

**Texas A&M University - Central Texas**  
**COUN 5311 Social and Cultural Issues**  
**Spring 2019**

**INSTRUCTOR AND CONTACT INFORMATION**

Instructor: Dr. Gerald Pennie, PhD, LPC, NCC  
Class Time: Wednesdays 06:00 – 08:45 pm  
Email: gpennie@tamuct.edu  
Office hours: TWR 01:30 – 04:30 pm

**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.

**STUDENT LEARNING OUTCOMES:**

1. Students will identify multicultural and pluralistic trends; characteristics, attitudes, beliefs, and 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:

<b>CACREP Standard</b>	<b>Activity</b>	<b>SLOs</b>
<b>Common Core for all students:</b>		
a. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications (IIF1b)	CIA Project	SLO3
b. Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e)	CIA Project	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)	Journal Activities	SLO2
i. strategies for identifying and eliminating barriers and processes of intentional and unintentional oppression and discrimination (IIF2h).	Diversity Interview	SLO4
i. A general framework for understanding differing abilities and strategies for differentiated interventions. (IIF3h)	Diversity Interview	SLO4
i. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g).	CIA Project	SLO3



i. Ethical and culturally relevant strategies for addressing career development (IIF4j).	CIA Project	SLO3
i. a systems approach to conceptualizing client (IIF5b).	CIA Project	SLO3
i. ethically 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).	Journal 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 Interview	SLO4
i. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and or program evaluation (IIF8j)	Presentation	SLO1
<b>Standards for Clinical Mental Health Counseling (CMHC) track</b>		
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	CIA Project	SLO3
5. legislation and government policy relevant to clinical mental health counseling (CMHC:VC2i);	CIA Project	SLO3

**Required Text**

Hays, P. A. (2016). *Addressing cultural complexities in practice: Assessment, Diagnosis, and Therapy*. (3<sup>rd</sup> ed.). Washington, D.C.

American Psychological Association.(2009). *Publication manual of the American psychological*

*Association*. 6<sup>th</sup> ed.: Washington, D.C.  
Okorafor, N. (2015). *Binti*. Tor.com  
Okorafor, N. (2017). *Binti: Home*. Tor.com  
Okorafor, N. (2018). *Binti: The night masquerade*. Tor.com

## **Course Structure and Requirements**

**Portfolio (50 points):** Students will compile a digital portfolio highlighting your classroom activities, records, and accomplishments. The portfolio should be divided into five sections. **Section one** should contain your multicultural presentation handout materials. **Section two** should contain your autobiographic experience. **Section three** should contain multicultural newsworthy items (current event critiques) collected over the course of the semester. **Section four** should contain a selected collection of your journal entries that show your growth and development across the semester. **Section five** should contain your Culturally Immersive Advocacy Project.

### **Final Presentation (10 points)**

Students are encouraged to consider ethical and multicultural considerations of effective counseling practice based on your selected culture. You can bring guest speakers as part of your 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. You will need to do research information about this population and include that information in your presentation. The scenario below is how you will be expected to structure and format your presentation.

### **Scenario**

Imagine that you work for an agency, counseling center, or school. You have been asked to present 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 your 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.

**Journal Activities (10 points):** Journal activities are entries that you complete between classes. These entries represent an on-going dialogue with your classmates 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 ten required entries dispersed throughout the course. Submissions will be made through canvas.

**Diversity Interview (30 points):** 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 we discuss 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. You will need to submit a paper between **2-5 pages**. You will need to get prior instructor approval.

