

CED 605 – Counseling Diverse Populations

Class Schedule: Monday 9am – 11:50am

Class Location: Ferguson 251

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Introduction:

Diverse populations have never comprised as large a percentage of the U.S. population as they do today. For this reason, the likelihood that counselors will work in diverse communities with diverse clients is a definite. This course is intended to supply you, the counselor-in-training, with the necessary awareness and knowledge to assist you in orchestrating and developing client-appropriate interventions. In addition, it is the intent of the instructor to supply course enrollees with effective counseling skills for working with populations whose race, ethnicity, language, religion, sexual orientation, socio-economic status, ability level, culture, and customs are different from “mainstream” America.

Course Objectives:

1. Students will increase their understanding of U.S. multicultural and societal trends, including concerns, characteristics, and social mores between and within diverse groups.
2. Students will examine their attitudes, beliefs, biases, perceptions, and acculturation in an effort to increase their self-understanding and, by default, their understanding of those different from them. This objective will be accomplished by participating in specific experiential learning activities.
3. Students will be able to identify theories of multicultural counseling, identity development, the multicultural nature of traditional counseling and psychological theories, and the importance and attainment of multicultural competence.
4. Students will increase their understanding of counselors’ roles in social justice, advocacy, cultural awareness, conflict resolution, as well as the nature of prejudice, biases, and discrimination in social systems as well as the counseling relationship.
5. Students will increase their awareness of the ethical and legal considerations in working with diverse populations.

Readings:

Required: Sue, D. W., & Sue, D. (2003). *Counseling the culturally diverse: Theory and practice* (4th ed.). New York: John Wiley & Sons, Inc.

Additional readings will be on reserve and/or provided in class

Recommended: Anderson, S. K., & Middleton, V. A. (2005). *Explorations in privilege, oppression, and diversity*. Belmont, CA: Thomson Brooks/Cole

Student Responsibilities:

Students are responsible for the following items:

1. Attend class on a regular base.
2. Actively participate in class discussions and activities.
3. Complete all reading assignments PRIOR to class in order to facilitate Item 2, as well as come prepared with questions related to the day's topic and/or guest lecturers.
4. Complete and submit all required assignments in accordance with related time requirements.

Attendance to all practicum group meetings is mandatory in order to pass this course (NO EXCEPTIONS). You are expected to turn in all assignments by their due date. Late assignments will be subject to a 10% grade reduction, per day they are late. Turning in an assignment at any time after class, during the due date, will mean the paper is late by one day.

Please make sure you follow the UNCG Academic Integrity Policy (Honor Code) for all assignments and requirements. The Academic Integrity Policy may be accessed at <http://saf.dept.uncg.edu/conduct/policies/academic.integrity.html>.

Students in need of special accommodations due to physical, learning, or mental disabilities should contact Dr. Villalba as soon as possible. Further information for students with disabilities may be found in the Student Information Booklet. It is the instructor's intention to provide appropriate opportunities for all students to succeed.

Assignments:

Class Participation: Your attendance and participation is integral to the success of this course. Therefore, you will be graded on the level of your participation. Though you will not be judged on comments, observations, reactions, perceptions, or experiences, you will be expected to share your ideas. You regularly must attend class in order for the aforementioned to occur. You are permitted ONE unexcused absence during the semester. Please speak with the instructor prior to the second day of class if you have planned other absences. Additional unexcused absences will not be tolerated and will result in a penalty of 5% of your overall grade, per day. Unless you are extremely ill or there is a family emergency, please do not plan on your absences being accepted.

Video Report: Select a movie which focuses on a diverse population different from your own. Provide a brief summary of the video (no more than one paragraph) along with your reactions,

insights, and counseling implications in a 1-2 page report. The film you select must be approved by the instructor before viewing. (This is the **only** non-APA formatted paper)

Personal - Cultural Analysis & Identity Development: For this assignment you are to consider your own identity development as you analyze your cultural heritage. Though most folks in the “majority” fail to recognize their culture and its implications, this assignment will help you study and connect with your culture. More importantly, attaining a level of racial identity and cultural analysis will assist you in understanding diverse peoples. You are to complete your cultural and identity development analysis within the context of the following questions:

