**COUN 7330-002**

COUNSELING DIVERSE POPULATIONS

***SPRING 2021***

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

**College of Education**

Instructor Information:

**Latifat O. Cabirou, Ph.D.**

**Visiting Assistant Professor**

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Office Hours:

**by appointment**

College of Educaton conceptual framework: Faculty, staff, and students strive to prepare and be professionals who are competent, committed, and reflective. 

**SYLLABUS**

**1. Course Number:** COUN 7330 (01)

**Course Title:** Counseling Diverse Populations

**Credit Hours:** 3 Semester hours

Tuesdays 1:00 – 3:50 p.m., Haley Center 2306

**Prerequisites:** None

**Course Instructor:**  Latifat O. Cabirou, PhD

**Semester/Year:** Spring 2021

**2. Date Syllabus Prepared:**

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

August 2012; August 2014; August 2015; August 2016; revised August 2018; revised December 2019; revised December 2020

**3. Required Text**(s):

Sue, D., Sue D., Neville, H., Smith L. (2019) *Counseling the Culturally Diverse: Theory and Practice* (8th Ed.). Wiley, NY

Additional required readings are referenced in the course schedule. E-copies will be provided to students via Canvas.

**4. Course Description:**  This course focuses on addressing the cultural context of relationships, issues and trends in a multicultural and diverse society. Examination of personal values and understanding the interrelationship between and/or among factors such as race, 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 are accomplished via readings, in-depth reflections, activities, and group discussions. The course material is presented for students’ development in *foundational* competencies necessary for working with diverse individuals, regardless of students’ and their clients’ backgrounds and the contexts in which the students will work.

**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, 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 (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)

**Course Philosophy**

As future counselors and psychologists, it is expected for students to strive for moral and ethical responsibility by preparing themselves to work effectively with clients from diverse worldviews and backgrounds. First and most important step of becoming the effective multicultural professionals is in-depth self-reflection, self-analysis, and sharing of feelings and personal experiences. Because we all come from own cultural background, diversity education is personal to all of us, and exposing oneself to these topics may be emotionally and psychologically challenging process. Also, it is a lifelong journey to develop multicultural competencies, which begins with exploration of one’s own privileged and oppressed identities. Such continued self-exploration and consistent exposure to literature, discussions, and other diversity materials will enable counselor and psychologist to gain cultural sensitivity when managing her/his/their many roles (i.e. conducting research, teaching, evaluation, or client interactions). Interestingly, it is essential to sometimes feel uncomfortable and even feel vulnerable in this journey because such experiences lead to the most significant growths toward multicultural competence. This is because the uncomfortableness many times indicate that the topic is being experienced in relation to the self by the individual, and we learn the most from these personal experiences. So, the process and outcome of this class will depend on each of our contributions. It is expected for students to be ready and committed to explore your own personal and professional selves through class discussions, in-class activities, and class assignments. Your active participation during each class session will contribute to the learning process for all involved, including yourself. The more each of us gives to the class, the richer the experience will be for all of us.

**Course Atmosphere**

In this course, we will be sharing information about ourselves that many people do not openly discuss. As mentioned above, each class member’s contribution through active participation in discussions is essential for this class. For this to happen, there are several important aspects about the class that need to be addressed.

It is important that we work to develop an atmosphere for this course that is safe and encourages self-exploration for all of us, because we will be dealing with some controversial and sensitive issues. So, it is natural for participants to feel nervous about expressing their views on issues for fear of how they may be perceived by others. It is also normal and expected that we will not all agree on issues that we are reading and discussing because we are coming in with different life experiences and various cultural backgrounds. Such diversity represented by each of us and the different experiences we have each encountered in our lives will add to the quality of our discussions and the amount of learning that will take place for each of us. It is expected of students to learn from one another's experiences and perspectives, so that we can understand ourselves as cultural beings. In order for such learning to happen in this class, it is important that we all work to develop an atmosphere through our discussions that facilitates learning and reflection and encourages participation on the part of everyone, regardless of where each of us is in our journey.

Another important point related to developing an atmosphere that is conducive for learning and growth pertains to our roles in the class. Multicultural development is a lifelong process. Each of us, no matter how little or much our experience, is engaged in the process ***of***becoming multiculturally competent. It is expected for each of us to develop and continue the process of sincere and active striving toward competence throughout the semester and beyond this classroom.

