**COUN 7330-001**

COUNSELING DIVERSE POPULATIONS

***SPRING 2023***

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

**College of Education**

Instructor Information:

**Latifat O. Cabirou, PhD**

**Assistant Professor**

**2060 Haley Center**

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Office Hours:

**by appointment via**

[**calendly.com/cabirou**](https://calendly.com/cabirou)



**SYLLABUS**

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

**Course Title:** Counseling Diverse Populations

**Credit Hours:** 3 Semester hours

 Tuesdays 4:00 – 6:50 p.m., Haley Center 2306

**Prerequisites:** None

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

**Office Hours:** By Appointment

**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; Revised January 2023

**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 11/17  | Introduction to the CourseGround Rules | Sue & Sue Ch. 1 |
| Week 21/24 | History of Multicultural Psychology | Sue et al., 2019 Chs. 2 & 3Arredondo & Perez (2006)\*\*\*APA (2003) |
| Week 31/31 | Social Justice Implications for CounselingTheories of Multicultural PsychologyMulticultural Competency & Assessment | Sue et al. (2019) Chs. 4 & 5Arrendondo (1999) \*\*\*David et al. (2014)\*\*\*Grzanka et al. (2017*)* |
| Week 42/7 | Stereotyping, Discrimination & Oppressionin Counseling | Sue & Sue Ch. 6Neville et al, (2006)Ortiz (1999)\*\*\*Steele (1997)\*\*\*Sue et al. (2007)\*\*\*Harris (2009)\*\*\*Sue (2009)**Reflection #1 Due** |
| Week 52/14 | Stereotyping, Discrimination & Oppression*The Color of Fear*  |  |
| Week 62/21 | Barriers to Multicultural CounselingEvidence for Multicultural Practices | Sue et al., 2019 Chs. 7, 8, 9 & 10APA Tx (2003) \*\*\*Buser (2009) |
| Week 72/28 | Racial, Ethnic, Cultural Identity Development Multicultural Assessment | Sue et al., 2019 Chs. 11, 12 & 13Torres (2010) \*\*\*Jackson (1999) **Reflection #2 Due** |
| Week 83/7 | Spring Break |
| Week 93/14 | ***Presentations*** African/Black AmericansNatives | Sue & Sue Chs. 14 & 15Thomason (1991)\*\*\*Roman et al. (2012)  |
| Week 103/21 | ***Presentations***Asian Americans and Pacific Islanders Latine Populations | Sue & Sue Chs. 16 & 17Cheng et al. (2017)Rogers-Sirin (2012)Zhou (2009)\*\*\*Altarriba (1998)\*\*\*Delgado-Romero (2001)*\*\*\**Miller et al. (2011)**Reflection #3 Due** |
| Week 113/28 | ***Presentation***Arab-Americans Multiracial Populations | Sue & Sue Chs. 18 & 19Jenkins et al. (2012)Williams (1999) \*\*\*Aprahamian (2011)\*\*\*Moradi & Hasan (2004) |
| \*Week 124/04 | ***Presentation***LGBTQIA+Individual with Disabilities  | Sue & Sue Chs. 22 & 23ALBGTIC (2009)Smart & Smart (2006)\*\*\*APA (2021)\*\*\*APA (2022)\*\*\*Andrews & Lund (2015)\*\*\*Mereish & Brown (2015) |
| Week 134/11 | ***Presentation*** Muslim AmericansJewish AmericansChristian Counseling  | Sue & Sue Chs. 19 & 21Ali et al. (2014)Bayne et al. (2021)\*\*\*Brewster et al. (2016)**Reflection #4 Due** |
| Week 144/18 | ***Presentation*** Socio-Economic Status Older Adults  | Sue & Sue Ch. 24 & 25Chaney et al. (2020)Schlosser, L. (2003)Yoshikawa et al. (2012)\*\*\*Reinert et al. (2009)\*\*\*Smith et al. (2005)\*\*\*APA SES (2013)\*\*\*Liu et al. (2004) |
| Week 154/25 | ***Presentation***Immigrants & RefugeesWomen Class Wrap Up | Sue & SueChs.20 & 26Yakushko (2009)\*\*\*APA Immigration (2012)**Cumulative Self-Reflection Paper Due** |
| Week 165/02 | Finals Week | **Interview Project Due**  |

\*\*\* denotes optional readings.

**7. Assignments/Projects:**

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.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/>

1. **Participation:**

(5 pts weekly, total 70 pts) – The course requires active participation to learn from each other. Therefore, full participation is expected. This includes physical attendance and active involvement in discussions. It is expected that discussions will be respectful yet skillful in providing constructive feedback to each other.