1. To what extents do you regularly interact with members of other diverse groups different from your own? Furthermore, indicate if these interactions occur professionally, socially, and/or religiously.
2. How did you first come to understand that racism existed and what did you learn from that experience?
3. What were your parents’ and family’s advice/suggestions about people from different religions, races, ethnicities, physical abilities, sexual orientation, etc.?
4. Related to question 3, what would your parents’ and family’s reactions had been if you were assigned to a roommate, associated with a group of friends, or dated someone from a diverse population which they had “warned” you about?
5. Most importantly, considering what we have discussed about racial identity, how have you seen your racial identity develop from the time you first realized cultural difference until now, considering all the specifics you’ve discussed in questions 1 – 4?

Your analysis must be presented using APA format (including, double-spaced, 1” margins, abstract, cover page, page number in upper right hand corner, and references). Your paper should be between 8-10 pages of content. This topic is completely self-regulated and you should feel free to provide as much as you need to address the five questions, including the use of outside sources

Mid-Term Exam: This exam will cover the first half of the course and will include information about multicultural theory, identity development, intervention strategies, and the multicultural counseling competencies. The examination will consist of 30 multiple-choice questions.

Case Study via Group Presentation: For this project, groups of three will be assigned the task of developing their own “case study” related to one of the nine diverse groups to be discussed in class. The groups will be assigned on a first-come, first-served basis. You will need to go outside the assigned literature for this assignment. Though more information for this project will be provided in class, the basic points of this assignment are as follows:

1. Get into groups of three.
2. Decide which of the following groups you would like to counsel and learn more about: African Americans; Native Americans; GLBT Clients; Asian Americans; Latinas/os; Elderly Clients; Women; the Disabled; and those of Multiracial Descent.
3. As a group, research the cultural characteristics and customs which may impact/influence the counseling process and relationship with these clients.

4. Develop a hypothetical case study based on what you have read. The main point of this case study is to present your client's cultural and personal traits, more so than presenting a certain disorder or psychopathology. The factors you address are things you want your peers, as future clinicians, to consider even before they start to think about diagnosis or treatment plans or clinical goals.
5. Your presentation should last between 20-25 minutes.

Final Self-Assessment: This assignment will be designed as a "hypothetical" situation in which you are presenting a written "report" to colleagues, a clinical director, principal, etc. The "report" you are presenting is a justification for diversity and multicultural awareness. The "report" should include the need for awareness, knowledge, and respect of differences in our society and the counseling profession. You will need to bolster your "arguments" with outside references (and perhaps by including your cultural immersion experiences). In addition, you should incorporate readings from your respective "Intro to _____" CED courses to make the "report" specific to your track/area of specialization. Your "report" must be presented using APA format. This assignment should be between 12-15 pages.

Due Dates:

You will be permitted one late assignment for this class. After that, all assignments will be due by the beginning of class on the day they are due. Late assignments will be accepted, at a penalty of 10% off the total assignment grade per day that it is late. For example, if the final assignment is late by 2 days then your grade on that assignment will be automatically lowered by 20 points. Finally, please let me know ahead of time if something will be turned in late and why.

Evaluation:

Class participation	15
Video Report	25
Personal Cultural Analysis and Identity Development	100
Mid-Term	60
Case Study via Group Presentation	50
Final Self-Assessment	100

Grade Scale:

315 – 350 = A	273 – 279 = C+	210 – 237 = D
308 – 314 = B+	245 – 272 = C	
280 – 313 = B	238 – 244 = D+	

CED 653N – Practicum Related Assignments/Topics:

As you already may know, there is a practicum requirement to this course. Similarly to other courses with a practicum, you must get a grade of “S” for the practicum if you are to successfully complete this course. Aside from attending each and all of the six practicum group meetings, there is a log requirement for the practicum component of this class. Related to the log, there are three “outside of class” experiences required of the practicum. Below please find descriptions of the log and the experiences.

The Practicum Log:

You are to keep a written log of your experiences in this course, as part of your requirements for CED 653N. The logs will be collected and reviewed by your group leader. You are to write 10 entries in your log. (Log entries are listed below.). Please respond to all logs. Your logs will be collected twice during the semester. At a minimum, you must respond to the first five prompts by the time you hand in the log at the halfway point of the semester. You do not have to complete the prompts in the order they are listed, though there is a developmental flow to them.