**6. Course Content Outline**

|  |  |  |
| --- | --- | --- |
| **Date** | Topic | Reading & Assignments |
| Week 1  1/12 | Introduction to the Course  ***Ground Rules*** | Sue & Sue Ch. 1 |
| Week 2  1/19 | History of Multicultural Psychology  Social Justice Counseling | Sue & Sue Chs. 2 & 4  Arredondo & Perez (2006)  APA MC Guidelines++  Cross Cultural and Multicultural Competencies\*\* |
| Week 3  1/26 | Theories of Multicultural Psychology  Multicultural Competency & Assessment | Sue & Sue Chs. 11, & 13  David et al. (2014)  Arrendondo (1999)\*\*  *[Grzanka et al. (2017)]* |
| Week 4  2/2 | Identity/Worldview  Values, Bias  *The Color of Fear* | Sue & Sue Ch. 5  Neville et al, (2006)  Ortiz (1999)  Williams (1999)  *[Schlosser, L. (2003)]*  **Reflection #1 Due** |
| Week 5  2/9 | Stereotyping, Discrimination & Oppression  Microaggressions | Sue & Sue Chs. 6  Steele (1997)  Sue et al. (2007)  *[Harris (2009); Sue (2009)]* |
| Week 6  2/16 | **WELLNESS DAY- NO CLASS** | |
| Week 7  2/23 | African/Black Americans  ***Presentation*** | Sue & Sue Ch. 14  APA Tx (2003)  Buser (2009)  Torres (2010)  *[Jackson (1999)]* |
| Week 8  3/2 | Asian Americans  ***Presentation*** | Sue & Sue Ch. 16  APA Tx (2003)  Cheng et al. (2017)  Zhou (2009)  *[Miller et al. (2011)]*  **Reflection #2 Due** |
| Week 9  3/9 | Native Americans  ***Presentation*** | Sue & Sue Ch. 15  APA Tx (2003)  Thomason (1991)  Roman et al. (2012) pp. 127-146 |
| Week 10  3/16 | Hispanic/Latino Americans  ***Presentation*** | Sue & Sue Ch. 17  APA Tx (2003)  Delgado-Romero (2001)  Rogers-Sirin (2012)  ***[****Altarriba (1998)]* |
| Week 11  3/23 | LGBTQIA+  ***Presentation*** | Sue & Sue Ch. 23  Mereish & Brown (2015)  ALBGTIC Competencies\*\*  APA Guidelines LGBT++  **Reflection #3 Due** |
| Week 12  3/30 | Arab-Americans and Muslim Americans  ***Presentation*** | Sue & Sue Ch. 19  Aprahamian (2011)  Moradi & Hasan (2004)  *[Jenkins et al. (2012)]* |
| Week 13  4/6 | Individual with Disabilities  ***Presentation*** | Sue & Sue Ch. 22  Andrews & Lund (2015)  Smart & Smart (2006)  APA Guidelines People w/ Disabilities ++ |
| Week 14  4/13 | Socio-Economic Status  ***Presentation*** | Sue & Sue Ch. 25  APA SES (2013)  Lewis (1966)  Smith et al. (2005)  Yoshikawa et al. (2012)  *[Liu et al. (2004)]*  **Reflection #4 Due** |
| Week 15  4/20 | Immigrants & Refugees  ***Presentation***  Religious Issues  ***Presentation*** | Sue & SueChs. *10, 20, 21*  APA Task Force Report – Immigration (2012): p. 1-13  Ali et al. (2014)  Brewster et al. (2016)  Yakushko (2009)  **Self-Reflection Paper Due** |
| Week 16  4/27 | Finals Week | **Interview Project Due**  **Extra Credit Due** |

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

++ - readings for counseling and clinical psychology students.

Optional readings are italicized in parentheses.

