

Houston Graduate School of Theology

COU 665 Counseling Diverse Populations

Fall 2019, Wednesdays 6:00 – 8:30 pm

Ria E. Baker, Ph.D., LPC-S, Associate Professor of Counselor Education

rbaker@hgst.edu or 713-942-9505

Houston Graduate School of Theology equips women and men to be ministers and messengers of God's mission of reconciliation through academic excellence, personal transformation, and leadership development.

I. Course Description This course is designed to increase students' awareness and knowledge of, and skills related to, multicultural counseling and the delivery of psychological services. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. The application of traditional theoretical orientations and current multicultural theories to culturally diverse groups is addressed. Topics include race and ethnicity, sex and gender, sexual orientation, social class, and age and ability.

II. Student Learning Outcomes

Upon completion of this course, students shall be able to:

- A. Demonstrate knowledge of cultural competence as it pertains to counseling and therapy (Exams). MAC-1
- B. Demonstrate knowledge of how the history of counseling and psychology have both benefited and oppressed culturally diverse populations (Exams). MAC-1
- C. Demonstrate knowledge of how cultural worldview and biases influence interactions between client and therapist/counselor (Exams, Presentation) MAC-2
- D. Demonstrate knowledge of theories and constructs related to multicultural counseling and explain how they relate to real-world situations (Exams, Reflection assignment). MAC-2
- E. Describe issues unique to ethnically/culturally diverse populations and explain the implications of working with culturally diverse clients in counseling and therapy (Presentation). MAC-2,3
- F. Describe issues unique to gender socialization and explain the implications of working with such individuals in counseling/therapy (Presentation, Exams). MAC- 1
- G. Describe issues unique to disabilities and age and explain the implications of working with such individuals in counseling/therapy (Presentation, Exams). MAC-5
- H. Describe issues unique to religion and social class and explain the implications of working with such situations in counseling/therapy (Presentation, Reflection paper). MAC-4

III. Texts and Course Schedule

Required Textbooks:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Hays, P. A. (2008). *Addressing cultural complexities in practice: Assessment,*

- diagnosis, and therapy*. (2nd ed.). Washington: American Psychological Association. ISBN-10: 1433802198 | ISBN-13: 978-1433802195
- Lee, C. C. (2019). *Multicultural issues in counseling. New approaches to diversity*. (5th ed.) Alexandria, VA: American Counseling Association. ISBN 978-1-55620-369-5

Recommended Reading: (on reserve in the library):

- McGoldrick, M., Giordano, J., Garcia-Preto, N. (2005). *Ethnicity and Family Therapy*. New York, NY: The Guilford Press.
- Sue, D. W. & Sue, D. (2016) *Counseling the culturally diverse: Theory and practice (7th ed.)*. New York: John Wiley & Sons.

**COU 665 Counseling Diverse Populations
Class and Reading Schedule**

Aug. 28, 2019

- Introduction to the course requirements
- Student and professor introductions
- *Reading: Hays, Chap. 1; Lee, Chap. 1*
- *View YouTube video: The danger of a single story*

Sept. 4, 2019

- *Reading: Hays, Chap. 1 and 2; Lee, Chap. 2*

Sept 11, 2019

- *Reading: Hays, Chap. 3; Lee, Chap, 18 and 19*

Sept. 18, 2019*

- *Reading: Hays, Chap. 4.*
- ***Due: Cultural Self-Assessment Paper****

Sept. 25, 2019

- *Reading, Hays, Chap. 5 and Chap. 6*

Oct. 2, 2019

- *Reading: Lee, Chap. 11, 14, 15*

Oct. 8, 2019

- **Midterm Exam***

Oct. 9, 2019

- *Reading: Lee, Chap. 9, 10, 12, 13*

Oct. 16, 2019

- *Reading: Lee, Chap.16, 17; Hays, Chap. 9.*

Oct. 23, 2019

- ***Student Presentations****
- *Reading: Lee, Chap. 3, 4.*

Oct. 30, 2019

- ***Student Presentations****
- *Reading: Lee, Chap. 5, 6.*

Nov. 6, 2019*

- ***Student Presentations****
- *Reading: Lee, Chap. 7, 8*

Nov. 13, 2019

- *Reading: Hays, Chap. 7, 8.*

Nov. 20, 2019*

- ***Due: 3-D Cultural Paper****
- *Reading: Hays, Chap. 10, 11*

Dec. 4, 2019

- **Final exam review**

Dec. 11, 2019

- **Final exam**

IV. Course requirements

A. Exams (2) – 50%

The midterm and final exam will cover the text content and lectures. Both exams will consist of essay and short answer questions.

B. Cultural Self-Assessment Reflection paper – 10%

In a 5-page paper, students will use the ADDRESSING format provided in the Hays textbook course text to develop their cultural self-assessment. Include all the cultural influences noted in the ADDRESSING format. Then, based on this self-assessment and self-reflection, students will discuss their personal cultural worldview and biases. APA format.

C. 3-D Cultural Paper – 20 %

3-D Cultural Project (5 pages)

This assignment is designed to help you gain a “3-Dimensional” cultural knowledge and experience, increase your sensitivity toward culturally diverse group members, and to reflect on the intercultural experience. You are to engage in three inter-cultural experiences that “stretch” you. That is, they must challenge your biases, prejudices, and limited knowledge about a specific culture.

