

PSYC 7470/ SCHC 74740
Counseling Culturally Diverse Populations
3 Semester Hours

Dewar College of Education
Valdosta State University
Department of Psychology and Counseling
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Baruth, L.G., & Manning, M.L. (2012). *Multicultural counseling and psychotherapy: A lifespan perspective* (5th Ed.). Upper Saddle River, NJ: Prentice Hall.

Cornish, J.A. , Schreier, B.A., Nadkarni, L.I., Metzger, L.H., & Rodolfa, E.R. (Eds.). *Handbook of multicultural counseling competencies*. Hoboken: Wiley.

COURSE DESCRIPTION

Prerequisite: 7400. Survey of the cultural context of relationships, issues, and trends in a multicultural and diverse society. Emphasis placed on a knowledge base related to theory, techniques and skills utilized in working with culturally diverse populations.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

COURSE OBJECTIVES (CO):

Students will gain an understanding of the basic concepts of multicultural counseling, including:

1. Identity development and models
2. The culturally effective counselor
3. Understanding and counseling clients in multicultural settings and throughout the lifespan
4. Professional issues
5. Multicultural counseling competencies
6. Working with specific cultures
7. Ethnicity in therapy

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

For this course, your grade will be comprised of your performance on the following:

1. Reaction papers (5)
2. Exams (3)
3. Paper (1)

COURSE EVALUATION

Exams

There will be 3 exams (see calendar below for dates and chapters to be covered) for this course. Each exam is worth 100 points for a total possible of 300 points. The third of these exams will be administered during the regularly scheduled final exam period. The final exam is not cumulative.

Exams may not be made up if missed unless you have a **documented** medical or family emergency (e.g., hospital admission paperwork, obituary). **There are no exceptions to this.** If you miss an exam and do have a documented medical or family emergency, you must follow the following steps for *consideration* of a makeup test. It is at the discretion of the *instructor* whether the test may be made up.

1. Contact the Dean of Students to officially report your absence and request that the Dean's office notify the instructor.
2. Contact the instructor, by email, to request a meeting so that documentation can be provided.

Reaction Papers

You will be responsible for writing a two page reaction paper on assigned chapters from The Handbook of Multicultural Counseling. Specific Reaction Paper instructions will be provided on BlazeVIEW. See the calendar at the end of this syllabus for due dates. Each paper is worth 50 points each, for a total of 250 points.

Literature Review Paper

A literature review paper will be written for this class. Please see the calendar for the due date. Paper instructions and topics will be listed on BlazeVIEW. This paper is worth 150 points.

Grading Criteria

A = 630 – 700

B = 560 – 629

C = 490 – 559

D = 420 – 489

F = 419 or less

ATTENDANCE POLICY

Valdosta State University requires class attendance; however, class roll will not be taken. You are on your honor and it is your responsibility to ensure that you attend class. It will be very difficult to do well on exams without class attendance. Changes to the class calendar may be announced in class, and you will be expected to be aware of them.

PROFESSIONALISM

→I use BlazeVIEW (as well as class time) to post all notes, information, instructions, and updates. It is your responsibility to check BlazeVIEW (including your email and announcements) frequently to keep up to date for course requirements.

→There exists a certain etiquette or set of customary rules of courtesy that apply to classroom situations, particularly at the college level. The purpose of these rules is to make the educational experience more meaningful both for the students and the instructor. What follows is a non-inclusive list of expected behaviors in the classroom:

- **All cell phones, smart phones, iPhones, Evos, Blackberries, iPads, or similar devices must be turned off and put away during class.** Using cell phones to take pictures, text message, or to make (or receive) phone calls during class is prohibited. Cell phones should be on silent or turned off and left in bookbags, purses, or pockets.
- MP3 players or other music players with earpieces should also be switched off and put away during class time.
- You may use a laptop to type notes, but do not use laptops for activities unrelated to class (e.g., Facebook, IMing).
- Come to class on time.
- Do not leave during class unless absolutely necessary (e.g., to use the restroom)
- Do not leave class early
- No sleeping
- Do not pack up prior to the end of class

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

SafeAssign

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU, see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>). Instructions on how to use SafeAssign are provided on the course website.

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access

Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

Name: Jennifer Rahman, Ph.D.
 Office: PB 2114
 Phone: 333-5930
 Email: email through the BlazeVIEW course website
 Office hours: Monday, Wednesday: 11 – 3 p.m.
 Tuesday, Thursday: 3:30 – 4:30 p.m.
 Other Times By Appointment

COURSE CALENDAR

(Subject to change as necessary and at the discretion of the instructor).

Note: Multicultural Counseling and Psychotherapy is MCP and Handbook of Multicultural Counseling Competencies is MCC.

Date	Readings	Exams	Papers Due
August 16	MCP: Chapter 1 MCC: Chapter 1		
August 23	MCP: Chapter 2, 3 MCC: Chapter 2		
August 30	MCP: Chapter 4 MCC: Chapter 3		Reaction Paper 1 Due: Chapter 1 MCC

September 6		Exam 1	
September 13	MCP: Chapter 5: Understanding African American Clients		
September 20	MCP: Chapter 6: Counseling African-American Clients Chapter 7: Understanding American Indian Clients Chapter 8: Counseling American Indian Clients		Literature Review Paper Due
September 27	MCC: Chapter 4: Broaching Ethnicity Competently in Therapy Chapter 5: Clinical Competencies in Working with Immigrant Communities		Reaction Paper 2 Due: Chapter 6, MCC
October 4 (Midterm)	MCC: Chapter 6: Competency with Linguistically Diverse Populations Chapter 7: Psychotherapy with Men Chapter 8: Developing Multicultural Competency in Clinical Work with People of Mixed Ancestry		
October 11	MCP: Chapter 9: Understanding Asian American Clients Chapter 10: Counseling Asian American Clients Chapter 11: Understanding European American Clients		

October 18	MCP: Chapter 12: Counseling European American Clients Chapter 13: Understanding Hispanic American Clients Chapter 14: Counseling Hispanic American Clients		
October 25	MCC: Chapter 9: Becoming a Racially Competent Therapist Chapter 10: Competencies for Working with Sexual Orientation and Multiple Cultural Identities		Reaction Paper 3 Due: Chapter 11, MCC
November 1		Exam 2	
November 8	MCP: Chapter 15: Understanding LGBT Clients Chapter 16: Counseling LGBT Clients		
November 15	MCC: Chapter 11: Sizeism: An Unrecognized Prejudiced Chapter 12: Developing Competency in Social Class and Classism in Counseling and Psychotherapy Chapter 13: Developing Competency in Spiritual and Religious Aspects of Counseling		
November 22	<i>Thanksgiving – No Class or Assignments</i>		
November 29	MCC: Chapter 14: Counseling Competency with Transgender and Intersex Persons Chapter 15: Developing Competency with White Identity and Privilege Chapter 16: Counseling Competencies with Women		Reaction Paper 4 Due: Chapter 14, MCC Reaction Paper 5 Due: Student Choice from MCC
December 5 (tentative)		Exam 3, 7:15 – 9:15 (tentative)	