**7. Assignments/Projects:**

\*\*\* All assignments are expected to follow the APA writing format (Times New Roman, 12 font, 1” margins, double-spaced) \*\*\*

\*\*\* Refer to the rubric (on Canvas) for more details regarding grading points\*\*\*

**A. Participation:**

(5 pts weekly, total 70 pts) – The course requires active participation to learn from each other. So full participation is expected, which includes physical attendance but also being actively involved in discussions. It is expected that discussions will be respectful yet skillful in providing constructive feedback to each other. In addition, students are expected to submit **three** discussion questions weekly, regarding *the topic* of the week. Questions can be based on the assigned readings and assigned assignments related to the topic (if applicable). These questions should be original and helpful to facilitate class discussion. No questions are due on Week 1. Participation points for Week 1 class will be based solely on student engagement. Students should submit the questions on Canvas on the **Sunday before class by 2:00pm.**

**C. Presentation, Best Practices Handout and Discussion:**

(60 pts) – Students will work individually or as a pair with a classmate for a presentation activity. For this assignment, students will examine the scholarly literature related to counseling psychology regarding the diverse group assigned. Student/groups must prepare a 60-minute presentation, including class discussion, to be presented in class. Students must also provide a best practice handout to classmates and instructor. The handout should be a synthesis of the information provided in your presentation. In a PowerPoint format, please include the following information (also, refer to the rubric for more details):

1. Best practice handout (5 points).
2. Include a brief history of the specific population (keep this specific to the United States from 1900-present day). (5 pts)
3. Present three thought-provoking questions related to the weekly assigned readings. (10 pts)
4. Bring a comprehensive client case vignette. Each clinical vignette should include client demographic information (e.g., age, sex, ethnicity, relationship status, medical/mental history), presenting concerns, and relevant social, cultural, family or other history important to understand the client(s) and the presenting issue(s).

(20 pts)

1. Present a demonstration via any media format (commercial, magazine, newspaper, television show, internet, movie, etc.) where your population is portrayed in a positive and/or negative manner. (10 pts)
2. 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. (10 pts)

**D. Reflection Journals:**

(80 pts; 20 pts each) – Students are asked to write and submit **four** reflection journals. ***Four journals should not overlap in their topics. In addition, group chosen to reflect on should be different from population you chose for your presentation and social justice/advocacy paper.*** Entries should be double-spaced, 12pt font, Times New Roman and 2 pages in length. The reflection journal should be uploaded on the Canvas on **Sunday at 5pm** (**please refer to the Course Content Outline for the four specific due dates’ week**)**.** Students can receive a maximum of 20 points for each journal, based on the quality and depth of the reflections. **Late reflections will not be accepted.** All portions of reflections will remain confidential, although some contents may anonymously be included into class discussion.

In these reflections, please include the following:

1. Personal reactions, thoughts, feelings regarding a specific population (or topic) or in conjunction with another population (specify which population(s) you are reflecting on, on the head of the paper, e.g., Socio-Economic Status & Native American) (5 pts)
2. Any biases/stereotypes you noticed regarding your chosen population(s) (5 pts)
3. Insights you earned from the assigned readings, discussions in class, or any assignments regarding the topic(s) (5 pts)
4. How you are planning to embody the insights you earned in your personal and professional space (e.g., process about uncomfortable emotions in certain situations involving the chosen population(s); process how this emotions could be hindering the clinical relationship with the client, from the particular cultural group) (5 pts)
5. **Interview Project (50 Points)** You will be asked to interview an elder family member (including extended family). Trace the origins of your heritage (racial, ethnic, immigration status, geographic etc.). If it is impracticable to do this with a family member, you may interview another elderly close acquaintance of similar ethnicity and culture. You will also interview an elder of a significantly different cultural/ethnic background. You may work with classmates or in pairs to help facilitate this portion of the assignment.

Questions may include but not limited to:

* What were your family member’s earliest experiences?
* What was his/ her life like throughout the years?
* What values were important to him/ her throughout his/ her life?
* How have these values changed over the course of his/ her life?
* How is life different now than when he/ she grew up?

Keep it as conversational as possible. Both interviews should be at least 30 minutes (try not exceed 1 hour). Each interview is to be audio recorded and submitted along with reflection paper. If you need access to an audio recording device, please notify my and I will help you acquire what you need for this assignment. Take a critical perspective of your interviewee’s narrative, keeping in mind concepts learned in throughout the course. Students will turn in a 5-7 page summary/conceptualization of the interview with brief transcriptions of important moments.

