

COUN 5324: Cultural Diversity and Advocacy

Fall 2020

Wednesday 11:00 a.m. – 1:45 p.m. | Online Synchronous

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Office hours: Monday 11:00am – 1:00pm

Course Description

Examines client diversity with respect to ethnographic, demographic, and status variables, and challenges culturally biased assumptions which influence the provision of mental health services.

Student Learning Outcomes

After Mental health clinicians and clinicians-in-training encounter a wide range of cultures as they practice in diverse societies. This course is an invitation for students to grow in awareness of their own cultural backgrounds and biases as well as to explore other cultural patterns different from their own. Skills that aid in working in a culturally diverse client setting will be surveyed.

Course Structure and Instructor Expectations

In this course class time is largely comprised of lectures, group activities, and discussion. To maximize your in-class experience, you should come to class having read assigned readings. You should be actively involved in your own learning by being prepared to discuss assigned readings in class, ask questions, and engage in classroom activities.

CACREP Core Objectives (II.G.1)

Social and Cultural Diversity—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.
- b. 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;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. 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.

Clinical Mental Health Counseling Standards

1. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (III.A.3)
2. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services. (III.E.1)
3. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career

and those of the client. (III.E.2)

4. 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. (III.E.3)
5. 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. (III.E.4)
6. 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. (III.E.5)
7. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services. (III.E.6)

Skills (CACREP CMHC Standards)

1. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (III.D.2)
2. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (III.D.5)
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (III.F.3)

Knowledge (CACREP School Counseling Standards)

1. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. (III.A.3)
2. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. (III.E.1)
3. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. (III.E.2)
4. 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. (III.E.3)
5. 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. (III.E.4)

Skills (CACREP School Counseling Standards)

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (III.D.1)
2. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (III.F.1)
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (III.F.3)
4. Understands the important role of the school counselor as a system change agent. (III.O.4)

Required Textbooks

Sue, D. W., & Sue, D. (2015). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: John Wiley & Sons.

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Recommended Textbooks

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

Preparation & Participation

Attendance – While it is strongly recommended that you do not miss any classes, you are permitted to miss one class (2.5 hours) with no penalty. If you are going to miss a class, it is expected that you will notify the professor ahead of time. With a second absence you will receive a one-letter grade deduction from your final grade in the course (e.g., A → B) unless you write a letter to the instructor that explains **extenuating circumstances for both absences**. With your letter you should include documentation that substantiates your extenuating circumstance. The instructor will then decide if both the first and the second absences are excusable. Each subsequent absence will result in the drop of a letter grade.

Class Punctuality - Students are expected to attend classes on time. Late behavior in excess of one class will result in a loss of participation points for each incident. In addition to a loss of participation points, students who are consistently late and miss a significant amount of class time may be assessed a course a course absence (see attendance heading above).

Participation- Participation is an essential component of this class. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. In order to receive full participation points for this course, students will need to stay engaged during class time, and regularly participate in class discussion and activities.

Graded Course Assignments

Participation & Attendance (50 points)

A portion of your grade will depend on your level of participation during class each week. Attendance means arriving for class on time and staying for the duration of the class and remaining focused on the class for the duration of the class meeting. Participation means preparing for class by reading required texts/materials, periodically entering into class discussions with informed and relevant comments/questions, and participating in class activities. A student who rarely or never participates in class discussions/activities may receive a grade reduction despite attendance.

Online Discussion: Video Review #1 (50 points)

Students will reflect on a movie they observed in class and provide a written response. Online discussion will be set up on Canvas.

Online Discussion: Video Review #2 (50 points)

Students will reflect on a movie they observed in class and provide a written response. Online discussion will be set up on Canvas.

Online Discussion: Video Review #3 (50 points)

Students will reflect on a movie they observed in class and provide a written response. Online discussion will be set up on Canvas.

Online Discussion: *Video Review #4* (50 points)

Students will reflect on a movie they observed in class and provide a written response. Online discussion will be set up on Canvas.

Mailbag Questions/Reflections (2 x 5 points = 10 points)

Students will submit two questions and/or reflective comments that have arisen as a result of the course readings and one question and/or reflective comment that more generally relates to this course. The instructor will then review questions and/or reflective statements and use those to help guide class discussion. Questions and/or reflective statement selected for class discussion will be deidentified.

Cultural and Advocacy Digital Story (100 points)

Create a digital movie that covers one or more of the major topics discussed in this course. These stories can be personal and reflective, or informational, and should be related to the material covered in the text, handouts, and in class. The digital story should be between 6-7 minutes in length.

Each student will post their digital story into Canvas so that their classmates can watch it. Students will receive instructions later in the semester regarding how to post their digital stories to Canvas. The instructor has posted several examples of digital stories into Canvas.

Final Exam (150 points)

The final exam will be a comprehensive exam.

Requirements/Grading

During the semester, you will have opportunities to earn up to 500 points. Grading is on the following scale: 100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% or less = F. You must receive an A or a B to receive credit for passing this course.

