AUBURN UNIVERSITY

DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING SYLLABUS

Spring Semester 2025

Course #: COUN 7330

Course Title: Counseling Diverse Populations

Credit Hours: 3 credit hours

Co/Prerequisites: None

Date Syllabus Prepared: Revised January 2025

Course Meeting Times: Tuesday 3-5:50 pm

Course Locations: Zoom link in Canvas

Instructor: Kevin White, Ph.D., LPCS, NCC

Email: klw0070@auburn.edu

Office hours: By appointment

**Texts**:

Required:

Sue, D., Sue D., Neville, H., & Smith L. (2022) *Counseling the Culturally Diverse: Theory and Practice* (9th Ed.). Wiley.

**Course Description**:

This course 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.

Course Goal: Students will acquire the knowledge, skills, and awareness necessary to provide effective counseling grounded in cultural humility, competence, and responsiveness to individuals from diverse cultural groups.

**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/CACREP 2024 Standards:**

1. Theories and models of multicultural counseling, social justice, and advocacy (3.B.1)
2. The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals’ worldviews (3.B.2)
3. The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors (3.B.3)
4. The effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally (3.B.4)
5. The effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients (3.B.5)
6. The effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness (3.B.6)
7. Disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities (3.B.7)
8. Principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship (3.B.8)
9. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (3.B.9)
10. Guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities (3.B.10)
11. The role of religion and spirituality in clients’ and counselors’ psychological functioning (3.B.11)

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| --- | --- | --- |
| CACREP Standard Achieved | Curriculum Experience | Outcome Assessment  |
| 3.B.1Theories and models of multicultural counseling cultural, social justice, and advocacy | * This course is designed to present relevant literature and theories regarding the pluralistic nature of the human condition and how it impacts the various contexts of counseling work and professional identity
* Students will be provided many opportunities in class and in assignments to apply these concepts to themselves and dynamics of cross-cultural dialogue
* 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
 | * Class seminar/Lecture
* Reflective Journals
* Interview assignment
* Cumulative reflection assignment
* Group presentations
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| 3.B.2The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals’ worldviews | * Students will receive coaching and mentoring regarding ways to engage in productive dialogue about another’s heritage and worldview
* Students will be provided with multiple opportunities to apply and explore these concepts as they relate to themselves as counselors and potential clients
 | * Class seminar/Lecture
* Interview assignment
* Instructor and peer feedback
* Cultural Event experience
* Reflective Journals
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| 3.B.3The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors | * 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.
* Students will receive coaching and mentoring while practicing ways to engage in productive dialogue about another’s heritage and worldview
 | * Reflective Journals
* Group presentations
* Interview assignment
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| 3.B.4The effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally | * Class lecture will explore the current research on historical and multigenerational trauma and their contemporary impacts on diverse cultural groups
 | * Class seminar/Lecture
* Interview assignment
* Cultural event experience
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| 3.B.5The effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients | * Theories of power and privilege in the helping professions will be discussed
* Students will be challenged to appraise their own status of social privilege and dynamics that creates in therapeutic alliance
* Class lecture will explore research demonstrating the impacts of these elements on counselors and clients
 | * Class seminar/Lecture
* Reflective Journals
* Cultural event experience
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| 3.B.6The effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness | * Students will be provided with detailed case studies illustrating these concepts
* Class lecture will explore research and theory pertaining to connections between sociocultural factors and wellness
 | * Group presentations
* Class seminar/Lecture
* Cultural Event Experience
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| 3.B.7Disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities | * Students will engage with detailed case studies as a group and derive tools to carry into professional practice
* Class lecture will explore the historical roots of disparities and the current research illustrating their impact
 | * Group presentations
* Class seminar/Lecture
* Cultural event experience
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| 3.B.8Principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship | * Students will be introduced to theories and techniques that will allow them to identify and address barriers impacting diverse cultural groups
* Students will have opportunities to discuss these concepts with practicing counselors working with diverse cultural groups
 | * Class seminar/lecture
* Cultural event experience
* Group presentations
* Reflective Journals
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| 3.B.9Strategies 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 apply theories and techniques to detailed case studies
 | * Class seminar/lecture
* Group presentation
* Cultural event experience
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| 3.B.10Guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities | * Students will apply social justice, advocacy, and multicultural counseling competencies to detailed case studies
* Students will explore competencies as they apply to various cultural groups
* Students will have the opportunity to discuss best practices with professionals from various specialties
 | * Class seminar/lecture
* Group presentation
* Reflective Journals
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| 3.B.11The role of religion and spirituality in clients’ and counselors’ psychological functioning | * 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
 | * Class seminar/lecture
* Group presentation
* Cultural event experience
* Reflective Journals
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**Assignments and Projects**

The intention in this class is to not only address what you know as a 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.