1. **Self-Reflection Paper:**

(40 pts.) – At the end of the semester, students will write a self-reflection paper (3-4 pages, double spaced). Genuine self-exploration is essential for the journey in developing multicultural competencies. These reflections should include in-depth reflection on changes in understanding themselves, specifically regarding their identity and/or worldview, as one monitored oneself through out the semester (20 pts). The reflection should conclude with a self-appraisal of one’s strengths and limitations in counseling people representing diverse populations. In regards to the limitations, students should also include how they plan to address the limitation in the future to gain multicultural competence in that area (20 pts). Students should submit the Self-Reflection paper via Canvas **on the due date indicated in the course schedule. See the rubric for this at the end of the syllabus.**

**EXTRA CREDIT: Social Justice/Advocacy Paper**

(10 pts.) – Students may elect to write a social justice/advocacy paper for a selected cultural group. The population you chose for this assignment should be different from a group you are a member of and the population chosen for your Group Presentation. The paper must be 2-3 pages in length (excluding reference and cover page), double spaced, and in Times New Roman font. The paper should include the following contents:

1. Identify the cultural group you are interested in engaging in for social justice/advocacy project and state your reasons for personal and professional interest in this group (2 pts)
2. Specific plans of social justice/advocacy project (e.g., community level mental health ***workshop*** to educate the members on certain cultural groups, creating a ***website*** to educate the public) (2 pts)
3. Supporting evidence for the need for your social justice/advocacy project (2 points)
4. The expected impact of your project on the population (2 points)
5. Plans and strategies to protect the group members, especially who are considered to be in vulnerable situation should be provided. This is highly pertinent if the student is planning to propose for providing clinical services to those clients (e.g., Some of the examples that could create harm include providing clinical work without supervision from a licensed mental health clinician and temporary engagement and withdrawing from the group members, without proper steps.) (2 pts)

**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:

|  |  |
| --- | --- |
| Participation | 70 |
| Social Justice/Advocacy Paper | 50 |
| Group Presentation | 60 |
| Reflective Journals | 80 |
| Self-Reflection Paper | 40 |
| **Total** | **300** |
| **Extra Credit** | **+10** |

**Grading Scale**

A 90% or greater

B 80-89%

C 70-79%

D 60-69%

F 59% or lower

***All late assignments will receive a 10% 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 without prior or any notice, 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 a week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy e-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.

Modifications to the above policy have been made to accommodate COVID related absences. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. If you are feeling ill or if you have been exposed to someone with the virus, you are asked to stay home to protect others. If you are not experiencing symptoms of illness, you are asked to participate in course meetings remotely. Some class meetings are already set for Zoom format, and in-person meetings will include a Zoom link for students who need to participate remotely for any reason. Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

* 1. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy e-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.
  2. Disability Accommodations: Students who need academic 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).
  3. Course Contingency: If normal class 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.
  4. 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

As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. **Face coverings are required for in-person meetings and in all campus buildings**. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the [university’s policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

Students should also observe appropriate **physical distancing** and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

1. **Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in graduate psychology education and is designed to partially meet standards for accreditation by the American Psychological Association. The course also includes advanced contents 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.

**COVID-19 Related Policies**

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, [A Healthier U](https://ahealthieru.auburn.edu/). We are all responsible for protecting ourselves and our community. Please read about student expectations for Spring semester, including completing the daily [GuideSafe™ Healthcheck](https://ahealthieru.auburn.edu/). You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. You may be asked at any time during in-class meetings to show your pass. The below policies have been modified to address issues related to COVID-19 in addition to standard course policies.

Course Delivery Methods: Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. This class is currently set in a Blended format (some in-person meetings and some meetings via Zoom). In-person class periods will also include a link for Zoom participation for students who need to meet remotely. Students are asked to communicate in advance (by Monday at 12pm) if they need to meet remotely to allow for adequate planning of the class period. Students who select this option must join the class via Zoom and must remain on the meeting with their videos on for the entire duration of the class. Such students must also be fully attentive and engaged in the class at all times.

In the event that the delivery method is altered due to changing COVID circumstances, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery and participation. Those details will be shared via email as soon as any necessary changes are determined. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet connection.

**References**

*\*\*Indicates optional reading.*

**Week 2:**

Arredondo, P., & Perez, P. (2006). Historical perspectives on the multicultural guidelines and contemporary applications. *Professional Psychology: Research and Practice*, *37*, 1, 1-5.

American Psychological Association. (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist, 58*, 377-402.

Association for Multicultural Counseling and Development. (1991). *Cross cultural competencies and objectives.* Alexandria, VA: Author.

**Week 3:**

Arredondo, (1999). Multicultural counseling competencies as tools to address oppression and racism. Journal *of Counseling and Development, 77, 102-108*.

