

Texas A&M University-Texarkana Course Syllabus
COUN 520 Counseling Diverse Populations
Summer 2025

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Office Hours: (*Virtual*) Monday, Thursday, Friday 4 – 6 pm; or by Appointment

Course Delivery Method: Asynchronous Instruction

Course Description: This course 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/Resources:

Sue, D. W., Sue, D., Neville, H. A., Smith, L. (2022). *Counseling the Culturally Diverse: Theory and Practice 9th Ed.* ISBN: 111986190X

Korn, L. (2015). *Multicultural Counseling Workbook: Exercises, Worksheets & Games to Build Rapport with Diverse Clients Paperback.*
ISBN: 1559570407

Student Learning Outcomes:

- Recognize theories and models of multicultural counseling, social justice, and advocacy (CACREP 3.B.1.).
- Discuss the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews, help-seeking, and coping behaviors (CACREP 3.B.2.,3.).
- Discuss the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally (CACREP

3.B.4.).

- Examine the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on clients and counselors (CACREP 3.B.5.).
- Examine the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness (CACREP 3.B.6.).
- Evaluate the disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities (CACREP 3.B.7.).
- Explain principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship (CACREP 3.B.8.).
- Describe strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 3.B. 9.)
- Discuss guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities (CACREP 3.B.10).
- Explore the role of religion and spirituality in clients' and counselors' psychological functioning (CACREP 3.B.11.)

Methods of Evaluation:

Discussions	4 (50) = 200
Reflection Paper	4 (100) = 400
Exam	1 (100) = 100
<u>Immersion Experience:</u>	<u>200</u>
Total	900

Grading Scale:

A – 90% to 100%
B – 80% to 89%
C – 70% to 79%
D – 60% to 69%
F – under 60%

Discussion Posts: This course will have discussion posts to allow students to converse over topics in relation to the course material.

Reflection Paper: Students will read the chapters and review the workbook covering the topic(s) for the week. Students will write 2 page paper on what was

the most salient (ah hah moment) and how the material develops their knowledge and ability to become a more culturally competent counselor. Discuss the main components explained in the chapters for the week, include one of the most recent references listed at the end of a chapter, and talk about important graphics such as charts, be sure to use some of the glossary of terms related to what you learned.

Exams: There will be 1 exam in this course. The exam is used to assess students' knowledge about the material covered in the textbook readings. This exam will serve as a CPCE practice test to help prepare you for your future comprehensive exam. The exam will be timed and must be completed in one setting. You will have 4 chances to take the exam. There will be a 24 hour wait time between attempts. Your highest score will be added into your final grade.

Immersion Experience Assignment: In addition to Awareness, the AMCD Multicultural Competencies stress the importance of knowledge of cultures that are different from your own.

Students will participate in a combination of three diversity-related activities designed to increase awareness and knowledge of a specific minority/marginalized population. Choose a population that you do not belong to and that is of interest to you.

Students will participate in three activities:

1. One activity involving media (e.g., a novel, play, or movie) representing the selected group.
2. One activity involving an event, such as a cultural fair or celebration, community meeting, presentation, support group, cultural museum, or exhibition. Events such as walks to support research on Autism, etc., will not count. The purpose is to immerse yourself as much as possible in the selected culture. Some of you have had past opportunities to travel or immerse yourselves in cultures other than your own; however, you may not use those experiences. *The purpose of this assignment is to immerse yourself in a culture this semester using the perspectives you have learned from this class.* Consider all the cultures that are described in the textbook.
3. One activity involving food, music, art, language, ceremonies, traditions, and other activities in the day and life of that population.

Create a PPT presentation describing your experience, upload it to the assignment link, and share your presentation in the discussion forum, Part 5: Cultural Immersion Experience. In your presentation, you will discuss what you learned about the specific population from the textbook, other professional sources, and experiential learning. Include insights as to what was learned about yourself doing this activity. This activity will be most beneficial if students choose activities that are meaningful and challenging, rather than simply involving themselves in endeavors that are most convenient or timely.

Your presentation should include the following:

- What population did you choose and why
- What did you hope to gain from this assignment
- What did you learn from all your resources
- What you learned from your 3 activities
- What was most challenging about this assignment?
- How did this immersion assignment impact you
- How do you intend to use this knowledge in your profession
- Include pictures in your slides
- Add a voice over for your slide presentation (your recorded voice) – worth 5 bonus points

Diversity Potluck: Students will bring a dish based on their ancestral heritage. This is optional and for extra credit (10 points).

