



COU 610: Counseling Diverse Populations
Summer 2021
Tuesday and Thursday 6:15- 9:00 p.m.
MEP 294

Instructor: Dori Glance, Ph.D.

Office Location: MEP 203D

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Office Hours: By appointment.

Course Description and Content Area:

This course addresses the influence of culture, e.g., ethnicity, religion, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family influences, on the provision of counseling services. This course is designed to evaluate societal trends, human roles, subgroups, norms, diversity lifestyle, and communication patterns. The course also emphasizes the examination of personal and institutional prejudice, bias, oppression, and discrimination as well as psychosocial theories of multicultural counseling and identity development. Students will develop and increase personal awareness of cultural issues and professional multicultural counseling competencies as well as gain insight into one's own assumptions, values, beliefs, and expectations about self and others as a means of working more effectively with diverse populations.

Instructional Methods:

This course will utilize a mixture of lecture, discussion, interactive/multimedia learning, written work, reading, and experiential learning.

Required Materials:

Choudhuri, D. D., Santiago-Rivera, A., & Garrett, M. (2012). *Counseling & diversity*. Belmont, CA: Wadsworth. ISBN: 978-0-618-47036-5

Additional readings will be assigned at the discretion of the instructor.

Recommended Readings:

Axelson, J. A. and McGrath, P. (1999). *Assessing awareness and developing knowledge foundations for skill in a multicultural society*. (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Diller, J. V. (2010). *Cultural diversity: A primer for human services*, 4th edition. Pacific Grove, CA: Brooks/Cole.

Helms, J.E., & Cook, D.A. (1999). *Using race and culture in counseling and psychotherapy: Theory and practice*. Needham Heights, MA: Allyn & Bacon.

Helms, J.E. (1992). *A race is a nice thing to have: A guide to being a white person or understanding the white persons in your life*. Topeka, KS: Content Communications.

- Kennedy, R. (2002). *Nigger: The strange career of a troublesome word*. New York, NY: Random House.
- Tatum, B.D. (1997). *“Why are all the black kids sitting together in the cafeteria?”: And other conversations about race*. New York, NY: Basic Books.

Course Requirements:

- 1. Class Attendance, Participation, & Professionalism:** Class attendance is required, as there *will* be material presented in class that will not be found in your textbook and in-class activities that cannot be completed outside of class. *Any* absence needs to be discussed with the instructor. **If you will miss one (1) class, it is strongly recommended you take this course at another time.** *Be mindful that if you miss class, it will be reflected in your grade (we have 10 classes; any absence(s) will automatically reduce your grade by 10%).* In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time. If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent: this includes supplemental instructions related to assignments. You are responsible for any and all lecture materials presented in class that are not covered in your readings.

Participation: Participating actively and constructively in class (providing at least one content-based comment or question each class; avoiding dominating class time) requires demonstrating professional ethical codes of conduct (as outlined in the American Counseling Association Code of Ethics and Standards of Practice and/or the American School Counselor Association Ethical Standards for School Counselors); contributing positively to class culture; and adhering to Professionalism expectations listed below. **It's not just about being here – you MUST ACTIVELY participate: every student speaks, every class.**

Professionalism: As a course in a professional training program, students are expected to consistently demonstrate professional behavior; this is counted toward your participation grade. This includes but is not limited to:

- Being on time: to class and with assignments
 - Respectful interactions with students and faculty
 - Proactive engagement in learning process and assignments
 - Organized and prepared
 - Managing paperwork and technology effectively
 - Managing personal crises effectively
 - Managing personal information (own and others') appropriately
 - Using technology in a respectful manner
- 2. Journals:** Each student will keep a journal detailing personal reactions, self-disclosures, feelings about diverse groups, and impact on your growth as a counselor. Include ideas, thoughts and feelings about readings, class exercises, class discussions, and any additional assignments. Finally, include how you see your developmental process (i.e., growth, change) in relation to multicultural issues and “self as counselor” as you move through this course. Journals will be informal in nature, maximum of two pages in length: *see rubric*. **Journals will be due to Canvas by Fridays indicated on the schedule.**
 - 3. Multicultural Self-Assessment:** Drawing from the readings, knowledge about themselves, and experiences in our multicultural society, students will describe their cultural identity development. More information will be provided in class and on Canvas: *see Self-Assessment protocol and rubric*. **See course schedule for due dates.**

4. **Cultural Immersion Experience:** Students will engage in an activity intended to help them gain an awareness and appreciation of the lived experience of someone different from themselves. More information will be provided in class and on Canvas: *see COU 610 Immersion protocol and rubric.* See course schedule for due date.

NOTE: Assignments turned in late may not be accepted for credit. Assignments are due by the date indicated on the syllabus. Though highly unlikely, late assignments may be accepted at the instructor's discretion with accompanying documentation of extenuating circumstances. Please communicate with the instructor if you believe an assignment will be late.

Confidentiality and Ethics

In this course, you are entering into an experience that involves considerable self and others reflection. In the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your responsibility to maintain confidentiality of your peers as well as others who may participate as guest speakers, interviewees, etc.

Because personal information may be shared during class sessions, it is understood that all students will adhere to an ethical policy of confidentiality. What is shared by others in class is *not* to be discussed outside of class with anyone. Breaking the confidentiality of another student will be considered a serious violation of academic and professional integrity.

NOTE: The Internet is an extension of the classroom. As such, the decorum and professionalism expected of you in class extends to all postings (e.g., on Canvas, Facebook, etc.) made regarding the course or its content. I expect that you will extend the same courtesy to your fellow students on the Internet as you do in class. Feel free to disagree with the ideas expressed, but work to keep the discussions polite and focused on course ideas.

