I. Course Description:

A course designed to familiarize students with the cultural differences of special populations of people. Emphasis on ethical use of appropriate counseling techniques for use with the major racial/ethnic groups and other special populations of people such as those who are physically or emotionally disabled, older, of different genders or of different sexual orientation.

II. Rationale:

Practitioners must be exposed to the subgroups present in American society. These subgroups can be based on age, gender, sexual orientation, mental and physical characteristics, education, religious and spiritual values, socio-economic status or other commonalities. Knowledge, awareness, and skills are all necessary to be able to be effective in their ‘helping’ roles. This course will assist practitioners in improving their effectiveness by developing appropriate attitudes, information, and self-understanding.

III. State Adopted Proficiencies for Counselors covered in this class are the following:

Learner-Centered Knowledge:
1. Counseling students understand human developmental patterns and use this knowledge base to create developmentally appropriate guidance and counseling programs.

Learner-Centered Process:
2. Counseling students learn to create an environment that supports and encourages exploring options, sharing new ideas, and innovative problem solving.
3. Counseling students learn to utilize group counseling as a means of utilizing available human resources to provide maximum counseling services.

Learner-Centered Guidance Curriculum:
4. Counseling students learn to create and utilize a guidance curriculum that values diverse others, builds self-confidence, teaches decision-making and problem-solving skills, effective communication, responsible behavior, and increases motivation to achieve.

Learner-Centered Planning:
5. Counseling students learn to help diverse groups of clients set short-term, intermediate, and long-term goals; monitor progress toward their goals; and make necessary adjustments.

Learner-Centered Responsive Services:
6. Counseling students learn to help diverse groups of clients transfer learning to other situations.
7. Counseling students learn to help diverse groups of clients clarify problems and implement change.
8. Counseling students learn to help diverse groups of clients by understanding the referral process and when and where to refer clients.
9. Counseling students learn to help diverse groups of clients to monitor their own progress.

**Learner-Centered System Support:**
10. Counseling diverse groups of students learn to work as part of a collaborative team including learners, administrators, teachers, other school personnel, parents, guardians, and community members.
11. Counseling students learn to survey diverse groups of community members to determine needs that can be addressed by the counseling program and to develop broad goals related to priority needs and measurable objectives related to each goal.

**Learner-Centered Professional Development:**
12. Counseling diverse groups of students learn professional ethics and law related to counseling in public schools and community agencies.
14. Counseling diverse groups of students learn and study case studies related to professional counseling.

**Equity in Excellence for All Learners:**
15. Counseling students learn multicultural sensitivity.
16. Counseling students learn to respect all learners, be sensitive to their needs, and to encourage them to use all their skills and talents.

**Learner-Centered Communication:**
17. Counseling students learn active listening skills, open communication, empathic responding, caring confrontation, and conflict resolution.

**IV. TExES Competencies**

**Competency 001:** Knowledge of human development in creating a counseling environment that fosters a sense of empowerment and self-determination.

**Competency 002:** Knowledge of a wide range of social, cultural, language, and economic factors in the home, the community, and school that affect clients’ personal growth and success.

**Competency 003:** Multicultural respect, knowledge about respecting beliefs and values of others.

**Competency 004:** Leadership skills to plan, implement, and evaluate a comprehensive developmental guidance and counseling program.

**Competency 005:** Knowledge of how to teach and encourage the development of problem-solving abilities and self-responsibility; designing and implementing activities that are developmentally appropriate.
Competency 006: Knowledge of a variety of strategies to establish rapport and to develop a trusting relationship.

Competency 007: Knowledge for helping clients setting short-term, intermediate, and long-term goals based on self-understanding and current information.

Competency 009: Knowledge of consultation and collaboration in school guidance and counseling.

Competency 010: Knowledge to develop collaborative school-home relationships that promote learners’ academic, personal, social, and career growth.

Competency 011: Knowledge of community resources and the referral process.

Competency 012: Knowledge of state and national ethical and legal codes, factors that influence one’s professional performance, and the importance of attending workshops, conferences, and of joining professional organizations.

V. Course Objectives and Outcomes:

At the completion of this course students will:

Have learned theories of multicultural counseling, theories of identity development and multicultural competencies (CACREP-II-G-2-a)

Be able to identify their own personal attitudes and values that might interfere with effective counseling of clients who are culturally different from themselves (CACREP – II-G-2-b).

