	3.B.6, 3.B.7, 3.B.8	Sue et al. (2019), selected reading; Lee (2022), selected reading; current scholarly literature	Discussion 12: Poverty, Access, and Counseling; Family and Cultural Systems Reflection Due
Week 13 — DATE	Concept: Social justice, advocacy, and client empowerment. Activity: Development of advocacy strategies addressing barriers, inequities, discrimination, and access to services.	3.B.1, 3.B.8, 3.B.9, 3.B.10	Sue et al. (2019), selected reading; Lee (2022), selected reading	Discussion 13: The Clinical Mental Health Counselor as Advocate; KPI Project Development
Week 14 — DATE	Concept: Culturally responsive clinical mental health counseling. Activity: Application of multicultural competencies to case conceptualization, counseling interventions, and advocacy.	3.B.1, 3.B.3, 3.B.8, 3.B.9, 3.B.10	Sue et al. (2019), selected reading; Hays & Erford (2023), selected reading	Discussion 14: Applying Culturally Responsive Counseling; Case Application Activity
Week 15 — DATE	Concept: Resilience, wellness, families, and communities. Activity: Examination of cultural strengths, protective factors, resilience, wellness, and community resources.	3.C.6, 3.C.7, 3.C.11	Sue et al. (2019), selected reading; Lee (2022), selected reading	Discussion 15: Cultural Strengths, Resilience, and Wellness; Multicultural and Social Justice Counseling Project (KPI) Due
Week 16 — DATE	Concept: Integration of multicultural counseling and professional counselor development. Activity: Integration of cultural humility, social justice, advocacy, family systems, and culturally responsive clinical practice.	3.B.1– 3.B.11; 3.C.1, 3.C.2, 3.C.6, 3.C.7, 3.C.11	Review of Sue et al. (2019), supplemental readings, and current scholarly literature	Discussion 16: Continued Development as a Multiculturally Responsive Counselor; Final Course Reflection

Syllabus subject to change by instructor at any time with reasonable cause.

APPENDICES

Appendix A: Cultural Self-Awareness Reflection – Expanded Instructions

Students will complete a reflective examination of their cultural identities, values, beliefs, assumptions, biases, privileges, and significant cultural experiences. Students will analyze how these factors have influenced their worldview and how they may affect interactions with clients in clinical mental health counseling.

Students should address:

- Significant aspects of their cultural identity and background.
- Family, community, and cultural experiences that have shaped their worldview.
- Personal values, beliefs, assumptions, biases, and areas of privilege.
- How their cultural experiences may influence the counselor-client relationship.
- Areas for continued growth in cultural humility and multicultural counseling competence.

CACREP 2024 Standards: 3.B.1, 3.B.2, 3.B.5, 3.B.10

Appendix B: Multicultural Counseling Case Conceptualization – Template

Students will analyze a clinical counseling case using a multicultural and systemic framework.

Case Conceptualization Components:

1. Client Background and Presenting Concerns
2. Cultural Identities and Worldview
3. Family and Environmental Influences
4. Cultural Values and Beliefs
5. Help-Seeking and Coping Behaviors
6. Systemic Barriers and Environmental Factors
7. Experiences of Discrimination, Oppression, Privilege, or Marginalization
8. Client Strengths and Protective Factors
9. Culturally Responsive Counseling Considerations
10. Recommended Counseling and Advocacy Strategies

CACREP 2024 Standards: 3.B.2, 3.B.3, 3.B.5, 3.B.6, 3.B.8, 3.B.9, 3.C.11

Appendix C: Family and Cultural Systems Reflection – Template

Students will examine the interaction among culture, family systems, relationships, identity development, resilience, and environmental influences.

Reflection Components:

1. Family Structure and Relationships
2. Cultural and Family Values
3. Family Traditions and Beliefs
4. Intergenerational Influences
5. Cultural Identity Development
6. Systemic and Environmental Influences
7. Family Strengths and Protective Factors
8. Resilience and Wellness
9. Implications for Clinical Mental Health Counseling

CACREP 2024 Standards: 3.C.1, 3.C.2, 3.C.6, 3.C.7, 3.C.11

Appendix D: Multicultural and Social Justice Counseling Project – KPI Instructions

Students will select a cultural population or multicultural/social justice issue relevant to clinical mental health counseling and demonstrate integration of multicultural counseling theory, current scholarly research, social justice, advocacy, and culturally responsive counseling practice.

Required Components:

1. Description of the selected population or issue.
2. Cultural identities, values, beliefs, and experiences.
3. Historical and multigenerational influences.
4. Systemic and sociocultural influences.
5. Racism, discrimination, oppression, privilege, marginalization, and/or microaggressions, as applicable.
6. Mental health and wellness considerations.
7. Poverty, health disparities, or barriers to mental health services, as applicable.
8. Strengths, resilience, and protective factors.
9. Culturally responsive clinical counseling considerations.
10. Social justice and advocacy strategies.
11. Religion and spirituality considerations, when applicable.
12. Integration of current scholarly counseling literature.

CACREP 2024 Standards: 3.B.1–3.B.11

KPI Benchmark: Students must achieve **80% or higher** to meet or exceed expectations.

Appendix E: Weekly Discussion and Experiential Learning Guidelines

Students will participate in weekly discussions and experiential activities connected to assigned readings and course content. Students are expected to demonstrate critical thinking, cultural humility, professional communication, respect for differing perspectives, and application of multicultural counseling concepts to clinical mental health counseling.

Discussion responses should:

- Demonstrate understanding of assigned readings.
- Apply course concepts rather than only summarize information.
- Analyze multicultural and social justice issues from a counseling perspective.
- Incorporate cultural humility and self-awareness.
- Respectfully engage differing perspectives.
- Connect learning to clinical mental health counseling practice.

CACREP 2024 Standards: 3.B.1–3.B.11; 3.C.1, 3.C.2, 3.C.6, 3.C.7, 3.C.11

Appendix F: Student Multicultural Development Check-In

Students may use the following questions throughout the semester to assess their professional growth:

1. What have I learned about my own cultural identity and worldview?
 2. What assumptions or biases have I become more aware of?
 3. How has my understanding of clients whose experiences differ from mine changed?
 4. How am I developing greater cultural humility?
 5. What systemic barriers might affect the clients and communities I serve?
 6. How can I incorporate advocacy into my role as a clinical mental health counselor?
 7. What areas of multicultural competence require continued development?
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Appendix G: Exemplars and Assignment Expectations



Exemplars provided by the instructor are intended to demonstrate the expected depth of analysis, application of course concepts, integration of scholarly literature, and connection to clinical mental health counseling practice. Exemplars should be used as learning guides and should not be copied or reproduced in student submissions.

Students should demonstrate progression from **understanding** multicultural concepts to **applying, analyzing, evaluating, and integrating** multicultural and social justice counseling principles within clinical mental health counseling practice.