**Course Assignments**:

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| --- | --- | --- | --- |
| Assignment 1 | Due: Weekly | Points  | CACREP Standard |
| Class participation | Students will participant in class discussions both in class meetings and via online discussion boards. | 12 | 3.B.1; 3.B.2; 3.B.3; 3.B.4; 3.B.5; 3.B.6; 3.B.7; 3.B.8; 3.B.9; 3.B.10; 3.B.11 |
| Assignment 2  | Due: Bi-weekly (6 weeks) |  |  |
| Reflective Journals | Students will complete 6 reflections exploring their reactions, perspective, and experience engaging with course content.  | 18 | 3.B.1; 3.B.2; 3.B.3; 3.B.4; 3.B.5; 3.B.8; 3.B.9; 3.B.11 |
| Assignment 3 | Due: Various |  |  |
| Group Presentation | Students will work in groups to provide 30-minute presentations addressing current research, best-practices, and resources to provide effective counseling for chosen populations | 20 | 3.B.2; 3.B.3; 3.B.4; 3.B.5; 3.B.6; 3.B.7; 3.B.8; 3.B.9; 3.B.10; 3.B.11 |
| Assignment 4 | Due: 4/02 |  |  |
| Interview Project | Students will interview an elder member of their family to explore their cultural heritage and origins (considerations if not practical with a family member). | 20 | 3.B.2; 3.B.3; 3.B.4; 3.B.11 |
| Assignment 5 | Due: 4/16 |  |  |
| Cultural Event | Students will attend a cultural event (webinar, in-person) or engage with media focused on the experiences/perspectives of different cultural groups and write a reflection of the experience.  | 20 | 3.B.1; 3.B.2; 3.B.3; 3.B.4; 3.B.5; 3.B.6; 3.B.7; 3.B.8; 3.B.9; 3.B.10; 3.B.11 |
| Assignment 6 | Due: 4/28 |  |  |
| Journal Summary | Students will complete a 4-page summary of their reflections and experience throughout the semester focusing on the development of their knowledge, skills, awareness, and perspective.  | 15 | 3.B.1; 3.B.2; 3.B.3; 3.B.4; 3.B.5; 3.B.8; 3.B.9; 3.B.11 |

**Grading and Evaluation:**

Assignments Point value

Participation 12

Group Presentation 20

Written Assignments

Reflection Papers (6 x 3pts each) 18

Interview Project 20

Cultural Event 20

Journal Summary 15

**Total Points** **100**

A grade of Satisfactory requires an average of 85% or higher (85 points). All assignments are due at 11:59pm on their due date. Late assignments will be accepted at the discretion of the instructor and will result in a grade reduction. Unexcused absences (as outlined above) will result in a grade reduction.

**Class Participation via Class meetings and Canvas Discussion Board (12 Points)**

Each student will be held responsible for all of the information in the textbook and readings assigned for the course and lecture recordings. The student should read assigned material appropriate to the topic to be discussed each week. Each week students will engage in group discussion based on the questions provided in class or posted on Discussion Board and other weekly activities posted on Canvas.

**Interview Project (20 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 are not limited to:

* What were your family member’s earliest experiences, and how did such experiences influence him/ her in developing their values, beliefs, and worldview?
* What was his/ her life like throughout the years?
* What values were important to him/ her throughout his/ her life, and why?
* 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 or video recorded and submitted along with a reflection paper. Having a Zoom interview/recording on Zoom will be the most efficient way to conduct your interview. However, if you need access to an audio recording device, please notify me 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 throughout the course. Students will turn in a 5-6 page summary/conceptualization of the interview with brief transcriptions of important moments. These will only be seen by the instructor.

**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.

This assignment is a CACREP 2024 Key Performance Indicator (CACREP 3.B. Demonstrates awareness and skills necessary for culturally sustaining practice) and will be uploaded to your comprehensive portfolio in Tevera.

**Group Presentation (20 Points)**

You will be asked to provide classmates with a 30-minute PowerPoint presentation and discussion on a multicultural or social justice issue facing a particular population of your choice (a group of two people). 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.

