**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7330

**Course Title:** Counseling Diverse Populations

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

**Prerequisites:** None

**Course Instructor:**  Jessica Fripp, PhD (jaf0048@auburn.edu)

**Semester/Year:** Fall 2015

**2. Date Syllabus Prepared:**

August, 2006; revised August 2007, revised Fall 2008, revised Summer 2009; July 2011;

August 2012; August 2014; August 2015

**3. Text**(s):

Sue, D & Sue D, (2007). *Counseling the Culturally Diverse: Theory and Practice* (5th

Ed.). 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.F.2.a.)

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

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

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.F.2.h).

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

f)       Ethical and legal considerations. (CACREP.II.F.1.i.)

g)      Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP.II.F.1.e.)

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 help seeking behaviors within community counseling (CACREP.II.F.2.f)

**6. Course Content Outline**

|  |  |  |
| --- | --- | --- |
| Date | Topic | Assigned Reading |
| 8/20 Week 1 | Introduction to the Course | **Bring 5 Items That Represent You** |
| 8/27 Week 2 | Understanding Differences*The Color of Fear* | Sue & Sue textOrtiz (1999)Williams (1999)**Reflective Journal Due** |
| 9/3 Week 3 | Identity/WorldviewValues, Bias, Spiritual Identity | Sue & Sue textBalkin (2009)Schlosser (2003)**Reflective Journal Due** |
| 9/10 Week 4 | Multicultural Competency & Assessment | Sue & Sue textArrendondo (1999)\*\* Cross Cultural and Multicultural Competencies\*\*APA Guidelines Multicultural Training, Research… ++Waters (2010)**Reflective Journal Due** |
| 9/17 Week 5 | European/Caucasian Americans | Sue & Sue text Brandberry (1999)McIntosh (1990)**Reflective Journal Due** |
| 9/24 Week 6 | African/Black Americans | Sue & Sue textSmith (2007)Jackson (1999)**Reflective Journal Due** |
| 10/1 Week 7 | Asian Americans | Sue & Sue textZhou (2009) **Reflective Journal Due**  |
| 10/8 Week 8 | Native Americans | Sue & Sue textThomason (1991)Day-Vines (2007**Reflective Journal Due** |
| 10/15 Week 9 | ***No Class Meeting*** | **FALL BREAK** |
| 10/22 Week 10 | Hispanic/Latino Americans | Sue & Sue textAltarriba (1998)**Reflective Journal Due** |
| 10/29 Week 11 | LGBTQ | Sue & Sue textALBGTIC Competencies\*\*APA Guidelines LGBT++**Reflective Journal Due****Bibliotherapy Paper Due**  |
| 11/5 Week 12 | Arab-Americans  | Sue & Sue textAprahamian (2011)Jenkins (2012)**Reflective Journal Due** |
| 11/12 Week 13 | Individual with Disabilities  | Sue & Sue textSmart (2006)APA Guidelines People w/ Disabilities ++**Reflective Journal Due** |
| 11/19 Week 14 | Socio-Economic Status *The Culture of Poverty**EcoPsychology* | Sue & Sue textDakin (2008)Howard (2000)Oskamp (2000)**Reflective Journal Due** **Advocacy Projects Due** |
| 11/26 Week 15 | ***No Class Meeting*** | **THANKSGIVING BREAK** |
| 12/3 Week 16 | Multi-racial Descent | Sue & Sue textDavis (2010)Rockquemore (2003)**Journal Summary Paper Due** |

**\*\* - readings for counseling students (clinical mental health, school and rehabilitation).**

**++ - readings for counseling and clinical psychology students.**

**7. Assignments/Projects:**

 **A. Bibliotherapy Project:**

(100pts) – Students are expected to read a fiction or non-fiction book on a main character that is culturally different from the student (please do not select a biography of a famous person for this assignment like President Obama or Oprah Winfrey). The main character *must* represent a population discussed in this class and the story *must* take place in the United States. Students who do not adhere to these guidelines will be penalized one letter grade.

**Note:** Please email the instructor with your book selection for approval before continuing this assignment.

Reflecting on this story, students will write a five page, APA (12pt font, 1” margins, headings, title page), with abstract, based on the story.

**Note**: this is a five page paper so the title page, abstract, and reference page do not count as page numbers. Please include in your paper the following information:

a) Synopsis of the text (1 page)

b) Insights you have obtained from reading this text that are related to the course content (1 page)

c) Discipline-specific knowledge that you think is relevant to this main character (i.e., clinical interpretations, vocational considerations) (3 pages).

