

## SYLLABUS: HDC 6150 COUNSELING DIVERSE POPULATIONS

### PURPOSE OF THE COURSE

This course will present an overview of the current areas of multiculturalism in psychology, exploring both how the counselor's and client's identities impact the therapeutic process.

### COURSE DESCRIPTION

This course addresses the influence of culture, race, class, ethnicity, gender, sexual orientation, gender expression, religion, nationality, age, ability, mental and physical characteristics, education, and family influences on the provision of counseling services. This course is designed to increase our cultural humility, evaluate societal trends, human roles, subgroups, norms, diversity lifestyle, and communication patterns. The course also emphasizes the examination of personal and institutional prejudice, bias, oppression, and discrimination, as well as psychosocial theories of multicultural counseling and identity development. Students will develop and increase personal awareness of cultural issues and professional multicultural counseling competencies as well as gain insight into personal assumptions, values, beliefs, and expectations about self and others as a means of working more effectively with diverse populations in the therapeutic process. The course is designed from a social-ecological perspective to consider issues of diversity from the individual, family, school, community, and societal levels. The structure of this is intentional—each week we will talk about a few populations of interest in depth, but it is designed to think about how aspects of diversity matter across these different systems.

### CLASS FORMAT

This course will consist of guest speakers, lectures, small- and large-group discussions, activities, demonstrations, personal reflections, and multimedia tools. Typically, live class sessions will be heavily discussion based with minimal lecture. We will engage in experiential activities and in-depth discussions each week. A learning environment that promotes safety, respect, and engagement is viewed as a shared responsibility of teachers and students.

### REQUIRED TEXTBOOKS

**Johnson, A. (2018). *Privilege, power, and difference* (3rd ed.). New York, NY: McGraw Hill Education.**

Title: Privilege, Power, and Difference

Author: Alan G. Johnson

ISBN-10: 0073404225

ISBN-13: 978-0073404226

Publisher: McGraw-Hill Humanities

Purchase or access to:

**American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author** (Must be October 2010). *NOTE: You will use this book as a guide for writing HDC papers (Don't sell it!).*

### ADDITIONAL READINGS

Selected journal articles and other readings related to this course will be utilized and can be found in the LMS. Additional readings may be assigned by the instructor. Unless otherwise noted, readings can be found on the LMS website for this course.

We will be reading sections from this book, though it is not required for purchase:

**Sue, D. W., & Sue, D. (2015). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley.**

Title: Counseling the Culturally Diverse

Author: Derald Wing Sue & David Sue

ISBN-13: 978-1-119-08430-3

Publisher: Wiley

## **COURSE OBJECTIVES (With CACREP 2016 Competencies Addressed)**

***The course will provide the student with:***

1. An overview of the theoretical and practical processes of counseling in a culturally diverse, pluralistic society. (2.F.2.a., 2.F.2.b., 2.F.2.c., 5.G.2.a.)
2. Familiarity with individual, relational, family, and group strategies assessing, evaluating, and counseling diverse populations (2.F.2.d., 5.G.2.b.)
3. An understanding of multicultural and pluralistic trends including characteristics and concerns of diverse groups. (2.F.2.a., 2.F.2.c., 2.F.2.d., 2.F.2.e., 2.F.2.f.; 2.F.2.g.; 2.F.2.h)
4. An opportunity to explore own cultural self-awareness and others' cultural identity development, i.e., attitudes and behaviors based on factors such as age, race, religious preference, disability, sexual orientation, gender, gender expression, ethnicity and culture, family patterns, socioeconomic status and intellectual ability, and impact on working with diverse populations. (2.F.2.d., 2.F.2.e., 2.F.2.f., 2.F.2.g.)
5. An opportunity to examine social, historical, political, and systemic factors in our society that lead to biases, prejudices, oppression, and discrimination, including the counselor's role in eliminating these injustices. (2.F.2.e., 2.F.2.h; 5.G.2.a.; 5.G.3.h.)
6. The ability to identify and process ethical issues related to counseling diverse cultures. (2.F.2.e., 2.F.2.h.)
7. A forum through experiential learning exercises with peers to expand awareness of own culturally learned assumptions, values, beliefs and expectations, and to promote cultural social justice, advocacy and conflict-resolution, and other culturally supported behaviors. (2.F.2.d., 2.F.2.e., 2.F.2.f., 2.F.2.g., 2.F.2.h.)
8. An understanding of how to translate multicultural learning into counseling practice. (2.F.2.c)
9. An understanding of the multicultural competency standards (awareness, knowledge, and skills). (2.F.2.c)