David, E. J. R., Okazaki, S., & Giroux, D. (2014). A set of guiding principles to advance multicultural psychology and its major concepts. In F. T. L. Leong (Ed.) *APA Handbook of Multicultural Psychology: Vol. 1 Theory and Research* (pp. 85-104). Washington, DC: APA.

\*\*Grzanka, P. R., Santos, C. E., & Moradi, B. (2017). Intersectionality research in counseling psychology. *Journal of counseling psychology*, *64*, 5, 453-457.

**Week 4:**

Neville, H., Spanierman, L., & Doan, B. T. (2006). Exploring the association between color-blind racial ideology and multicultural counseling competencies. *Cultural Diversity and Ethnic Minority Psychology*, *12*, 2, 275-290.

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.

\*\*Schlosser, L. (2003). Christian privilege: Breaking a sacred taboo. *Journal of Multicultural Counseling and Development,* 31, 44-51.

Williams, C.B. (1999). Claiming a biracial identity: Resisting social constructions of race and culture. *Journal of Counseling and Development, 77*, 32-35

**Week 5:**

\*\*Harris, R. S. (2009). Racial microaggression? How do you now? – Revisited. *American*

*Psychologist, 64*, 220.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., &

Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical

practice. *American Psychologist, 62*, 271-286.

\*\*Sue, D. W. (2009). Racial microaggressions and worldviews. *American Psychologist, 64*, 220-

221.

Steele, Claude M. (1997). A threat in the air: How stereotypes shape intellectual identity and

performance. *The American Psychologist*, 52, 6, 613-629.

**Week 6:**

American Psychological Association (2003). *Psychological treatment of ethnic minority Populations*, 13-18.

Buser, J. K. (2009). Treatment seeking disparity between African Americans and Whites: Attitudes toward treatment, coping resources, and racism. *Journal of Multicultural Counseling and Development*, *37*, 2, 94-104.

\*\*Jackson, R. L. II. (1999). “Mommy there’s a n at the door.” *Journal of Counseling and Development, 77*, 4-6.

Torres, L., Driscoll, M. W., & Burrow, A. L. (2010). Racial microaggressions and psychological functioning among highly achieving African-Americans: A mixed-methods approach. *Journal of Social and Clinical Psychology*, *29*, 10, 1074-1099.

**Week 7:**

American Psychological Association (2003). *Psychological treatment of ethnic minority Populations*, 8-12.

Cheng, A. W., Chang, J., O’Brien, J., Budgazad, M. S., & Tsai, J. (2017). Model minority stereotype: influence on perceived mental health needs of Asian Americans. *Journal of immigrant and minority health*, *19*, 3, 572-581.

\*\*Miller, M. J., Yang, M., Hui, K., Choi, N. Y., & Lim, R. H. (2011). Acculturation, enculturation, and Asian American college students' mental health and attitudes toward seeking professional psychological help. *Journal of Counseling Psychology*, *58*, 3, 346-357.

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:**

American Psychological Association (2003). *Psychological treatment of ethnic minority Populations*, 24-28.

Thomason, T. (1991). Counseling Native Americans: An introduction for non-native American counselors. *Journal of Counseling & Development,* 69, 321-328.

Roman, S. P., Jervis, L. L., & Manson, S. M. (2012). Psychology of older American Indians and Alaska Natives: Strengths and challenges to maintaining mental health. In *Handbook of race and development in mental health* (pp. 127-146). Springer, New York, NY.

**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.

American Psychological Association (2003). *Psychological treatment of ethnic minority Populations*, 19-23.

Delgado-Romero, E. A. (2001). Counseling a Hispanic/Latino Client-Mr. X. *Journal of Mental Health Counseling*, *23*, 3, 207-221.

Rogers-Sirin, L., & Gupta, T. (2012). Cultural identity and mental health: Differing trajectories among Asian and Latino youth. *Journal of Counseling Psychology*, *59*, 4, 555-566.

**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>

Mereish, E. H., & Poteat, V. P. (2015). A relational model of sexual minority mental and physical health: The negative effects of shame on relationships, loneliness, and health. *Journal of Counseling Psychology*, *62,* 3, 425-437.

**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.

Moradi, B., & Hasan, N. T. (2004). Arab American persons' reported experiences of discrimination and mental health: The mediating role of personal control. *Journal of Counseling Psychology*, *51*, 4, 418-428.

**Week 13:**

Andrews, E. E., & Lund, E. M. (2015). Disability in psychology training: Where are we? *Training and Education in Professional Psychology*, *9*, 3, 210-216.