\*\*Be sure to use APA headers to divide this content in the paper\*\*

**B. Group Presentation, Best Practices Handout and Discussion Questions:**

(100pts) – Students will be divided into groups of 2 to 3 for a group presentation activity. For this assignment, students will examine the scholarly literature related to counseling and psychology regarding the diverse population assigned. Student groups must prepare a 60-minute presentation, including class discussion, to be presented in class. In a PowerPoint format, please include the following information:

**A:** Include a brief history of the specific population (keep this specific to the United States from 1914-2015).

**B:** Present two thought-provoking questions related to the weekly assigned readings (these questions must be derived from the weekly article assignments).

**C:** Write a comprehensive client conceptualization. Each scenario should include client demographic information (e.g., age, sex, ethnicity, relationship status, etc.), presenting issue, and relevant social, cultural, family or other history important for understanding the client(s) and the presenting issue(s).

**D:** Present a demonstration via any media format (commercial, magazine, newspaper, television show, internet, movie, etc.) where your population is portrayed in a positive or negative manner.

**E:** Finally, examine the recent scholarly literature related to counseling with your chosen social/cultural group and prepare a “best practices” outline or bulleted summary (1-2 pages, including references) to distribute to class members.

**C. Advocacy Project:**

(100 pts) – 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 by 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., Committee of 19). **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 activity, students are to write a three page, single-spaced, reflection on their advocacy project. Please be sure to include all of the headers below.

* How might being a change agent and social justice advocate align with my values and beliefs?
* How does social justice inform my understanding of counseling/psychology?
* How is my understanding of counseling/psychology promoting a status quo of dominance and privilege for those in power?
* What is my opinion of dismantling systems of power and privilege? (Ratts, http://ct.counseling.org/2010/06/counselors-taking-a-stand/)

**D. Reflective Journals:**

(60 pts; 5pts each) – Students are asked to write and submit reflective journal entries each week. Entries should be double-spaced, 12pt font, Times New Roman and ½ to 1 page in length. In these reflections, please process your personal reactions, thoughts, feelings, and insights regarding issues discussed in class, assignments, and readings. **The weekly journal should be emailed to the instructor no later than 5 p.m. on Wednesdays.** Students can receive a maximum of 5 points for each completed journal entry, based on the quality and depth of the reflections. **Late journals will not be accepted.** All journal reflections will remain confidential, although some content expressed in the journals may anonymously be included into class discussion.

**E. Summary Journal:**

(50 pts.) – At the end of the semester, students will write a summary (4-5 pages, double spaced) of their reflections throughout the semester. These reflections should include a focus on any changes in understanding themselves (e.g., identity and worldview) and others. The reflection should conclude with a self-appraisal of the student’s strengths and limitations in counseling people representing diverse populations.

**F. Extra Credit:**

(20 pts) – Students can earn extra credit in this class by assisting the classroom in scheduling speakers. As an experiential activity, speakers that represent the various populations we will discuss this semester are invited to the class to talk for approximately one hour. These presentations are not prepared speeches, but rather a personal discussion on what it is like for this individual to reside in Alabama and potential counseling considerations. Extra credit will be offered on a first come, first scheduled basis.

**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:

|  |  |
| --- | --- |
| Activities/Discussion | 70 |
| Bibliotherapy Project | 100 |
| Group Presentation, Practices, Questions | 100 |
| Advocacy Project  | 100 |
| Reflective Journal | 60 |
| Journal Summary  | 50 |
| **Total**  | **480** |

**Grading Scale**

|  |  |
| --- | --- |
| A = 100-94% | C+ = 79-75% |
| A-= 93-90% | C = 74-70% |
| B+=89-87% | D = 69-60% |
| B = 86-84% | F = 59 - 0% |
| B- = 83-80% |   |

***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 will be lowered **5** points for each absence.
	2. Excused Absences: Students are granted excused absences from class for the following reasons: illness of 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 of 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 and must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstances, 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 in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/IT).
	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, an 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 jaf0048@auburn.edu at any time 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:**

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 5:**

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 6**

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

*Development, 77*, 4-6.

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

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

**Week 7**

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 8**

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.

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.

**Week 11**

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

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

APA Guidelines for Psychotherapy with LGBT Clients

 http://www.apa.org/pi/lgbt/resources/guidelines.aspx

**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**

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

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

APA Enhancing your Interaction with People with Disabilities.

 http://www.apa.org/pi/disability/resources/publications/enhancing.aspx

**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.

Howard, G. S. (2000). Adapting human lifestyles for the 21st century. *American Psychologist,*

*55,* 509-515

Oskamp, S. (2000). Psychological contributions to achieving an ecologically sustainable future

for humanity. *Journal of Special Issues,* 56(*3*), 373-390.

**Week 16**

Davis, S.E. (2010). The oneness of humankind: Healing racism. *Reclaiming children & youth.*

18, 44-47.

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

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