**Culturally Immersive Advocacy (CIA) Project (50 points):** Students will be required to proposal and participate in a semester long culturally immersive advocacy project. This project is composed of two phases. The **first phase is Cultural Entry and Immersion**. The goal of the first phase is to research and build a mutualistic relationship with members of a culture that is different than your own in at least two identifiable ways. The **second phase is Direct Advocacy**. The goal of the second phase is to develop an advocacy product that you can use to directly advocate for members of the community you chose. Students will need to submit a **4-6 page** reflection paper. Of specific focus of the paper is what the counselor-in-training noticed about him/herself throughout the experience, including thoughts, feelings, beliefs, fears, etc. Self-awareness and depth of personal journey through this experience are the focus of the minority experience. Students will also compile a list of community organizations and/or programs that support and advocate for equity with the clients for whom they may serve. Additionally, students will need to develop artifacts for that are significant to their experiences during the project. **Students will need to submit a proposal for this assignment to the professor prior to beginning this project.**

**Book Reports (30 points):** In addition to the assigned readings, you will be expected to complete supplemental reading pertaining to diverse populations or relating to sociocultural considerations. Students will select two books from the autobiographies (or get approval to use another autobiography of a diverse person) from Appendix A or B. Book reports will need to be at least **3 pages**.

## **Grading Criteria Rubric and Conversion**

### **Grade Distribution**

<b>Portfolio:</b>	50 pts
<b>Diversity Interview:</b>	30 pts
<b>Final Presentation:</b>	30 pts
<b>CIA Project:</b>	50 pts
<b>Journal Entries:</b>	10 pts
<b>Book Reports:</b>	30 pts
<b>Total:</b>	<b>200 points</b>

**Points necessary for corresponding grades:**

- A:** 180+ pts
- B:** 160-179.9 pts
- C:** 140-159.9 pts

**Student-instructor interaction:**

In the event that you need to contact me via e-mail, please include “**COUN 5311**” and the title of the e-mail (e.g., homework question, attendance) in the subject line. For example, the subject line may read “**COUN 5311 – Attendance.**” I check my email twice a day and as such, I will respond to e-mail requests within **48 hours during the work week (excluding holidays).**

Additionally, my Friday office hours will virtual. I will be available using the Canvas inbox and chat systems. Finally, if you are unable to meet during my office hours, you can email me to request an appointment by following the above format. **Please allow me up to 48 hours during the work week (Monday-Friday) to respond to your scheduled request.** This means you should request for a Monday you will need to request no later than the preceding Friday.

**Attendance:**

Your attendance and participation in the classroom is extremely important to your learning. As such attendance you will be given one free absence. Each subsequent absence will result in the loss of a letter grade every time you are absent from class.

**Mode of instruction and course access:**

This course meets face-to-face, (with supplemental materials made available online). This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

**911 Cellular:**

Emergency Warning System for Texas A&M University – Central Texas  
911Cellular 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 [911Cellular](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 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**Important University Dates:**

- January 11, 2019*      *Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)*
- January 14, 2019*      *Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants.*
- January 14, 2019*      *Classes Begin for Spring Semester*
- January 16, 2019*      *Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes*
- January 21, 2019*      *Martin L. King Jr. Day (University Closed)*

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January 22, 2019 *Deadline to Drop First 8-Week Classes with No Record*  
January 30, 2019 *Deadline to Drop 16-Week Classes with No Record*  
February 22, 2019 *Student End of Course Survey Opens (First 8-Week Classes)*  
February 22, 2019 *Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)*  
March 1, 2019 *Deadline for Graduation Application for Spring Ceremony Participation*  
March 1, 2019 *Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)*  
March 8, 2019 *Classes End for First 8-Week Session*  
March 8, 2019 *Deadline for Spring Admissions Applications*  
March 10, 2019 *Student End of Course Survey Closes (First 8-Week Classes)*  
March 11, 2019 *Spring Break – No Class (University Open)*  
March 11, 2019 *Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)*  
March 13, 2019 *Spring Break – No Class (University Open)*  
March 14, 2019 *Spring Break – No Class (University Open)*  
March 15, 2019 *Deadline for Tuition and Fee Payments (Second 8-Week Classes)*  
March 15, 2019 *Deadline for Clinical Teaching Applications*  
March 15, 2019 *Spring Break – No Class (University Open)*  
March 18, 2019 *Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants.*  
March 18, 2019 *Classes Begin for Second 8-Week Session*  
March 20, 2019 *Deadline for Add, Drop, and Late Registration for Second 8-Week Classes*  
March 25, 2019 *Deadline to Drop Second 8-Week Classes with No Record*  
April 1, 2019 *Deadline for GRE/GMAT Scores to Office of Graduate Studies*  
April 5, 2019 *Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)*  
April 12, 2019 *Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester*  
April 26, 2019 *Student End of Course Survey Opens (16- and Second 8-Week Classes)*  
April 26, 2019 *Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)*  
May 10, 2019 *Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)*  
May 10, 2019 *Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.*  
May 10, 2019 *Deadline to Withdraw from the University for 16- and Second 8-Week Classes*  
May 10, 2019 *Spring Semester Ends*  
May 11, 2019 *Commencement Ceremony Bell County Expo Center 7:00 p.m.*  
May 12, 2019 *Student End of Course Survey Closes (16- and Second 8-Week Classes)*  
May 14, 2019 *Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)*  
May 14, 2019 *Deadline for Thesis to Clear Thesis Office for Spring Semester*

