

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**COUN 7330-002 Counseling Diverse Populations**

**Spring 2022**

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| **Time:** | Tuesday 1:00pm – 3:50pm | **Class Location:** Haley Center 2438 |
| **Instructors:** | Ashley B. Brown, Ph.D., NCC | **Email:** abb0010@auburn.edu |
|  |  | **Office Hours:** By Appointment |

**DESCRIPTION:**

Provides fundamentals in multicultural counseling competence useful in human service and settings. Working effectively with diverse individuals and families requires self-awareness,

knowledge of information specific to various cultures and the development of skills for successful therapeutic interaction.

**REQUIRED TEXTS:**

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

**COURSE ASSIGNMENTS / RATIONALE / EXPECTATIONS**

This course is intended to introduce major concepts, models, theories, and research that emanate from the historical and current multicultural counseling and psychology literature. The course will also incorporate a global perspective, and we will devote significant time to developing a better understanding of both the historic and current roles of colonialism, and its continuing impact on the multicultural society of today. We will closely examine issues of social justice, and how these affect our clients and both our conceptualizations and responses. We will look at our own knowledge, preconceptions, understandings, and other issues which impact our abilities to work with others who may be very different from ourselves.

This is a critical backdrop to prepare counselors to be multiculturally competent in a global society. As our roles as mental health professionals stretch well beyond the traditional “therapy hour” it is becoming increasingly necessary to meet our clients where they culturally and socially reside. In preparing to do so, this course may challenge your preconceptions about what constitutes “counseling”, and what exactly is the role of the counselor in today’s multicultural society.

It is also fair to say that this course will likely be challenging and uncomfortable at times. It is not really possible to address issues of racism, inequality, and social injustice without looking at those issues from both historical and current perspectives. As perceptions of these are both based on our own history and seen through our own cultural lens they are not necessarily universal, nor are they what we commonly assume them to be, and this gap can be disturbing. I would ask that everyone approaches what we do with an open mind, and in the spirit of both learning and kindness.

**Mission Statement**

The Counselor Education (CED) programs at Auburn University offer high quality graduate education programs for counselors and counselor educators. The program includes Master’s level counseling degrees in [Clinical Mental Health Counseling](http://www.education.auburn.edu/graduate-degree-cert/clinical-mental-health-counseling-m-ed), [Clinical Rehabilitation Counseling](http://www.education.auburn.edu/graduate-degree-cert/clinical-rehabilitation-counseling-m-ed-m-s/), and [School Counseling](http://www.education.auburn.edu/graduate-degree-cert/school-counseling-m-ed/). The program also offers a doctoral degree in [Counselor Education](http://www.education.auburn.edu/graduate-degree-cert/counselor-education-ph-d/). The primary mission of the program is to develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area.

To accomplish this mission, the program focuses on the development of competencies necessary to address developmental, emotional, psychological, social and environmental barriers to educational achievement and personal development. Students are provided the opportunity to engage in rigorous and challenging educational experiences focused on enhancing their skills and knowledge. Integrated into these experiences is an emphasis on ethical and legal principles, as well as the enhancement of technological competence. Further, the department seeks to foster a culture in which individual creativity, professional identity, and scholarship are reinforced and nurtured.

A central foundation of the Counselor Education mission is the preparation of counselors and counselor educators to work in an increasingly diverse society. This mission parallels the diversity and inclusion mission of Auburn University. To meet this goal the program focuses on the development of the skills and knowledge needed to work with individuals from diverse backgrounds and abilities. The program believes that meeting this goal requires students and faculty engage in the application of advocacy and social justice principles as counseling professionals within the program, University, communities, and schools.