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Smart, J.F., & Smart, D.W. (2006). Models of disability: Implications for the counseling profession. *Journal of Counseling & Development,* 84, 29-40.

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understand social class in counseling: The social class worldview and modern classism

theory. *Journal of Multicultural Cousening and Development, 32*, 95-122.

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*American Psychologist, 70*, 557-565.

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**Week 15:**

Ali, S. R., Liu, W. M., & Humedian, M. (2004). Islam 101: Understanding the religion and

therapy implications. *Professional Psychology: Research & Practice, 35,* 635-642.

American Psychological Association, Presidential Task Force on Immigration (2012).

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Yakushko, O. (2009). Understanding the roots and consequences of negative attitudes toward

immigrants. *The Counseling Psychologist, 37*, 36-66.

**APPENDIX A:** **Group Presentations**

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | **Presenters** |
| Week 6 | African/Black Americans |  |
| Week 7 | Asian Americans |  |
| Week 8 | Native Americans |  |
| Week 10 | Hispanic/Latino Americans |  |
| Week 11 | LGBTQIA+ |  |
| Week 12 | Arab-Americans & Muslim Americans |  |
| Week 13 | Individual with Disabilities |  |
| Week 14 | Socio-Economic Status |  |
| Week 15 | Immigrants & Refugees |  |
| Religious Issues |  |

**APPENDIX B: Rubric for Presentation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **points** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **History of population**  **Score\_\_\_\_\_\_\_\_** | 5 | * Group articulated relevant and thorough information for understanding the history of the population | * Group articulated a mostly relevant and thorough information for understanding the history of the population | * Group articulated a somewhat relevant and thorough information for understanding the history of the population | * Group articulated a relevant topic with an unclear socio-cultural context or history |
| **Case vignette**  **Score\_\_\_\_\_\_\_\_** | 20 | * Group articulated a relevant demographic information * Group provided relevant and thorough history for understanding client concern | * Group articulated a mostly relevant demographic information * Group provided mostly relevant and thorough history | * Group articulated a somewhat relevant demographic information * Group provided information lacking in relevance and thoroughness | * Group articulated a relevant topic with an unclear socio-cultural context * Group provided information that was insufficient and/or irrelevant. |
| **Use of Current Counseling Literature**  **Score\_\_\_\_\_\_\_\_** | 10 | * Group used at least 8 peer-reviewed articles * Group demonstrated a thorough understanding of selected research * Group effectively communicated relevance to class | * Group used at least 8 peer-reviewed articles * Group demonstrated an acceptable understanding of selected research * Group mostly effective at communicating relevance to class | * Group used less than 8 peer-reviewed articles * Group demonstrated a lacking understanding of selected research * Group ineffective at communicating relevance to class | * Group used less than 8 peer reviewed articles * Group demonstrated little to no understanding of selected research * Group ineffective at communicating relevance to class |
| **Use of Media Format**  **Score\_\_\_\_\_\_\_\_** | 10 | * Group’s use of media thoroughly indicated a portrayal of the population | * Group’s use of media indicated a portrayal of the population in an acceptable manner. | * Group’s use of media moderately indicated a portrayal of the population | * Group’s use of media insufficiently indicated a portrayal of the population |
| **Group Reflection & Discussion**  **Score\_\_\_\_\_\_\_\_\_\_** | 10 | * Group successfully connect project experience to counselor skill development * Group facilitated an effective class discussion relevant to topic and course content | * Group mostly connected project experience to counselor skill development * Group facilitated an acceptable class discussion relevant to topic and course content | * Group lacking in connection of project experience to counselor skill development * Group facilitated a less than effective class discussion relevant to topic and course content | * Group provided no connection of project experience to counselor skill development * Group facilitated an ineffective class discussion relevant to topic and course content |

