UTTyler COLLEGE OF EDUCATION & PSYCHOLOGY

COUN 5324-501: Cultural Diversity & Advocacy (3 credits)

Summer 2026 Syllabus
Course Time: Mondays 5pm to 7:45pm
Location: CAS Building Room 210

Instructor: Diane Smedley PhD, LPC-S, LMFT-S
Office Location: HPR 208
In Person Office Hours: By appointment
Virtual Office Hours: By appointment
https://uttyler.zoom.us/j/4179375035?pwd=V2oxVHZxOWY0aytXbDk5Kzg5aGg4Zz09
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COURSE CATALOG 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.

COURSE PREREQUISITES

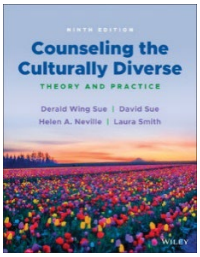
Credit in 5312, 5328, and 5391.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives and Learning Outcomes	CACREP 2024 Standards	Learning Activities and Assessments
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas.	3.A.10	Lecture; Advocacy Essay
Theories and models of multicultural counseling, social justice, and advocacy.	3.B.1	Lecture; Advocacy Essay
The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews.	3.B.2	Lecture; Reflective Discussion; Advocacy Essay
The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors.	3.B.3	Lecture; Advocacy Essay; Service Learning
The effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally.	3.B.4	Lecture; Reflective Discussion; Advocacy Essay
The effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients.	3.B.5	Lecture; Reflective Discussion; Advocacy Essay
The effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness.	3.B.6	Lecture; Advocacy Essay
Disproportional effects of poverty, income disparities, and health	3.B.7	Lecture; Advocacy Essay

disparities toward people with marginalized identities.		
Principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship.	3.B.8	Lecture; Reflective Discussion; Advocacy Essay
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	3.B.9	Lecture; Reflective Discussion; Advocacy Essay
Guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities.	3.B.10	Lecture; Advocacy Essay
The role of religion and spirituality in clients' and counselors' psychological functioning.	3.B.11	Lecture

Required Text:



Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice* (9th ed.). Wiley

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.

Required Journal Articles:

Bronfenbrenner, U. (1994). Ecological models of human development. In *International Encyclopedia of Education*, Vol. 3, 2nd Ed. Oxford: Elsevier.

Goodman, L. A., Liang, B., Helms, J. E., Latta, R. E., Sparks, E., & Weintraub, S. R. (2004). Training counseling psychologists as social justice agents: Feminist and multicultural principles in action. *The Counseling Psychologist*, 32, 793-837. https://doi.org/10.1177/001100000426880

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, *44*(1), 28-48. https://doi.org/10.1002/jmcd.12035

TEACHING STRATEGIES

This is a face-to face course and in this course, we will utilize lecture, discussion, reading and writing assignments, and experiential activities. Self-reflection, self-evaluation, and offering and receiving feedback are also important instructional methods in this course.

Canvas (https://www.uttyler.edu/canvas/)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedule, discussion boards, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. It is students' responsibility to examine each module and get in touch with the instructor immediately if they are not clear about the requirements prior to assignment due dates.

Due to the nature of the course, **students may experience mild to high levels of discomfort and lots of learning edges** while interacting with the course materials, assignments, fellow classmates, and the instructor. As an instructor of a course such as this, I may also experience mild to high anxiety. It's not unusual to have to debrief experiences and emotional reactions with someone professionally, be it positive or negative. However, I've learned to understand that such emotional responses are good indicators of personal and professional growth. I do hope, however, together we can create a conducive learning environment that is both challenging and nurturing so each of us can grow our:

- awareness of self and others,
- humility in listening to others, appreciating others, and recognizing our own shortcomings; and
- competence in helping and advocating for our clients, students, supervisees, and ourselves.

It is **not** the intent of this course to exhaustively cover all relevant topics within **13** weeks. However, it is the hope of the counseling program that this course will direct your journey with a clear focus and commitment to diversity and social justice as an integral part of your professional identity and aspiration. We hope that your growth in this area will continue throughout your program of study and extend into your career in the counseling profession.

