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Office Hours: By appointment  
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Blackboard 9.1 will be used in teaching this course.

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 Teachers and/or Administrators/Counselors  
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 (Human Development): Knowledge of human development in creating a counseling environment that fosters a sense of empowerment and self-determination.
**Competency 002 (Student Diversity):** 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 (Factors Affecting Students):** Multicultural respect, knowledge about respecting beliefs and values of others.

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

**Competency 005 (Developmental Guidance Program):** 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 (Counseling):** Knowledge of a variety of strategies to establish rapport and to develop a trusting relationship.

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

**Competency 009 (Collaboration with Others in the School and Community):** Knowledge of consultation and collaboration in school guidance and counseling.

**Competency 010 (Professionalism):** 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/Learning Outcomes

*PLEASE NOTE: The standards shown in bold type are the targeted course objectives that will be assessed throughout the semester.*

**CORE**

1. **CACREP Standard II-G-1-i.:** Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
2. **CACREP Standard II-G-2-a:** Multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally, and internationally.
3. **CACREP Standard II-G-2-b:** Attitudes, beliefs, understandings, and acculturative
experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients.

4. CACREP Standard II-G-2-c: Theories of multicultural counseling, identity development, and social justice.

5. CACREP Standard II-G-2-d: 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: 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.

7. CACREP Standard II-G-2-f: Counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

8. CACREP Standard II-G-3-d: Theories and models of individual, cultural, couple, family, and community resilience.

9. CACREP Standard II-G-4-d: 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**

10. CACREP Standard III-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.

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

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

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

14. CACREP Standard III-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.

15. CACREP Standard III-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.

16. CACREP Standard III-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.

17. CACREP Standard III-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.
18. CACREP Standard III-F-3: Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
19. CACREP Standard III-K-4: Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.

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

SCHOOL COUNSELING
25. CACREP Standard III-D-1: Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
26. CACREP Standard III-E-1: Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
27. CACREP Standard III-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.
28. CACREP Standard III-F-1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

The following Student Learning Outcomes will be met in this course:

1. Students will demonstrate their knowledge of Multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally as evidenced by a passing score on the rubric for Application of the Multicultural Counseling Competencies.
2. Students will express their attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients as evidenced by a passing score on the rubric for Application of the Multicultural Counseling Competencies.
3. Students will demonstrate their knowledge of theories of multicultural counseling,
identity development, social justice, and individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies as evidenced by a passing score on the rubric for Application of the Multicultural Counseling Competencies.

4. Students will understand counselors’ roles in developing cultural self-awareness, eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination, 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 as evidenced by their use of the ADDRESSING model and a passing score on the rubric for the Cultural Autobiography and participation in group discussions and group exercises.

5. Students will apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders and demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling as evidenced by a passing score on the rubric for Application of the Multicultural Counseling Competencies.

6. Students will demonstrate their knowledge of how living in a multicultural society affects clients who are seeking clinical mental health counseling services and the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client as evidenced by a passing score on the rubric of the Film Critique and Analysis.

7. Students will demonstrate their knowledge of 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 as evidenced by a passing score on the rubric for Application of the Multicultural Counseling Competencies.

8. Students will demonstrate their knowledge of 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 as evidenced by a passing score on the rubric for the Film Critique and Analysis.

9. Students advocate for policies, programs, and services that are equitable and responsive to the unique needs of couples and families as evidenced by a passing score on the rubric for Application of the Multicultural Counseling Competencies.

10. Students will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms as evidenced by a passing score on the rubric for the Cultural Autobiography.

11. Students will demonstrate their knowledge of cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning as evidenced by a passing score on the rubric for Application of the Multicultural Counseling Competencies.

12. Students will demonstrate their knowledge of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients as evidenced by a passing score on the rubric for Application of the Multicultural
Counseling Competencies.

VI. Course Topics
Major topics to be covered include: Cultural self-awareness, enculturation, acculturation, racial/ethnic identity development, gender and sexual orientation, social justice and advocacy, power/privilege/oppression, and multicultural counseling competencies. Additional topics described below in the course schedule.

