

Texas A&M University - Central Texas
COUN 5311 Cultural, Minority and Gender Issues
Summer 2018

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Pauline S. Moseley
Phone: (254) 519-5456
Office: Warrior Hall 318 D Email: pmoseley@tamuct.edu
Office hours: Monday 2-5:30 pm, Tuesday 2-5:30 pm, Wednesday 2-5:00 pm, Thursday 2:00-5:00 pm

Class will meet Tuesday and Thursday in Warrior Hall Room 312 from 6:00 pm - 8:30 pm

Mode of instruction and course assess:

This course meets face-to-face.

Student-instructor interaction:

I will check emails each day I am in the office and will respond **within 48 hours**.

COURSE INFORMATION

Course Overview and description: The study of the interaction of social/cultural groups in America, problems of minorities and ethnic groups, problems related to gender and age, problems within family systems and contemporary sources of positive change.

Required Text

Sue, D. W. & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice*. (7th ed.). New York: John Wiley & Son Inc.

American Psychological Association (2009). *Publication manual of the American psychological Association*. 6th ed.: Washington, D.C.

Note: A student at this institution is not under obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may be available from an independent retailer, including an online retailer.

STUDENT LEARNING OUTCOMES:

1. Students will identify multicultural and pluralistic trends; characteristics, attitudes, beliefs, and acculturative experiences of (and among) diverse groups.
2. Students will write about cultural self-awareness and an understanding of the historical, political, and institutional influences on the oppression of diverse populations.

3. Students will locate community resources and identify public policies that affect the quality and accessibility of mental health services and enable effective advocacy for and treatment of diverse populations.

4. Students will learn about diverse populations and how counseling can best be suited to address the needs of said diverse population. Students will examine the counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination toward diverse people.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIG2: Social and cultural diversity)- Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

CACREP Standard	Activity	SLOs
Common Core for all students:		
a. Professional roles, functions, and relationships with other human service providers, including strategies for inter-agency/interorganization collaboration and communications (IIF1b)	Resource list	SLO3
b. Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e);	Resource list	SLO3
c. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Presentation	SLO1
d. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Presentation	SLO1
e. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIG2d);	Diversity Interview	SLO4
f. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	Presentation	SLO1
g. the effects of power and privilege for counselors and clients (IIF2e);	Presentation	SLO1
h. help-seeking behaviors of diverse clients (IIF2f); and	Bridge Activities	SLO2

i. strategies for identifying and eliminating barriers and processes of intentional and unintentional oppression and discrimination (IIF2h).	Diversity Interviews	SLO4
i. A general framework for understanding differing abilities and strategies for differentiated interventions. (IIF3h)	Diversity Interviews	SLO4
i. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g).	Resource list	SLO3
i. Ethical and culturally relevant strategies for addressing career development (IIF4j).	Resource list	SLO3
i. a systems approach to conceptualizing client (IIF5b).	Resource list	SLO3
i. ethical and culturally relevant strategies for establishing and maintain in-person and technology-assisted relationships. (IIF5d).	Presentation	SLO1
i. counselor characteristics and behaviors that influence the counseling process (IIF5f).	Bridge Activities	SLO2
i. ethically and culturally relevant strategies for designing and facilitating groups (IIF6g).	Presentation	SLO1
i. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (IIF7m)	Presentation	SLO1
i. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (IIF8a)	Diversity Interviews	SLO4
i. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and or program evaluation IIF8j)	Presentation	SLO1
Standards for Clinical Mental Health Counseling (CMHC) track		
1. cultural factors relevant to clinical mental health counseling (CMHC:VC2j);	Diversity Interviews	SLO4
4. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC:VC2b); and	Resource list	SLO3
5. legislation and government policy relevant to clinical mental health counseling (CMHC:VC2i);	Resource list	SLO3

COURSE REQUIREMENTS

Course structure and requirements:

Professionalism (10 points): Students are expected to demonstrate professionalism by attending class, arriving on time, staying until class is over, submitting assignments on time, studying the material assigned, participating in class discussions, respecting the opinions and rights of others and being flexible to schedule changes. Students must be in class to participate and receive participation points.