**Student Learning Objectives**

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| CACREP Standard Achieved | Curriculum Experience | Outcome Assessment |
| 2.F.2.a  Multiculturalism and pluralistic characteristics within and among diverse groups nationally and internationally | * This course is designed to present relevant literature and theories regarding the pluralistic nature of the human condition * Students will be provided many opportunities in class and in assignments to apply these concepts to themselves and dynamics of cross-cultural dialogue | * In class seminar * Weekly individualized journals * Interview assignment |
| 2.F.2.b  Theories and models of multicultural counseling cultural identity development, and social justice and advocacy | * Students will be introduced to numerous theories regarding cross-cultural helping relationships and learn their application in counseling * Students will be encounter a wide variety of theoretical perspectives including both individual and systemic paradigms of helping | * In class seminar * Weekly individualized journals * Cumulative reflection assignment * Interview assignment |
| 2.F.2.c  Multicultural counseling competencies | * Students will be provided an opportunity to learn and apply concepts of multicultural competence * Students will be mindful of and reflect upon aspects of their professional development relevant to these competencies | * Weekly Individualized journals * Group presentations * Interview assignment |
| 2.F.2.d  The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individuals’ view of others | * Students will receive coaching and mentoring regarding ways to engage in productive dialogue about another’s heritage and worldview | * In class seminar * Interview assignment * Instructure and peer feedback * Emersion experience |
| 2.F.2.e  The effects of power and privilege for counselors and clients | * Theories of power and privilege in the helping professions will be discussed * Historical viewpoints will be considered and integrated into course delivery * Students will be challenged to appraised their own status of social privilege and dynamic that creates in therapeutic alliance | * In class seminar * Weekly individualized journals * Interview assignment * Emersion experience |
| 2.F.2.f  Help-seeking behaviors of diverse clients’ | * Students will be provided with detailed case studies illustrating these concepts * Class lecture and seminar discuss the nuances of help-seeking behavior and foster conversations informed in this fashion. | * Group presentations * In class seminar |
| 2.F.2.g  The impact of spiritual beliefs on clients’ and counselors’ worldviews | * Several sections of the course explore spirituality in class lecture and seminar. * Students will be provided an opportunity to encounter different spiritual paradigm in theory and in person * Students will learn to foster dignified dialogue surrounding this topic | * Emersion experience * Interview assignment * In class seminar |
| 2.F.2.h  Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination | * Students will be introduced to theories and techniques that will allow them to identify and address barriers in cross-cultural helping relationships. * Students will encounter detailed case studies as a group and derive tools to carry into professional practice | * Weekly individualized journals * Emersion experience * Interview project * Group presentation |

**Assignments and Projects**

The intention in this class is to not only address what you know asa result of this course, but also on how you’ve grown (in your awareness, knowledge, and skills)throughout the semester. One tenet of cross-cultural learning (and learning generally) is that different people learn best in different modalities. The evaluation and assignments in this course are meant to be dynamic and flexible for all learners.

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| **Course Assignment** | **Due Date** | **Points Available** |
| Interview Project | 4/12 | 100 |
| Group Presentation | Varies | 100 |
| Cultural Event | 4/19 | 50 |
| Reflective Journals | Bi-Weekly | 120 |
| Journal Summary | 4/26 | 50 |
| **Total** |  | **420** |

**Interview Project (100 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 to 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 4–8-page summary/conceptualization of the interview with brief transcriptions of important moments.

**Group Presentation (100 Points)** You will be asked to give a 1-hour (total) PowerPoint presentation and discussion on a multicultural or social justice issue facing a particular population of your choice. The presentation and discussion should be tailored to the context of counseling. The groups will be established by shared topic interest. You will be asked to choose a cultural group, for which you will provide historical context, a current events summary regarding that group (locally, nationally, internationally).

Report current research related to that group and discuss implications for counseling. To assist in completing the requirement, you will need to use counseling scholarship and other resources. Please include material from at least **eight** relevant peer-reviewed articles on that cultural group and reference them in your group PowerPoint along with a list of local resources (explanation, location, and contact information). These can include on campus resources or any local contact point for classmates to learn more.

Lastly, during the remaining part of the presentation, the group should discuss their cross-cultural experience, including their expectations prior to the contact and their reactions during and after the experience. In summary, your individual grade will depend on the quality of content, design, delivery, and collaboration. Your group PowerPoint will be distributed to other students for future reference.

**Cultural Event & Reflection Paper (50 Points)**

You will be required to attend one cultural event on or off campus. Please acknowledge the socio-cultural etiquette surrounding the event and ensure that it is ok for an “outsider” to attend when appropriate. You will submit a 3-page summary of the event that includes a personal reflection of your experience. Events can include anything in the Auburn or surrounding communities. This may include attending a practice of faith/spirituality (church, synagogue, Islamic Center, Buddhist temple etc.), LGBTQ+ community event, traditional health fair etc. Think broadly in your search for a cultural event and find something within your range of interest.