1. **Counseling Presentation**

(55 pts) – Students will work individually or as a pair with a classmate for a presentation activity. For this assignment, students will examine at least 8-10 scholarly literature related to counseling/ counseling psychology regarding the diverse group assigned. Student/groups must prepare a 45-60-minute presentation, including class discussion, to be presented in class. Refer to the rubric for more details:

1. Include a brief history of the specific population (keep this specific to the United States from 1900-present day). (5 pts)
2. 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)
3. Examine the recent scholarly literature related to counseling with your chosen social/cultural group and prepare a “best practices” outline or bulleted summary to distribute to class members. (10 pts)
4. Present a comprehensive client case vignette to illustrate what counseling with a client from this population group may look like. 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 and facilitate three thought-provoking questions related to the weekly assigned readings. (10 pts)
2. **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, the population chosen to reflect on should be different from the population you chose for your presentation.*** Entries should be double-spaced, 12pt font, Times New Roman and 2 pages in length. The reflection journal should be uploaded onto 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 gained 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 learned in your personal and professional space (e.g., process 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 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 me and I may help you acquire what you need for this assignment. Take a critical perspective of your interviewee’s narrative, keeping in mind concepts learned throughout the course. Students will turn in a 5–7-page summary/conceptualization of the interview with brief transcriptions of important moments.

**The paper will describe**:

* Summary of the interview (what questions did you ask and what were the interviewee responses to each question/sub-questions?)
* Reflection on the interview–
	+ - What have you learned from this interview related to your family origin and/or cultural group?
		- How did this interview inform (or influence) you in enhancing self-awareness within your family/cultural group?
		- In what ways the interviewee’s values/perspectives are similar to/different from yours?
		- Reflect on your thought regarding how your own culture, values, and attitudes would influence counseling.

\****Please note***: This paper is a part of the Comprehensive Portfolio, therefore the paper should also be uploaded in Tevera by the due date.

1. **Cumulative 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 throughout the semester. The reflection should conclude with a self-appraisal of one’s strengths and limitations in counseling people representing diverse populations. Students should also include how they plan to address their limitations in the future to gain multicultural competence in that area. Students should submit the Cumulative 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.**

**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 |
| Counseling Presentation | 55 |
| Interview Project | 50 |
| Reflective Journals | 80 |
| Cumulative Reflection Paper  | 40 |
| **Total**  | **295** |

**Grading Scale**

A 90% or greater

B 80-89.9%

C 70-79.9%

D 60-69.9%

F 59.9% or lower

***All late assignments will receive a 10% grade reduction per day.***

1. **Class Policy Statements:**

Canvas: All course assignments will be submitted via Canvas. Course related announcements will also be communicated via Canvas. Students are responding for checking Canvas regularly. Students have control of the notification settings in the Canvas accounts. It is recommended that students set up Canvas notifications to alert them when an announcement has been posted, an assignment is due, a grade is released, etc. For students new to Canvas, visit this link for a 7-minute tutorial on using Canvas [“Getting Started with Canvas” video (and transcript) (Links to an external site.)](https://vimeo.com/74677642) created by Canvas LMS.

Attendance: 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.

Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death 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 the *Student Policy eHandbook* 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. In order for an excused absence to not count against the participation grading requirement, students must make up the missed class period within one week of the absence (by the start of the next class period) or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence). To make up participation points for the excused absence, students must write a single-spaced one-page reflection of the content that was covered on the day student was absent.

Make-Up Policy: Arrangements may be made to make up missed major examination (i.e., presentations, self-reflection paper, and interview projects) due to properly authorized excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time the student initiates arrangements for it.

Face Coverings: Auburn University permits individual faculty members to require face coverings in their classrooms. Students in this class are required to wear face coverings that appropriately cover the nose and mouth to limit the spread of infectious disease. Failure to comply with the requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the Policy on Classroom Behavior Links to an external site.for additional details.

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) will apply to this class. 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.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. 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).

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.

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

Mental Health If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling (334)844-5123 or by stopping by their offices on the bottom floor of Haley Center or the second floor of the [Auburn University Medical Clinic.Links to an external site.](http://auburn.edu/map/?id=150)

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call 334.844.5123 to speak with someone. Additional information can be found at [http://wp.auburn.edu/scs Links to an external site.](http://wp.auburn.edu/scs/).

Basic Needs. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course or others is urged to contact Auburn’s Basic Needs Center for support at [https://aub.ie/basicneeds Links to an external site.](https://aub.ie/basicneeds). Furthermore, please notify the professor if you are comfortable in doing so as this will allow the faculty member to connect you with any other known resources.

