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. **Course 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 Covered in this Course**

**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:

1. CACREP Standard II-G-1-i. Demonstrates understanding of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
2. CACREP Standard II-G-2-a. Understands multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally, and internationally.
3. CACREP Standard II-G-2-b. Explores attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients.
5. CACREP Standard II-G-2-d. Knows individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.
6. CACREP Standard II-G-2-e. Understands counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.
8. CACREP Standard II-G-3-d. Knows theories and models of individual, cultural, couple, family, and community resilience.
9. CACREP Standard II-G-4-d. Understands interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development.

CLINICAL MENTAL HEALTH COUNSELING

CACREP Standard II. C. 1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.

CACREP Standard II. D-2: Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

CACREP Standard II. D-5: Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

CACREP Standard II. E. 1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.

CACREP Standard II. E. 2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.
CACREP Standard II. E. 3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
CACREP Standard II. E. 4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
CACREP Standard II. E. 5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
CACREP Standard II. F. 3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
CACREP Standard II. K. 4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.

MARRIAGE, COUPLE, AND FAMILY COUNSELING
CACREP 2009 Standard II. E. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems.
CACREP 2009 Standard II. E. 4. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client(s).
CACREP 2009 Standard II. E. 5. Understands the effect of local, state, and national policies, programs, and services on diverse family systems.
CACREP 2009 Standard II. F. 3: Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.

SCHOOL COUNSELING
CACREP 2009 Standard II. D. 1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
CACREP 2009 Standard II. E 1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
CACREP 2009 Standard II. E 4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.
CACREP 2009 Standard II. F. 1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

VI. Course Topics
The major topics to be considered are:
Course topics include but are not limited to multicultural competencies, identity development, special cultural groups, and culturally responsive counseling.

VII. Instructional Methods and Activities
Methods and activities for instruction include:
Instruction will be primarily lecture and seminar format supplemented with group discussions, participation, and class exercises. Given the focus on theory and group process, students will be expected to engage in discussion and process.

VIII. Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:

MEANS OF ASSESSMENT:
<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
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<tr>
<td>Comments &amp; Questions</td>
<td>15%</td>
</tr>
<tr>
<td>On-Line Discussion Board Postings</td>
<td>20%</td>
</tr>
<tr>
<td>Film Critique and Analysis (2 Movies)</td>
<td>15%</td>
</tr>
<tr>
<td>MC Pioneer Profile</td>
<td>20%</td>
</tr>
<tr>
<td>Cultural Autobiography</td>
<td>15%</td>
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</tbody>
</table>

**Class Participation 15%**

Students are expected to participate and engage during class. Discussion should be constructive, honest, and informed (based on completed class readings). Participation includes, but is not limited to, participating in on-line and in-class assignments, group discussions & group exercises. Participation is also measured in attendance & punctuality to class. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

**Comments and Questions 15%**

For each chapter/reading, students will submit 5 comments and 2 questions. The comments are aspects of the chapter/reading students find interesting and/or important. Questions that arise for the students as they read or aspects they found confusing comprise the Questions portion of this assignment. These are due and emailed to the professor by 9:45pm on on-line class days and brought to class, type-written on on-campus class days.

**On-Line Discussion Board Postings 20%**

On Blackboard students will find a folder named “Discussions”. There will be a Discussion Board available for each On-Line class day. Students do not have to post on each date. Each student is required to creating an original posting THREE times during the semester AND respond to at least TWO classmates’ original postings. Discussions will be posted by 6pm on on-line class days and responses to posting will be accepted until the beginning of the next class. The content of the postings should be students’ reactions and scholarly ideas about the readings for the day. Scholarly Ideas for student posts include: What concepts have interested, concerned, or confused you. How does the material fit with your perspectives about counseling? When expressing your reactions, you must justify your position (e.g., with examples contained in the readings, with arguments, or other literature you read). In particular, when you critique a reading, statement, or article, be fair in your criticism. If relevant, provide research results to back up your position. What has influenced your position on this issue?

**Rubric for Discussion Postings and Responses**

<table>
<thead>
<tr>
<th>Percentage of Final Grade</th>
<th>0 - 69%</th>
<th>70 – 79%</th>
<th>80 – 89%</th>
<th>90 – 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comments based totally on course content, text or readings; little self reflection, comparison or integration of ideas; statements not based on; writing poorly edited;</td>
<td>Some thin discussion of personal reflections on topic, course content, or readings; vague connections to material; contribution somewhat reflective but not fully engaged in material; some</td>
<td>Thoughtful discussion of topic using guide above; reflections grounded in course materials; minimal errors in writing; ideas developed using well constructed sentences and flowing</td>
<td></td>
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</tbody>
</table>
awkward construction or poor flow of ideas. mistakes in writing. paragraphs.

