



Texas A&M University-Texarkana

COUN 520 Counseling Diverse Populations

Semester Hours: 3

Meeting Location, Day & Time: UC216, Mondays- 6:00 – 8:45 pm

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Office Hours: Mon & Wed – 10:30 am – 4:00 pm

Email for appointment is strongly encouraged

CATALOG DESCRIPTION: Focuses on the multicultural issues that may arise in the process and context of counseling clients from diverse backgrounds. The course is designed to raise students' awareness of their own values and their clients' values, how these values may differ in the areas of race, gender, sexual orientation, religion, and socio-economic class, and how these differences may impact the therapeutic relationship and outcomes.

REQUIRED TEXTBOOKS:

1) Sue & Sue (2012). *Counseling the culturally diverse: Theory and practice*. ISBN 9781118022023

2) Takaki, R. (1993). *A different mirror: A history of multicultural America*. ISBN9780316022361

RECOMMENDED TEXT

Payne, R. (2005) *A framework for understanding poverty*. ISBN 9781929229482

PURPOSE: A course in diversity/multicultural issues is required by the state of Texas for certification as a school counselor and for the license as a professional counselor. The multicultural counseling competencies, as suggested by the American Counseling Association, of developing self-awareness, awareness and knowledge of others and the skills and actions help clients different from the counselor is main the purpose of this course. To this end the major learning objectives of this course include:

- 1) **Gain awareness** – to uncover hidden curricula and develop a critical consciousness that may be required to help in the liberation of the client's consciousness
- 2) **Acquire knowledge** to define and understand key concepts in multicultural counseling, such as social justice, social diversity, culture, oppression, privilege, gender, hegemony, ideology; and to be able to describe the values associated with different cultures and social justice advocacy
- 3) **Demonstrate the skills** and competence in implementing specific therapeutic intervention consistent with client's culture and take action aimed at empowerment, prevention, or outreach activities in the community and or school settings.

4) **Develop personal change** toward greater sensitivity and critical thinking skills, i.e. de-centering.

STUDENT OUTCOMES: At the completion of this course students will:

1. Identify their personal attitudes and values that might interfere with effective counseling of clients who are culturally different from themselves. CACREP II.2.B; CMH D.9
2. Analyze self-cultural awareness and respect for beliefs and values of others, and an understanding of the nature of biases and prejudices. CACREP II.2.B; CMH E.1
3. Compare and deconstruct the processes of intentional and unintentional oppression and discrimination as well as other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body. CACREP II.2.B; CMH E.2; E.6
4. Summarize and differentiate among theoretical and research literature on counseling individuals from different cultural groups. CACREP II.2.A; CMH E.3; H.1
5. Apply individual, couple, family, group and community strategies with diverse populations. CACREP II.2.C; II.2.D; CMH D.5
6. Critique the history and culture of the largest racial/ethnic and special populations in the United States; multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally. CACREP II.2.A
7. Assess and demonstrate the competencies which are necessary for a culturally skilled counselor. CACREP II.2.D; CMH C.1; D.2
8. Outline multicultural problems that can occur during the counseling process and understand the need to develop multicultural skills. CACREP II.2.D; II.2.F; CMH F.3
9. Apply techniques related to the interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development. CACREP II.2.F
10. Recognize the counselor's role in social justice, advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. CACREP II.2.H; II.2.I; CMH E.4; E.5; F.2

STANDARD METRIX

Learning Objectives	Content	Activities/Processes	Standards
Awareness: Uncover hidden curricular Develop a critical thinking & consciousness about social & cultural issues inherent in counseling	Context and individual Multicultural social justice criticism – discrimination, domination, subordination, definitions of culture, Relationship between mental health and overall social order	Social group membership activity, Attitudes toward diversity, sample privileged inventory, Ethnic self-awareness assessment, Asking for feedback, encouraging students voices using reflections; discussion board.	CACREP 2,c,f,g

