**COUN 7330-003**

**RSDE 7446-003**

**Counseling Diverse Populations**

***Fall 2014***

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**Department of Special Education, Rehabilitation, Counseling**

**College of Education**

Instructor Information:

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**Adjunct Professor**

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Office Hours:

**By appointment**



**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7330-003 and RSDE 7446-003

**Course Title:** Counseling Diverse Populations

**Credit Hours:** 3 Semester hours (Lecture 3)

**Prerequisites:** None

**Course Instructor:**  Sherrionda H. Crawford, PhD, LPC, NCC

**Semester/Year:** Fall 2014

**Class/Day/Time:** HC1218/Tuesday/4:00-6:50

**2. Date Syllabus Prepared:**

August 2014

**3. Text**(s):

**Required:**

Sue, D & Sue D, (2007). *Counseling the Culturally Diverse: Theory and Practice* (6th

Ed.). Wiley, NY.

**Recommended:**

Sue, D. (2010). *Microaggressions and Marginality: Manifestation, Dynamics, and*

*Impact*. Wiley, NY.

**4. Course Description:**  This course focuses on content addressing 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 including all of the following objectives:

**5.** **Student Learning Outcomes:**

a)      Multicultural and pluralistic trends, including characteristics and concernsbetween and within diverse groups nationally and internationally (CACREP.II.K.2.a.)

b)      Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities; (CACREP.II.K.2.b.)

c)     Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups; (CACREP.II.K.2.c)

d)     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; (CACREP.II.K.2.d)

e)      Theories of multicultural counseling, theories of identity development, and multicultural competencies; (CACREP.II.K.2.e.)

f)       Ethical and legal considerations; (CACREP.II.K.2.f.)

g)      Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients and; (CACREP.II.K.2.g.)

h)      The role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, gender, sexual orientation, religious, and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling; (CACREP.CC.A.5.)

**6. Course Content Outline**

|  |  |  |
| --- | --- | --- |
| Date | Topic | Assigned Reading |
| 8/19 Week 1 | Introduction to the Course  Syllabus/Class Overview  **In class activity: Assessing your Comfort** | **Bring 5 Items That Represent You.**  Sue & Sue Ch: 1 |
| 8/26 Week 2 | Nature of Multicultural Counseling  *The Color of Fear* | Sue & Sue Ch: 2 & 3  Ortiz (1999)  Williams (1999) |
| 9/2 Week 3 | Social Justice  Systemic Oppression | Sue & Sue Ch: 4 & 5  Balkin (2009)  Schlosser (2003)  ***The Color of Fear* online reaction Due (9/7 for DE)** |
| 9/9 Week 4 | Microaggressions  Barriers to Multicultural Counseling  **Circles of My Multicultural Self** | Sue & Sue Ch: 6 & 7 |
| 9/16 Week 5 | Culturally Appropriate Interventions  Multicultural Evidence-Based Practices | Sue & Sue Ch: 8 & 9  Day-Vines et al. (2007)  Jackson (1999)  **Advocacy 1 Reflection Due (9/21 for DE)** |
| 9/23 Week 6 | Non-Western Indigenous Methods of Healing  Asian Americans and Pacific Islanders | Sue & Sue Ch: 10 & 16  Zhou & Siu (1999) |
| 9/30 Week 7 | Racial Identity Development in People of Color  White Racial Identity Development | Sue & Sue Ch: 11 & 12  Brandyberry (1999)  McIntosh (1990) |
| 10/7 Week 8 | Culturally Competent Assessment | Sue & Sue Ch: 13  Arrendondo (1996, 1999)  Multicultural Competencies  Waters (2010) |
| 10/14 Week 9 | Counseling African Americans  Counseling American Indians and Alaska Natives | Sue & Sue Ch: 14 & 15  Smith & Wermeling (2007)  Thomason (1991)  **Racial Identity Development Model Due (10/19 for DE)** |
| 10/21 Week 10 | Counseling Latinos  Counseling Individuals of Multiracial Descent | Sue & Sue Ch: 17 & 18  Altarriba & Bauer (1998)  Rockquemore (2003) |
| 10/28 Week 11 | LGBT Individuals | Chapter 22  ALBGTIC Competencies  **Multicultural Experience/Action Plan Due (11/2 for DE)** |
| 11/4 Week 12 | Arab-Americans and Muslim Americans  Jewish Americans  Immigrants and Refugees | Sue & Sue Ch: 19, 20 & 21  Aprahamian et al. (2011)  Jenkins et al. (2012) |
| 11/11 Week 13 | Counseling Older Adults and Women | Sue & Sue Ch: 23 & 24  **Advocacy Project Paper Due (11/16 for DE)** |
| 11/18 Week 14 | Counseling and Poverty  Counseling Individuals with Disabilities  ***ALCA Conference*** | Sue & Sue Ch: 25 & 26  Smart & Smart (2006)  Dakin & Wampler (2008) |
| 11/25 Week 15 | ***No Class*** | **Advocacy #2 Reflection Due**  **(11/30 for DE)** |
| 12/2 Week 16 | Class Processing  **In class activity: Assessing your Comfort** | **Journal Summary Paper Due**  **(12/7 for DE)** |