Late Assignments: Late assignments are assessed at a 10% point deduction for the first day late and an additional 10% point deduction for each additional day late. *Feedback on late assignments will be minimal and will be returned to the candidate at a time that is at the discretion of the instructor.*

Missing Assignments: Students are expected to participate fully in all class discussions, assignments, and exams. Failure to participate in discussion posts, submit assignments, or take exams will result in an incomplete or failing grade for the course.

For University policies on Academic Integrity, A&M-Texarkana Email Address, and the Drop Policy, please refer to the [Syllabus Policies](#).

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 constitute 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.

Artificial Intelligence (AI) Usage Policy: The use of generative Artificial Intelligence (AI) tools (e.g., ChatGPT, Grammarly, GitHub Copilot, etc.) is becoming increasingly common in academic settings. Students must follow all instructions regarding the appropriate use of these tools, as the ability to independently demonstrate understanding and critical thinking remains a core learning objective.

In this course, AI tools may be used only when explicitly permitted by the instructor.

Guidelines for Use of AI in Coursework

1. Instructor-Guided Use Only

AI tools may only be used for assignments where the instructor has given clear permission. For example, AI might be permitted to assist with brainstorming, proofreading, or, in technical courses, to support logic-checking or debugging, but only under the instructor's guidance. Students should never assume AI use is allowed unless stated explicitly.

2. Mandatory AI Disclosure Requirement

Any use of AI tools must be fully disclosed in writing and submitted along with the assignment. The disclosure must include:

- The name(s) of all AI tool(s) used
- A description of how and to what extent each tool was used
- A clear statement that the student has reviewed and edited the AI-assisted content and accepts full responsibility for the final work

Example Disclosure Statement: "For this assignment, I used ChatGPT to generate possible research paper titles and Grammarly to check grammar and spelling. I critically reviewed all AI-generated content and revised it to reflect my understanding. I take full responsibility for the final submission." A single disclosure per assignment is sufficient, even if multiple AI tools are used, as long as each tool is clearly identified and its use described.

3. Academic Integrity Expectations

Submitting AI-generated content without disclosure or representing AI-generated content as entirely one's own original work, is considered academic dishonesty. Such actions are subject to the same consequences as plagiarism, or any other violation of the academic integrity policy outlined by the university. *All students are expected to engage honestly in their learning. Misuse of AI tools undermines your own education and may result in serious academic consequences.*

Note for Technical and Analytical Work

In fields such as computer science, data analysis, or mathematics, students must demonstrate the ability to independently write, debug, and explain code or logic. Use of AI tools for these tasks, even when allowed, must not replace the student's own engagement and problem-solving. Students may be asked to reproduce or explain their work without AI assistance.

When in Doubt

If you are unsure whether AI use is appropriate for an assignment, ask before you act. Transparency, integrity, and clear communication are essential in all coursework.

For questions on *all web-enhanced and online courses*, please refer to [Technology Innovation and Digital Education \(TIDE\)](#).

Disability Accommodations: The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation for their disabilities. If you believe you have a disability requiring accommodation, please contact the Office of Student Life in UC room 125, or call (903) 223-1351. For additional information visit [Disability Services](#).

Inclusivity: At TAMUT we are committed to fostering an inclusive environment where every individual can thrive and contribute to their full potential. We believe in embracing and celebrating the unique perspectives, backgrounds, and experiences of all people, and we are dedicated to ensuring that everyone has opportunities to contribute to classroom conversations. Our aim is to build a community that reflects the richness of human differences and promotes fairness and belonging for all.

Counseling services: We offer counseling services to support individuals who

may experience emotional or psychological challenges in response to classroom discussions that could be distressing or any other life events. Our goal is to provide a safe and confidential space where you can discuss and work through any concerns or stressors that may arise from academic discussions, enabling you to better manage your emotional well-being and continue to thrive in your educational journey.

To access these services please contact: Student Counseling Services
University Center 420
(903) 334-6613 | After Hours –
(903)276-8276
counseling.services@tamut.edu

State Licensure requirements (links):

[Texas](#)

[Arkansas](#)

[Louisiana](#)

[Oklahoma](#)

Course/Instructor Specific Information:

Course Communication & Changes: All communication about the course will be through email, Blackboard announcements, and in-class discussions. It is the student's responsibility to keep up with course assignments/exam changes. Any and all changes will be communicated in advance. Not knowing a deadline or "confusion" is not an excuse. If you find yourself confused, ask other students and the professor.