**Reflection Journals (120 Points)** Students are asked to write and submit 1-page reflective journal entries every two week. In these issues discussed in class, assignments, and readings. Students can receive a maximum of 20 points for each completed journal entry, based on the quality and depth of the reflections. Consider the following:

1. Identify at least 3 main points/themes of the readings.

2. Identify at least 3 reactions, feelings, and/or questions inspired by the readings.

3. Provide a brief (1 paragraph) reflection as to how the reading may impact your clinical practice, conceptualization of clients, self-awareness, and professional development going forward

Late journals will not be accepted. All journal reflections will remain confidential, although some content expressed in the journals may anonymously supplement class discussion.

**Journal Summary (50 Points)**

At the end of the semester, Students will write a summary (4 page, 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.

**Writing Expectations**

Writing assignments need to be typed, double spaced, on 8.5 X 11 paper with 1-inch margins, printed in Times New Roman 12-point font. All citations need to be in APA Style. It is assumed that all students taking this course are familiar with the American Psychological Association

(APA) writing guide and APA style. If not, I will help you. The APA Publication Manual contains extensive guidelines on how to write an academic paper and how to cite references.

American Psychological Association (2020). Publication Manual of the American Psychological Association (Seventh Edition). Washington, DC: American Psychological Association.

The following websites may also be helpful:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.html#apa>

<http://wp.auburn.edu/writing/writing-center/>

Plagiarism is representing someone else’s work as your own and is not acceptable. Plagiarism generally will result in course failure. Students are required to comply with the Auburn University’s Policy on Academic Dishonesty.

**Class Policy Statements**:

1.   Attendance: Students may miss up to one class without penalty. Additional absences will result in grade reduction, and students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.

1. 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 one week after the absence. Appropriate documentation for all excused absences is required. Please see University Policies https://sites.auburn.edu/admin/universitypolicies/default.aspx for more information on excused absences.

Your health and safety, and the health and safety of your peers, are my top priorities. 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 may be excused from classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider.

Please do the following in the event of an illness or COVID-related absence:

* + Notify me in advance of your absence if possible
  + Keep up with coursework as much as possible
  + Participate in class activities and submit assignments electronically as much as possible
  + Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

3.   Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-­‐ term exams) due to properly authorized excused absences 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. Course Assignments: Course assignments are due on the dates and times specified within the course schedule. If you are concerned about your ability to complete quality work as described in the schedule, make an appointment as soon as possible so we discuss how to support your learning in our course. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date.

5.   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.

6. Students with Disabilities 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).

7.   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.

8.   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:

a.   Engage in responsible and ethical professional practices

b.   Contribute to collaborative learning communities

c.   Demonstrate a commitment to diversity

d.   Model and nurture intellectual vitality

9. Learning Community: In this course, we will seek to establish a community of trust and mutual respect. Please be mindful and considerate of yourself, your peers, and your instructor. Though not all people in the class will share your views, the environment requires careful listening and responding to others in a manner in which you wish to be responded to. The course design is based on the assumption that each of you is a resource person and a learner. We have a responsibility to contribute to the learning of the group and our own individual experience.

10. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-­‐call professional services, family emergencies). Computers and electronic notepads are welcomed, but may be used for class purposes only and must not be a distraction.

11. Course Communication: E-mail is the official communication at Auburn University. Throughout the semester, students will periodically receive e-mails and announcements via Canvas regarding class. Students are responsible for the information contained in those e-mails and announcements, whether or not one checks their university account or Canvas regularly. I will respond to student e-mails within 24 hours from their initial receipt unless otherwise noted. Emails past 7:00pm CST may not be responded to until the next day. Please University e-mail (**NOT** messages through Canvas) to communicate with me in between class sessions.

12. COVID-19 considerations

\*Face coverings are mandatory in the classroom setting.

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes, I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement and/or Canvas message, and all assignment due dates will be updated.