COURSE POLICIES AND REQUIREMENTS

ATTENDANCE POLICY

Student attendance in this class is critical. It is expected that students will attend all classes. If there is an extenuating circumstance or emergency that will require you to miss a class, you should notify the professor ahead of time. You may then be asked to write a letter, and/or provide documentation that substantiates the extenuating circumstances which prevented you from coming to class. The instructor will then decide if the absence is excusable. In case of missed class students will lose participation and professionalism points. After the first excused missed class, along with missing participation and professionalism points, for each missed class students will lose additional 10 points from their final grade. All absences must be discussed with the instructor prior to the class missed. Missing more than one class may result in an "IP" or "NC" for the class unless otherwise determined by the instructor.

CLASS PUNCTUALITY

Students are expected to approach punctuality in the classroom as they would with a client in a counseling session. Essentially, students should be on time, including being seated and ready to engage in learning in a non-disruptive manner at the time class begins. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.

LATE POLICY

Assignments are expected to be turned into Canvas by the assigned due date. Technology failures will not be accepted as a reason for missed assignment due dates. Therefore, do not leave anything to the last minute. Back up files frequently and in various locations so work is not lost. Assignments turned in after the due date/time, up to two (2) calendar days, will be accepted with automatic deductions as follows:

- 24 hours or less late: automatic reduction in grade for assignment by 10%
- More than 24 hours late, but less than 48 hours late: automatic reduction in grade for assignment by 20%
- More than 48 hours late: automatic reduction in grade to 0 points.

ZOOM PROFESSIONAL BEHAVIORS

Students should attend online zoom synchronous classes in the same manner that they would attend in-person classes. Students should be professionally dressed and sitting in an appropriate position for learning. Students must keep their video cameras on for the entirety of class. Students are not permitted to be engaging in other activities while attending class (e.g., driving a car, working a job, attending an appointment, etc.). Students will need to find a quiet and private location in which to attend class. It is also essential that students are able to

secure a good internet connection.

USE OF TECHNOLOGY

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. Please be respectful and do not send or read text messages during class. Students who choose to use a laptop computer should only do so for taking notes. Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class. If the instructor becomes aware of a student using their laptop for any reason other than taking notes, they may ask that student to cease bringing their computer into the classroom.

Given the potential for discussion of sensitive content during class, recording of class is strictly prohibited except where accommodations are arranged through SAR. Additionally, students are strictly prohibited from going "live" on social media platforms such as TikTok during class. The ability to uphold confidentiality is a core tenet of professional counseling as supported by the ACA Code of Ethics. As a counselor-in-training, you are expected to demonstrate the ability to honor confidentiality.

ARTIFICAL INTELLIGENCE USE POLICY

I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

I will use the University's Turnitin platform, embedded in Canvas, to screen **ALL** assignments for AI. Any AI detection over 30% may result in a full rewrite for partial credit. Any required rewrite must be completed within the timeframe determined by the instructor. No late submissions will be allowed. For me to consider the rewrite for credit, it must result in an AI detection of 30% or less. Furthermore, if AI above 30% is detected for more than one assignment or more than once on the same assignment, I will follow the University's policies for reporting academic dishonesty. Please note that AI use is strictly forbidden in this course. Therefore, citing AI use will **NOT** protect AI use.

COMMUNICATION POLICY

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accordance with university policy your instructor will respond only to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is dsmedley@uttyler.edu. Do not send emails to any other email address, as I will not receive them.

ONLINE COMMUNICATION

Part of your preparation as a professional counselor is the ability to communicate with future colleagues and clients clearly and professionally. All written communication (e.g., emails, discussion board postings, etc.) that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues in a professional manner. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. (:- / ,':-)) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Open your email with a salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally (e.g., Dear Dr. Smedley:).
- Use complete sentences and avoid jargon, especially text-type words (e.g. C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone.
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours. Threats or attacks towards faculty or peers, even via written communication, will not be tolerated.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class.

INFORMED CONSENT STATEMENT

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e., the content and depth of personal information that you share) in experiential learning activities.

COURSE FEEDBACK AND EVALUATION

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

COURSE ASSIGNMENTS

ACTION PLAN – 20 POINTS – Due on 6/5/2026 by noon

Connected to the service-learning project, students will turn in an action plan during week 4. The action plan should simply identify a specific advocacy program and clearly define goals and action steps indicating how the student will complete the assignment. There are 16 weeks this term, the onus is on you to begin the project as early as possible. Please keep the instructor informed should you run into any difficulties related to the project so we can problem solve as soon as possible.