1. Provide a description of the cultural population explored*; the rationale and learning goals for choosing population; and the ways in which this experience challenged your biases, prejudices, and limited knowledge and extended your current level of cultural awareness, knowledge, and skills (1 page).
2. Select an activity (e.g. attending a cultural event, visiting place of worship, interviewing member of the community) where you feel some sense of discomfort as you consider embarking on the activity. A successful immersion activity should present some level of challenge for you. You may select a cultural population that is defined by nationality, ethnicity, and/or race. The population could be a U.S. racial minority group (e.g., African American) or a cultural minority group (e.g., Turkish, Korean, Brazilian, etc.). Pay attentions to issues of safety as well as respect for the cultural practices of the group as you plan your activity. At the end of your experience, describe the following points in 2 pages: 1. the event in detail and provide some cultural or historical context of the event; 2. personal thoughts and feelings concerning the event; 3. personal assumptions or stereotypes about this group that were dispelled due to attendance to this event; 4. what was appreciated or learned about this group.
3. Select fiction or non-fiction literature**, written by a representative of the selected cultural group. Get a sense of not just what is known but also what is not known about this population and cultural practices/traditions. Provide a summary of the reading (1 pages).
4. View a cultural film/movie concerning the selected cultural group and provide a summary of the movie (1 page).
5. Paper must be written in APA format and make sure to start the paper with an introductory paragraph and end with a conclusion. Cover page, running head, page number, and reference list must be included. Total of 5 pages (not including the cover page and reference list).

*a good resource is McGoldrick, M., Giordano, J., Garcia-Preto, N. (2005). *Ethnicity and Family therapy*. New York, NY: The Guildford Press. A copy is available in the library.

**see list of novels and films

D. Socio/Cultural/Ethnic group presentation – 20%

Each student will offer a class PowerPoint presentation on a selected socio/cultural/ethnic group as noted in the Lee or the Sue and Sue textbook (see library). Ethnic groups: Counseling African Americans (or people of the African Diaspora in the U.S.), Counseling American Indians and Alaskan Natives, Counseling Asian Americans and Pacific Islander, Counseling Hispanic/Latino Americans; Counseling Arab Americans; Counseling the Multiracial Population. The presentation (30 minutes) should cover the critical issues noted in the designated chapters. ***This presentation must include an overview of the chapter (Sue & Sue) and additional resources to highlight this population's history,***

characteristics of the group, stereotypes, sociopolitical issues, communication styles, religion, discipline, education, music, dress, food, family systems, and conclude with therapeutic barriers and considerations, implications, and intervention strategies. Please provide handouts for classmates.

E. Student Workload Expectations – Total 138 hours

Class time – 45 hours

Reading – Lee 315 @ 10/hr = 31; Hays 273 @ 10/hr = 27 - 58

Presentation – 8 hrs

Cultural Self-Assessment paper – 3 hrs

3-D Cultural paper - 10 hrs

Midterm and Final Exams – 2 @ 7 = 14 hrs

V. Grading Scale

A	100-95	B	89-85	C	79-75
A-	94-92	B-	84-82	C-	74-72
B+	91-90	C+	81-80	D	71-70

VI. Classroom-related Academic Policies

- A. Regular attendance and regular submission of assignments on due dates in the syllabus is expected. The following guidelines have been approved for inclusion in all HGST syllabi and reflect standards for all courses:

Fall/Spring semester 15-session course – 3-absence maximum

Summer term 8-session course – 1-absence maximum (equals 4 hours).

6-session hybrid – 1-absence maximum

4-session hybrid – 0-absence maximum

If a student reaches the designated number of absences, the student will no longer be allowed to stay in the class. The student does have the opportunity to appeal to the Academic Dean and should assume responsibility for scheduling that meeting as soon as possible.

- B. Work is expected on the due date. Late papers will receive no less than a one-letter grade reduction.
- C. Turnitin.com
1. All written assignments are subject to required submission to www.turnitin.com to check for originality and style. The assignments that are required for submission will be described in the syllabus.
 2. Students will create an account at www.turnitin.com. After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.
 3. Students will submit assignments by the due date and time and will be required to submit the assignments in a hard copy format as well.
- D. Electronic Equipment Usage in Classrooms
- It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically

- authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.
- E. *Please review the Academic Catalog for policies regarding Incompletes and Plagiarism. For more information on HGST and area Library Services, please download the Library Handbook from the HGST website.*

VII. Notes for Writing Assignments

APA formatting is accepted as prescribed in the *Publication Manual of the American Psychological Association, 6th edition*.

All students shall utilize 12-point Times New Roman font throughout. The instructor prefers that the student **not** use presentation or report binders or folders. She prefers submission of papers with staples or binder clips.

Critical, or formal, writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly for academic-style assignments. Failure to do so will be penalized.

- Avoid first- or second-person references, both singular and plural (“I,” “we,” or “you”). Keep the written projects objective and professional. The student must remember that imperative forms are second person.
- Never use contractions.
- Avoid passive voice construction (i.e., The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.
- Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.
- Spellcheck! Spellcheck! Spellcheck!
- Grammar check works as well!
- All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
- Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.

Grading Rubric

Criterion – 3D- Assignment	Points Possible	Points Earned
Content - 60%		
Academic Introduction	5	
Content as described in assignment	50	
Conclusion	5	
Grammar and Formatting - 30%		
Grammar and evidence of editing	10	
APA formatting	10	
Citations used appropriately	5	
Organization of paper	5	
Fulfillment of Assignment - 10%		
Length of paper as assigned	5	
Submitted by deadline	5	
	100	0
Total	Grade	
	Due Date	
	Points Earned	Grade Points
Comments	95-100	A
	92-94	A-
	90-91	B+
	85-89	B
	82-84	B-
	80-81	C+
	75-79	C
	72-74	C-
	70-71	D
	0-69	F