**Key points that should be presented:**

1. Using at least 8 peer-reviewed articles and reliable sources:
	1. Any current events or issues experienced by this cultural group
	2. Key factors that need to be considered when working with this cultural group in the counseling process
	3. Effective counseling techniques/strategies/evidence-based practices that can be utilized in counseling
2. Any local/state-wide/nation-wide resources and organizations regarding this cultural group that can be shared with your peers.
3. Discussion questions you would like to have with class.
4. Your own cross-cultural experiences with this cultural group and your reflection on your experiences (if any); any expectations or implications of the information you shared for your future practice (how you will be prepared if you would meet this cultural group as your client in your future practice).

**Cultural Event (e.g., Webinar, Documentaries, Book, Attendance of a local event) & Write a Reflection Paper (15 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.

 **Questions to address in this reflection paper:**

* In your opinion, what are the social, political, economic, and cultural factors that may impact the cultural group?
* Describe the event you attended and express your personal reaction to this event.
* How might your experiences from the event be incorporated into your professional identity as a culturally competent counselor?
* Based on your personal experience, please provide a strategy for graduate students/helping professionals to consider when working with this population (e.g., How could obstacles be addressed? What resources are needed?).

**Reflection Journals (A total of 6: 18 Points)** Students are asked to write and submit 1-page reflective journal entries every two weeks. In these issues discussed in class, assignments, and readings. Students can receive a maximum of 3 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/lectures.
2. Identify at least 3 reactions, feelings, and/or questions inspired by the readings/lectures.
3. Provide a brief (1 paragraph) reflection as to how the reading may impact your clinical practice, the 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.

**Summary Journal (15 Points)**

At the end of the semester, students will write a summary (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 a diverse population, considering the areas of knowledge, awareness, and skills.

**Questions to address in your summary journal:**

1. What are some changes in understanding yourself in your identity and worldview?
2. What are some changes in understanding the perspectives and worldview of other cultural groups?
3. What does taking multiculturalism/a social justice approach to counseling mean to you? What are some possible challenges to using a social justice-based approach in your counseling discipline (e.g., mental health, school, rehabilitation counseling)?
4. What skills would you need to be an effective, culturally competent counselor? Are these skills that you have mastered, need to improve, or do not possess?
5. Discuss your strengths and your needs for improvement in multicultural counseling.

**Note: 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 for the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

The following websites may also be helpful:

[Purdue Online Writing Lab](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html)

[Auburn University Writing Center](http://auburn.edu/academic/provost/university-writing/miller-writing-center/)

**Class Policy Statements**:

1.   Attendance: Students may miss up to two classes 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.

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 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.

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.

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.

Policy Related to the Use of AI for Classroom Assignments

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

Policy Related to the Use of Zoom for Class Meetings

* Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
	+ If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
	+ Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
	+ Please limit all distractions such as your phone or attending to other work on your computer.  It is often very apparent that a student is distracted and that impacts the class environment for everyone.
	+ Students can turn off their cameras briefly if needed (e.g., break).   These pauses should be *short*.  Having students on camera provides a higher level of engagement for all participants.
	+ If you have questions during class, you can raise your hand (in real time or via Zoom).
	+ Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content.   If I don’t respond to a comment or discussion in Chat, please let me know.
* Although you may be participating from your domicile, our Zoom meetings are professional interactions.
	+ You should dress and behave as you would in a normal F2F classroom.
	+ Please minimize distractions in the background as much as possible.
	+ Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
	+ Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
	+ Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
	+ Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded.  *In areas such as supervision this may not be possible*.
* You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
* As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.
* If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class so we can discuss if accommodations are possible.