## **STUDENT LEARNING OUTCOMES/ASSIGNMENTS**

***Students will be able to demonstrate the ability to:***

1. Self-reflect on one's life experiences and how this shapes one's counselor worldview, particularly regarding race, gender, class, ability, and sexuality. (2.F.2.d., 2.F.2.e., 2.F.2.g., 2.F.2.h.) [*In-class activities and corresponding Assignments: Self-Reflection and Worldview Assignment, Action Plan (Asynch Work), Cultural Immersion Experience, Annotated Bibliography (Asynch Work), Final Presentation, Take-Home Final Exam*]

2. Interact with members of diverse populations to learn more about issues affecting this population, implications and relevant counseling strategies. (2.F.2.a., 2.F.2.c., 2.F.2.e., 2.F.2.h.) [*In-class activities, and corresponding assignments: Action Plan (Asynch Work), Cultural Immersion Experience, Annotated Bibliography (Asynch Work)*]
3. Discuss current research trends related to counseling diverse populations. (2.F.2.a, 2.F.2.b.) [*In-class activities and corresponding assignment: Annotated Bibliography (Asynch Work), Final Presentation*]
4. Identify relevant counseling strategies and techniques to use with specific diverse populations. (2.F.2.b., 2.F.2.c., 2.F.2.f., 2.F.2.h., 5.G.2.a., 5.G.3.h) [*Corresponding Assignments: Annotated Bibliography (Asynch Work), Take-Home Final Exam*]
5. Apply knowledge of diverse counseling strategies to specific scenarios. (2.F.2.c., 2.F.2.d., 2.F.2.h., 5.G.2.a, 5.G.3.h) [*Corresponding Assignments: In-class activities and corresponding assignment: Take-Home Final Exam*]

<b>2016 CACREP Standard</b>		<b>How Measured in HDC 6150</b>
2.F.2.a	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	<i>In-class activities, and corresponding assignments: Action Plan (Asynch Work), Cultural Immersion Experience, Annotated Bibliography (Asynch Work), Final Presentation</i> ]
2.F.2.b	theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	<i>In-class activities and corresponding assignment: Annotated Bibliography (Asynch Work), Final Presentation</i>
2.F.2.c	multicultural counseling competencies	<i>In-class activities, and corresponding assignments: Action Plan (Asynch Work), Cultural Immersion Experience, Annotated Bibliography (Asynch Work)</i> ]
2.F.2.d	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	<i>In-class activities and corresponding assignments: Self-Reflection and Worldview Assignment, Action Plan (Asynch Work), Cultural Immersion Experience, Annotated Bibliography (Asynch Work), Final Presentation, Take-Home Final Exam</i>
2.F.2.e	the effects of power and privilege for counselors and clients	<i>In-class activities, and corresponding assignments: Action Plan (Asynch Work), Cultural Immersion Experience, Annotated Bibliography (Asynch Work)</i>
2.F.2.f	help-seeking behaviors of diverse clients	<i>In-class activities and corresponding assignments: Self-Reflection and Worldview Assignment, Action Plan (Asynch Work), Cultural Immersion Experience, Annotated Bibliography (Asynch Work), Final Presentation, Take-</i>

		<i>Home Final Exam</i>
2.F.2.g	the impact of spiritual beliefs on clients' and counselors' worldviews	<i>In-class activities and corresponding assignments: Self-Reflection and Worldview Assignment, Action Plan (Asynch Work), Cultural Immersion Experience, Annotated Bibliography (Asynch Work), Final Presentation, Take-Home Final Exam</i>
2.F.2.h	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	<i>In-class activities, and corresponding assignments: Self-Reflection and Worldview Assignment Action Plan (Asynch Work), Cultural Immersion Experience, Annotated Bibliography (Asynch Work), Final Presentation, Take-Home Final Exam]</i>
5.G.2.a	school counselor roles as leaders, advocates, and systems change agents in P-12 schools	<i>In-class activities, and corresponding assignments: Take-Home Final Exam]</i>
5.G.3.h	skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	<i>In-class activities, and corresponding assignments: Take-Home Final Exam]</i>

