Counseling Diverse Communities

HDCN 6304

Spring Term
Instructor: Dr. Betty Gilmore
Email: bgilmore@smu.edu
Hours: By appointment, Suite 118

Required Readings:

- *Cultural Diversity-A Primer for Human Services*, fourth edition, Jerry Diller, Thomson Brooks/Cole Publishers, 2010
- Supplemental classroom readings (To be provided by instructor)

Course Dates:

January 25: 4-9pm

January 26-27: 8:30-5:30pm

February 8: 4-9pm

February 9-10: 8:30-5:30pm

Course Overview:

The basic constructs of race, culture, ethnicity and faith are analyzed with respect to how they relate to an individual's relationship to social, cultural, historical, and community environments. There will be a focus on self-awareness, communication styles, and cultural competence. Each student will develop an understanding of issues related to marginalized groups and develop counseling skills and strategies that will reflect the needs of specific diverse populations.

Student Learning Objective	Measurable Outcome
Understand the importance of cultural competence in the mental health profession.	Students will demonstrate an understanding of cultural competence by participating in class discussions and through written assignments.
Examine one's own worldview and biases, and explore how their approaches to the counseling process may be influenced by individual perspectives.	Students will demonstrate an awareness and recognition of their own world view and biases by participating in class discussions and exercises, an out of classroom experience, and written assignments.
Understand different cultural approaches to health, wellness and resiliency.	Students will demonstrate an understanding of various cultural approaches by participating in class discussions and through written assignments.
Explore mental health issues related to various cultural groups.	Students will demonstrate an awareness of various mental health issues by participating in class discussions, exercises, and written assignments.
Recognize strategies for providing culturally competent assessment, counseling, planning and advocacy.	Students will demonstrate recognition of strategies by participating in class discussions and through written assignments.
Become aware of culture bound theories and testing methodologies.	Students will demonstrate an awareness of culture bound theories by participating in class discussions and in written assignments.
Identify various cultural approaches to communication, style and interactive patterns.	Students will demonstrate knowledge of cultural approaches to communication by participating in class discussions, exercises, role plays, and written assignments.

Course Requirements:

Participation and Attendance (10% of final grade): The student regularly takes an active role in activities such as role-play, contributing to class discussions, class presentations, and additional assignments as required. The student notifies the instructor within the first two weeks of the term if issues hinder participation (e.g., need for ADA accommodation, extreme shyness, cultural considerations, etc.) – such issues will not negatively affect the participation grade. Students must notify instructor prior to any absence and the reason for that absence as soon as possible. The instructor will determine whether or not the absence is excused or unexcused. Make up work will be expected for all absences.

Written Assignments:

Written Assignment #1 (25% of grade) Due February 4:

The first written assignment will be a 5 page written self-evaluation paper and analysis of personal cultural attributes. Information will be distributed in class.

Written Assignment #2 and Presentation (25 % of grade) Due February 10:

This 5 page written assignment will require students to immerse themselves in a new cultural experience and write about their personal reactions, taking their own world view into account. Information will be distributed in class.

Written Assignment #3 (40% of grade) Due March 1:

In this 8-10 page paper, students will choose a character from a novel and provide an in-depth analysis and plan based on the information learned from the course. Specific instructions and reading list will be distributed in class.

Date of Class	Class Topic	Course Readings
January 25	Introductions and Syllabus Cultural Competencies	Text: Ch. 1,2
January 26	Understanding Racism, Prejudice, Power, and White privilege Sociopolitical Implications of Oppression Cultural Dimensions and Approaches to Communication	Text: Ch. 3,4 Additional readings will be posted on Blackboard
January 27	Mental Health Concerns Working with Diverse Clients Multi-Racial Clients	Text: Ch. 5,6,7,9

February 8	Trauma, Grief, Conflict and Resiliency Indigenous Methods of Healing	Text: Ch. 8
February 9	Working with Latino and Native American Clients Working with African American Clients and Asian Clients	Text: Ch. 10-13 TBA
February 10	Working with Arab and Muslim American Clients Working with GLBT, Older Adults, and Clients with Disabilities Class Presentations	Text: Ch. 14, 15, 16 TBA

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.

Statement regarding grades of Incomplete (I):

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.

SMU Grading Structure

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-		80 – 82	2.7	8.1
C+	Failure, any C or below	77 – 79	2.3	6.9
C		73 – 76	2.0	6.0
C-		70 – 72	1.7	5.1
D+		67 – 69	1.3	3.9
D		63 – 66	1.0	3.0
D-		60 – 62	0.7	2.1
F		59≥	0.0	0.0

Learning Environment:

This course will address sensitive and at times controversial issues. In order to maximize learning in this course, it is very important that the classroom maintains a safe, respectful and confidential environment. The class will have an opportunity to create some guidelines on the first day of class. Students are reminded of SMU's Honor Code as described below.

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 the university policies on the responsibilities, policies, and penalties regarding academic honesty, http://www.smu.edu/studentlife/PCL_05_HC.asp.