PRESENTATION OF CHAPTER(S) – 120 POINTS – Due at noon on day of presentation

The purpose of this assignment is for students to become intimately familiar with specific content in the textbook and related peer-reviewed research. Then, utilizing principles of vicarious learning, students will teach the specific content and related peer-reviewed research to their class peers.

Step 1: Students will sign up for a presentation slot to present a chapter(s) from the textbook and a related small group activity.

Step 2: The student will create an 80-minute in-class experience. The first part of the experience will be a roughly 50-minute content presentation. The presentation should be based on the content in the chapter(s) **AND** content from at least **3 peer-reviewed articles** related to the chapter(s) content. The student's role in this assignment is that of a teacher and should plan to cover the chapter content and peer-reviewed resources thoroughly. The presentation should be engaging and move beyond just retelling the information in the chapter.

Things to consider in your content presentation:

- Highlight major themes and key concepts
- Explain important terminology, theories, and frameworks
- Connect content to counseling practice
- Engage classmates in discussion and reflection throughout the presentation

The second part of the experience is a roughly 30-minute small-group experiential activity related to the content covered in the chapter(s). For the activity, you should plan to conduct and process it. Also, be mindful that your experiential activity will be conducted via Zoom. Make sure your approach aligns with that delivery modality.

Things to consider in your small group experiential activity:

- Encourage active participation
- Promote critical thinking and self-reflection
- Connect directly to chapter themes
- Be appropriate for a graduate counseling classroom
- Include clear instructions and facilitation
- Process with peers what they learned in the activity, and how to connect it to counseling practice

You will submit the slide deck (e.g., PowerPoint, Canva, etc.) and a separate reference page to Canvas as your assignment.

Please note: Most class meetings have two presenters. Therefore, it is important to be mindful of time. Please do not go over your 80 minutes. Additionally, the two presenters per class meeting are welcome to collaborate on the small group experiential activity. Each presenter **MUST** present the chapter(s) content individually, but may conduct the small-group experiential activity together. Please see appendix A at the end of the syllabus for grading expectations.

CULTURAL IMMERSION ACTIVITY – 90 POINTS – Due on 7/24/2026 by noon

For this assignment, you are asked to purposely put yourself in a situation to encounter self-reflection and potential

mild discomfort. Each student will engage in **TWO** cultural immersion activities to explore cultures different from their own and therefore, getting away from their familiar cultural element. Students may substitute **ONE** activity with a documentary; however, the documentary must be at least one-hour documentary **AND** approved by instructor prior to submitting the final assignment.

This experience should be focused on a cultural topic/issue distinctly different from the student's cultural values, norms, and personal experiences and should include student involvement. For example, if you visit a mosque, do not slip in after it has started, speak to no one, and then leave quickly. You should communicate with someone there. Additionally, as representatives of UT Tyler, counselors-in-training, and visitors of the immersive experience, it is expected that students will identify themselves as students, explain why they are visiting, and act with the utmost professionalism and respect. If faculty are made aware of unprofessional behavior during these visits, remediation and other actions in accordance with the professional dispositions assessment may be necessary.

Assignment Structure:

- Prior to completing the activities, students will write a brief, one page reflection on what they believe the immersive experience will be like and what anxiety they may be experiencing related to participating in the activity. Consider this one-page reflection like a "Dear Journal" entry.
- Engage in the two cultural immersion activities.
- After completing both activities, you will write a 6 page reflective paper (title page and "Dear Journal" page not included) in APA 7th ed style. In the reflective paper you will consider and answer the following:
  - What event did you attend and what subcultural group did you choose to focus on?
  - What happened at the event? What role did you play during the experience?
  - Describe how the values and beliefs that comprise this situation are different than yours.
  - How was your thinking challenged? Describe any transformations that took place as a result of the experience.
  - What areas did you critically reflect?
  - Which of those preconceived ideas are now open to re-interpretation and why?
  - What have you learned about yourself and this particular subgroup now that the immersion is over?
- You will turn in **ONE** document that includes a title page, your "Dear Journal" page, and the 6 pages of reflective processing.