Knowledge: Defining key concepts such as social justice, social diversity, culture, gender, oppression, privilege, hegemony, ideology, politics, poverty, acculturation, micro aggression, cultural encapsulation, generational poverty, pluralistic, diversity, acculturative experiences, etc.	Liberation of consciousness, social justice/disparity, social stratification, privilege and oppression, attitudes, ethnicity, race/pan-ethnic groupings, non-ethnic cultural groupings, i.e. gender, sexual orientation, disability, religion, etc.	Cultural de-centering activity, lessons from media, stages of oppressive to anti-oppressive thinking, immersion assignment, discussion/presentations on cultural groups, readings, video demonstrations, cultural informants, & self-assessments	CACREP 2b,c,g 5
Skills & Action: Demonstrate competence in implementing specific social justice advocacy & interventions, including: empowerment, prevention, outreach activities in school, university & community settings.	Multicultural counseling & therapy theory, culturally relevant strategies, activisms & empowerment dialogues that includes diverse voices; social justice advocacy, accessibility, assessment, & interventions	Diversity/social justice action plan, readings & video demonstration	CACREP (2) F 1, 2, 3

Course objectives are consistent with [CACREP STANDARDS](#). CACREP is the Council for the Accreditation of Counseling and Related Educational Programs

COURSE COMPETENCIES

Upon completion of this course, the student will demonstrate competencies in the following two broad areas:

A. Knowledge:

- a. Understanding of how living in a multicultural society impacts clients who are seeking clinical mental health counseling services
- b. Understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on people's life and career, including lives of the clients

- c. Understanding of the current related literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders ;
- d. Understanding of effective intervention strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling;
- e. Understanding of 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; and
- f. Knowledge of public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

B. Skill and Practices:

- a. Ability to access information regarding community resources to make appropriate referrals ;
- b. Advocating for policies, programs, and services that are equitable and responsive to the unique needs of clients; and
- c. Demonstrate the skills & ability to apply multicultural counseling intervention strategies & theories to diverse client populations and concerns; take action on client's behalf.

EVALUATION:

1. **Exams – (100 x 3 = 300 points total):** Three exams will be administered to assess student knowledge related to the readings and materials presented in the course. **Exam questions will be drawn mostly from the Sue & Sue text and supplemental articles provided in class CACREP CMH C.1; E.1; E.2; E.3; E.4; E.5; E.6; F.3; H.1**
2. **Personal Reaction on either Mark S. Kiselica's personal and professional journey (pp. 8-16) or Le Ondra Clark personal & professional journey (pp. 16-23) in the Sue & Sue text (100 points)**

Write your personal reaction in 3-5 page narrative on **either** Mark **or** Le Ondra story by answering the reflection and discussion questions on page 16 or 23 respectively, depending on the story you have chosen. You do not need any outside or additional source to complete this assignment other than chapter 1 of the Sue & Sue text. Paper not addressing the questions will be marked down significantly and cannot earn more than a B. Your reaction paper must be typed with APA formatted cover page.
CACREP CMH: E.1; E.2; E.5; E.6

3. **Cultural Plunge/Immersion Experience (100 points).** A cultural plunge is individual exposure to persons or groups markedly different in culture (ethnicity, language, socioeconomic status, sexual orientation, and/or physical exceptionality) from that of the “plunger”. The purpose of this assignment is to provide a means of self-awareness and cultural sensitivity and to better understand the experience of being in the “minority”.
START EARLY OR YOU WILL NOT COMPLETE THIS ASSIGNMENT ON

TIME!!!!. You will reach out to another culture, either on campus or in the community. Your task is to connect with a group that meets the following three criteria: 1) that constitutes a unique “culture” or clear value system, 2) that is or has been disenfranchised or oppressed (not including women), and 3) about which you have (potentially negative) preconceived ideas. This can include racial/cultural, sexual identity, religious/spiritual, economic, or ability diversity. **You must email your choice to me and receive approval before beginning the immersion to determine whether the group fits the criteria of the assignment.** Choose an opportunity to be actively in the presence of people who are of a different race or culture than you. Here the challenge is to go beyond the role of the passive receiver of experience and to engage in some appropriate way with persons different than you. Have an experience in which you are of the minority, one of only few like you present. **Please use good insight and judgment here.** **This assignment must be challenging for you, not for those with whom you are interacting.** **Do not be intrusive.** Write a paper regarding your experience, why you selected this experience, what you learned about yourself and this person/people, and what questions arise for you regarding this experience. Relate this experience to what you believe to be your racial identity, your culture, and the culture of those to whom you see yourself belonging. Include supporting examples. This paper should be no longer than 10 pages. For full or close to credit you MUST 1) be personally be “plunged” i.e. have direct contact with people who are culturally different from you in real life setting which represents the target group’s “turf”; 2) address the insight you gained into the circumstances and characteristics of the focal group or community; 3) address your experience of what it was like to be very different from most of the people you were around; 4) address the insight you gained into you own values, worldview about the group, biases and your affective responses.