### PERSONAL REACTION STATEMENT

At times this semester in class, office hours and consultations before/after class, we may be discussing topics that may be challenging to engage with. You are expected to be responsible for managing these emotions and needs as you see fit. You are encouraged to reflect on these moments if and when they occur to determine whether the source of discomfort is because of past trauma, or whether it is because of a differing viewpoint. If you ever wish to discuss your personal reactions to this material, either with the class or with your instructor(s), we would welcome such a conversation as an appropriate part of your professional development. Learning to manage personal reactions is important, especially as a future counselor.

Please be aware that faculty members, course instructors, and academic advisors are “responsible employees” (also referred to as “mandated reporters”), and are legally obligated to report incidents of sexual misconduct that we learn about to our Title IX Coordinator. That is, **all faculty must report allegations of sexual misconduct and intimate partner violence to the Title IX Coordinator.** This policy means that faculty members can and will provide support, assistance, and referrals as needed if a student has experienced or is experiencing sexual harassment or intimate partner violence. However, if a student discloses that they have been a victim of sexual misconduct, faculty \*cannot\* serve as a confidential resource to the student. Resources on campus that offer limited or full confidentiality include the Psychological & Counseling Center (615) 322-2571, and the Project Safe Center (615) 875-0660.

### PRIVACY

In this course, you are entering into an experience that involves considerable self and other reflection. In the course of discussion, it is possible for a colleague to say something personally important and private. It is your responsibility to maintain privacy of your peers as well as others who may participate as guest speakers, interviewees, etc.

### **DIVERSITY STATEMENT**

As we all grow and develop as people and professionals, we constantly strive to improve ourselves in numerous areas of our lives. We value the diversity of our learning community and consider peoples' varied identities and differences as strengths and resources upon which to build community and facilitate human development. HDC students and faculty welcome your informal and formal suggestions for improvement of our classroom, program and university climate and culture, as well as course materials and content.

### **DISABILITY SERVICES**

Vanderbilt University is committed to providing reasonable accommodations for all persons with disabilities that may affect your ability to complete course assignments or otherwise satisfy course requirements. If you may require accommodations, please contact the Student Access Services at (615) 322-4705 (V/TDD) to discuss and determine any accommodations. If you have a disability for which you may request accommodation in Vanderbilt University classes and have not contacted them, please do so as soon as possible. You are also encouraged to see your instructor(s) privately in regards to this matter, ideally no later than the second week of the semester, so that we can ensure that your needs are met appropriately and in a timely manner.

### **ACADEMIC INTEGRITY**

Academic honesty and integrity are essential to the well-being and proper functioning of an academic community. Any time students attempt to gain access to information pertaining to their normal course of study through dishonest means (i.e., cheating, fabrication and falsification, multiple submissions, plagiarism, abuse of academic materials, complicity in academic dishonesty), they not only show little concern for their personal sense of integrity, but they infringe on the rights of all other members of the academic community. All assignments/papers are to be individual work governed by the Honor Code. **Vanderbilt's Honor Code governs all work in this course** (e.g., papers, assignments). The Honor Code also clearly stipulates a student's rights in the event he/she/they is charged with misconduct or some violation of University regulations. You may refer to <http://www.vanderbilt.edu/academicintegrity/> for more information.

### **POLICIES ABOUT TECHNOLOGY**

As a courtesy to the instructor and your fellow students, please turn off all cell phones and other electronic devices during live class sessions. If there is a reason to have your cell phone on, please put it on vibrate. It is your responsibility to also minimize other distractions during the live session.