SERVICE-LEARNING PROJECT – 70 POINTS – Due on 7/31/2026 by noon

This assignment requires students to participate in community-based volunteer hours for underserved populations. Potential site examples include the local food bank, church-based afterschool program for kids, domestic violence shelter, or in a hospice setting. Volunteer organizations that focus on political advocacy are outside the scope of this assignment and will not be permitted. The location of community-based volunteer hours is **solely** up to the discretion of students. Please select a program that will give you an experience that you have **never had before.** The experience is aimed at providing you with an opportunity to contribute to the community in a meaningful way. You should plan to immerse yourself as **a volunteer for at least 8 hours** in the program of your choice during the term and get to know the individuals/community the program seeks to serve.

Please work out the details of your involvement with the program coordinator or manager. Develop a plan that will help you achieve as many course objectives as possible within the time in this course. However, avoid taking the role of an expert. Just be a volunteer and let the leader(s) of the program know that you are there to serve and learn how the organization helps underserved community members.

The goal for the project is as follow:

1. Acquire knowledge of and experiences with a group of individuals who have a specific shared social location/identity/life/circumstance.
2. Learn about community-based volunteer programming: observe, reflect, evaluate, critique, and develop.

The expectation is that learners will develop in-depth knowledge relative to:

1. The systemic barriers your selected program aim to address.
2. The ways those served by the organization interact with organizations in the community.
3. Acquire advanced and current knowledge of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups.

END PRODUCT:

The end product is a project paper and documented record of volunteer work. Please make sure to complete the volunteer hours record form and have your point of contact or someone who supervised your volunteer time initial each time you visit the location to volunteer.

For the project paper, please write about the following:

1. Detail the experience and its professional impacts on you.
2. Describe the information learned about the program and the people/group the program/agency seeks to serve.
3. Utilizing the ACA Advocacy Competencies, describe the level(s) of advocacy intervention, extent(s) of client involvement, and focus(es) of counselor energy that were present in your community-based volunteer experience. Depending on your community-based volunteer experience, you may have acted on more than one level, extent, and focus. Each one should be discussed with specific examples. Finally, identify **one level, extent, or focus that you did not participate in** and discuss how the community-based organization *could* engage in that area. This might mean:
    - Building on something your volunteer site is already doing and reflecting on how they could expand that effort, or
    - Developing a new advocacy strategy that could address the unmet need at that level.

    Be specific in your response, connecting your ideas to the ACA Advocacy Competencies, and explain how your proposed participation would make a difference for clients, communities, or the profession.

Limit your paper to about 5 pages, excluding title and reference pages. Please follow the latest APA writing requirements and citation format. Your grades will be impacted by your compliance with APA requirements. Use APA headings to help you organize your paper.

PARTICIPATION & PROFESSIONALISM – 50 POINTS

Learning is a dynamic social process. In this class, your presence and active engagement are essential. Students are required to read all assigned course materials before class begins, so that they can ***actively engage*** with course content. Students are expected to regularly participate in class. Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with your peers is expected.

Students are expected to attend classes on time, ready to engage in learning at the time class begins. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Being on time means arriving at class at least 10 minutes before the scheduled class time and being in your seat and ready for class to begin. Furthermore, the Assessment of Professional Counseling Dispositions (APCD) is used as a guideline to assess and score professionalism in this course and throughout the CMHC program. A score below 2 in ANY single domain of the APCD could result in the loss of all participation and professionalism points for the semester. Students should refer to this document for a clearer understanding of professionalism expectations in this course and eventually as a professional counselor. Professionalism represents a way of being made up of appearance, manner, communication, interacting, attitudes, approach, skills, and openness to grow. As part of this class, students are expected to demonstrate professionalism during in person, clinic, and online interactions with their peers and the instructor. You are expected to be fully engaged in the course, invested in your own learning and the learning of others, and eager to participate. Concretely, active participation and professionalism means but is NOT limited to:

- Reading required materials and being prepared to work
- Demonstrating knowledge of reading assignment material
- Actively taking part in class activities
- Interacting well with peers
- Showing respect and courtesy toward peers and instructor
- Exhibiting a professional demeanor
- Actively engaging in learning opportunities
- Demonstrating critical thinking knowledge and skills
- Exhibiting growth in content knowledge and skills
- Contributing to a professional climate

REQUIREMENTS/GRADING

Presentation of Chapter(s)	120
Service-Learning Project	70
Action Plan	20
Cultural Immersion Activity	90
Class Participation & Professionalism	50
Total Points Possible	**350**

Grading is on the following scale: 100%-90% = A; 89%-80% = B; 79%-70% = C; 69% or less = F.