Following is a partial list that you may consider:

Attend a service at the largest African American church in or nearest to you in your city

Attend a religious ceremony in a language which you do not understand

Interact with homeless people or people with disabilities

Attend a gay or lesbian bar or gathering, etc.

You may choose your own target and if you are not sure if your choice will address the assignment requirement consult with me before you begin.

CACREP CMH: D.9’ E.2; E.5; E.6

Use the following steps as you complete this assignment:

a) **Step 1:** Contact the group and interview a leader about how to access and interact with the group or find a “cultural guide” who can help you access the group appropriately. Interview that person about the group.

a) **Step 2:** You will attend 2 additional gatherings of people in the group after interview with the *cultural guide* or *leader*, observing and interacting as appropriate. These meetings are to be attended ALONE, not with other students from this class or program unless he/she is your cultural guide.

c. **Step 3:** You will journal after each experience, outlining all of the following in addition to what will help you complete the immersion paper: 1) your reactions to the experience, 2) your thoughts and feelings about them, 3) your thoughts and feelings about yourself in relation to them (the group). Note: this journal will be submitted with your paper.

NOTE FOR YOUR REACTION PAPER: Please note that your paper needs to reflect concepts from the course and other readings in the course.

Note: first person expression is expected, not “you” or “the counselor”.)

This paper requires APA formatting (title page, running head, in-text citation, and reference page)

Now that the immersion is over, reflect on your experiences and your preconceived ideas about the group. Which of those preconceived ideas are now open to re-interpretation and why? What have you learned about yourself and “them” now that the immersion is over? How would you take what you have learned about this group and yourself and apply it in a counseling context (school or community)?

Assume that you have a client from this group, discuss each of the following based on your experience in the immersion process:

- Use the insights you gain into your preconceived ideas about this group to identify ways you will cope with your internal dialogue about clients from this group. Have your biases shifted, and how will you keep your internal biases at bay?
- What are some likely counseling issues that you might expect from this group and why?
- What approaches (counseling & systemic) will you use and why?
- What are the ethical and legal issues inherent in counseling a client from this group?
- What will you do now to be ready and competent to meet this future client?
- What did you learn in this experience that you will use with future multicultural/divers clients?

*****This paper should be 8-10 pages; again with correct APA style.**

4. **Participation.** Since the helping profession involves both communication and feedback (both sent and received), it is critical that you develop skills in these areas. Participation requires both attendance and presence in the classroom. Students will be evaluated regarding their comments, suggestions, thoughts and observations throughout the semester. (6.6 x 15 + 1=100 points)
5. **Takaki Reflection Paper (100 points):** Each student will complete a reflection paper of not more 5-7 pages on TWO of the four parts in the Takaki book read. **The reflection paper is not a retelling of the story in the sections.** To structure your reflection additional instructions and questions will be provided for this assignment. It will be best to answer each question using sub headings that are clearly identified. **Your APA cover page must clearly identify the two parts of the text chosen.** CACREP CMH: E.4; E.5; F.2

LATE ASSIGNMENTS

Assignments are due prior to or on date and time the assignment is due. Only in the event of documentable extenuating circumstances are assignment accepted late. You must speak with me in person or email about the extenuating circumstance on the same date the assignment is due. With the exception of documentable emergencies, late assignment will be assessed a 2-point deduction per day up to three days, and thereafter will be assessed a letter grade reduction up to 5 days. After the fifth day, no late assignment will be accepted.

Students will not be allowed to make up any exam in this class. Note: A grade of Incomplete will not be awarded in this course except, 1) under extraordinary circumstances such as

prolonged illness, and 2) 75 percent of the course work has been completed prior to the extraordinary circumstances.