### **POLICIES ABOUT E-MAIL**

Students should check their e-mail regularly and frequently—daily—to stay current with university-related communications, some of which may be time-sensitive. The HDC faculty expects students to communicate effectively and professionally. Because e-mail is quick and easy, it is sometimes mistakenly considered informal. And certainly, when you correspond with friends, informality is acceptable. But in other circumstances, such as in academic and profession-related communication, e-mail should be formal and professional. Your instructor will try to respond to all student e-mails within 24 hours. If it has gone beyond 48 hours, please e-mail again to inquire.

## ASSIGNMENT GRADING (percentage)

Assignment	Points	Percent
Synchronous Attendance and Participation	26 points	13%
Completing Asynchronous Activities	39 points	19.5%
Twitter Lead	5 points	2.5%
Discussion Lead	10 points	5%
Self-Reflection and Worldview Assignment	20 points	10%
Cultural Immersion Action Plan	10 points	5%
Cultural Immersion Activity	20 points	10%
Final Presentation	20 points	10%
Take-Home Final Exam	50 points total (10 points LMS quiz, 40 points written)	25%
Total:	200 points	100%

## GRADING SCALE

187–200	A	154–158	C+
179–186	A–	147–153	C
173–178	B+	139–146	C–
168–172	B	119–138	D
159–167	B–	0–118	F

## ASSIGNMENTS

All assignments should adhere to APA formatting and referencing guidelines. All work must be turned in by the start of the live session time of the session date due. All assignments (Twitter lead, discussion lead, self-reflection/worldview, cultural immersion action plan, cultural immersion paper, final exam) will be marked 2 points off (10%) if not submitted by the start of live session. Two points will be deducted for every day (24-hour period) late. After the third day, no credit will be received. NO late work will be exempt from this policy unless prior arrangements have been made and approved by the instructor in writing.

### **Attendance and Participation (13%)**

See “Student Responsibilities and Expectations” section below for more information.

### **Completing Asynchronous Activities (19.5%)**

See “Student Responsibilities and Expectations” section below for more information.

### **Twitter Lead (2.5%)**

See “Student Responsibilities and Expectations” section below for more information.

### **Discussion Lead (5%)**

See “Student Responsibilities and Expectations” section below for more information.

### **Self-Reflection and Worldview Assignment (10%) Due by Live Session 5**

The purpose of this assignment is to stimulate self-reflection on one's life experiences, particularly regarding race, gender, class, ability, and sexuality. It also seeks to prompt thought about the interrelationships among race, gender, and class (socioeconomic background), and how this influences your clinical work. This essay will be two parts: The first will focus on your own personal reflection and worldview and the second part will focus on how your worldview influences your work with clients.

**Part 1 (approximately two to three pages):** Write an autobiographical account of the critical incidents in your sociopsychological development concerning your understanding of race, gender, class, ability, and/or sexuality. A critical incident is an experience or series of incidents that influenced your ideas and behaviors about a particular subject or your entire worldview. In writing your account, provide a brief profile of your immediate family in terms of race and socioeconomic class. Be sure to include the number and gender of your siblings, your parents' and grandparents' occupations and educational backgrounds, and your family's household division of labor.

Discuss the formative experiences that shaped your beliefs about race, gender, class, ability, and sexuality. Describe when you first realized your racial, gender, ability and sexual identities, and class position. Specifically, you are being asked to discuss when you first realized that you were Black, White, Latina/o, etc.; a male or a female; queer, heterosexual, bisexual, etc.; and/or wealthy, middle class, working class, or impoverished. And, when possible, discuss the intersection of two or more of these identities.

In writing Part 1, you may want to recall:

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- What was the racial and class composition of the neighborhood in which you grew up? What was the racial and class composition of the town or city in which you were raised?
  - What interracial/interethnic and cross-class experiences have you had or observed? Discuss the most crucial of these experiences.
  - What messages did you receive about people of different races and/or classes from your parents, teachers, authority figures, and friends?
  - What were you taught or have you observed about masculinity and femininity, about gay men and lesbian women, or transgender individuals during your childhood or from the media?
  - In what ways has your race, gender, class, and sexuality (and/or their intersection) affected your experiences in schooling, interpersonal relationships, and career opportunities and decisions?

**Part 2 (approximately two pages):** Reflect on how these experiences influence your work with clients, supervisors, peers, and faculty.