Confidentiality: Because class and group activities often involve some level of personal self- disclosure, it is extremely important to maintain confidentiality. Revealing personal information about others outside of the classroom is a breach of confidentiality and is unacceptable.

Statement on Professional Behavior: Counseling is a profession that requires the mastery of a large body of knowledge and the acquisition of

clinical skills, as well as high standards of behavior and appropriate attitudes.

There are guidelines in fulfilling behaviors consistent with accepted standards of professional conduct at Texas A & M University – Texarkana, the American Counseling Association, and Texas A & M University’s Clinical Mental Health Counseling Program. Please review the Clinical Mental Health Counseling program handbook on expected behaviors involving: integrity, tolerance, interpersonal relationships, initiative, dependability, attitudes, function under stress, and appearance. [Counseling Program Handbook](#).

COUN 520 Counseling Diverse Populations CALENDAR

All exams and assignments are due at 11:59 p.m.

Week	Dates	ReadingGuide	Course Assignments	CACREP Standards
Module 1 Week 1	6/02 to 6/08	Part I: The Affective, Conceptual and Practice Dimensions of Multicultural Counseling. Ch. 1 Resistance to Training Ch. 2 Multicultural Counseling & Therapy (MCT) Ch. 3 Cultural Perspectives & Barriers	WEDNESDAY: Discussion Post #1 Why Resistant to MCT Training? SUNDAY: Reflection Paper 1	CACREP 3.B.1-11
Module 2 Week 2	6/09 to 6/15	Part 2: Sociopolitical and Social Justice Dimensions Ch. 4 Microaggressions Ch. 5 Sociohistorical Privilege & Oppression	WEDNESDAY: Discussion Post #2 SUNDAY: Reflection Paper 2	CACREP 3.B.1-11 5.C.8.
Module 3 Week 3	6/16 to 6/22	Part 3: Racial, Ethnic, Cultural Attitudes in MCT Ch. 6 Racial, Ethnic, Cultural Identity – People of Color Ch. 7 White Racial Consciousness Ch. 8 Multicultural Counseling Competence & Cultural Humility	WEDNESDAY: Discussion Post #3 SUNDAY: Reflection Paper 3	CACREP 3. B. 1-11
Module 4 Week 4	6/23 to 6/29	Part 4: Western and Non-Western Perspectives in Counseling Ch. 9 Multicultural Evidence-Based Practice Ch. 10 Indigenous & Cultural Methods of Healing Among People of Color	WEDNESDAY: Discussion Post #4 THURSDAY: Diversity Potluck @ 6 p.m. SUNDAY: Reflection Paper 4	CACREP 3.B. 1-11
Week 5	6/30 to 7/06	Part 5: Assessment, Diagnosis, and Treatment Issues In MCT Ch. 11 Cultural Competence Assessment	FRIDAY: Immersion Assignment SUNDAY: CPCE Practice Exam	CACREP 3.B. 1-11

Note: This course calendar is established as an organizational tool for course management. Changes may be necessary based on student learning or other

DISCUSSION POST RUBRIC

Presenter: _____

Score: _____

Discussion Post Criteria	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria
Critical Analysis	4 points	3 points	2 points	1 point
	Contains all parts of the discussion requirements and in detail using counseling terms. Uses textbook and/or workbook in discussion with references. Uses case studies or real-life experiences to add to the readers' understanding.	Contains all parts of the discussion requirements and in detail using counseling terms. Uses little information from the textbook and/or workbook in the discussion with references. Uses case studies or real-life experiences to add to the readers' understanding.	Contains some of the discussion requirements and in detail using counseling terms. Uses little information from the textbook and/or workbook in the discussion without references. Uses some case studies or real-life experiences to add to the readers' understanding.	Contains little detail from discussion requirements and in little detail or counseling terms. understanding. Mostly opinion based.
References & Citations	4 points	3 points	2 points	1 point
	Uses APA 7 th style in-text citations and/or references with page numbers and link to the source if needed.	Doesn't use APA 7 th style in-text citations but does use a reference without page numbers.	Did not use textbook or workbook with references.	Did not use any sources.
Responses to other posts	4 points	3 points	2 points	1 point
	Responds to 2 or more students' posts and contributes to the conversation around the topic.	Responds to 1 students' posts and contributes to the conversation around the topic.	Responds to 1 students but does not really contribute to the conversation around the topic.	Does not respond to students or contribute to the discussion in any way.
Writing Mechanics	4 points	3 points	2 points	1 point
	The text is written with no errors in grammar, capitalization, punctuation, and spelling.	The text is written with few errors in grammar, capitalization, punctuation, and spelling.	The text is written with some errors (3 -6) in grammar, capitalization, punctuation, and spelling.	The text is written with several (6 or more) errors in grammar, capitalization, punctuation, and spelling.
Netiquette	4 points	3 points	2 points	1 point
	Posts and written responses show respect to others and sensitivity to diverse people's views.	Posts and written responses show respect to others with some competency to diverse views.	Posts and written responses show respect to others but lacks a level of understanding of other's views.	Posts show some respect but lacks empathy for other's point of view.