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:*

A. Methods 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>10 points</td>
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<tr>
<td>Cultural Autobiography</td>
<td>10 points</td>
</tr>
<tr>
<td>Film Critique and Analysis (2 movies)</td>
<td>20 points</td>
</tr>
<tr>
<td>Development of a Cross-Cultural Relationship with Application of Multicultural Competencies</td>
<td>30 points</td>
</tr>
<tr>
<td>Group Presentation on Specific Multicultural Population</td>
<td>30 points</td>
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Class Requirements:
1. Class Participation (10 points)
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 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.
2. Cultural Autobiography (10 points)
Students will write a reflective paper on two cultural aspects of their identity and how these identities have impacted their life and development. 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 3-5 pages not including cover page and bibliography.

3. Film Critique and Analysis (2 films) (20 points)
This assignment will be 1-2 pages per movie. Students will watch and analyze two films. The following should be addressed in your analysis: Level of acculturation, Degree of acculturative stress, Aspects of worldview (i.e., individualistic/collectivistic), The role of the family (family relationships and values), Portrayal of people from different cultural backgrounds (ethnicity, religion/spirituality, sexual orientation, social class, etc.), examples of microaggressions and/or stereotypes, and any important historical considerations. Students will present their analysis orally to their peers. A summary of the movie should not be included.

4. Development of a Cross-cultural Relationship with Application of the Multicultural Counseling Competencies (MCC) (30 points)

Identify an opportunity to experience a culture different from your own. You may choose an individual or group for this experience. The objective is to increase your awareness and understanding of that individual/group and their culture. Students should plan to meet between 3 to 5 different times with this person or group.

Students will write a paper 8-10 pages in length, not including title page or reference page. Students should be prepared to informally discuss their experiences in class. The paper should:
   a) Illustrate the significance and importance of the cross-cultural relationship
   b) Provide a clear understanding of this person or group and the potential significance of their experiences/perceptions to the field of MC counseling
   c) Discuss fundamental aspects counselors should be aware of when working with this group
   d) Include a review of relevant literature (journal articles)
   e) Provide a list of helpful resources available to the population/demographic of the individual or group.
   f) Include your own perceptions and reactions to the experience:
      a. Description of the experience. (The What, Where, When & How of the experience)
      b. What was it about this experience that intrigued you and where did that interest come from?)
      c. Discussion of feelings (emotions) and reactions (thoughts) before,
during and after the experience. (Were these your anticipated feelings and reactions? Where do you think they came from? What does it mean to you?)

d. What was learned from the experience?

e. Discussion of the personal value of this experience as a counselor-in-training?

5. Group Presentation on Specific Multicultural Populations (30 points)
In the first class meeting, you will have the opportunity to choose a particular multicultural population for which you must research and develop a group presentation. Your group will have 60-70 minutes to present your findings utilizing PowerPoint and demonstrating professional presentation skills. You may use our text as a resource and starting point, but you must also incorporate information from at least 5 other peer-reviewed articles. More details will be discussed in class.