GRADING:

Total points = 700

A = 700-630; **B** = 629-560;

C = 559-490; **D** = 489-420; **F** = 419 and below (**CACREP CMH: D.2; D.5; E.2; E.3; E.4; E.5**).

Please come see me if you are having trouble, do not wait until the last weeks of the semester.

Classroom courtesy: Students are **required to turn off cell phones while in the classroom.** If an emergency situation exists which requires you to be contacted immediately, you are expected to discuss the situation with the professor prior to the beginning of class. **NO TEXT MESSAGING IN CLASS.** Please refrain from talking or subgrouping while the professor instructs the class. Please refrain from talking while fellow classmates are talking, presenting, or asking questions.

Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062. Accommodation requests are addressed on a case by case basis. The physical facilities of the university have been designed and modified to allow full access to disabled students.

Plagiarism: Plagiarism will not be tolerated at the graduate level. Students will be confronted concerning any possible plagiarizing of the work of others. Dismissal of the student from the class is probable. Please investigate <http://www.turnitin.com> for information about plagiarism. Please refer to the Texas A&M University-Texarkana catalog regarding

Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source, constitutes academic dishonesty and may be grounds for a grade of F in the course and/or disciplinary actions. For additional information see the university catalog.

A&M-Texarkana Email Address: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework. I will only reply to send from your TAMUT email.

Grievance and Solving Problems:

If you have a problem with this class I expect you to seek to resolve the grievance or problem concerning a grade or academic practice by speaking **first** to the instructor or professor teaching this class, then follow the university policy.

Recording & Confidentiality Policy/Notice:

Excluding students with documented disability from the appropriate office, the use of electronic recording devices in class are prohibited. Confidentiality is of utmost importance as established by the ethical and legal standards of the Counseling Profession. Be sure to respect confidentiality outside the class. It is inappropriate to discuss classmates outside the class and to involve classmates in avoidable triangulations.

Problem Resolution:

If you have a problem in this course, I expect you to give me the opportunity to resolve it first. Professional Counselors help clients to resolve problems without unnecessary triangulations; what a learning opportunity faced with any problem.

Tentative Class and Exam/Assignment Schedule

1/26 /15

- 1) Introductions, syllabus review
- 2) Blue eye Brown Eye YouTube.
- 3) Takaki text a brief overview ** Read the chosen sections of Takaki at your own pace & be mindful of the due date of Takaki assignment.
- 4) Distribution of Multicultural Counseling Competencies Standards: A call to the Profession article by Sue, Arredondo & McDavis (**Read, outline the key points, print and submit a copy to the instructor in class and be ready to discuss your outline 2/2**)

2/2/15

- 1) Culture assimilator exercise
- 2) What is culture & purpose of a diversity course?
- 3) Outline of Multicultural article by Sue Et al. 1992 due & discussion of the outlines
- 4) Chapter 1 Sue & Sue

2/9/15

- 1) **Mark or Le Ondra personal story reaction paper due as email attachment by 6:00 pm.**
* **No late paper will be accepted**
- 2) Chapters 2 & 3 Sue & Sue

2/16/15

- 1) Chapters 4-6 Sue & Sue

2/23/15

Chapters 7&8 Sue & Sue

2/24/15

Chapters 9 & 10 Sue & Sue

Overview for exam # 1

3/9/15

Exam #1 over Chapters 1-10 Sue & Sue

Chapters 11 & 12 Sue & Sue

3/16/15

Spring Break – NO Class

3/23/15

Chapters 13-15 Sue & Sue

3/30/15

Chapters 16-18 Sue & Sue

Cultural Plunge/Immersion paper due as email attachment @ 6:00 pm

****No late paper will be accepted**

4/6/15

Exam #2 over chapters 11-18

Chapters 19-21 Sue & Sue

4/13/15

Chapters 22 & 23 Sue & Sue

4/20/15

Chapters 24 – 25 Sue & Sue

4/27/15

Chapter 26 Sue & Sue

Takaki paper due as email attachment @ 6:00 pm

**** No late paper will be accepted**

5/4/15 Review for exam, structure given to prepare

5/11/15 - Exam #3 over Chapters 19-26

Class schedule is tentative and subject to change by the instructor when appropriate for the orchestration of the learning environment. Students will be notified of the change in class & via email.