



PSYC 5311-110 Cultural, Minority and Gender Issues
Spring 2020
Wednesdays 6-9pm
Warrior Hall 306

Instructor: Dr. Lia Amuna, LPC, CSDD, BC-TMH
Email: carmelia.amuna@tamuct.edu (Type **PSYC 5311** in Subject Line for **ALL** correspondence)
Office Hours: Wednesdays 5pm to 6pm Warrior Hall 306 (by appointment)

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:

Common Core for all students:	Activity	SLOs
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,	Presentation	SLO1

cultural identity development, and social justice and advocacy (IIF2b)		
g. the effects of power and privilege for counselors and clients (IIF2e)	Presentation	SLO1
h. help-seeking behaviors of diverse clients (IIF2f)	Presentation	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. 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).	Presentation	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
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	CIA Project	SLO3
5. legislation and government policy relevant to clinical mental health counseling (CMHC:VC2i);	CIA Project	SLO3

Required Text

Chang, S. C., Singh, A. A., & dickey, l. m. (2018). *A clinician's guide to gender-affirming care: Working with transgender and gender nonconforming clients*. Oakland, CA: Context Press.

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

American Psychological Association.(2019). *Publication manual of the American psychological Association*. 7th ed.: Washington, D.C.

Okorafor, N. (2015). Binti. Tor.com

Course Structure and Requirements

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 2-4 pages. You will need to get prior instructor approval. Submissions will be made through Canvas. **LATE WORK WILL NOT BE ACCEPTED.**

Binti Book Quiz (30 points): In addition to the assigned readings, you will be expected to complete supplemental reading pertaining to diverse populations and relating to sociocultural considerations as outlined in the Binti book by Okorafor. A 15 multiple choice question assessment of your knowledge of the book will be completed. **LATE WORK WILL NOT BE ACCEPTED**

Multicultural Presentation (50 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 15 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. **LATE WORK WILL NOT BE ACCEPTED**

Culturally Immersive Advocacy (CIA) Project (50 points): Students will be required to propose 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 3-5 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 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. This meets the Multicultural Competency/Advocacy Social Justice Competency component of the CMHC Program Portfolio.** Submissions will be made through canvas. **LATE WORK WILL NOT BE ACCEPTED**

Comprehensive Final Exam (40 points) The comprehensive exam will be administered towards the conclusion of your course. The examination will consist of 40 multiple choice questions closed book, closed notes and administered **in class**. The examination will consist of questions relevant to the core and major topics mentioned in this course as well as information (on this subject) found on previous counseling licensure exams. **LATE WORK WILL NOT BE ACCEPTED**

Grading Criteria Rubric and Conversion

Grade Distribution

Diversity Interview: 30 pts

Binti Book Quiz: 30 pts

Multicultural Presentation: 50 pts

CIA Project: 50 pts

Comprehensive Final Exam: 40 pts

Total: 200 points

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 “**PSYC 5311**” and the title of the email (e.g., homework question, attendance) in the subject line. For example, the subject line may read “PSYC 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)**.

Attendance: Your attendance and participation in the classroom is extremely important to your learning. As such you will be responsible for ALL material discussed during your absence 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>].

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

The 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 encouraged to enroll Warrior Shield.

Note: Texas HB 2758 mandates all faculty, staff, and students of any State of Texas institution of higher education be registered into an emergency notification system. Any faculty, staff or student has the right to opt-out of this required service at any time. You can get [more information regarding HB 2758](#).

If you have questions or if additional information is needed, please contact the Help Desk at [\(254\) 519-5466](tel:254-519-5466).

COURSE OUTLINE AND CALENDAR

Week	Date	Topic	Reading	Assignment
1	Jan 15	Introduction to Course, Diversity and Intersectionality	Glossary of Terms (Chang et al)	*Signed syllabus page due
2	Jan 22	Advocacy, Multiculturalism, and Social Justice	Chapter 1 (Hays) Chapter 1 (Chang et al)	*Diversity Interview Subject-Due
3	Jan 29	Becoming a Culturally Relevant Therapist and Cultural Assessment	Chapters 2-3 (Hays) Chapter 3-4 (Chang et al)	*CIA Project Proposal due
4	Feb 05	Making Meaningful Connections	Chapters 4-5 (Hays) Chapter 2 (Chang et al)	

5	Feb 12 (online)	Building Counseling Relationships	Chapter 6 (Hays) Chapter 5 (Chang et al)	
6	Feb 19	Culturally Responsive Services	Chapters 7-8 (Hays) Chapter 6 (Chang et al)	
7	Feb 26	Culturally Relevant Assessment	Chapter 10 (Chang et al)	
8	Mar 04	Culturally Relevant Diagnosis	Chapter 9 (Hays) Chapter 7 (Chang et al)	*Diversity Interview due in Canvas
No Class	March 09- March 12	SPRING BREAK		
9	Mar 18	Culturally Relevant Therapy and Diverse Interventions	Chapter 10- 11(Hays) Chapter 8 (Chang et al)	*Binti Book Quiz due
10	Mar 25	Case Studies and Therapeutic Interventions	Chapter 12 (Hays) Chapter 11 (Chang et al)	*Presentation time slot due
11	Apr 01	Counseling & Therapeutic Interventions	Chapter 14 (Chang et al) Chapter 15 (Chang et al)	
12	Apr 08	Presentations		*CIA Projects Due
13	Apr 15 (online)	Culturally Responsive Self-Care	Chapter 19 (Chang et al)	
14	Apr 22	Presentations		
15	Apr 29	Final Exam-In Class		
16	May 06	Extra Presentation Time slots		

- This syllabus is eligible for review and can be changed with prior notice from the instructor.
- Your Binti novel need to be read by this point in the semester.
- Please pay attention to the Canvas assignments to make sure you submit them on time.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy. If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately? You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

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.

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 TAMUCT 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 TAMUCT 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 homepage:

<http://www.tamuct.edu/departments/library/index.php>

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.

Other Technology Support

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

24 hours a day, 7 days a week:

Email: 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.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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 Office 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 Office 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) web page [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 deadra.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.

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

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!

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

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 TAMUCT, 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 Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

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].

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Syllabus Receipt Confirmation and Compliance Statement

I, _____ (print 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 without prior notice.

Signature: _____

Date: _____

Witness: _____ (Print full name)

_____ (Signature)