“Outside of Class” Experiences:

For three of your 10 log prompts/entries, you will be asked to discuss your experiences and insights related to a “cultural immersion” activity. A cultural immersion activity is an opportunity for you to expose yourself to cultures different from your own, and cultures in which you may want to learn more about. There are three levels of cultural immersion: Observation (awareness); Information (knowledge); and Participation (skills). All three levels are directly tied to cultural competence. Examples of the three levels and a time line for you to perform these self-directed experiences will be discussed. Though you are expected to immerse yourself in a culture, write about it in your log, and discuss it in class, please note no other criteria will need to be met to fulfill this course requirement. Be advised that these projects are not “group” projects. You are highly discouraged (though I cannot control it) from doing these in groups. We will talk more about the reasons for this in class. Below, find some space to jot down specifics for this activity:

Info and examples of cultural immersion experiences (they do not have to be in the same area):

Observation (awareness): This could be going to a church/temple/mosque that you are not familiar with, or having dinner in a part of town where you normally would not eat (not necessarily eating a dish you’ve never had). At this level you don’t really interact with anyone, you’re just learning something new and moving out of your comfort zone.

Information (knowledge): This is more engaging than the first experience. It would include interviewing a person, like a minister, small business owner, etc., for the purposes of gathering new information which may help you understand the differences between things you’re familiar with and things you’d like to learn more about.

Participation (skills): This is more akin to a volunteer project where you decide to “walk a mile” in someone’s shoes by fully immersing yourself with an organization, local non-profit, homeless shelter, etc. A list of volunteer organizations will be provided in the class

(and it is available online through UNCG). The organization, however, must have an identity different from your own. You cannot do this as a “group of 3 or 4.” Also, get started on it as soon as possible. Ideas of local agencies will be provided in class (& check with your site).

The log prompts for your classroom log are as follows:

1. Describe your reactions and opinions to the notion of “culture” in the movie, The Sound of Fury.
2. Discussing and reading about Racial Identity Development can be a tough, stressful endeavor. Describe your feelings in regards to this topic and the information.
3. Why is being “color blind” in our society NOT something to strive for as you become multiculturally competent, according to researchers? Do you agree?
4. Think about a time in which you felt discriminated against. How do you think this experience would help you work with a client from a different background than yours?
5. All of our ethical standards address diversity and working with diverse populations. Why has our field, in general, embraced the concept of respect for all peoples, and why has it tied standards of professional practice to diversity?
6. Why is poverty and SES considered to be the “common denominator” when it comes to multiculturalism?
7. Describe your reactions to the 1st level cultural immersion experience
8. Describe your reactions to the 2nd level cultural immersion experience
9. Describe your reactions to the 3rd level cultural immersion experience
10. Of all the groups we’ve discussed, and perhaps one we have not, with which do you feel you’ll have the most trouble working?

Class Schedule and Assignments (subject to change)

<u>Date</u>	<u>Topic</u>	<u>Objective Met</u>
	Class introduction and Overview The Meaning of Culture	1
	Counselors working in a Diverse World Readings: S/S Ch. 1; Article	1-3
	Racial Identity Development Readings: S/S 8; 9 Video Report is due	2
	Systemic Issues; Oppression Readings: S/S 2; 3 Practicum One	2, 4
	Intervention Strategies Readings: S/S 4; 5 Personal Cultural Analysis and Cultural Development is Due	2 – 5
	Midterm Exam Practicum Two	1, 2, 4, 5
	The Culture of Poverty Practicum Three	
	Counseling Elderly Clients Counseling Women Readings: S/S 17; 18	1, 2, 4, 5
	Counseling GLBT Clients Readings: S/S 16 Practicum Four	1, 2, 4, 5
	Counseling Individuals with Disabilities Counseling Individuals of Multiracial Descent Readings: S/S 15; 19	1, 2, 4, 5
	Counseling African Americans Readings: S/S 11 Practicum Five	1, 2, 4, 5
	Counseling Asian Americans Counseling Native Americans Readings: S/S 12; 13	1, 2, 4, 5
	Counseling Latinas/os Readings: S/S 14 Practicum Six	1, 2, 4, 5
	Wrap-Up/Summary Class Evaluations/ Final Assignment is Due	1 – 5