**Multicultural Pioneer Profile 20%**

In small groups, students will review the scholarly work of one MC pioneer and make a presentation to the class (30 mins). The presentation should show the significance and importance of the pioneer. In other words, the class should have a clear understanding of why this person and his/her work is significant to the field of MC counseling. Some helpful guidelines would be to present some personal information about the person, name and briefly summarize seminal works by the pioneer, and outline the impact she or he has had on the field (this could include leaderships positions, recognitions, number of times cited in the literature, etc.). The presentation should also include a brief knowledge assessment for the class. The modality and/or format of this assessment will be left up to the presenters. Handouts with important aspects of this person’s life and work should be distributed to the class. The presentation grade will based on the accurateness of the content, the degree to which the presentation is engaging for the class, the degree to which presenters include the criteria listed above, and the degree to which the presenters are able to discuss the importance of the pioneer, beyond just reporting the data. ALL presentations will be scheduled for **July 19th**.

**Film Critique and Reaction Posting 15%**

This assignment will be 600 words for EACH film. Students will watch and analyze two movies. The movie choices will be distributed. Students will be assigned two films to watch and critique. Students will be assigned two films to watch and give a critical response. Examples of what students should be observing are: Level of acculturation of the characters, aspects of their worldview (individualistic v collectivistic), the role of the family (e.g. family relationships and values), examples of microaggressions and/or stereotypes, and any important historical considerations – in other words, how does the historical context, time and place of the movie, factor into the movie.

A **summary of the movie should not be included.** Please do not recount the events in the movie.

This posting will be **due July 28th** BEFORE 6pm. Please post your Film critique before the 6pm class time. Students are also required to **RESPOND to at least ONE film critique posting by their classmates**. The response can be posted **anytime before** our next class day/time: Aug 2, 6pm.

**Cultural Autobiography 15%**

Students will write a reflective paper on two cultural aspects of their identity and how these identities have impacted their life and development. The ADDRESSING model outlined in the textbook will serve as the basis for this assignment. Students are also expected to incorporate aspects of class readings and discussions. This assignment is not a recounting of events in the students life. It is a critical examination of particular identities in their lives. This assignment will be 12-14 pages. **Due date: Aug. 5th by 9pm.** The assignment will be emailed to the professor on that date by that time.

**IX. Course Schedule and Policies**

A. Manuel X. Zamarripa, Ph.D., LPC-S  
   Office Phone: (361) 825-3467  
   Email: manuel.zamarripa@tamucc.edu
Date | Topic and Activities Due | Assigned Readings
--- | --- | ---
7/09 | Introduction to Course  
Syllabus Review  
Overview of Multicultural Counseling & Competencies  
Introduction to ethical mandates related to diversity - ACA Code of ethics  
IN-CLASS |  
7/11 | Awareness:  
History of Mental Health Profession Toward Culture  
The Multicultural Counseling Competencies  
Awareness:  
Self-Assessment  
ON-LINE | **Text:** 1-3  
**Handout:** The Social Construction of Race (Pope-Davis & Liu); Culturally specific prejudices (Individualism/Collectivism); The Fabulous Story of X

7/16 | Awareness & Knowledge:  
Acculturation, Identity Development Awareness:  
Microaggressions;  
ON-LINE | **Handout:** Impact of Acculturation and Moderator Variables on the Intervention and Treatment of Ethnic Groups (Aponte & Barnes), Minority Identity Development Models (Sue & Sue); Microaggressions

7/18 | Knowledge:  
Identity Development, Specific Cultural Groups  
IN-CLASS | **Text:** Chap 4  
White Identity Models (Sue & Sue)  
Identity Stage Case Scenarios

7/23 | Knowledge:  
Specific Cultural Groups  
**DUE:** MC Pioneer Presentations  
IN-CLASS | **Handout:** American Indian Mascots; Counseling Psychology Research on Sexual (Orientation) Minority Issues; Questioning gender and sexual identity; Understanding gender and culture in the context of spirituality

7/25 | Knowledge:  
Intersecting Groups and Issues  
IN-CLASS | **Handout:** Counseling Individuals of Multiracial Descent; Racial & ethnic identity in counseling biracial; Counseling Individuals with Disabilities (Sue & Sue)

7/30 | Knowledge:  
Intersecting Groups and Issues  
ON-LINE | **Handout:** Multiple minority group oppression; Interface of Feminism and Multiculturalism (Bowman et al) clients

8/01 | Skills:  
Culturally Responsive Counseling  
**DUE:** Film Critique Discussion Post  
ON-LINE | **Text:** Chap 5  
**Handout:** Broaching the Subjects of Race; Relationship of Culture & Empathy

8/03 | Skills:  
Culturally Responsive Counseling  
ON-LINE | **Text:** 8 & 9  
**Handout:** MC Group Counseling

8/08 | Skills:  
Contemporary Approaches  
ON-LINE | **Handout:** Solution Focused & Narrative Therapy; Utilizing Strengths of Cultures; Biracial women & girls; Social Justice & MC group counseling

8/09 | **DUE:** Cultural Autobiography | **B. Class Policies**  
All assignments should be typed. No handwritten work will be accepted. No late work will be accepted.  
Attendance and punctuality are mandatory and the responsibility of the student. More than one absence will result in the lowering of a letter grade. More than 3 lapses in punctuality will be equivalent to an absence. Any excused absence is left to the discretion of the instructor.
All cell phones must be turned off and remain off during class.

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

X. Textbook

XI. Bibliography
The knowledge base that supports course content includes but is not limited to:


**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 Rule 13.02.99.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.