**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7330

**Course Title:** Counseling Diverse Populations

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

**Prerequisites:** None

**Course Instructor:**  Amanda Evans, PhD, LPC, NCC

**Semester/Year:** Fall 2017

**2. Date Syllabus Prepared:** August, 2006; January 2017; August 2017.

**3. Text**(s): Sue, D & Sue D, (2016). *Counseling the Culturally Diverse: Theory and Practice* (7th 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:**

* + 1. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP 2. F.2.a);
    2. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP 2. F.2.b);
    3. Multicultural counseling competencies (CACREP 2. F.2.c);
    4. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s view of others (CACREP 2. F.2.d);
    5. The effects of power and privilege for counselors and clients (CACREP 2. F.2.e);
    6. Help-seeking behaviors of diverse clients (CACREP 2. F.2.f);
    7. The impact of spiritual beliefs on clients’ and counselors’ worldviews (CACREP 2. F.2.g);
    8. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 2. F.2.h);
    9. Cultural factors relevant to clinical mental health counseling (CACREP 5. C.2.j).

**6. Course Content Outline**

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| **Course Schedule** | **Topics** | **Readings/Assignments** | **CACREP Standards** |
| 8/23 Week 1 | Course Cultural Competence in our Current Era | **Bring 5 Items That Represent You**  Sue & Sue Ch: 1 and 6 | 2. F.2.a; 2. F.2.c |
| 8/30 Week 2 | Understanding Differences  Social Justice  *The Color of Fear* | Sue & Sue Ch: 2, 3 & 4  Ortiz (1999)  Williams (1999)  **Reflective Journal Due** | 2. F.2.a; 2. F.2.b; 2. F.2.c; 2. F.2.d; 2. F.2.e; 5. C.2.j |
| 9/6 Week 3 | Identity/Worldview  Systematic Oppression | Sue & Sue Ch: 5 & 12  Balkin (2009)  Schlosser (2003)  **Reflective Journal Due** | 2. F.2.a; 2. F.2.b; 2. F.2.d; 2. F.2.g; 5. C.2.j |
| 9/13 Week 4 | Multicultural Competency & Assessment  Barriers to Treatment | Sue & Sue Ch: 7, 9 and 13  MSJCC Competencies  Nadal (2014)  **Reflective Journal Due** | 2. F.2.a; 2. F.2.b; 2. F.2.c; 2. F.2.e; 2. F.2.h; 5. C.2.j |
| 9/20 Week 5 | European/Caucasian Americans | Sue & Sue Ch: 12  Brandberry (1999)  McIntosh (1990)  **Reflective Journal Due** | 2. F.2.a; 2. F.2.e; 5. C.2.j |
| 9/27 Week 6 | African/Black Americans | Sue & Sue Ch: 14  Jackson (1999)  **Reflective Journal Due** | 2. F.2.a; 2. F.2.f; 5. C.2.j |
| 10/4 Week 7 | Asian Americans/Pacific Islanders | Sue & Sue Ch: 16  Zhou (2009)  **Reflective Journal Due** | 2. F.2.a; 2. F.2.e; 2. F.2.f; 5. C.2.j |
| 10/11 Week 8 | Latinix Americans | Sue & Sue Ch: 17  Altarriba (1998)  **Reflective Journal Due** | 2. F.2.a; 2. F.2.f; 5. C.2.j |
| 10/18 Week 9 | LGBTQ | Sue & Sue Ch: 23  ALBGTIC Competencies  **Reflective Journal Due**  **Bibliotherapy Paper Due** | 2. F.2.a; 2. F.2.f; 5. C.2.j |
| 10/25 Week 10 | Arab-Americans | Chapter 19  **Reflective Journal Due** | 2. F.2.a; 2. F.2.f; 5. C.2.j |
| 11/1 Week 11 | Individual with Disabilities | Sue & Sue Ch: 22  Smart (2006)  **Reflective Journal Due** | 2. F.2.a; 2. F.2.f; 5. C.2.j |
| 11/8 Week 12 | Individuals Living in Poverty  *EcoPsychology* | Sue & Sue Ch: 25  Dakin (2008)  **Reflective Journal Due**  **Advocacy Projects Due** | 2. F.2.a; 2. F.2.b; 2. F.2.f; 5. C.2.j |
| 11/15 Week 13  **No class** | American Indians/Native Americans | **CLASS DOES NOT MEET (ALCA Conference)**  Sue & Sue Ch: 15  Thomason (1991)  Day-Vines (2007  **Reflective Journal Due** | 2. F.2.a; 2. F.2.f; 5. C.2.j |
| 11/29 Week 14 | Multi-racial Descent | Sue & Sue Ch: 18  Multiracial Competencies  Evans & Ramsay (2014)  **Journal Summary Paper Due** | 2. F.2.a; 2. F.2.f; 5. C.2.j |
| 12/6 Week 15 | Finals Week |  |  |

**7. Assignments/Projects:**

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| **Course Assignment** | **Due Date** | **Points Available** | **CACREP Standards** |
| Bibliotherapy Project | 10/20 | 100 | 2. F.2.a; 2. F.2.b; 2. F.2.c; 2. F.2.d; 2. F.2.e; 2. F.2.f; 5. C.2.j |
| Group Presentation | On-going | 100 | 2. F.2.a; 2. F.2.b; 2. F.2.c; 2.; 2. F.2.f; 5. C.2.j |
| Advocacy Project | 11/10 | 100 | 2. F.2.a; 2. F.2.b; 2. F.2.c; 2. F.2.e; 2. F.2.f; 2. F.2.h; 5. C.2.j |
| Reflective Journals | On-going | 120 | 2. F.2.a; 2. F.2.b; 2. F.2.d; 2. F.2.e; 2. F.2.g; 5. C.2.j |
| Journal Summary | 11/17 | 50 | 2. F.2.a; 2. F.2.b; 2. F.2.d; 2. F.2.e; 5. C.2.j |
| **Total** |  | **470** |  |

**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 1916-2016).

**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 three page, single-spaced, paper 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:**

(10 pts; 120 total) – Students are asked to write and submit reflective journal entries each week. In these reflections, please process your personal reactions, thoughts, feelings, and insights regarding issues discussed in class, assignments, and readings. Students can receive a maximum of 10 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. **These journals will be used in class discussions (identifying information will be removed) so that this can occur, all journals are due on Monday by 11:59 pm for Wednesday’s class.**

**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:

**Grading Scale**

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| --- | --- |
| 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 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 in class, as provided by the Americans with Disabilities Act, should contact the Office of Accessibility. The office will work with faculty in providing the necessary accommodations.
   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.