**7. Assignments/Projects:**

**A. *Color of Fear* Reaction Online Discussion (35 pts)- *Due 9/2 (9/7 for DE)***

**(There will be a link in Canvas that will allow you to view the video this week of class) Note: *Traditional Ed. Students will have the option of watching the film in class or viewing it on their own).***

The Color of Fear is a useful tool in multicultural training. This groundbreaking, insightful film illustrates the state of race relations in America seen through the eyes of eight North American men of African, Asian, European and Latino decent. Several critical and unique aspects and effects of racism, such as color blindness as a form of racism; overt and covert discrimination; White privilege; colorism, or skin color prejudice among people of color; internalized racism; bicultural stress; racial identity; and personal responsibility for unlearning racism. Furthermore, the film is helpful in shedding light on the significance of racial identification and how that identity can affect the understanding of self and interactions with others.

After viewing the film, students will engage in online discussion (via *Canvas*) to address the following areas:

1. Overall reaction to the film (***5 points***);
2. Brief Assessment (based on your clinical judgment) of the possible stage of racial/ethnic identity that one of the participants presents and why (***10 points***); and
3. Information about how this film has impacted your personal and professional growth as a helping professional (***15 points***).
   1. ***NOTE:*** *Students will be expected to respond to the abovementioned information* ***and*** *at least one other student’s post. These two posts must be done on separate days. Grammar and organization of posts are factored into the grading process. (****5 points****)*

**B**. **Racial Identity Development Models- (50 pts) *Due 10/14 (10/19 for DE)***

The purpose of this assessment is to evaluate counseling students’ knowledge of the Racial/Cultural Identity Development Model and how minority clients’ level of racial/cultural identity development can impact the counseling process. The student’s response should demonstrate KNOWLEDGE of the theory and ABILITY/SKILLS to perform as effective culturally competent counselors.

The student will prepare a response to the essay question below. Submit in a Microsoft Word document only. The student’s response must be **NO LONGER** than 1-2 pages typewritten, utilizing APA Format (double spaced, Times New Roman, 12 point Font, running head, etc) and related to the assigned topic to receive credit.

***Essay question:  Briefly describe each stage of Racial/Cultural Identity Development Model AND discuss how a minority client’s level of racial/cultural identity development can impact the counseling process****.*

**C. Multicultural Experience/Action Plan- (50 pts) *Due 10/28 (11/2 for DE)***

Each student will identify and participate in a multilevel, multicultural experience designed to help increase awareness, knowledge and skills needed to work with culturally diverse populations. Personal contact is an effective way for students to increase their level of comfort with and to decrease their level of anxiety about culturally diverse individuals.

The purpose of this experience is to help the student learn, grow, and/or change. It is suggested that you become involved with one (1) specific cultural group different from your own at the following levels:

**Level 1** - Observation (learning from a safe distance) ***AND***

**Level 2** - Information seeking (learning from a closer distance):

Students will write a 1-3 page reaction utilizing APA Format (double spaced, Times New Roman, 12 point Font, running head, references, etc). Use guidelines below to develop your reaction. Your reaction will be evaluated on: (1) content, (2) organization, and (3) grammatical usage.

1. Identity and briefly describe the experience. ***10 points***
2. Identify and briefly discuss your personal objectives for undertaking the experience. ***5 points***
3. Discuss your feelings AND thoughts about the experience. ***15 points***
4. Discuss how your experience was supported or not supported by concepts found in the multicultural literature (include citations). ***10 points***
5. Discuss the experience in terms of professional implications. ***10 points***

**D. Advocacy Project: (200 total points)**

Students are required to participate in an advocacy project that is meaningful to them. For this assignment, students must volunteer a minimum of eight hours participating in an advocacy project and/or social justice initiative. This project can be a student-developed project (i.e., food drive) or volunteer work with an already established organization (i.e., YWLP).