Presentation (20 points): Students will present different racial/ethnic/cultural groups. The purpose of this activity is to allow students an opportunity to explore the unique elements of a cultural group. Minimally, students must cover the following information in their presentation:

- Demographic information,
- Subgroup information,
- Culture values/norms,
- How this group views counseling, and
- Which counseling theories might work best with this group
- Historical perspective of substance abuse
- Access to education

Students are encouraged to consider ethical and multicultural considerations of effective counseling practice for the selected group. They are encouraged to bring guest speakers as part of their presentation, along with other visual aids and hands-on materials that may allow classmates to experience elements of the cultural group in which the presentation is pertaining. Each presentation must have an experiential component. Presentations are expected to last approximately 45 minutes, with time for Q & A following the presentation. You will also present a resource list to your colleagues to help them pursue further knowledge and understanding.

Imagine that you work for an agency, counseling center, or school. You have been asked to present with another counselor on ____ cultural group to colleagues and administrators at your agency/school. The director of operations (principal) has asked each counselor at the agency/school to be the “professional development” speaker for 1 meeting with each meeting covering a different identity/cultural group. The director of operation (principal) noted that these professional development presentations are being employed to “boost everyone’s understanding of diverse persons in which they may one day serve.” The director of operation (principal) further stated that each counselor is expected to “be the resident expert on X cultural group” and help educate colleagues about how counseling may be conducted differently for X group. Your job is to present the “nuts and bolts” of a cultural group. Each professional development meeting is expected to last at least 45 minutes, with question and answer to follow. The director of operations (principal) has also strongly urged each group to bring in a member of the cultural group in which they will be discussing, along with other cultural elements that can be displayed/experienced (i.e. food, dress, music, etc.). The director of operations (principal) has made media technology available to you and your group for the presentation, however, additional materials which may be needed are to be provided by the speaker. In addition, you are asked to provide a resource list consisting of non-profits websites, agencies and/or books that will help your co-workers continue to learn about this group. Cultural groups will be assigned on June 5. Presentations will be on the date the cultural group is assigned in the textbook.

Bridge Activities (10 points) (Due each week): Bridge Activities are journal entries that you complete between classes. These entries represent an on-going dialogue with me regarding your self-awareness, honest reactions and struggles that you may be experiencing to readings, discussions, and in-class experiences. You may also seek out experiences with diversity in our community to challenge yourself and your preconceived attitudes. Journal entries should be at least one written page. There will be **10** required entries with at least one due each week.

Diversity Interviews (10 points) (Due June 19): Each student will conduct (1) interview. You will interview someone who identifies differently from you in at least two ways. Consider gender, race, ethnicity, sexual orientation, gender identity, age, disability status, socioeconomic status, immigration status, religion, etc. Describe the content of the interview. Use the identity models (353-420) in your textbook to speculate on what stage of identity development you and your interviewee might fall. Describe your reactions to the person you interviewed, emphasizing insight you gained from this experience.

Resource List (10 points) (Due June 26): Students will compile a list of community organizations and/or programs that support and advocate for equity with the clients for whom they may serve with regard to their respective counseling tracks (i.e. CMHC or SC).

Cultural Self-Exploration (10 points) – online assignment (Due July 5).

Final Exam (30 points): During the final exam week, students will complete a final exam covering major concepts learned across the semester. The goal of the final exam is to prepare students for the research component of the CPCE and to assess learning outcomes across the semester. Without prior approval from the instructor, any absence during the final exam will result in a grade of zero (0) points earned for the final exam. (July 26).