Assessment Breakdown:

Journals:	100 points (total)
Self-Assessment:	200 points (total)
<u>Immersion Project:</u>	<u>100 points</u>
Total: 400 points	

University Grading Scale

Letter Grade	% Equal to or Greater than	Grade Point
A	93-100	4.00
A-	90-92.99	3.67
B+	87-89.99	3.33
B	83-86.99	3.00
B-	80-82.99	2.67
C+	77-79.99	2.33
C	70-76.99	2.00



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Academic Behavior

All requirements must be met in order to receive a passing grade in this course. In addition, all work submitted must reflect the student's own individual work. Any academic dishonesty such as cheating or plagiarism will result in either a failing grade in the course, a failing grade on the assignment, or other stipulations, which are up to the instructor based on the nature of the case.

The work done in this course is subject to the Graduate Student Honor Code/ Appeal Policies and the College of Education and Human Services Code of Ethics and Procedures for Violation. The Graduate Student Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements. A copy of the Honor Code may be found on the NKU website at http://deanofstudents.nku.edu/codes_and_policies/graduate_honor_code/index.php. A copy of the College of Education and Human Services Code of Ethics and Procedures for Violation may be found on the NKU website at http://coehs.nku.edu/gradprograms/docs/Graduate_Code.pdf.

Technology Etiquette

Students are welcome to use laptop computers for taking lecture notes. All students using laptops for such purposes are asked to refrain from non-related Internet exploration (e.g., Pinterest-ing, making vacation plans, reading reports from Bengals training camp, etc.).

As a courtesy to your classmates, please silence or turn off all electronic communication devices during class. If a call is essential, please leave the classroom.

Accommodations due to Disabilities – Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with me at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.



Tentative Course Schedule

Additional Readings May Be Assigned and Will Be Posted to Canvas by the Instructor

Date	Topics	Readings Due	Assignments Due
7/13	Course Introduction		
7/15	Multiculturalism in Counseling: Culture & Multicultural Competence	Choudhuri et al., Chapters 1 and 12	
7/16			Journal 1 due by 11pm
7/20	Cultural Identity; Worldview: The Emerging Self & Social Learning	Choudhuri et al., Chapters 2 and 3	
7/22	Oppression, Power, & Privilege	Choudhuri et al., Chapter 4	
7/23			Self-Assessment Part 1 due by 11pm
7/27	Race & Ethnicity	Choudhuri et al., Chapter 5	
7/29	Ageism	Choudhuri et al., Chapter 6	
7/30			Journal 2 due by 11pm
8/3	Gender & Sexuality	Choudhuri et al., Chapter 7	
8/5	Sexual Orientation	Choudhuri et al., Chapter 8	
8/6			Self-Assessment Part 2 due by 11pm
8/10	Social Class	Choudhuri et al., Chapter 9	
8/12	Religion and Spirituality; Disability	Choudhuri et al., Chapters 10 & 11	
8/13			Immersion Project due by 11pm (absolutely no extensions)

*This syllabus is subject to change to meet the needs/demands of the class as deemed necessary by the instructor.

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours. Estimates of the time required for a typical student to complete course expectations are as follows:\

Class Attendance (5.5 hrs/wk x 5 wks) = 27.5 Hours

Readings (10 hrs/wk x 5 wks) = 50.0 Hours

Journal	= 10.0 Hours
Self-Assessment	= 25.0 Hours
Immersion Experience	= 30.0 Hours
Total	= 142.5 Hours

Knowledge and Skill Outcomes:

Professional identity – CACREP section II

G.2. Social and Cultural Diversity

- multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- theories of multicultural counseling, identity development, and social justice;
- individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- 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; and
- counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

G.3. Human Growth and Development

- theories and models of individual, cultural, couple, family, and community resilience.

Clinical/Mental Health – CACREP Section III (Diversity And Advocacy):

E. Knowledge

- Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling
- Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
- Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
- Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
- Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
- Knows public policies on the local, state, and national levels that affects the quality and accessibility of mental health services.

F. Skills and Practices

- Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

School Counseling – CACREP Section III (Foundations):

A. Knowledge

- Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

Counseling, Prevention & Intervention:

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

Diversity & Advocacy

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance – as well as barriers that impede - the academic, career, and personal/social development of students.
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

Assessing CACREP Standards - Activities	CACREP ¹	KSGC ²
1. Class Participation	II.G.2.a, c, d, e, f II.G.3.d III.E.1, 2, 5, 6 III.A.1 III.D.1 III.E.1,2,3,4	2.b.,d.
2. Journals	II.G.2.e III.E.1, 2, 3, 4, 5, 6 III.E.1,2,3,4	2.a, b.
3. Self-Assessment	II.G.2.e III.E.2	2.b.,d.
4. Cultural Immersion Experience	II.G.2.b III.E.1, 2 III.D.1 II.G.2.b, c, e, f III.E.1, 2, 5 III.D.1	2.a.,b., c., d., e.

¹CACREP- Council for Accreditation of Counseling and Related Educational Programs

²KSGC- Kentucky Standards for Guidance Counselor Programs

Course Evaluation

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. As citizens of the university, it is an important responsibility of NKU students to participate in the instructor and course evaluation process. Prior to the end of this class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you.

Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opts out of doing so in the evaluation) should expect to incur a two-week delay in access to his or her course grade beyond the university's official date for grade availability.

To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.