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.

**References**

**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.

**Week 3:**

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

(Optional) 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.

(Optional) 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.

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

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

(Optional) 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.

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

 221.

(Optional) Harris, R. S. (2009). Racial microaggression? How do you know? – Revisited. *American Psychologist, 64*, 220.

**Week 6:**

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

(Optional) 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.

**Week 7:**

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.

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

**Week 9:**

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

(Optional) 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:**

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.

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.

Zhou, Z., & Siu, C.R. (2009). Promoting cultural competencies in counseling Asian American children and adolescents. *Psychology in the Schools,* 46, *3*, 290-298.

(Optional) 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.

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

(Optional) 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.

**Week 11:**

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.

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

(Optional) 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.

(Optional) 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 12:**

Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling. (2009). *Competencies for counseling with transgender clients.* Alexandria, VA: Author.

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

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

(Optional) 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.

(Optional) American Psychological Association, APA Task Force on Guidelines for Assessment and Intervention with Persons with Disabilities. (2022). Guidelines for Assessment and Intervention with Persons with Disabilities. Retrieved from <https://www.apa.org/about/policy/guidelines-assessment-intervention-disabilities.pdf>

(Optional) American Psychological Association, APA Task Force on Psychological Practice with Sexual Minority Persons. (2021). Guidelines for Psychological Practice with Sexual Minority Persons. Retrieved from [www.apa.org/about/policy/psychological-practice-sexual-minority-persons.pdf](http://www.apa.org/about/policy/psychological-practice-sexual-minority-persons.pdf).

**Week 13:**

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

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

Bayne, H. B., Harness, L., Kane, B., & Warfield, M. (2021). Christian Counselors and Affirmative Counseling of Lesbian and Gay Clients. *Journal of Counseling & Development*, *99*(1), 60–71. <https://doi.org/10.1002/jcad.12354>

(Optional) Brewster, M. E., Velez, B. L., Foster, A., Esposito, J., & Robinson, M. A. (2016). Minority stress and the moderating role of religious coping among religious and spiritual sexual minority individuals. *Journal of Counseling Psychology*, *63*, 1, 119-126.

**Week 14:**

Chaney, M. P., & Whitman, J. S. (2020). Affirmative Wellness Counseling With Older LGBTQ+ Adults. *Journal of Mental Health Counseling*, *42*(4), 303–322. <https://doi.org/10.17744/mehc.42.4.02>

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

Yoshikawa, H., Aber, J. L., & Beardslee, W. R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention. *American Psychologist*, *67*, 4, 272-284.

(Optional) American Psychological Association, APA Committee on Socioeconomic Status (2013). *Examining the structural determinants of poverty, an annotated bibliography.* Retrieved from <http://www.apa.org/pi/ses/resources/poverty-bibliography.aspx>

(Optional) Liu, W. M., Soleck, G., Hopps, J., Dunston, K., & Pickett, T. (2004). A new framework to understand social class in counseling: The social class worldview and modern classism theory. *Journal of Multicultural Couseling and Development, 32*, 95-122.

(Optional) Reinert, D. F., Edwards, C. E., & Hendrix, R. R. (2009). Attachment Theory and Religiosity: A Summary of Empirical Research With Implications for Counseling Christian Clients. Counseling & Values, 53(2), 112–125. <https://doi.org/10.1002/j.2161-007X.2009.tb00118.x>

(Optional) Smith, L. (2015). Reforming the mínimum wage: Toward a psychological perspective. *The American Psychologist, 70*, 557-565.

**Week 15:**

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

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

(Optional) American Psychological Association, Presidential Task Force on Immigration (2013).

 *Crossroads: The Psychology of Immigration in the New Century*. *Journal of Latina/o Psychology, 1*(3), 133–148. [https://doi.org/10.1037/lat0000001](https://psycnet.apa.org/doi/10.1037/lat0000001)

**APPENDIX A: 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 B: Rubric for Cumulative Self-Reflection Paper.**

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| **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 are 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** | **Points** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Personal Reflection Journal Summary****Score\_\_\_\_\_\_\_\_** | 15 | * 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\_\_\_\_\_\_\_\_** | 20 | * 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\_\_\_\_\_\_\_\_** | 5 | * 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 C: RUBRIC FOR INTERVIEW PROJECT**

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| --- |
| **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 5–7-page summary/conceptualization of the interview with brief transcriptions of important moments. This is due anytime throughout the semester with the final deadline being 05/02/2023. |
| **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 |