Diversity Statement

A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

Accommodations Statement

Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

**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 Schedule**

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| --- | --- | --- | --- |
| **Course Schedule** | **Topics** | **Due Today** | **CACREP Standards** |
| Week 11/14 | Introduction to Course | Course Syllabus | 3.B.2; 3.B.3; 3.B.10 |
| Week 21/21 | Contemporary Issues in Mental CultureCultural Humility: Understanding Resistance to Multicultural Training | Sue Chapter 1 | 3.B.2; 3.B.3; 3.B.1; 3.B.10; 3.B.5 |
| Week 31/28 | Multicultural Counseling and TherapyMulticultural Competence for People of Color Counselors and Therapists | Sue Chapter2 & 8**Journal 1 Due (2/2)** | 3.B.2; 3.B.3; 3.B.1; 3.B.11 |
| Week 42/4 | MicroaggressionsSociohistorical Privilege and Oppression | Sue Chapter4 & 5 | 3.B.2; 3.B.3; 3.B.1; 3.B.10; 3.B.5; 3.b.8 |
| Week 52/11 | Racial, Ethnic, Cultural Identity Attitudes in People of ColorWhite Racial Consciousness | Sue Chapter6 & 7**Journal 2 Due (2/16)** | 3.B.2; 3.B.3; 3.B.4; 3.B.5; 3.B.6; 3.B.7; 3.B.8; 3.B.9 |
| Week 62/18 | Cultural Perspectives and Barriers: The Individual Interplay of Cultural PerspectivesMulticultural Evidence-Based Practice (EBP) | Sue Chapter3 & 9 | 3.B.2; 3.B.3; 3.B.4; 3.B.5; 3.B.6; 3.B.7; 3.B.8; 3.B.9; 3.B.10; 3.B.11 |
| Week 72/25 | Culturally Competent AssessmentIndigenous and Cultural Methods of Healing among People of Color: Implications for Multicultural Counseling and Therapy | Sue Chapter10 & 11**Journal 3 Due (3/2)** | 3.B.2; 3.B.3; 3.B.4; 3.B.5; 3.B.6; 3.B.7; 3.B.8; 3.B.9, 3.B.10; 3.B.11 |
| 3/4 | Counseling African AmericansCounseling American Indians/Native Americans and Alaska Natives | Sue Chapter12 & 13 | 3.B.2; 3.B.3; 3.B.4; 3.B.5; 3.B.6; 3.B.7; 3.B.8; 3.B.9 |
| Week 83/10-3/14 | **Spring Break: No Class** |  |  |
| Week 93/18 | Counseling Asian Americans and Pacific IslandersCounseling Latinx, Chicanx, and Hispanic Populations | Sue Chapter14 & 15**Journal 4 Due (3/23)** | 3.B.2; 3.B.3; 3.B.4; 3.B.5; 3.B.6; 3.B.7; 3.B.8; 3.B.9 |
| Week 103/25 | Counseling Multiracial PopulationsCounseling Arab Americans and Muslim AmericansCounseling Immigrants and Refugees | Sue Chapter16, 17, & 19 | 3.B.2; 3.B.3; 3.B.4; 3.B.5; 3.B.6; 3.B.7; 3.B.8; 3.B.9; 3.B.11 |
| Week 114/1 | Counseling Jewish AmericansCounseling Individuals with Disabilities | Sue Chapter18 & 24**Journal 5 Due (4/6)****Interview Projects Due (4/1)** | 3.B.2; 3.B.3; 3.B.4; 3.B.5; 3.B.6; 3.B.7; 3.B.8; 3.B.9; 3.B.11 |
| Week 124/8 | Counseling LGBTQ+ PopulationsCounseling Older Adults | Sue Chapter20 & 21 | 3.B.2; 3.B.3; 3.B.4; 3.B.5; 3.B.6; 3.B.7; 3.B.8; 3.B.9 |
| Week 134/15 | Counseling WomenCounseling Individuals Living in Poverty | Sue Chapter22 & 23**Cultural Event Due (4/15)****Journal 6 Due (4/20)** | 3.B.2; 3.B.3; 3.B.4; 3.B.5; 3.B.6; 3.B.7; 3.B.8; 3.B.9 |
| Week 144/22 | Counseling MenCase Conceptualization Practice | Readings in Canvas | 3.B.2; 3.B.3; 3.B.4; 3.B.5; 3.B.6; 3.B.7; 3.B.8; 3.B.9 |
| Week 154/29 | Final Week: Course Wrap-up | **Journal Summary Due (4/)** |  |

\*\*\*All assignments are due **by 11:59pm** on the date noted.