Have developed self-cultural awareness and respect for beliefs and values of others, and an understanding of the nature of biases and prejudices (CACREP-II-G-2-e).

Have developed an understanding of the processes of intentional and unintentional oppression and discrimination as well as other culturally supported behaviors that are detrimental to the growth of the human spirit, mind or body. (CACREP-II-G-2-e).

Be able to recognize and recall theoretical and research literature on counseling individuals from different cultural groups (CACREP-II-G-2-c).

Become knowledgeable about individual, couple, family, group and community strategies with diverse populations (CACREP-II-G-2-d).

Become familiar with the history and culture of the largest racial/ethnic and special populations in the United States; multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally (CACREP-II-G-2-a)
Develop an understanding of the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family counseling/therapy (CACREP –III- A-6/MFT; CACREP III E-4/SC)

Be able to identify the competencies which are necessary for a culturally skilled counselor including ethical and legal codes (CACREP-II-G-2-d).

Understand the interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development (CACREP –II-G-4-d).

Develop a knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede peoples’ academic, career, and personal/social success and overall development (CACREP-III E-2/SC)

Understand and appreciate the counselor’s role in social justice, advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II-G-1-i)

VI. Course Topics:  Developing multicultural sensitivity; knowledge, awareness and skills by studying many of the subgroups who live in American society. A list of these groups is detailed under Section IX, Course Schedule and Policies.

VII. Instructional Methods & Activities:
A. Lecture and Discussion  
B. Guest speakers  
C. Interaction Plans  
D. Independent Research

VIII. Course Policies, Evaluation and Grade Assignments:

1. Attendance and Participation (25%):
Since much of the learning in this course occurs in the context of discussion and demonstrations, you are expected to be present for all class meetings. Absences should be addressed with the instructor. More than 2 days of absences (for any reason) will result in lowering the final grade by one letter grade, i.e. an “A” would become a “B”.

2. Interaction Plans – I & II 25 %:  
Students shall complete the two cultural Interaction Plan Levels listed below.

Interaction I (5% ): Information seeking through personal interaction and viewing of multicultural film…..CRASH or FREEDOM WRITERS or other approved film:

A film produced in response to the growing wave of racial hatred and violence in this country. The belief
that racial issues, both in interracial dialogue and in homogenous groups, are a necessary first step towards taking action to undo the racial inequities that permeate our institutions and communities are needed.

Within the context of the film discuss the questions below:
(1) What opinions were expressed by the group and what emotions would you say were illustrated in the film?

(2) In your opinion, what part of the film or issues raised by the film was the most thought provoking?

(3) Describe this portion of the film and why it was thought provoking to you.

A typed summary of the completed activity shall be developed and submitted by the listed due date. Recommended length for each summary is three to five pages. Summaries should include each of the following elements (with equal space and detail devoted to each element):

**Interaction II. (20%): Direct participation developing a cross-cultural relationship with an individual from a cultural group different from your own** (Higher Risk – Learning through direct interaction over a longer period of time and involving a more personal risk)

The objective is to form a genuine relationship or friendship with a member of a cultural group different from your own. Possibilities for fulfilling this assignment include:

(1) Arrange to spend time with a culturally different person in his or her home, observing and discussing family practices, roles, and customs.

(2) Plan and execute a project with a culturally different person. The project should be mutually agreeable to both parties, and one goal should be to improve understanding and relations between the two cultural groups (yours and that of the other person).

(3) Plan an outing with a culturally different person.

(4) Create your own higher risk experience (with permission of instructor).

A typed summary of the completed activity shall be developed and submitted by the listed due date. Recommended length for each summary is three to five pages. Summaries should include each of the following elements (with equal space and detail devoted to each element):

I. Description of the experience. (The What, Where, When & How of the experience)

II. Rationale for selecting the particular experience. (Why did you pick this? Why did you NOT pick some other options? What was it about this experience that intrigued you and where did that interest come from?)
III. Discussion of feelings (emotions) and reactions (thoughts) before, during and after the experience. (Be detailed and in-depth. Were these your anticipated feelings and reactions? Where do you think they came from? What does it mean to you?)