IX. A. This is a fluid schedule and may change according to class needs.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Activities</th>
<th>Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31</td>
<td>Introduction to Course Syllabus Review</td>
<td>Text: Chap 1</td>
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<tr>
<td></td>
<td>The Culturally Competent Counselor</td>
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<td></td>
<td><strong>Labor Day Holiday</strong></td>
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<tr>
<td>9/7</td>
<td><strong>Meet with groups</strong></td>
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<td>9/14</td>
<td>Cultural Identity Development</td>
<td>Text: Chap 2</td>
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<td><strong>Handout: TBA</strong></td>
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<td>9/21</td>
<td>Social Justice Counseling</td>
<td>Text: 3, 4</td>
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<td></td>
<td>Racism and White Privilege</td>
<td>Handout: TBA</td>
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<td></td>
<td><strong>DUE: Cultural Autobiography</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Text</td>
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<tr>
<td>9/28</td>
<td>Gender and Sexism</td>
<td>5</td>
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<tr>
<td>10/5</td>
<td>Sexual Orientation and Heterosexism</td>
<td>6</td>
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<tr>
<td></td>
<td><strong>DUE: Film Analysis</strong></td>
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<tr>
<td>10/12</td>
<td>Social Class and Classism</td>
<td>7, 8</td>
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<td></td>
<td>Disability, Ableism, Ageism</td>
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<tr>
<td>10/19</td>
<td>Individuals and Families of Multiracial/Multicultural Descent</td>
<td>15</td>
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<tr>
<td>10/26</td>
<td>Counseling Multicultural Populations Theory, Practice, Ethics</td>
<td>9, 10</td>
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<tr>
<td></td>
<td><strong>DUE: Group Presentations</strong></td>
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<tr>
<td>11/2</td>
<td>Counseling Multicultural Populations Theory, Practice, Ethics</td>
<td>11, 12</td>
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<tr>
<td>11/9</td>
<td>Counseling Multicultural Populations Theory, Practice, Ethics</td>
<td>13, 14</td>
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</tbody>
</table>
### Class Policies

1. **All cell phones must be turned off and remain off during class. Personal computers are not allowed in class.**

2. Students are expected to attend and participate in **every** class session unless there is a valid emergency/reason. Promptness is expected, as is staying for the entire class. Inform the instructor about legitimate reasons for missing class. **More than two absences 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.

3. **All assignments should be typed using APA format and Times New Roman, 12-point font.** No handwritten work will be accepted.

4. **It is the responsibility of the student to schedule a meeting with the instructor when there are concerns about course work or student progress.**

5. Students are expected to notify the professor if an unavoidable absence is required and he/she should consult with small group members about class notes, handouts, and/or exercises.

6. Students are expected to consult Blackboard to prepare assignments ahead of time to avoid a late penalty. **All late assignments will receive a ten-percent late penalty and will not be accepted after the second day.**

### Ethics

Students enrolled in the Counseling and Educational Psychology Department must maintain high scholastic standards and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their professional fields and to conform to the current ACA Code of Ethics and any other codes

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Text/Handout</th>
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</table>
| 11/16 | Spiritual Diversity | **Text:** Chap 16  
**Handout:** Religion/ Spirituality in Multicultural Groups |
| 11/23 | Alternative Approaches to Counseling Theories Multicultural Diagnosis and Conceptualization  
**DUE:** Cross-Cultural Experience Papers | **Text:** 17, 18 |
| 11/30 | Themes and Future Directions | **Text:** 19  
**Handout:** TBA |
of ethics of relevant professional associations as well as the State of Texas. A student’s acceptance in the Counseling and Educational Psychology Department does not guarantee professional fitness, which is required to remain in the program. At any time, if a student does not seem professionally fit, he/she may be referred to a faculty review committee to discuss the student’s needs. In accordance with departmental goals and standards, students are expected to exhibit:

an attitude that respects individual uniqueness and potential growth and development of all individuals; personal stability as well as professional and ethical behaviors according to the ACA Code of Ethics and Texas law; awareness of, knowledge about, and skills in working with diverse populations in a pluralistic society; productive and cooperative working relationships that display motivation, independence, maturity, adaptability, and respect for others; a commitment to continuing personal and professional growth characterized both by participation in experiential and diverse learning opportunities and professional organizations that promote counselor identity; and a commitment to participation in professional organizations and production and presentation of scholarly papers and publications.

XII. Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in no credit for the work in question.

XIII. Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

XIV. Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.
XV. Textbook
The textbook adopted for this course is
ISBN: 9780132851022

XVI. References
The knowledge base that supports course content includes but is not limited to:


Goodman, R. D., & West-Olatunji, C. A. (2010). Educational hegemony, traumatic stress, and


XVII. 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 HYPERLINK "http://www.tamucc.edu/provost/university_rules/index.html" 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.

XVIII. 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 Corpus Christi Hall 116.

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.

XIX. Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.