In writing Part 2, you may want to reflect on:

- How have your life experiences shaped your personality and your interpersonal style of relating to others (including clients, supervisors, peers, faculty)?
- What are your positionality and possible aspects of privilege, and how does this influence your clinical work?
- What emotions are you comfortable with? Which emotions are difficult for you? How are your emotional strengths and weaknesses connected to your history?
- How has your history affected your choice of marriage and family therapy as a career?
- How do you think your history affects your work with clients?
- What types of worldviews of others might you have difficulty accepting, understanding, or

appreciating?

- What motivates people to act and change?

Please recognize that we don't expect you to reveal personal history or issues that you would rather keep private. We think it is important that YOU consider how your past informs the type of person you have become and how this will influence your clinical work. Having done that, it is acceptable with me that you choose not to share some things. We will discuss what the experience was like **in class during Session 5**.

### **Cultural Immersion Action Plan and Cultural Immersion Activity**

For the next set of assignments, you will choose one subcultural group to focus on throughout the semester. This group must be any ethnic or racial or minority group *different from your own*. Suggestions are as follows:

- Hispanic/Latinx American
- Asian American or Pacific Islander Native American or Alaskan Native African American
- Jewish
- Multiracial/multi-ethnic
- Middle Eastern (specify culture and religion; i.e., Arab, Israeli, Persian, Turkish, etc.)
- Older adults
- Lesbians, gay, bisexual, transgender, queer (LGBTQ+)
- Persons with disabilities
- Low socioeconomic status
- Immigrant/refugee
- Undocumented

Emphasize your chosen racial or ethnic or minority group and include some additional, more specialized knowledge: e.g., mainly focus on Native Americans; as part of your inquiry, look into concerns for Native American gays and/or lesbians. This promotes exploring intersectionality.

### **Part I: Action Plan Proposal (5% of Final Grade: due BEFORE your cultural immersion activity)**

Identify and participate in a multilevel action plan or multicultural experience designed to help you gain knowledge, sensitivity, and skills needed to work with culturally diverse clients effectively. Personal contact is a more robust way for counselors in training to increase their level of comfort with and to decrease their level of anxiety about culturally diverse individuals. In your action plan experience, you are required to identify one major stereotype and the origin of the stereotype of your selected culturally diverse group. What you learn about this stereotype should be discussed in your action plan.

The purpose of the action plan is to help you learn, grow, or change regarding your relationship with culturally diverse people. It is suggested that you become involved with a cultural group different from your own at the following three levels:

- Level 1: Observation (learning from a safe distance)
- Level 2: Information seeking (learning from a closer distance)

- Level 3: Direct participation (learning from the closest distance)

In order to complete this assignment, complete the following steps:

1. Fill out the Action Plan template handed out in class to get approval of your selected event PRIOR to completing your Cultural Immersion Exercise.

## **Part II: Cultural Immersion Paper (10% of Final Grade; due no later than live session 10)**

Each student will complete one cultural immersion exercise where you will immerse and engage with the population of your choosing and write a **four- to five-page double-spaced impact paper** about the experience. For this assignment, you are asked to purposely put yourself in a situation to encounter self-reflection. We will discuss more in class about how to find an event to attend, and what makes a good event for this assignment. A suggested list of potential events will be provided.

After you complete your immersion exercise, please summarize your insights by addressing the following in your paper:

1. What event did you attend and what subcultural group did you choose to focus on?
2. Revisit your action plan. What actually happened at the event? Were you an observer, an information seeker, a participant?
3. Using journaling techniques, reflect on the situation. Talk about how your thinking was challenged. Describe any transformations that took place as a result of the experience. Specifically, in what areas did you critically reflect?
  - a. Describe how the values and beliefs that comprise this situation are different from yours. Which of those preconceived ideas are now open to reinterpretation and why?
  - b. How is your thinking impacted? How did you critically reflect on the ideologies?
  - c. Revisit your worldview. Where do the values and beliefs align/differ from yours? What have you learned about yourself and this particular subgroup now that the immersion is over?

## **Final Presentation (10% of Final Grade; due in Live Session 13 or 14)**

Students will conduct a 15-minute class presentation in regard to their chosen culture and summarize topics they have learned from engaging with your chosen subculture. Specific instructions will follow.