IV. What was learned from the experience?

V. Discussion of the personal value of this experience as a student counselor?

3. In-depth Look at a Multicultural Issue Relevant to a Particular Minority Group (30%)

Students will work in small groups and be responsible for researching and presenting about a multicultural issue related to the unit we are studying. Group presentations should be about 60 minutes long with guest speaker(s) ranging from 45 to 60 minutes long. The presentation should include a folder for each member of the class including instructor with information containing information that may include: (a) Background and Overview of Group or Issue, (b) Relevance to Counselors or Suggestions for Counselors, (c) Journal article(s) for further information, (d) Helpful resources and (d) Brochure Identifying Overview of Group.

Grading for this presentation will be divided as follows:
   Overall presentation evaluated by the instructor and classmates
   25% - Overall presentation
   25% - Folder with handout materials and/or brochure regarding group studied
   25% - Speaker(s) and/or video interview presentation
   25% - food and/or show and tell regarding group studied (visual aids)
   100%

4. Read the book The Last Time I Wore a Dress. Write a two-page reaction paper. Further instructions will be given during class (20%).

Evaluation:

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<tr>
<td>Class Participation</td>
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<td>Interaction Plans I and II</td>
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<td>In-depth Look at One Group</td>
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<td>Reaction Paper</td>
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TOTAL 100%

In addition, all written assignments must reflect graduate level presentation, including 1-inch margins on all sides, 12-point font, correct spelling and appropriate punctuation and grammar.
LATE PAPERS/PROJECTS WILL NOT RECEIVE FULL CREDIT - ANYTHING TURNED IN MORE THAN 2 DAYS LATE WILL AUTOMATICALLY BE DOWN-GRADED BY ONE LETTER GRADE.
Please see the instructor if you are having problems. Do not wait until the end of the course.
CNEP 5314 – Theory and Practice of Multicultural Counseling  
Spring 2012

IX. Course Schedule and Policies

**Instructor:** Yvonne Castillo, Ph.D., NCC, LPC-S, CSC  
**Office:** ECDC 150A  
**E-mail:** yvonne.castillo@tamucc.edu  
**Phone:** 825-3995

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<th>Week of:</th>
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| 1        | Jan. 12 | Review Course Syllabus  
Why Multicultural Counseling? |
| 2        | Jan. 19 | Multicultural Experience |
| 3        | Jan. 26 | Cultural Self-Awareness |
| 4        | Feb. 2  | Multicultural experience & film  
Group Dynamics |
| 5        | Feb. 9  | Culture of Poverty  
**Group Planning & Library** |
| 6        | Feb. 16 | Counseling People with Physical Disabilities  
**Group Planning & Library**  
**Interaction I Due** |
| 7        | Feb. 23 | #1 Counseling African Americans |
| 8        | Mar. 1  | #2 Counseling Native Americans |
| 9        | Mar. 8  | #3 Counseling Sexual Minority Clients |
| 10       | Mar. 15 | #4 Counseling Hispanic Americans |
| 11       | Mar. 22 | #5 Counseling Arab Americans  
**Interaction II Due** |
| 12       | Mar. 29 | Community Multicultural Experience |
| 13       | Apr. 5  | #6 Counseling Asian Americans |
| 14       | Apr. 12 | Review of Multicultural Experience  
**& Reactions Journal Due**  
Conclusion – Preparation for Helping Professionals |
| 15       | Apr. 19 | Multicultural Feast |
This is a **fluid** syllabus and will be adjusted as time goes on according to our class needs. I am looking forward to an exciting and challenging semester with you!!

**Class Policies** (These policies were outlined in greater detail earlier in this document)

Students with more than 2 days of absences (for any reason) will have their final grade dropped one letter for the semester.

LATE PAPERS/PROJECTS WILL NOT RECEIVE FULL CREDIT - ANYTHING TURNED IN MORE THAN 7 DAYS LATE WILL AUTOMATICALLY BE REDUCED BY ONE LETTER GRADE.

**X. Required Texts:**

**Optional Text:**

**XI. Bibliography** (The knowledge bases that support course content and procedures)

Arrendondo-Dowd & Gonzales. Preparing culturally effective counselors.
Avila & Avila. The Mexican-American.
Axelson. Counseling and development in a multicultural society.
Bass, Acosta & Evans. The Black patient
Berry. Ethnic and race relations.
Cordes. At risk in America.
Masters & Johnson. Homosexuality in perspective.
Pedersen. A handbook for developing multicultural awareness
Sue & Sue. Counseling the culturally different.

**XII. Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.