Counseling Diverse Communities

HDCN 6304 Fall Term



Instructor: Dr. Nina Rios-Doria Email: nriosdoria@smu.edu

Course Dates:

August 7th – October 9th Wednesday's from 6:00 – 10:15pm

Required Readings:

Counseling the Culturally Diverse: *Theory and Practice (6th Edition)* by Derald Wing Sue & David Sue

Course Overview:

The basic constructs of race and ethnicity are analyzed with respect to how these constructs impact an individual's relationship to social, cultural, historical, and educational environments. Each student will develop counseling skills and strategies reflecting the needs of specific ethnic, racial, and minority populations. In addition, students will look introspectively at their own lives and examine their personal and professional assumptions regarding culture, class, race/ethnicity, gender, sexual orientation, religion, and ability.

Student Learning Objective	Measurable Outcome		
Understand the importance of cultural competence in the mental health profession.	Students will demonstrate an understanding of cultural competence through class discussion and written assignments.		
Examine one's own worldview, beliefs, and biases to have a better understanding of self and culturally diverse clients. Exploring how their approach to the counseling process may be influenced by their own life experience.	Students will engage in self reflection exercises and identify how issues of diversity, power, and privilege have shaped their identities as experienced through family, community, and culture. These outcomes will be demonstrated through a written assignment, class activities and discussion.		
Describe multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.	Students will demonstrate this through class discussion, projects, and papers. Also, reading recent research studies relating to current trends in diverse communities.		
Recognize theories of multicultural counseling, identity development, and social justice.	Students will demonstrate an awareness of theories by participating in class discussions and written assignments.		
Conceptualize individual, couple, and family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.	Students will identify and discuss ways to understand this concept through class discussion and in class activities.		
Counselors' roles in developing cultural self- awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, Mind or body.	Students will identify and discuss ways to promote and assist cultural diverse communities in the counseling arena through class discussion and in class activities.		

Course Requirements:

150 pts				
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Participation and Attendance:

This will be an interactive class with students playing an active role in class activities, presentations, and discussion. All readings should be done before class.

Any student who is unable to attend all classes should discuss this with the instructor.

Written assignments:

20 ptsPresent one chapter from book with handout – Students will work in a group and will present one chapter the second week of class and also create a handout/outline for class.

Self Awareness paper – This will be a reflective paper about your upbringing and events in your life that influenced and impacted your values and beliefs and how you view others. More information will be distributed in class.

2 journal articles- You will be required to present two journal articles to the class of recent research that is relevant to counseling diverse clients. In addition, a one to two page outline of the journal article will be required. More information will be distributed in class.

A five- page culture analysis and a 30 minute group oral presentation describing a specific cultural group, which will be assigned the first day of class. More information will be discussed and handout distributed in class.

Exams:

250 pts

Mid term - The midterm will cover chapters 1 - 12

250 pts

Final Exam – The final exam will cover chapters from 13 – 26.

Date of Class	Class Topic	Course Readings
August 7	 Introduction and Syllabus Multicultural Journey to Cultural Competence Class Time-meet w/ groups 	Chapter 1 Researching online- Evelyn Day
August 14	 Microaggressions in Counseling & Psychotherapy Group Presents chapter assigned & handout for students 	*Chapter 2, 3, 4, 5, *read assigned chapter Chapter 6 – ALL read
August 21	 Barriers to Multicultural Counseling & Therapy Culturally Appropriate Intervention Strategies Journal Articles presented 	Chapter 7 & 8 Journal article
August 28	 Multicultural Evidence-Based Practice Non-Western Indigenous Methods of Healing: Implications for Counseling and Therapy 	Chapters 9 & 10 Self awareness paper due Speaker- Dr. Jennings
September 4	 Racial /Cultural Identity Development in People of Color White Racial Identity Development Journal Articles presented 	Chapter 11 & 12 Journal Article
September 11	 Culturally Competent Assessment Review Midterm 	Chapter 13 & Review MIDTERM

September 18	 Counseling African Americans Counseling Asian Americans Counseling Latinos 	Chapters 14, 16, 17 Presentations (2) African American Asian
September 25	 Counseling Individuals of Multiracial Descent Counseling Arab and Muslim Americans Counseling Jewish Americans 	Chapters 18, 19, 20 Presentations (2) Latinos Multiracial Descent
October 2	 Counseling Immigrants Counseling LGBT individuals Counseling Older Adult Clients Counseling Women 	Chapters 21, 22, 23, 24 All Papers Due
October 9	Counseling and PovertyCounseling Persons with Disabilities	Chapter 25 & 26 FINAL EXAM

SMU Grading Structure

Grade	Performance Description	Range	GPA	Points
Α	Exceptional	93 – 100	4.0	12.0
A- B+	High Pass	90 – 92 87 – 89	3.7	9.9
B B-	Pass	83 – 86 80 – 82	3.0 2.7	9.0
C+ C C- D+ D	Failure, any C or below	77 – 79 73 – 76 70 – 72 67 – 69 63 – 66 60 – 62 59≥	2.3 2.0 1.7 1.3 1.0 0.7	6.9 6.0 5.1 3.9 3.0 2.1

SMU grades are recorded as A, A-, B+, B, B-, C+, C, C- (A= 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80 – 82, and any C is 79 or below).

Please Note: In the Counseling Department, any grade <u>below</u> a B- is considered unacceptable and repeating that particular course would be necessary.

University Policies

Disability Accommodations

Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See university Policy No. 1.9)

Statement on Confidentiality and Emotional Safety

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. Although the nature of the counseling program invites and expects students to confront themselves in order to maximize personal growth, each student is ultimately responsible for what he or she chooses to share in class, knowing that he or she has the right to pass on any activity or discussion that seems too personal. It is also the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Statement on Class Decorum

Please turn off (or set on vibrate) all cell phones or pagers. Please do not read newspapers, books for other classes, or other outside reading material during class, or use laptops for non-class related activities during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. If you have to leave early, make arrangements before class begins, and then when you leave, do so quietly. Professional respect and courtesy for your fellow students is expected at all times.

Statement on Academic Integrity

Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the University policies on the responsibilities, policies, and penalties regarding academic honesty found at: http://www.smu.edu/studentlife/PCL O5 HC.asp

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Statement on Attendance

- Instructors should be given 24 hours' notice of any absence whenever possible.
- If a student must miss one class, it is the student's responsibility to contact a classmate to get all material and assignments covered during an <u>excused absence</u>.
- A student missing a class that is unexcused, at the instructor's discretion:
 - a. receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
 - b. receive a failing grade for the course unless it's an excused absence
 - c. drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at http://smu.edu/education/counseling/AcademicCalendar2011-12.asp then consult with the Program Specialist if they believe this option is a possibility.)