**TECHNOLOGY REQUIREMENTS AND SUPPORT**

**Technology Requirements. .**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail



address)

Password: Your MyCT password

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### **Technology Support.**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

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## **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 Academic 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.

For more information regarding the Student Conduct process,  
[<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].  
If you know of potential honor violations by other students, you may submit a report,  
[[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### **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].

### **Important information for Pregnant and/or Parenting Students.**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center.**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 UWC is here to help!

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 [WCOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) for any assistance needed with scheduling.

### **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/].

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### **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.**

#### **Late Assignments and Make-up Work**

Late work will not be accepted. Make up work may be assigned at the instructor's discretion.

#### **Grade Disputes**

Conversations regarding grades and assignments are welcomed. It is required that grade disputes follow the 24/7 rule. This means that students are required to wait 24 hours from the time of receiving a graded assignment to schedule an appointment. This also means that students must schedule an appointment within 7 calendar days of receiving the assignment.

#### **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 and/or course instructor. 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.

Copyright. (YEAR) by (FACULTY NAME) at Texas A&M University-Central Texas,  
(FACULTY COLLEGE); 1001 Leadership Place, Killeen, TX 76549; 254-(FACULTY  
COLLEGE PHONE); Fax 254-(FACULTY COLLEGE FAX); (FACULTY EMAIL)



**COURSE OUTLINE AND CALENDAR**

<b>Week of</b>	<b>Topics covered</b>	<b>Chapters covered</b>	<b>Assignments</b>
Jan. 14	Introduction to course, Advocacy, Multiculturalism, and Social Justice	Chapter 1	<b>Signed syllabus page due by 01/19/2019 by 11:59 pm</b>
Jan. 21	Becoming a Culturally Relevant Therapist and Cultural Assessment	Chapters 2-3	
Jan. 28	Making Meaningful Connections	Chapters 4-5	<b>CIA Project Proposal 02/01/2019 by 11:59 pm</b>
Feb. 4	Building Counseling Relationships	Chapter 6	
Feb. 11	Culturally Relevant Assessment	Chapters 7-8	<b>Advocacy Population Proposal due 02/15/2019 by 11:59 pm</b>
Feb. 18 (Online Week)	APA Workshop		
Feb. 25	Culturally Relevant Diagnosis	Chapter 9	
Mar. 4	Culturally Relevant Therapy and Diverse Interventions	Chapter 10-11	<b>Book Report 1 due 03/08/2019 by 11:59 pm</b>
Mar. 11	Spring Break		
Mar. 18	Case Studies and Therapeutic Interventions	Chapter 12	<b>Diversity Interview due: 03/22/2019 by 11:59 pm.</b>
Mar. 25	Case Studies and Therapeutic Interventions		
Apr. 1	Case Studies and Therapeutic Interventions		
Apr. 8	Case Studies and Therapeutic Interventions		<b>Book Report 2 due 04/12/2019 by 11:59 pm.</b>
Apr. 15 (Online Week)	Presentations	Chapter 17	<b>All Journal Entries must be in by 04/19/2019 by 11:59 pm</b>
Apr. 22	Presentations	Chapter 18	<b>CIA Project due: 04/26/2019 by 11:59 pm</b>
Apr. 29	Presentations		<b>All presentations due 05/03/2019 by 11:59 pm</b> <b>Portfolio due: 05/03/2019 by 11:59 pm</b>
May 06	Finals Week		