**Prior to completing the eight hours of volunteer work, students are to contact this professor and communicate their advocacy/social justice initiative. Students must obtain written approval by this professor via email before initiating the advocacy project. Upon completion of this exercise, students must submit a signed document from a supervisor/employer of the volunteer site to confirm the advocacy project was completed ( please see form in Canvas).**

For this assignment, there are three written components requested. All three of these documents should be single-spaced.

**Advocacy #1 Reflection (50 pts)- *Due 9/16 (9/21 for DE)***

In a single-spaced 1½ to 2-page document, please respond to all of the following questions (please use headers to separate each question).

* In your opinion, what are the social, political, economic, and cultural factors that may impact individuals from marginalized populations?
* What external barriers have you experienced that may impact your development as

an agent of advocacy/social justice in the helping profession (i.e., oppression,

privilege)?

**Advocacy Project Paper (100 pts)- *Due 11/11 (11/16 for DE)***

In a single-spaced 3 to 4-page document, please respond to all of the following questions (please use headers to separate each question).

* Describe your advocacy project and express your personal reaction(s) to this project (2 pages).
* Explain the strengths and resources the marginalized population that you selected possess or have available to them (1 page).
* What is your opinion that individuals from marginalized populations might

internalize oppression and begin to believe that they are the problem (1 page)?

**Advocacy #2 Reflection (50 pts)- *Due 11/25 (11/30 for DE)***

In a single-spaced 1½ to 2-page document, please respond to all of the following questions (please use headers to separate each question).

* What skills would you like to learn to help you incorporate advocacy into your

professional identity?

* Based on your personal experience, please provide a strategy for graduate

students/helping professionals to consider when working with this population (ex.

How could obstacles be addressed? What resources are needed?).

**E. Reflective Journals:**

(65 pts; 12pts each) – You will be asked to write reflective journals entries for at least 5 different class sessions. Entries should be double-spaced, 12pt font, Times New Roman – ½ page - minimum in length. In your journal you should process your personal reactions, thoughts, feelings, and insights into issues raised in class discussions, assignments, or readings. At times you will be asked specific questions to guide your reflections, but most often you will be free to structure your reflections as you see fit. **The weekly journal should be emailed to the instructor no later than 5 p.m. two days before class.** You will receive a maximum of 12 points for each completed journal entry, based on the quality and depth of your reflections. Late journals will not be accepted. Please save copies of all journal entries, as these will not be returned in hard copy. All journal reflections will remain confidential, although some content expressed in the journals may anonymously be included into class discussion.

**F. Summary Journal: *Due 12/3 (12/7 for DE)***

(50 pts.) – At the end of the semester, write a summary (4-5 pages, double spaced) of your reflections throughout the semester. Focus particularly on any changes in understanding yourself (e.g., identity and worldview) and others, and conclude with a self-appraisal of your strengths and limitations in counseling persons socially/culturally different from you, considering the areas of knowledge, awareness, and skills.

**8. Rubric and Grading Scale:** All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

|  |  |
| --- | --- |
| *The Color of Fear* online discussion | 35 |
| Racial Identity Development Model | 50 |
| Multicultural Experience/Action Plan | 50 |
| Advocacy Project | 200 |
| Reflective Journals | 60 |
| Journal Summary | 50 |
| **Total** | **455** |

***All late assignments will receive a 5% grade reduction per day.***

1. **Class Policy Statements:**
   1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. If you miss a class session, please note that you will not receive credit for in-class activities and discussions; thereby your overall grade with be lowered **5** points for each absence.
   2. Excused Absences: Students are granted excused absences from class for the following reasons: illness or the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance or the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than once a week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences.
   3. Make-Up Policy: Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
   4. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
   5. Disability Accommodations: Students who need special accommodations should make an appointment to discuss the “Accommodation Memo” during office hours as soon as possible. If you do not have an Accommodation Memo, [*Office of Accessibility*at https://fp.auburn.edu/disability/](http://www.auburn.edu/academic/disabilities/) at 1228 Haley Center, 844-2096 (V/TT).Telephone: (334)844-2096 (Voice T/O).
   6. Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
   7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

Engage in responsible and ethical professional practices

Contribute to collaborative learning communities

Demonstrate a commitment to diversity

Model and nurture intellectual vitality

1. **Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**References**

**\***Please note, the expectation is that students will read all of the assigned readings for this class; however, if a particular article or reading is distressing to the reader I ask that the student make the best decision for themselves as to whether continue with the reading. Please feel free to contact me [smh0024@auburn.edu](mailto:amt0004@auburn.edu) at anytime throughout the course to process class content.