Course Evaluation:	Points
Participation	10
Presentation	20
Bridge Activities	10
Diversity Interviews	10
Resource List	10
Cultural Self-Exploration	10
Exam	30
Total	100

Course Outline:

June

- 5 Chapters 1 and 2 Multicultural Counseling: Nature of Multicultural Counseling
- 7 Chapters 3 and 4 Cultural Competence & Implications of Counseling and Psychotherapy
- 12 Chapters 5 and 6 Systemic Oppression & Microaggressions
- 14 Chapters 7 and 8 Barriers & Communication Styles
- 19 Chapters 9, 10, and 11; Evidence-Based Practice & Non-Western Indigenous Methods & Racial/Cultural Identity Development; **Due: Diversity Interview**
- 21 Chapters 12 and 13 White Racial Identity & Culturally Competent Assessment
- 26 Chapters 14 and 15 **Presentation:** Counseling African Americans and Counseling American Indians/Native Americans; **Due: Resource List**
- 28 Chapters 16 and 17 **Presentation:** Counseling Asian Americans/Pacific Islanders and Counseling Latinas/os

July

- 3 Online – Cultural Self Exploration
- 5 Chapters 18 & 19 **Presentation:** Multiracial Individuals; Arab Americans and Muslim Americans
- 10 Chapters 20, 21, & 22 Immigrants and Refugees; Jewish Americans; **Presentation:** Counseling Individuals with Disabilities
- 12 Chapter 23 **Presentation:** Counseling LGBT Individuals
- 17 Chapter 24 **Presentation:** Counseling Older Adults
- 19 Chapter 25 **Presentation:** Counseling Individuals Living in Poverty
- 24 Chapter 26 **Presentation:** Counseling Women
- 26 Final

Note: The instructor reserves to change the grading structure when deemed appropriate. All changes will be provided to currently enrolled students in writing.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911 Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911 Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911 Cellular, university officials can quickly pass on safety-related information, regardless of your location.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and

returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by

emailing Larry Davis at lmDavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [<https://tamuct.libguides.com/>].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Assignments turned in late will result in a reduction of grade for unexcused late submissions.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Student Learning Outcomes (SLOs) Grading Rubric

SLO 1	Competence				
Presentation	No	Some	Basic	Above Average	Superior
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i)					

Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a)					
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);					
The effects of power and privilege for counselors and clients (IIF2e)					
Ethical and culturally relevant strategies for establishing and maintain in-person and technology-assisted relationships. (IIF5d).					
Ethically and culturally relevant strategies for designing and facilitating groups (IIF6g).					
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (IIF7m)					
Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and or program evaluation IIF8j)					

SLO 2:	Competence				
Bridge Activities	No	Some	Basic	Above Average	Superior
Help--seeking behaviors of diverse clients (IIF2f);					
Counselor characteristics and behaviors that influence the counseling process (IIF5f).					

SLO3	Competence				
Resource List	No	Some	Basic	Above Average	Superior
Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (IIF1b)					

Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e);					
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g).					
Ethical and culturally relevant strategies for addressing career development (IIF4j).					
A systems approach to conceptualizing client (IIF5b).					
Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC:VC2b);					
Legislation and government policy relevant to clinical mental health counseling (CMHC:VC2i);					

SLO 4:	Competence				
	No	Some	Basic	Above Average	Superior
Diversity Interview					
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIG2d);					
Strategies for identifying and eliminating barriers and processes of intentional and unintentional oppression and discrimination (IIF2h).					
A general framework for understanding differing abilities and strategies for differentiated interventions. (IIF3h)					
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (IIF8a)					
Cultural factors relevant to clinical mental health counseling (CMHC:VC2j);					

Key Performance Indicators

1	Students will demonstrate an understanding of the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy as well as an appropriate level of multicultural competency and the effects of power and privilege for counselors and clients. (CACREP IIF2)				
No Competence	Some Competence	Basic Competence	Above Average Competence	Superior Level Competence	CACREP Standard
1	2	3	4	5	
Candidate demonstrates no an understanding of the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy as well as an appropriate level of multicultural competency and the effects of power and privilege for counselors and clients	Candidate demonstrates limited understanding of the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy as well as an appropriate level of multicultural competency and the effects of power and privilege for counselors and clients	Candidate demonstrates basic an understanding of the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy as well as an appropriate level of multicultural competency and the effects of power and privilege for counselors and clients	Candidate demonstrates above average understanding of the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy as well as an appropriate level of multicultural competency and the effects of power and privilege for counselors and clients	Candidate demonstrates superior understanding of the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy as well as an appropriate level of multicultural competency and the effects of power and privilege for counselors and clients	CACREP II F2