## **Take-Home Final Exam (25% of Final Grade; due one week after Live Session 14 by 5 p.m. CST)**

There are 10 questions to be completed on the LMS as a part of this final. The written portion is a take-home final with the purpose of providing you with an opportunity to take what you have learned about diverse populations and apply it in a counseling context. You will be presented with case studies and prompts to answer regarding your clinical approach(es) to working with this particular client. This is intended to be INDIVIDUAL (not group) work. The take-home final will be made available during Live Session 14 and you will have one week to complete it. More information will be presented in class.

## **STUDENT RESPONSIBILITIES AND EXPECTATIONS**

***Synchronous Attendance and Participation:*** All students are expected to be active participants in

the live session and to have completed the assigned readings **before** class. You can earn up to 2 points each week for the live session. 2 points are earned for arriving on time and making thoughtful contributions to class. 1 point is earned if you are present but did not contribute OR if you arrived late but were present for more than half of the class; 0 points are awarded if you are not present in the live session or arrived so late that more than half the session was completed. If you attend class but do not participate for any reason (can't think of anything to say, are feeling shy, feeling sick that day), you can email your instructor at least one original comment (not covered in class by someone else) within 24 hours of the class session. Everyone receives two free points in this category.

**Completing Asynchronous Activities:** All students are expected to complete **all** asynchronous activities before the live session. You can earn up to 3 points each week for the successful completion of the asynchronous activities. Three points are earned if all work is completed at least 24 hours in advance of the live session and the work was of high quality. Two points are earned if all work is completed at least 24 hours in advance of the live session but it is of low quality. One point is earned if all the work is completed by the start of live session completed in full OR is of low quality. Zero points are awarded if you do not complete **all** the work by the start of live session for the week or if you didn't do anything. No late asynchronous work will be accepted. Everyone receives 3 free points in this category.

**Discussion Lead:** You will each be “discussion lead” one time throughout the course during the live session. You should be prepared with discussion questions and thoughts to lead us through some thoughtful conversation for about 20 minutes of the live class. You are expected to e-mail your instructor no later than the day of the live session the day you are signed up to be discussion lead by 9 a.m. CST with a general outline of your plan. This does not have to be very detailed, but will be helpful for me to know which reading(s) you will choose to focus on so that your live session instructor does not plan for activities or discussion that takes away from your plan.

**Twitter Lead:** One week in the semester you will serve as Twitter lead for class. You will be responsible for tweeting when you do the readings/activities for the week and/or live tweeting in the class that day with thoughtful remarks and comments that come up during the discussion. If you sign up to be the Twitter lead for the content for Session 4, you are the official Twitter lead from the day after Session 3's live session through Session 4's live session. To receive credit, you are required to e-mail a screenshot of the tweet(s) by 9 a.m. CST the day after the live session of your week of Twitter lead.

The learning goals for this are to connect you with broader issues and conversation related to counseling diverse populations, to current events and to provide an ongoing stream of potential resources and readings for you beyond the duration of class time and even the time frame of this class. To protect individuals' privacy, we will not use individual people's names when tweeting. You are encouraged to create and or use hashtags (#diversity #schoolcounseling). Consider retweeting and adding commentary to current issues being tweeted by @ASCATweets @CounselingViews @ACA\_CTOOnline @CounselingCSJ @APA @APADivision17 @AERA\_DivE. We will all use the same class Twitter account, so there is no need to create a personal Twitter account or to link yours to this, though you are welcome to retweet and engage from your personal account—this is not a requirement. While the requirements are for one person during class to manage the Twitter account, everyone is encouraged to post and tweet during the week if things come up at your sites or if thoughts arise as you are doing your

readings. In terms of what to tweet, think about key takeaways from the readings, whether there are questions from the material, whether you are seeing connections to students you are working with, or whether there are other national conversations occurring that connect to the material.