**Week 2:**

Ortiz, S.O. (1999). You’d never know how racist I was, if you met me on the street. *Journal of*

*Counseling and Development, 77*, 9-12.

Williams, C.B. (1999). Claiming a biracial identity: Resisting social constructions of race and

culture. *Journal of Counseling and Development, 77*, 32-35

**Week 3:**

Balkin, R.S., Schlosser, L.Z., & Heller-Levitt, D. (2009). Religious identity and cultural

diversity: Exploring the relationships between religious identity, sexism, homophobia,

and multicultural competence. *Journal of Counseling and Development,* 87, 420-427.

Schlosser, L. (2003). Christian privilege: Breaking a sacred taboo. *Journal of Multicultural*

*Counseling and Development,* 31, 44-51.

**Week 4:**

No extra readings

**Week 5:**

Day-Vines, N.L., Wood, S.M., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., &

Douglass, M.J. (2007). Broaching the subject of race, ethnicity, and culture during the

counseling process. *Journal of Counseling & Development,* 85, 401-409.

Jackson, R. L. II. (1999). “Mommy there’s a n at the door.” *Journal of Counseling and*

*Development, 77*, 4-6.

**Week 6**

Zhou, Z., & Siu, C.R. (2009). Promoting cultural competencies in counseling Asian American

children and adolescents. *Psychology in the Schools,* 46(*3*), 290-298.

**Week 7**

Brandyberry, L.J. (1999). Pain and perseverance: Perspectives from an ally. *Journal of*

*Counseling and Development, 77*, 7-9.

McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. *Independent School,*

49.

**Week 8**

Arredondo, (1999). Multicultural counseling competencies as tools to address oppression and

racism. Journal *of Counseling and Development, 77, 102-108*.

Arrendondo, P., Toporek, M.S., Brown, S., Jones, J., Locke, D.C., Sanchez, J., & Stadler, H.

(1996). *Operationalization of the multicultural counseling competencies.* AMCD:

Alexandria, VA.

Association for Multicultural Counseling and Development. (1991). *Cross cultural competencies*

*and objectives.* Alexandria, VA: Author.

Waters, E. (2010). The americanization of mental illness. *New York Times,* 40-45.

**Week 9**

Smith, J.R., & Wermeling, L. (2007). Counseling preferences of African American women.

*Adultspan: Theory, Research & Practice.* 6, 4-12.

Thomason, T. (1991). Counseling Native Americans: An introduction for non-native American

counselors. *Journal of Counseling & Development,* 69, 321-328.

**Week 10**

Altarriba, J. & Bauer, L. M. (1998). Counseling the Hispanic client: Cuban Americans, Mexican

Americans, and Puerto Ricans. *Journal of Counseling and Development, 76,* 389-396.

Rockquemore, K.A., & Laszloffy, T.A. (2003). Multiple realities: A relational narrative

approach in therapy with black-white mixed race clients. *Family Relations.*

**Week 11**

Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling. (2009).

*Competencies for counseling with transgender clients.* Alexandria, VA: Author.

**Week 12**

Aprahamian, M., Kaplan, D.M., Windham, A.M., Sutter, J.A., & Visser, J. (2011). The

relationship between acculturation and mental health of Arab Americans. *Journal of*

*Mental Health Counseling,* 33, 80-92.

Jenkins, W.J., Ruppel, S.E., Kizer, J.B., Yehl, J.L., & Griffin, J.L. (2012). An examination of

post 9-11 attitudes toward Arab Americans. *North American Journal of Psychology,* 14,

177-84.

**Week 13**

No extra readings

**Week 14**

Dakin, J. & Wampler, R. (2008). Money doesn’t buy happiness, but it helps: Marital satisfaction,

psychological distress, and demographic differences between low and middle income

clinic couples. *The American Journal of Family Therapy,* 36, 300-311.

Smart, J.F., & Smart, D.W. (2006). Models of disability: Implications for the counseling

profession. *Journal of Counseling & Development,* 84, 29-40.