WRITTEN ASSIGNMENT RUBRIC

Presenter: _____

Score: _____

Written Assignment Criteria	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria
Content	4 points	3 points	2 points	1 point
	Contains all parts of the presentation outline in detail using accurate terminology. Content indicates analysis and synthesis of ideas, with original thought and support from many professional sources.	Contains all parts of the presentation outline in detail using accurate terminology with analysis and synthesis of ideas with thought and support from other professional sources as required.	Contains all parts of the presentation outline in detail using accurate terminology with analysis and synthesis of ideas, using minimal professional sources.	Contains some parts of the presentation outline but has little detail and terminology. Contains no additional sources other than the textbook.
References & Citations	4 points	3 points	2 points	1 point
	Used more than required peer-reviewed sources and cited them using correct APA style consistently throughout the paper.	Used required peer-reviewed sources and cited them using correct APA style consistently throughout the paper.	Used less than required peer reviewed sources and cited them with APA style inconsistently throughout the paper.	Did not use any citations other than the textbook or none at all. Did not follow APA style.
Layout	4 points	3 points	2 points	1 point
	The layout of the paper shows structure, clear development of thought, and flows seamlessly together. APA formatting style is used consistently.	The layout of the paper shows structure and development of thought, and the flow of the paper is smooth. APA formatting style is used consistently.	The layout of the paper shows structure and development of thought, but the flow of the paper is disjointed. APA formatting style is used almost consistently.	The layout shows some structure throughout the paper but does not use APA formatting consistently or correctly.
Writing Mechanics	4 points	3 points	2 points	1 point
	The text is written with little to no errors in grammar, capitalization, punctuation, and spelling.	The text is written with few errors in grammar, capitalization, punctuation, and spelling.	The text is written with some errors (5-8) in grammar, capitalization, punctuation, and spelling.	The text is written with several (9 or more) errors in grammar, capitalization, punctuation, and spelling.

PRESENTATION RUBRIC

Presenter: _____

Score: _____

Presentation Criteria	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria
Content	4 points	3 points	2 points	1 point
	Contains all parts of the presentation outline in detail using accurate terminology. It also includes complimentary information and research.	Contains all parts of the presentation outline in detail using accurate terminology. Includes complimentary information and research.	Contains some parts of the presentation outline using some detail and accurate terminology. Contains no complimentary information and research.	Contains some parts of the presentation but has little detail, infrequent or inaccurate terminology. Contains no complimentary information and research.
References & Citations	4 points	3 points	2 points	1 point
	Used 4 or more peer reviewed articles and books and cited using correct APA style throughout the PowerPoint.	Used 3 peer reviewed articles and books and cited using correct APA style throughout the PowerPoint.	Used less than 3 peer reviewed articles and books citations used incorrect APA style and/or not consistently in PowerPoint.	Did not use any citations other than the textbook or none at all. Inaccurate APA style.
Layout	4 points	3 points	2 points	1 point
	The layout is visually appealing, and text contributes to the overall message with appropriate use of APA heading levels. Includes graphic organizers.	The layout is visually appealing, and text contributes to the overall message with appropriate use of APA heading levels.	The layout shows some structure but appears cluttered and busy or includes distracting graphics and/or background. Uses headings.	The layout shows some structure but appears cluttered and busy or includes distracting graphics and/or background. No headings used.
Writing Mechanics	4 points	3 points	2 points	1 point
	The text is written with no errors in grammar, capitalization, punctuation, and spelling.	The text is written with few errors in grammar, capitalization, punctuation, and spelling.	The text is written with some errors (3 -5) in grammar, capitalization, punctuation, and spelling.	The text is written with several (6 or more) errors in grammar, capitalization, punctuation, and spelling.
Presentation	4 points	3 points	2 points	1 point
	Speech is clear and audible with little to no verbal and non-verbal distractors.	Speech was clear and audible with minimal verbal and non-verbal distractors	Speech was somewhat clear and audible and included some verbal and non-verbal distractors.	Speech was not clear or audible and included many verbal and non-verbal distractors.