PROFESSIONAL DISPOSITIONS

The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). The **systematic assessment** of students is required by CACREP (2016) Section 4.G.; 4.H. and ACA Code of Ethics (2014) Section F.9: F.9.a; F.9.b. In this course and throughout the CMHC program, we use the Assessment of Professional Counseling Dispositions (APCD) to assess and score professional dispositions. A score below 2 in ANY single domain of the APCD may result in the loss of all professionalism and participation points, failure of the course, and possibly dismissal from the program. Students should refer to this document for a clearer understanding of professionalism expectations in this course and eventually as a professional counselor.

Professional Dispositions Indicators	Unacceptable	Acceptable	Optimal
1. Openness to new ideas.	1	2	3
2. Flexibility and adaptability.	1	2	3
3. Cooperativeness with others.	1	2	3
4. Willingness to accept and use feedback.	1	2	3
5. Awareness of own impact on others.	1	2	3
6. Ability to deal with conflict.	1	2	3
7. Ability to deal with personal responsibility.	1	2	3
8. Effective and appropriate expression of feelings.	1	2	3
9. Attention to ethical and legal considerations.	1	2	3
10. Initiative and motivation.	1	2	3
11. Orientation to multiculturalism and social justice advocacy.	1	2	3
12. Professional wellness and self-care.	1	2	3
13. Humility.	1	2	3

14. Professionalism.	1	2	3
15. Willingness to seek help.	1	2	3

PROFESSIONALISM STATEMENT

The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). Ethical violations may result in failure of the course and possibly dismissal from the program.

TENTATIVE COURSE SCHEDULE

Week	Lecture Topics	Assignments	2024 CACREP Standards
1 (5/11) In Person	Introductions, Syllabus, Informed Consent, and influence of worldview on multicultural competency; ethical imperative of cultural competency; the role of the MCSJCC in counselor development; Influence of heritage and withing group differences, barriers to mental health treatment; multicultural counseling theories and models	**READ:** Syllabus; Sue & Sue Chp 1 – 3 **ACTIVITY:** Review syllabus, class informed consent, & introductions **LECTURE:** Sue & Sue Chp 1, 2, & 3	3.A.10; 3.B.2; 3.B.10; 3.B.1; 3.B.3; 3.B.9
2 (5/18) No Meeting	**No Meeting – This week plan your immersion and volunteer assignments; work on chapter presentations**		
3 (5/25) Holiday	**Memorial Day Holiday – University closed/no classes**		
4 (6/1) Online	Impact of history on help-seeking behavior; effect of political/social movements on mental wellness; microaggressions and stereotypes in and out of the counseling session	**READ:** Sue & Sue Chp 4 & 5 **STUDENT PRESENTATIONS:** Sue & Sue Chp 4 & 5 **Due:** Action Plan due by 6/5/2026 by noon	3.B.4; 3.B.5; 3.B.6
5 (6/8) Online	Identity development and attitudes in people of color; white racial consciousness,	**READ:** Sue & Sue Chp 6 & 7 **STUDENT PRESENTATIONS:** Sue & Sue Chp 6 & 7	3.B.1
6 (6/15) Online	Multicultural competency for counselors of color; multicultural theories and evidence based practice; Counseling with Arab American clients; Fostering self-empowerment and removing barriers in and out of session	**READ:** Sue & Sue Chp 8, 9, & 17 **STUDENT PRESENTATIONS:** Sue & Sue Chp 8, 9, & 17	3.B.1; 3.B.3; 3.B.8
7 (6/22)	**No Meeting – Complete your immersion and volunteer assignments**		