**\* This syllabus is eligible for review and can be changed with prior notice from the instructor.**

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)					

<b>SLO 2:</b>	<b>Competence</b>				
<b>Journal Activities</b>	<b>No</b>	<b>Some</b>	<b>Basic</b>	<b>Above Average</b>	<b>Superior</b>
Help--seeking behaviors of diverse clients (IIF2f);					
Counselors characteristics and behaviors that influence the counseling process (IIF5f).					

<b>SLO3</b>	<b>Competence</b>				
<b>CIA Project</b>	<b>No</b>	<b>Some</b>	<b>Basic</b>	<b>Above Average</b>	<b>Superior</b>
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);					

<b>SLO 4:</b>	<b>Competence</b>				
	<b>No</b>	<b>Some</b>	<b>Basic</b>	<b>Above Average</b>	<b>Superior</b>
<b>Diversity Interview</b>					
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**

<b>1</b>	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)				
<b>No Competence</b>	<b>Some Competence</b>	<b>Basic Competence</b>	<b>Above Average Competence</b>	<b>Superior Level Competence</b>	<b>CACREP Standard</b>
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	<b>CACREP II F2</b>



**Appendix A: Autobiography book list**

- Angelou, M. (1969). *I know why the caged bird sings*. New York: Bantam Books.
- Angelou, M. (1981). *The heart of a woman*. New York: Bantam Books.
- Asche, A. & Ranpersad, A. (1993). *Days of grace: A memoir*. New York: Ballantine.
- Campbell, B. M. (1989). *Sweet summer: Growing up with and without my dad*. New York: Putnam.
- Cary, L. (1991). *Black ici*. New York: Knopf.
- Chestnut, J. L. (1990). *Black in Selma: The uncommon life of J. L. Chestnut Jr.* New York: Putnam.
- Crow Dog, M. & Erdoes, R. (1990). *Lakota woman*. New York: Grove Weldenfeld.
- Denman, R. M. (1990). *Let my people in: A lesbian minister tells of her struggles to live openly and maintain her ministry*. New York: Morrow.
- Hayslip, L., & Wurtz, J. (1989). *When heaven and earth changed places: A Vietnamese woman's journey from war to peace*. New York: Doubleday.
- Kingston, M. H. (1977). *The woman warrior: Memoirs of a girlhood among ghosts*. New York: Knopf.
- Kopay, D., & Young, P. D. (1977). *The David Kopay story: An extraordinary self-revelation*. New York: Arbor House.
- Mankiller, W., & Wallis, M. (1993). *Mankiller: A chief and her people*,(Chapter 3-end). New York: St. Martin's Press.
- Momaday, N. S. (1976). *The names: A memoir*. New York: Harper & Row.
- Monette, P. (1992). *Becoming a man: Half a life story*. San Francisco: Harper Collins.
- Njeri, I. (1991). *Every good-bye ain't gone*. New York: Random House.
- Rehman, S. (2018) *Threading my prayer rug: One woman's journey from Pakistani Muslim to American Muslim*. Arcade Publishing.

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Siko, L. (1981). *Storyteller*. New York: Seaver Books.

Sone, M. (1953). *Niseir daughter*. Boston: Little Brown.

Swann, B. & Krupat, A. (Eds.) (1987). *I tell you now: Autobiographical essays by Native American writers*. Lincoln: University of Nebraska Press.