**APPENDIX C: Rubric for Self-Reflection Paper.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Description:**  At the end of the semester, Students will write a summary (3-4 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 population. Grades not based on reflection content. Instead, I will appraise journal summary for clarity, depth, and connecting course content to personal experiences as an emerging counselor. | | | | | |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Personal Reflection Journal Summary**  **Score\_\_\_\_\_\_\_\_** | 40% | * Clearly summarized reflection journals * Student articulated cumulative experiences | * Clearly summarized reflective journals * Student mostly reflected on cumulative experiences | * Summary mostly clear * Lacking depth in articulating cumulative experiences | * Lacking clarity in reflection * Lacking depth in articulating cumulative experiences |
| **Self-appraisal with respect to counseling skill development**  **Score\_\_\_\_\_\_\_\_** | 40% | * Demonstrated an awareness to developing counseling skills * Student connected self to course content | * Demonstrated an awareness to developing counseling skills * Student connected self to course content | * Lacking awareness of developing counseling skills * Student connected self to course content | * Little awareness to developing counseling skills * Student made little connections to course content |
| **APA Format**  **Score\_\_\_\_\_\_\_\_** | 20% | * Double-spaced 1” margins * 12 Times New Roman * Correct running head Page number * Correct Title Page * Length sufficient | * Adheres to APA format but lacks 1-2 elements | * Adheres to APA format but lacks more than 2 elements | * Does not adhere to APA format |

**APPENDIX D: RUBRIC FOR INTERVIEW PROJECT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Description:**  You will be asked to interview an elder family member (including extended family). Trace the origins of your heritage (racial, ethnic, immigration status, geographic etc). If it is impracticable to do this with a family member, you may interview another elderly close acquaintance of similar ethnicity and culture. You will also interview an elder of a significantly different cultural/ethnic background. You may work with classmates or in pairs to help facilitate this portion of the assignment.  Questions may include but not limited to:   * What were your family member’s earliest experiences? * What was his/ her life like throughout the years? * What values were important to him/ her throughout his/ her life? * How have these values changed over the course of his/ her life? * How is life different now than when he/ she grew up?   Keep it as conversational as possible. Both interviews should be at least 30 minutes (try not to exceed 1 hour). Each interview is to be audio recorded and submitted along with reflection paper. Take a critical perspective of your interviewee’s narrative, keeping in mind concepts learned in throughout the course. Students will turn in a 4-8 page summary/conceptualization of the interview with brief transcriptions of important moments. This is due anytime throughout the semester with the final deadline 04/27/21. | | | | | |
| **Criteria** | **Points** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Audio Recorded Interview**  **Score\_\_\_\_\_\_\_\_** | 5 | * Interview was recorded with clear audio * Clear consent was given for permission to record. * Consent included project details and expectations | * Interview was recorded with clear audio * Person interviewed is appropriate for topic * Clear consent by participant to record | * Audio is mostly audible but has sections that are inaudible * Person interviewed is poor choice for this topic | * Poor participant consent * Person interviewed is not an appropriate choice for this topic |
| **Interview Summary**  **Score\_\_\_\_\_\_\_\_** | 10 | * Shows in-depth understanding of topic * 3-4 underlying concepts presented * Excellent conceptualization of interview | * Shows understanding but lacks depth * 2 underlying concepts presented * Acceptable conceptualization of interview | * Shows basic understanding of topic * One underlying concept presented * Conceptualization skills need work | * Shows little understanding of topic * No underlying concepts presented * No conceptualization of interview experience |
| **Interview reflection**  **Score\_\_\_\_\_\_\_\_** | 15 | * Reflection demonstrates exceptional self-awareness * Students connects experience to their development as a counselor and course content | * Reflection demonstrates acceptable self-awareness * Students connects experience to their development as a counselor and course content | * Reflection demonstrates little self-awareness * Students minimally connects experience to their development as a counselor and course content | * Reflection demonstrates no self-awareness * Students minimally connects experience to their development as a counselor and course content. |
| **Interview Skills/Facilitation**  **Score\_\_\_\_\_\_\_\_** | 15 | * Conversation facilitated intentionally * Thorough use of open-ended questions * Questions designed to draw out information from person interviewed | * Conversation mostly facilitated intentionally * Some open ended questions * Some questions were designed to draw out information from person interviewed | * Little intention in facilitation * Few questions were open ended * Few questions were designed to draw out information from person interviewed | * Questions are not in logical order * Questions were not designed to draw out information from person interviewed |
| **APA Format**  **Score\_\_\_\_\_\_\_\_\_\_** | 5 | * Double-spaced 1” margins * 12 Times New Roman * Correct running head Page number * Correct Title Page * Length sufficient to properly explicate with respect to the main content ideas | * Adheres to APA format but lacks 1-2 elements | * Adheres to APA format but lacks more than 2 elements | * Does not adhere to APA format |
| **CACREP STANDARDS ACHIEVED:** 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 | | | | | |