**Website:** [www.twitter.com](http://www.twitter.com)

**Twitter Handle:** @HDC6150

**Password:** HDC6150!

**Professionalism:** As a course in a professional training program, students are expected to consistently demonstrate professional behavior consistent with ethical codes such as those set forth by CACREP, ACA, and APA—this is counted toward your participation grade. This includes but is not limited to:

- Being on time: to class and with assignments
- Respectful interactions with students and faculty
- Proactive engagement in learning process and assignments
- Organized and prepared
- Managing paperwork and technology effectively
- Managing personal crises effectively
- Managing personal information (own and others') appropriately

## HDC 6150 COUNSELING DIVERSE POPLUATIONS CLASS SCHEDULE

### \*Additional Recommended Readings on LMS

Session	Topic	Activities	Readings and Assignments Due
1	Introductions, Cultural Competence	-Introductions, layout of class, assignments, ground rules implicit biases -Bring artifact for next week	Cultural Competence (Chapter 2)  Sue & Sue (Chapters 2 and 3 Segments)
2	Culture, Worldview, and Identity	-Defining worldview and personal identity -Worldview and effective counseling -Worldview and counseling theories	Counseling the Culturally Diverse (Chapter 5)  Cabral, R. R., & Smith, T. B. (2011). <i>Journal of Counseling Psychology</i> .  DiAngelo, R., & Sensoy, Ö. (2014). <i>Radical Pedagogy</i> .
3	Spirituality	-Framing of values and beliefs -Discussion about spirituality and religion	Privilege, Power, and Difference (Chapters 1 and 2)  Sink, C. A., & Devlin, J. M. (2011). <i>Counseling and Values</i> .  Read one narrative: - <a href="#">Muslim Perspective</a> - <a href="#">Bullying &amp; Spirituality</a>
4	Microaggressions, Consequences of Oppression/"isms," Part I  Population(s) Focus: African American	-Personal identity -Racial and ethnic identity -Racial identity development theories -Ethnic identity development theories -Discuss worldview paper reactions	Constantine, M. G. (2007). <i>Journal of Counseling Psychology</i> .  Howard, K., & Solberg, V. (2006). <i>Professional School Counseling</i> .  Read one narrative: - <a href="#">Diversity of SC</a> - <a href="#">Teaching in the 'hood'</a> - <a href="#">Being Black</a>
5	Microaggressions, Consequences of Oppression/, "isms," Part II  Population(s) Focus: Muslim American and Arab American	-Cycles of oppression -Panel on intersections and experience with "isms"	Privilege, Power, and Difference (Chapter 3)  Nadal, K. L. (2011). <i>Journal of Counseling Psychology</i> .  Read one narrative: - <a href="#">Racism in Schools</a> - <a href="#">Growing Up Muslim in America</a>

			<p>For your reference: Sue &amp; Sue (Chapters 19 and 20 Segments)</p> <p><i>Assignment due: Reflection and Worldview Paper</i></p>
6	<p>Communication, Body Language, and Nonverbals</p> <p>K-12 and 504 Plans</p> <p>Population(s) Focus: Disability</p>	<p>- College preparation -Cultural and family values</p>	<p>Privilege, Power, and Difference (Chapter 4)</p> <p>Sue &amp; Sue (Chapter 8 Segments)</p> <p>Goodman-Scott, E., &amp; Carlisle, R. (2014). <i>Professional School Counseling</i>.</p> <p>Ginicola, M. M., Smith, C., &amp; Trzaska, J. (2012). <i>Journal of Creativity in Mental Health</i>.</p> <p>Read one narrative: - <a href="#">Disability &amp; Queer</a> - <a href="#">What to Know About Disability</a></p> <p>For your reference: Sue &amp; Sue (Chapter 22 Segments)</p>
7	<p>K-12 School (Safety Plans)</p> <p>School Environment/Culture</p> <p>Population(s) Focus: LGBT Youth</p>	<p>-Ways to support trans and gender-nonconforming students -Safety plans -Gender communication plans</p>	<p>Espelage, Basile, DeLaRue, &amp; Hamburger (2015). <i>Journal of Interpersonal Violence</i>.</p> <p>Roe, S. (2013). <i>Professional School Counseling</i>.</p> <p>Read one narrative: - <a href="#">Trans Youth</a> - <a href="#">LGBT &amp; Homelessness</a></p> <p>For your reference: Sue &amp; Sue (Chapter 23 Segments)</p>
8	<p>Family Dynamics</p> <p>Population(s) Focus: Latina/o Native American</p>	<p>-Cultural differences -Creative ways to dialogue</p>	<p>Sue &amp; Sue (Chapters 15 and 17 Segments)</p> <p>Privilege, Power, and Difference (Chapters 5 and 6)</p> <p>Read one narrative: - <a href="#">Latinx</a></p>