**APPENDIX B: MULTICULTURAL READING LISTS: BOOK REVIEW**

**Supplementary Book List**

**Asian/ Asian American Perspectives**

Chu, L. Eat A Bowl of Tea  
Endo, S. Silence  
Kikumura, A. Through Harsh Winters  
Kim, R.A. Lost Names  
Kingston, M.H. The Woman Warrior  
Lee, J.F.J. Asian American Experience in the United States  
Okada, J. No-No Boy  
Lin, Y.T. Moment in Peking  
Ronyoung, K. Clay Walls  
Steward, M. Ambitious Violence  
Takaki, R. Strangers from a Different Shore  
Tan, A. The Joy Luck Club, The Kitchen God's Wife, or The Seven Secret Senses  
Wachtel, P.S. & McNeeley, J. Soul of the Tiger

**African American Perspectives**

Angelou, M. I Know Why the Caged Bird Sings  
Angelou, M. The Heart of a Woman  
Chestnut, J. L. Black in Selman: The Uncommon Life of J. L. Chestnut Jr.  
Delpit, Other People's Children  
Dyson, M.E. Race Rules  
Gaines, E. A Lesson Before Dying  
Harris, E.L. This Too Shall Pass, Just As I Am, or Invisible Life  
hooks, b. A Killing Rage, Black Looks: Race and Representation  
Hurstun, Z.N. Their Eyes Were Watching God  
King, M.L. Where Do We Go From Here? Chaos or Community  
Haley, A. The Autobiography of Malcolm X  
Morrison, T. The Bluest Eye  
Giovanni, N. Racism 101  
Walker, A. Possessing the Secret of Joy  
McMillan, T. Mama  
West, C. Race Matters  
Woodson, C.G. The Mis-education of the Negro

**Hispanic Perspectives**

Baker, H.A. Three American Literatures  
Moraga, C. & Anzaldúa, G. This Bridge Called My Back: Writings By Radical Women of Color  
Steinbeck, J. Tortilla Flat

Esquivel, L. Like Water for Chocolate

### **Native American Indian Perspectives**

Arden, H. Wisdom Keepers  
Brown, D. Buried My Heart at Wounded Knee  
Clements, S. In the Moon When the Deer Lose Their Horns  
Crow Dog, M. & Erdoes, R. Lakota Woman  
Edmonds, M. Voices of the Wind  
Kroeber, T. Ishi in Two Worlds  
Kupferer, H. Ancient Drums, Other Moccasins  
Lerner, A. Dancing of the Rim of the World  
Moon, W.L.H. Blue Highways: Journey into America  
Neihardt, J.G. Black Elk Speaks  
Seals, D. Sweet Medicine  
Storm, H. Seven Arrows  
Swann, B. Smoothing the Ground  
Herbert, Soul Catcher  
Carter, F. The Education of Little Tree

### **Latin American Perspectives**

Alvarez, J. How the Garcia Girls Lost Their Accents  
Cisneros, S. My Wicked Wicked Ways of House on Mango Street  
Llosa, M.V. Aunt Julia and the Script Writer  
Munoz, C. Youth, Identity, Power  
Romo, R. History of a Barrio: East Los Angeles  
Thomas, P. Down These Mean Streets  
Yarmas, M. The Hispanic World of John Steinbeck

### **Feminist and Other**

Alexander, M. (1993). *Fault lines*  
Dewes, (1995). *This fine place so far from home.*  
Erdrich, L. (1994) (Ed). *Skin deep: Women writing on race and color in America.*  
Karmel, I. (1969). *An estate of memory.*  
Moraga, C., & Anzaldua, G. (1981) (Eds.). *This bridge called my back.*  
Sexton, M., & Howe, F. *With wings: An anthology of literature by and about women with disabilities.*

**Syllabus Receipt Confirmation and Compliance Statement**

I, \_\_\_\_\_ (full name) have received, read, and agreed to comply with the attached syllabus. I agree to be held to all policies, procedures, and standards listed above. I also understand that the instructor has the discretion to change the syllabus with prior notice.

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(Written Full name)

(Course #)

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(Signature)

(Date)