Office Hours: I am available by appointment via Zoom. The University email is the preferred method to reach out to me and schedule an appointment. I encourage you to make an appointment if you have any questions or concerns about the course of your performance in it. I am happy to meet with you via Zoom at any time throughout the semester.

Justification for Graduate Credit:

This course includes advanced content crisis intervention. 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.

**SYLLABUS DISCLAIMER:**

Due to the nature of this course, 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 in class or via email.

**Course Content Outline (Subject to Change)**

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| **Course Schedule** | **Topics** | **Due Today** | **CACREP Standards** |
| Week 1  1/18 | Introduction to Course | Course Syllabus | 2. F.2.a; 2. F.2.c |
| Week 2  1/25 | Contemporary Issues in Mental Culture  Cultural Humility: Understanding Resistance to Multicultural Training | Sue Chapter 1 | 2. F.2.a; 2. F.2.b; 2.  F.2.c; 2. F.2.d; 2. F.2.e; 5. C.2.j |
| Week 3  2/1 | Multicultural Counseling and Therapy    Multicultural Competence for Counselors and Therapists of Marginalized groups | Sue Chapter  2 & 3  **Reflective Journal 1 Due** | 2. F.2.a; 2. F.2.b; 2.  F.2.d; 2. F.2.g; 5.  C.2.j |
| Week 4  2/8 | Political and Social Justice Implications of Counseling and Psychotherapy  The Impact of Systemic Oppression Within the Counseling Process: Client Worldviews and Counselor Credibility | Sue Chapter  4 & 5 | 2. F.2.a; 2. F.2.b; 2. F.2.c; 2. F.2.e; 2.  F.2.h; 5. C.2.j |
| Week 5  2/15 | Microaggressions in Counseling and Psychotherapy  Multicultural Barriers and the Helping Professional: The Individual Interplay of Cultural Perspectives | Sue Chapter  6 & 7  **Reflective Journal 2 Due** | 2. F.2.a; 2. F.2.e; 5.  C.2.j |
| Week 6  2/22 | Communication Style and Its Impact on Counseling and Psychotherapy  Multicultural Evidence-Based Practice (EBP) | Sue Chapter  8 & 9 | 2. F.2.a; 2. F.2.f; 5.  C.2.j |
| Week 7  3/1 | White Racial Identity Development  Culturally Competent Assessment | Sue Chapter  12 & 13  **Group1**  **Group2**  **Reflective Journal 3 Due** | 2. F.2.a; 2. F.2.e; 2.  F.2.f; 5. C.2.j |
| Week 8  3/8 | NO CLASS: SPRING BREAK |  |  |
| Week 9  3/15 | Counseling African Americans  Counseling American Indians/Native Americans and Alaska Natives | Sue Chapter  14 & 15  **Group 3**  **Group 4**  **Reflective Journal 4 Due** | 2. F.2.a; 2. F.2.f; 5.  C.2.j |
| Week 10  3/22 | Counseling Asian Americans and Pacific Islanders  Counseling Latinx, Chicanx, and Hispanic Populations | Sue Chapter  16 & 17 | 2. F.2.a; 2. F.2.f; 5.  C.2.j |
| Week 11  3/29 | Counseling Multiracial Populations  Counseling Arab Americans and Muslim Americans  Counseling Immigrants and Refugees | Sue Chapter  18, 19, 20  **Reflective Journal 5 Due**  **Group 5** | 2. F.2.a; 2. F.2.f; 5.  C.2.j |
| Week 12  4/5 | Counseling Jewish Americans  Counseling Individuals with Disabilities | Sue Chapter  21 & 22 | 2. F.2.a; 2. F.2.f; 5.  C.2.j |
| Week 13  4/12 | Counseling LGBTQ+ Populations  Counseling Older Adults | Sue Chapter  23 & 24  **Interview Projects Due**  **Reflective Journal 6 Due** | 2. F.2.a; 2. F.2.b; 2.  F.2.f; 5. C.2.j |
| Week 14  4/19 | Counseling Individuals Living in Poverty  Counseling Women | Sue Chapter  25 & 26  **Cultural event write-up due** | 2. F.2.a; 2. F.2.f; 5.  C.2.j |
| Week 15  4/26 | Concluding Seminar | **Journal Summary Paper Due** |  |