**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING SYLLABUS**

**FALL SEMESTER 2018**

**Course Number: COUN7336**

**Course Title: Counseling Diverse Populations**

**Credit Hours: 3 Semester Hours**

**Class Time and Location: DE**

**Prerequisties: None**

**Corequisites: None**

**Date Syllabus Revised:** August 2018

Professor: Jinhee Park, PhD, CRC

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Office Hours: By Appointment

Office Address: 1234C Haley Center

**Text(s):**

**Required:**

Sue, D & Sue D, (2016). Counseling the Culturally Diverse: Theory and Practice (7th Ed.). Wiley, NY.

Additional readings will be posted in Canvas.

Recommended Readings:

Hays, P.A. (2016). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy.* Washington, DC: American Psychological Association.

Ridley, C.R. (2005). *Overcoming unintentional racism in counseling & therapy: A practitioner’s guide to intentional intervention*. Thousand Oaks, CA: Sage.

Sue, D. (2010). *Microaggressions and marginality: Manifestation, dynamics, and impact*. Wiley, NY.

Thomas, A.J. & Schwarzbaum, S. (2010). *Cultural & identity: Life stories for counselors and therapists*. Thousand Oaks: Sage.

**Course Description:**

This is a course to strengthen multicultural and diversity awareness, knowledge, and skills in rehabilitation counseling field. It is designed to assist students to explore multicultural and diversity perspectives on disability and help students to develop cultural competencies related to rehabilitation counseling. 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:

**Course Objectives** (Based on CACREP 2016 standards)**:**

**CACREP 2. F. 2. Social and Cultural Diversity**

Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP 2. F.2.a);

Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP 2. F.2.b);

Multicultural counseling competencies (CACREP 2. F.2.c);

The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s view of others (CACREP 2. F.2.d);

The effects of power and privilege for counselors and clients (CACREP 2. F.2.e);

Help-seeking behaviors of diverse clients (CACREP 2. F.2.f);

The impact of spiritual beliefs on clients’ and counselors’ worldviews (CACREP 2. F.2.g);

Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 2. F.2.h);

**CAREP 5. D. Clinical Rehabilitation Counseling – Specialty Area**

Cultural factors relevant to rehabilitation counseling (CACREP 5. D.2.s);

Strategies to advocate for persons with disabilities (CAREP 5. D.3.c.)

**Course Content and Tentative Course Schedule: Fall 2018**

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| --- | --- | --- | --- |
| Class # | Date | Topic | Readings/Assignments Due |
| 1 | 08/20/18 | Introduction Course Overview Syllabus Review |  |
| 2 | 08/27/18  ~ | Course Cultural  Competence in our Current Era | Sue & Sue Ch: 1 |
| 3 | 09/03/18  ~ | Understanding Differences Social Justice  *The Color of Fear* | Sue & Sue Ch: 2, 3 & 4 |
| 4 | 09/10/18  ~ | The impact of systemic oppression  microaggressions | Sue & Sue Ch: 5 & 6 |
| 5 | 09/17/18  ~ | Racial/cultural identity development  White racial identity development | Sue & Sue Ch: 11 & 12 |
| 6 | 09/24/18  ~ | Barriers to multicultural counseling  EBP | Sue & Sue Ch: 7 & 9 |
| 7 | 10/01/18  ~ | Non-Western Indigenous Methods of Healing  Assessment | Sue & Sue Ch: 10 & 13  **Reflective Journal Due (10/7)** |
| 8 | 10/08/18  ~ | African/Black Americans | Sue & Sue Ch: 14  **Reflective Journal Due (10/14)**  **Advocacy Reflection paper #1 Due (10/14)** |
| 9 | 10/15/18  ~ | American Indians/Native Americans  Asian Americans/Pacific  Islanders | Sue & Sue Ch: 15 & 16  **Reflective Journal Due (10/21)** |
| 10 | 10/22/18  ~ | Latinas/os Americans  Arab-Americans | Sue & Sue Ch: 17 & 19  **Reflective Journal Due (10/28)** |
| 11 | 10/29/18  ~ | LGBTQ | Sue & Sue Ch: 23  **Reflective Journal Due (11/4)** |
| 12 | 11/05/18  ~ | Jewish Americans  Immigrants and Refugees | Sue & Sue Ch: 20 & 21  **Reflective Journal Due (11/11)**  **Advocacy Project Paper Due (11/11)** |
| 13 | 11/12/18  ~ | Individual with Disabilities | Sue & Sue Ch: 22  **Reflective Journal Due (11/18)** |
| 14 | 11/19/18  ~ | **Thanksgiving Break**  **NO CLASS** |  |
| 15 | 11/26/18  ~ | Multi-racial Descent  Older Adults | Sue & Sue Ch: 18 & 24  **Reflective Journal Due (12/2)**  **Advocacy Reflection Paper #2 Due (11/30)** |
| 16 | 12/03/18  ~ | Individuals Living in Poverty  Women | Sue & Sue Ch: 25 & 26  **Reflective Journal Due (12/9)** |
| 17 | 12/10/18  ~ | FINAL WEEK  **Final Exam** | **Summary Journal Due (12/10)** |