Online Discussion: <i>Video Review #1</i>	50
Online Discussion: <i>Video Review #2</i>	50
Online Discussion: <i>Video Review #3</i>	50
Online Discussion: <i>Video Review #4</i>	50
Digital Story	100
Final Exam	150
Class Participation	40
Mailbag Questions/Reflections (5pts for each)	10
Total Points Possible	500

Late Policy

Assignments are due on the dates and times that are specified in the course syllabus (see pg. 10). Assignments submitted after the due date will be considered one day late. Late assignments will be reduced by 10% (one letter grade) for each day the assignment is submitted late. After three days past the due date, late assignments will no longer be accepted, and the student will receive a zero for the assignment.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated (For Spring the Census date January 29). Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

- The Census Date (Jan. 29) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through

Financial Aid State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security

numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another

- person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](mailto:903.566.7254) (903.566.7254)

College of Education and Psychology Mission Statement

Vision:

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission:

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

Clinical Mental Health Counseling Program:

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

Clinical Mental Health Counseling M.A. Program Learning Outcomes may be found in the CMHC Student Handbook.

Diversity Statement

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling

profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Additional Class Policies

For online synchronous classes, students should not be working on other work during class, surfing the internet, or emailing. Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your pants, purse, backpack, etc. If you are experiencing an emergency or extenuating circumstance where you need to check your phone during class, please inform me of this before class begins.

Students will be contacted via their UTT student email account or through Canvas. If you want to contact me I can be emailed at rmoate@uttyler.edu (Note: make sure that you **do not** send emails to rmoate@patriots.uttyler.edu, as I will not receive these messages). Typically, I will be able to respond to your emails within 24 hours Monday – Thursday.

Tentative Schedule and Topics

Date:	Topics	Readings	Assignments
Week 1 8/26	-Introduction -Discuss syllabus		
Week 2 9/2	-MC Journey to Cultural Competence: Personal Narratives -What is Multicultural Counseling? - <i>The Other Side is Not Dumb</i> Article	Ch. 1 Ch. 2 Blanda (2016)	
Week 3 9/9	-MC Competence for Counselors & Therapists of Marginalized Groups -The Political and Social Justice Implications of Counseling	Ch. 3 Ch. 4	
Week 4 9/16	-Impact of Systematic Oppression -Privilege	Ch. 5 McIntosh (1988) article	
Week 5 9/23	<u>Note: We will not meet synchronously for class this week.</u> Read McWhorter article <i>The Dictionary Definition of Racism Has to Change</i> , Watch <i>The Color of Fear</i> , and do discussion posts.	McWhorter (2020)	Online Discussion #1 due by Friday Sept. 25 @ 5pm.
Week 6 9/30	-Microaggressions in Counseling	Ch. 6	Submit Mailbag Questions by Wed. Sept. 30 @ 11am
Week 7 10/7	<u>Note: We will not meet synchronously for class this week.</u> Read Ch. 14 <i>Counseling African Americans</i> and Ch. 15 <i>Counseling American Indians</i> . Watch Video: McWhorter vs. Singh and do discussion posts.	Ch. 14 Ch. 15	Online Discussion #2 due by Friday Oct. 9 @ 5pm.
Week 8 10/14	-Counseling Asian Americans -Counseling Women <i>Mailbag Discussion #1 Discussion</i>	Ch. 16 Ch. 24	
Week 9 10/21	Counseling and Poverty	Ch. 25	
Week 10 10/28	-Counseling LGBT Individuals <i>In Class Movie 30 Days</i>	Ch. 22 Moffat (2018)	
Week 11 11/4	-Culturally Appropriate Intervention Strategies -Non-Western Methods of Healing	Ch. 8 Ch. 10	Online Discussion #3 due by Wed. Nov. 4 @ 11am Submit Mailbag Questions by Nov. 4 @ 11am
Week 12 11/11	-Cultural Development in People of Color -White Racial Identity Development <i>Mailbag #2 Discussion</i>	Ch. 11 Ch. 12	
Week 13 11/18	<u>Note: We will not meet synchronously for class this week.</u> Read Ch. 17 <i>Counseling Latinos</i> and Ch. 18 <i>Counseling Individuals of Multiracial Descent</i> . Watch video <i>Fantastic Lies</i> and do discussion posts.	Ch. 17 Ch. 18	Online Discussion #4 due by Friday Nov. 20 @ 5pm

Week 14 11/26	Thanksgiving Vacation – No Class		
Week 15 12/3	-Counseling Arab and Muslim Americans -Counseling Jewish Americans -Counseling Persons with Disabilities	Ch. 19 Ch. 20 Ch. 26	Digital Stories are due by Wed. Dec. 3 @ 11am
Week 16 12/10	Final Exam		

This is a *tentative* schedule of activities/assignments. Contents of the course are subject to change based on the unique characteristics of the class. Any changes will be announced in class or through your UT Tyler email