No Meeting			
8 (6/29) Online	Healing practices within cultures; Culturally competent assessment; Counseling with African American clients & American Indians clients; Fostering self-empowerment and removing barriers in and out of session	**READ:** Sue & Sue Chp 10, 11, 12, & 13 **STUDENT PRESENTATIONS:** Sue & Sue Chp 10, 11, 12, & 13	3.B.1; 3.B.3; 3.B.8
9 (7/6) No Meeting	**No Meeting – Complete your immersion and volunteer assignments**		
10 (7/13) Online	Counseling with Latinx, Asian American, Multiracial, & marginalized religions clients; Fostering self-empowerment and removing barriers in and out of session	**READ:** Sue & Sue Chp 14, 15, 16, & 18 **STUDENT PRESENTATIONS:** Sue & Sue Chp 14, 15, 16, & 18	3.B.1; 3.B.3; 3.B.8; 3.B.11
11 (7/20) Online	Counseling with immigrant & refugees, LGBTQ communities, older adults, & women; Fostering self-empowerment and removing barriers in and out of session	**READ:** Sue & Sue Chp 19, 20, 21, & 22 **STUDENT PRESENTATIONS:** Sue & Sue Chp 19, 20, 21, & 22 **Due:** Cultural Immersion Activity due 7/24/2026 by noon	3.B.1; 3.B.3; 3.B.8;
12 (7/27) Online	Counseling with individuals living in poverty & differently abled; Fostering self-empowerment and removing barriers in and out of session	**READ:** Sue & Sue Chp 23 & 24 **STUDENT PRESENTATIONS:** Sue & Sue Chp 23 & 24 **Due:** Service Learning Assignment 7/31/2026 by noon	3.B.1; 3.B.3; 3.B.7; 3.B.8

**Instructor reserves the right to make changes as needed.*

Note: The syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items based on student input and to ensure students' learning needs are addressed. The priority is to facilitate students' personal and professional development including attainment of applied skills.

Program and Departmental Policies

COVID-19

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature should stay at home and notify their faculty. Students are also encouraged to use the UT Tyler COVID-19 Information and Procedures website. This website also provides information about our Vaccination Mobile Clinic. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Clinical Mental Health Counseling Program Mission Statement:

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program,

students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

CEP Mission Statement:
The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision:
The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

UT Tyler Department of Psychology and Counseling Student Code of Conduct:

https://www.uttyler.edu/psychology/policies.php

UT Tyler Clinical Mental Health Counseling Student Handbook:

https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/

University Policies

Artificial Intelligence in this Course
UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

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 http://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. 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 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/disability-services, 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 (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (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 (903.566.7254)

Appendix A

Rubric for Presentation of Chapter(s)

Criteria	Excellent 20	Proficient 15	Developing 10	Needs Improvement 5	No Evidence 0
Knowledge and Understanding of Chapter Content	Demonstrates comprehensive understanding of chapter themes, concepts, terminology, and frameworks. Content is accurate, thorough, and clearly explained.	Demonstrates solid understanding of most chapter content with minor gaps or limited depth.	Demonstrates partial understanding of chapter content; important concepts may be underdeveloped or unclear.	Demonstrates minimal understanding of chapter content; presentation lacks clarity, accuracy, or depth.	No understanding demonstrated.
Application to Counseling Practice	Strongly connects concepts to counseling practice, multicultural competence, and professional implications using relevant examples and discussion.	Adequately connects concepts to counseling practice and professional implications.	Limited or inconsistent connections to counseling practice.	Little connection to counseling practice or professional application.	No application to counseling addressed.
Experiential Activity Design and Facilitation	Activity is creative, meaningful, well-facilitated, and strongly connected to chapter content. Instructions are clear and activity effectively engages peers in Zoom format.	Activity is relevant and adequately facilitated with clear connection to chapter content.	Activity has limited connection to chapter content or facilitation is somewhat unclear/disorganized.	Activity lacks relevance, preparation, facilitation, or engagement.	Experiential activity not present.
Processing and Reflection Discussion	Processing discussion is thoughtful and effectively helps peers connect learning, self-reflection, and counseling application.	Processing discussion adequately addresses learning and application.	Processing discussion is limited or lacks depth and connection to counseling practice.	Little meaningful processing discussion included.	Processing of activity not present.
Professionalism and	Presenter	Presenter	Presentation materials	Presentation appears	Presenters and/or

Presentation Quality	demonstrates professionalism, preparedness, respectful facilitation, and polished presentation materials. Slides are visually effective and support learning. Presentation is exceptionally well organized.	demonstrates professionalism and preparedness with generally effective materials. Presentation is generally organized and easy to follow with minor pacing or transition issues.	or professionalism need improvement in clarity, preparation, or delivery. Presentation organization is inconsistent or difficult to follow at times; pacing issues evident.	unprepared, unprofessional, or difficult to follow visually. Presentation lacks organization, flow, or time management.	content were unprofessional.
References and APA Format	Separate reference page included with accurate APA formatting and appropriate citations throughout presentation materials.	Reference page included with minor APA formatting errors.	Reference page included but APA formatting contains multiple errors or inconsistencies.	Missing references, insufficient sources, or major APA issues.	No references were utilized.