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| **Description:** You will be asked to give a 30-minute 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. |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Constructive Team Climate** **Score\_\_\_\_\_\_\_\_** | 20% | * Students demonstrate professional timely group practices
* Group delegated project tasks effectively
* All members made quality contributions
 | * Students demonstrate professional timely group practices
* Group task delegation was effective for most members
* All members made quality contributions
 | * Students lacking professional and timely group practices
* Group needs improvement delegating tasks
* Most members made quality contributions
 | * Students demonstrate poor professional and timely group practices
* Group demonstrates poor task delegation skills
* Member contribution of poor quality
 |
| **Introduction: Topic and socio-cultural context** **Score\_\_\_\_\_\_\_\_** | 20% | * Group articulated a relevant topic with a clear socio-cultural context
* Group provided reliable accurate information
 | * Group articulated a relevant topic with a mostly clear socio-cultural context
* Group provided mostly reliable and accurate information
 | * Group articulated a relevant topic with a somewhat unclear socio-cultural context
* Group provided information lacking in reliability and accuracy
 | * Group articulated a relevant topic with an unclear socio-cultural context
* Group provided unreliable and inaccurate information
 |
| **Use of Current Counseling Literature****Score\_\_\_\_\_\_\_\_** | 20% | * 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 Community Resources****Score\_\_\_\_\_\_\_\_**  | 20% | * Group thoroughly utilized local resources in researching topic
* Group provided useful resources for classmates
 | * Group utilized an acceptable amount of local resources in researching topic
* Group provided mostly useful resources for classmates
 | * Group utilized few local resources in researching topic
* Group provided few useful resources for classmates
 | * Group utilized no local resources in researching topic
* Group provided no useful resources for classmates
 |
| **Group Reflection & Discussion****Score\_\_\_\_\_\_\_\_\_\_** | 20% | * 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
 |
| **CACREP STANDARDS ACHIEVED**2. F.2.a; 2. F.2.b; 2. F.2.c; 2.; 2. F.2.f; 5. C.2.j; 5.D.2.s |

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| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Constructive Team Climate** **Score\_\_\_\_\_\_\_\_** | 20% | * Students demonstrate professional timely group practices
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* All members made quality contributions
 | * Students demonstrate professional timely group practices
* Group task delegation was effective for most members
* All members made quality contributions
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* Group needs improvement delegating tasks
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 |
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* Group provided reliable accurate information
 | * Group articulated a relevant topic with a mostly clear socio-cultural context
* Group provided mostly reliable and accurate information
 | * Group articulated a relevant topic with a somewhat unclear socio-cultural context
* Group provided information lacking in reliability and accuracy
 | * Group articulated a relevant topic with an unclear socio-cultural context
* Group provided unreliable and inaccurate information
 |
| **Use of Current Counseling Literature****Score\_\_\_\_\_\_\_\_** | 20% | * 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
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 | * Group used less than 8 peer reviewed articles
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| **Use of Community Resources****Score\_\_\_\_\_\_\_\_**  | 20% | * Group thoroughly utilized local resources in researching topic
* Group provided useful resources for classmates
 | * Group utilized an acceptable amount of local resources in researching topic
* Group provided mostly useful resources for classmates
 | * Group utilized few local resources in researching topic
* Group provided few useful resources for classmates
 | * Group utilized no local resources in researching topic
* Group provided no useful resources for classmates
 |
| **Group Reflection & Discussion****Score\_\_\_\_\_\_\_\_\_\_** | 20% | * 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
 |
| **CACREP STANDARDS ACHIEVED**2. F.2.a; 2. F.2.b; 2. F.2.c; 2.; 2. F.2.f; 5. C.2.j; 5.D.2.s |

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| **Description:**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.  |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Topic: Event Selection** **Score\_\_\_\_\_\_\_\_** | 15% | * Student selected an appropriate cultural event to attend
* Student followed appropriate etiquette regarding attendance
 | * Student selected an appropriate cultural event to attend
* Student mostly adhered to appropriate etiquette regarding attendance
 | * Student selected a somewhat off-topic event to attend
* Student minimally adhered to appropriate etiquette regarding attendance
 | * Student selected an irrelevant event to attend
* Student did not adhere to appropriate etiquette regarding attendance
 |
| **Reflection: Connection to Counselor Development****Score \_\_\_\_\_\_\_** | 60% | * Student provided a clear summary of the event
* Student articulated an exceptional personal reflection of immersion experience
* Student related reflection to relevant course content
 | * Student provided a clear summary of the event
* Student articulated an acceptable personal reflection of immersion experience
* Student mostly related reflection to relevant course content
 | * Student provided a somewhat unclear summary of event
* Student lacking depth of reflection regarding personal immersion experience
* Student related reflection minimally to course content
 | * Student provided an unclear summary of event
* Student provided little depth of reflection regarding personal immersion experience
* Student related reflection minimally to course content
 |
| **APA Format****Score \_\_\_\_\_\_\_** | 25% | * 12 Times New Roman
* Correct running head Page number
* Correct Title Page
* Length: 3 pages
 | * 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.; 2. F.2.f; 5. C.2.j; 5.D.2.s |
| **Description:**At the end of the semester, Students will write a summary (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
 |
| **CACREP STANDARDS ACHIEVED**2. F.2.a; 2. F.2.b; 2. F.2.c; 2.; 2. F.2.f; 5. C.2.j; 5.D.2.s |