Some Suggestions for Writing Effectively

- APA manual recommends one space between sentences
- Verbs used in reference to previously completed/published works should be past tense, e.g., “The authors wrote that...”
- An ampersand (i.e., &) should be used inside of parentheses and the word “and” should be used outside of parentheses, e.g., “These authors cited the work of Smith and Wesson in making their statements about gun control (Harley & Davidson, 1999).”
- Do not use full justification for a word-processing program that has justification options; use left justification (only) instead.
- Hyphenation is preferred, even though the APA manual recommends that it not be used. If your word-processing program is capable of “automatic” hyphenation, enable it.
- A page citation is required for direct quotations, e.g., “Non-provided with original learning, unformed in the habits of thinking, unskilled in the arts of composition, I resolved to write a book” (Gibbon, 1997, p. 544).
- One heading, regardless of its type or level, should not be followed immediately by author heading; there should be at least some text in between the headings.
- The ONLY words in a reference citation in which the first letter of the word should be a capital letter is (a) the first word in the article/book title, (b) the first word following a colon or semicolon in the title, and (c) proper nouns.
- Serial reference citation should be in alphabetical, not chronological, order, e.g., (Abbott, 2021; Costello, 1994).
- Do not start a sentence with a numeral; instead, write the number in words or rewrite the sentence.
- Avoid use of split infinitives, i.e., instead of “In order to effectively write something...” use “In order to write something effectively...”
- The use of et al. (note the period) is appropriate only after the full list of authors represented has been presented a first time, e.g., “Larry, Curly, and Moe (1959) emphasized good manners. However, Larry et al. (1959) also noted that good manners aren’t funny.”
- Elements of a series in a paragraph are identified by lower-case letters in parentheses, not by numbers, e.g., “The four basic food groups are (a) burgers, (b) fries, (c) pizza, and (d) beer.
- If the elements in a series contain commas, the elements of the series are separated by semicolons, e.g., “The client was (a) mad, sad, and bad (b) old, bold, and cold; and (c) bright, light, and tight.”
- Data is plural noun (the singular is datum).
- i.e. is the abbreviation of “that is.” (When used, it should be followed by a comma)
- e.g is the abbreviation of “for example.” (When used, it should be followed by a comma)
- Numbers less than ten should be expressed as words (e.g., nine); numbers greater than should be expressed as numerals (e.g., 19).
- In using quotation marks, the punctuation should be placed inside the quotation mark—see the example above.
- In a chronology of events or points to be made, use adjectives, not adverbs, to describe the seriation, e.g., “The counseling process involves four major steps. First, the counselor must diagnose. Second, [not secondly] the counselor must develop a treatment plan. Third, [not thirdly] the counselor must...”
- Although the phrase “whether or not” is used commonly, the “or not” is unnecessary because the word “whether” implies a choice; e.g., “The counselor must decide whether to use a directive or nondirective approach...”
- Personification is the attribution of human characteristics and/or abilities to inanimate objects. Personification is not used in good compositions. “Research shows...” or “Table 1 indicates...” are better written as “Shown in the research is that...” or “Evident in Table 1 is that...”
- In using numeric indicators of time periods, there is not an apostrophe after the number and before the s, i.e., 1960s is correct.
- “Since” is time referent, not causal referent; do not use “since” when the appropriate word to use is “because.”
- “Due to” is an expression of something owed, and not a statement of causation. Instead of using “due to,” use “because” to indicate causation.
- Avoid use of trite or colloquial expressions:
 - Counselors don’t “deal with” people, they work with them.
 - Research don’t “look at” some topic, they examine it.
 - People don’t “fill out” surveys, they complete them.
 - Counseling activities, test interpretations, research studies, and the like are not “carried out;” they are conducted.
 - There is not a “sample population;” there is a population from which that sample was drawn.
 - Counselors don’t use “such information as...,” they use information such as...
(The phrases “such as” should not be split)
 - The counselors’ plans were not “setup;” they were designed or developed.
- Avoid windows and orphans. A window is the last line of a paragraph appearing alone at the top of a page. An orphan is the first line of a paragraph appearing alone at the bottom of a page. Many word processing programs have automatic window/orphan protection in the conditional-end-of-page command menu; if so enable it.