**Course Requirements & Student Evaluation:**

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignments(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past due. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

Students in this course are required to complete the specified course requirements. Student’s final evaluation is based on these components:

|  |  |
| --- | --- |
| **Assignments:** | Points |
| 1. Racial Identity Development Model Paper | 15 |
| 2. Reflective Journals | 20 |
| 3. Advocacy Project | 30 |
| 4. Summary Journal | 15 |
| 5. Final Exam | 20 |
| **Total** | **100** |

**Grading Scale**

|  |  |
| --- | --- |
| A 90-100% | 90-100 Points |
| B 80-89% | 80-89.99 Points |
| C 70-79% | 70-79.99 Points |
| D 60-69% | 60-69.99 Points |
| F Below 60% | 59 or below Points |

**1. Racial Identity Development Models - (15 pts)**

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 utilizing APA Format (double spaced, Times New Roman, 12point 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****.*

**2. Reflective Journals (2 pts each; 20 pts 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. 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. Students can receive a maximum of 2 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. Each journal should be one page, following the APA format. IT should be uploaded on CANVAS by Sunday 5pm of each week assigned.

**3. Advocacy Project: (30 total points)**

Students are required to participate in an advocacy project that is meaningful to them. For this assignment, students must volunteer 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.

**Prior to completing the 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.**

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

**Advocacy #1 Reflection (5 pts)- *Due 10/14***

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 (15 pts)- *Due 11/11***

In a single-spaced 4- to 5-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 (10 pts)- *Due 11/30***

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?).

**4. Summary Journal (15 pts): *Due 12/10***

(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.

**5. Final Exam (20 pts):**

The exam will consist of multiple-choice, short answer and essay questions drawn from class and assigned readings. The chapters covered for the final will be informed to students later. You will be allotted 2 hrs only for each exam. Given the online format of this course, the exam should be proctored. Detail information will be provided.

**General Class Policy Statements:**

1. Class Participation: The format of the class is designed to maximize student-student discussion and to facilitate personal and professional growth as a counselor. Participation/Viewing lectures, and practice are essential element of this course. It is expected that you will complete the reading assignments, ask questions, and participate in all assignments. Given the online format of this class, I strongly suggest that you evaluate and plan your schedule to allow yourself sufficient time to complete all assignments within the required time limits. Failure to submit assignments on time will result in losing assigned points, and make-up for the late assignments or extra points will not be allowed for this course.

2. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the University Policies <https://sites.auburn.edu/admin/universitypolicies/Policies/Forms/Academic.aspx> 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.

3. Students with Disabilities Statement Disability Accommodations: Students who

need accommodations are asked to electronically submit their approved

accommodations through AU Access and to arrange a meeting during office hours the first

week of classes, or as soon as possible if accommodations are needed immediately. If you

have a conflict with my office hours an alternative time can be arranged. To set up this

meeting, please contact me by e-mail. If you have not established accommodations through

the Office of Accessibility, but need accommodations, make an appointment with the Office

of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

4. General Counsel Policies: General Counsel now maintains a single website that serves as the collection of all University Policies: https://sites.auburn.edu/admin/universitypolicies/default.aspx. This replaces the previous Tiger Cub policies.

5. 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.

6. 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:

1. Engage in responsible and ethical professional practices
2. Contribute to collaborative learning communities
3. Demonstrate a commitment to diversity
4. Model and nurture intellectual vitality

7. Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: [www.auburn.edu/titleix](http://www.auburn.edu/titleix).

**SYLLABUS DISCLAIMER:**

The instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible via an email.