			<ul style="list-style-type: none"> <li>- <a href="#">Undocumented Youth</a></li> <li>- <a href="#">Native Girls</a></li> <li>- <a href="#">Forgotten Children</a></li> </ul>
9	<p>Neighborhoods and Community</p> <p>Population(s) Focus: Gang Members, Juvenile Justice</p>	<ul style="list-style-type: none"> <li>- School-to-prison pipeline</li> <li>- Restorative justice</li> </ul>	<p>Ortega, L. et al (2016). <i>Psychology of Violence</i>.</p> <p>Forber-Pratt, A. J., Aragon, S. R., &amp; Espelage, D. L. (2014). <i>Psychology of Violence</i>.</p> <p>Read one narrative:</p> <ul style="list-style-type: none"> <li>- <a href="#">Youth Gang</a></li> <li>- <a href="#">Counseling and Gangs</a></li> <li>- <a href="#">Mentoring &amp; Youth Violence</a></li> <li>- <a href="#">From Broken Homes to Broken System</a></li> </ul> <p><i>Assignment Due: Cultural Immersion Paper</i> <i>Note: Action Plan 1 due PRIOR</i></p>
10	<p>Postsecondary and Social Class</p> <p>Population(s) Focus: International Students, Low Income</p>	<ul style="list-style-type: none"> <li>-Social class and economic status</li> <li>-Classist attitudes and beliefs</li> <li>-Social class worldwide</li> </ul>	<p>Counseling the Culturally Diverse (Chapters 20 and 25 Segments)</p> <p>Privilege, Power, and Difference (Chapter 7)</p> <p>Walsh, M. E., Madaus, G. F., Raczek, A. E., Dearing, E., Foley, C., An, C., ... &amp; Beaton, A. (2014). AERJ.</p> <p>Read one narrative:</p> <ul style="list-style-type: none"> <li>- <a href="#">Low Income &amp; College</a></li> <li>- <a href="#">Undocumented in HS</a></li> <li>- <a href="#">International Student</a></li> <li>- <a href="#">Poverty in Schools</a></li> </ul>
11	<p>Empowerment, Rapport Building, and Sociopolitical Influences</p> <p>Population(s) Focus: Women, White</p>	<ul style="list-style-type: none"> <li>-Social justice and counseling</li> </ul>	<p>Mizock &amp; Page (2016). <i>Journal for Social Action in Counseling and Psychology</i>.</p> <p>Privilege, Power, and Difference (Chapter 8)</p> <p>Read one narrative:</p> <ul style="list-style-type: none"> <li>- <a href="#">Addressing clients' prejudices</a></li> <li>- <a href="#">The Trump Effect in Schools</a></li> </ul> <p>For your reference: Sue &amp;</p>

			Sue (Chapter 12 Segments)
12	Annotated Bibliography		
13	Intersectionality, Evidence-Based Practices, and Assessment  Population(s) Focus: Asian American	-Consideration for assessment -Multiple identities	Sue & Sue (Chapter 16 Segments)  Castillo & Phoummarath (2006). <i>Journal of School Counseling</i> .  Read one narrative: <a href="#">-Intersectionality</a> <a href="#">-Why intersectionality cannot wait</a> <a href="#">-Student Starts</a> <a href="#">#MyAsianAmerican Story</a>
14	Multiracial	-Take-home final distributed in class	Power Privilege & Difference (Chapter 9)  Vitoroulis, I., Brittain, H., & Vaillancourt, T. (2015). <i>International Journal of Behavioral Development</i> .  Counseling the Culturally Diverse (Chapter 18)
			<b><u>Assignment due:</u></b> <b><u>*Take-Home Final Exam</u></b> <b><u>due one week after Session</u></b> <b><u>14 by 5pm CST</u></b>