Syllabus

Course Information:
COUN 5324: Cultural Diversity and Advocacy
Wednesdays 11:00 PM—1:45 PM
Location: TBA
Spring 2015

Instructor Information
Ricardo Phipps, Ph.D., NCC
Office: HPR 207
Office Hours: Mo 2-4 PM, Tu 2-4 PM, Wed 2-4 PM, or by appointment (email)
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College of Education and Psychology

Course Catalog Description
COUN 5324: Cultural Diversity and Advocacy (3 hours)
Examines client diversity with respect to ethnographic, demographic, and status variables, and challenges culturally biased assumptions which influence the provision of mental health services.

Purpose
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 Objectives

CACREP Common Core Standards (II.G.2)
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. 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
f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

Knowledge (CACREP CMHC 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)

**Texts**

**Required Text**


*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.*

Supplemental readings will be assigned throughout the semester and will be provided by the instructor.

**Evaluation and Grading**
Course Requirements:

1. **Weekly Journal**: Reflective journals entries are required each week after the first two weeks of class (see outline for exceptions). Entries should be double-spaced, 12 pt font, Times New Roman, and roughly a minimum of one-half page in length. Entries should include personal reactions, thoughts, feelings, and insights into issues raised in class discussions, assignments, and readings from the previous week. Occasionally specific questions may be provided to guide reflections, but most often reflections may be structured as students choose. **The weekly journal should be uploaded onto Blackboard by 11:00 AM on the day of class.** Late journals will not be accepted. All journal reflections will remain confidential although some content expressed in the journals may anonymously be included into class discussion. (100 points total)

2. **Weekly Quiz**: A brief quiz based on the reading assignment for the week will be given at the beginning of each class session. Students who miss class without prior discussion with me or who arrive more than 15 minutes late will not be allowed to take the quiz at a later time. (10 points each; 130 points total)

3. **Cultural Autobiography**: Write a 5 page paper describing your cultural identity, considering your ethnic, racial, gender, geographic, and socioeconomic experiences in the United States. What factors have contributed to the development of your cultural identity beyond ethnicity, race, gender, geography, and socioeconomics? Specifically, how has your identity been influenced by your experiences of oppression, power, and privilege? Include specific life experiences that you consider relevant. Discuss your religious, spiritual, and cultural values. Describe the impact of these factors on your values/worldview and counseling styles. Please use APA format (6th edition). This assignment is due **February 4, 2015**, by 11:00 AM. Submit by Blackboard. A scoring rubric will be provided. (200 points total)

4. **Presentations**: Each student will work with a classmate to make two presentations on the class topics scheduled for February 11-April 15th. Students will sign up for specific topics/dates during the first class session. Presentations should highlight key issues from the readings as well as include other thought-provoking resources, e.g. video clips, handouts, class exercises. Presentations should include discussion questions throughout the presentation or at the end. Special attention should be given to discussing implications for clinical practice in the presentation. Students should select to be a part of presentations on topics with which they are not already highly familiar. Each presentation should last roughly 60 minutes. A scoring rubric will be provided. (150 points each/300 points total)

5. **Immersion Experiences and Reaction Papers**: Students are asked to engage in at least one experience that exposes them to an unfamiliar culture. Consider scheduling interviews with representatives of your group, attending meetings, social gatherings, discussions, presentations, or workshops; visiting cultural centers/historical sites; or providing volunteer service within the chosen group.
After each experience, students will prepare a reaction paper (5 pages, double-spaced reflecting on what was learned and how it may affect personal/professional development. Roughly 2 pages should contain background information/research about the cultural experience explored. All immersion experiences should be approved by the instructor. This assignment must be submitted by Blackboard on or before April 8, 2015, by 11:00 AM. A scoring rubric will be provided. (200 points total)

6. Participation: Attendance, promptness, and active participation are essential to this class. I expect students to come prepared to actively engage in discussions related to the assigned readings. I also expect students to arrive on time and to contact me in advance if they will be absent. (5 points/class; 70 points total)

Grading Scale
A total of 1000 points are available to be earned. Points will then be converted to a percentage and final grades determined according to the following percentage scale:

900 to 1000 percent ➔ A
800 to 899 percent ➔ B
700 to 799 percent ➔ C
600 to 699 percent ➔ D
Below 60 percent ➔ F

Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Jan. 14</td>
<td>Introduction and Overview</td>
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<td></td>
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<tr>
<td>Jan. 21</td>
<td>Construct of Multicultural Counseling Competence</td>
<td>Sue &amp; Sue, Ch. 2-3</td>
<td>Quiz (in class)</td>
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<tr>
<td>Jan. 28</td>
<td>Political Dynamics of Counseling: Privilege and Oppression</td>
<td>Sue &amp; Sue, Ch. 4-6</td>
<td>Weekly Journal Quiz (in class)</td>
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<td>Feb. 4</td>
<td>Racial Identity and Multiracial Identity</td>
<td>Sue &amp; Sue, Ch. 11-12, 18</td>
<td>Quiz (in class) Cultural Autobiography Due</td>
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<tr>
<td>Feb. 11</td>
<td>Counseling with African and African Americans</td>
<td>Sue &amp; Sue, Ch. 14</td>
<td>Weekly Journal Quiz (in class)</td>
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<tr>
<td>Feb. 18</td>
<td>Counseling with First</td>
<td>Sue &amp; Sue, Ch. 15</td>
<td>Weekly Journal</td>
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Course Policies

**Social Media Policy:** Texting, use of social media, or anything in this category is not allowed during class. If you need to contact someone in the case of an emergency, please step out of the classroom to do so and return as quickly as possible. Students are expected to be engaged with course material during class time. Counselors need to be focused on their clients for extended periods—this will be good training.

**Attendance:** Attendance is expected at all scheduled class sessions. If unable to attend a class, please speak with the instructor beforehand. It is also expected that students will arrive at class on time. Problems with tardiness will be addressed by the instructor individually as needed.

University Policies

**Student Rights and Responsibilities**
Explanations of UT-Tyler policies affecting the rights and responsibilities of students may be found at http://www.uttyler.edu/wellness/rightsresponsibilities.php

Disability Services
In accordance with Section 304 of the Rehabilitation Act, Americans with Disabilities Act (ADA), and the ADA Amendments Act (ADAAA), UT-Tyler offers accommodations for students with learning, physical, and/or psychiatric disabilities. If you have a disability, including a learning disability, for which you request accommodations, contact Ida MacDonald in the Office of Disability Services so that appropriate arrangements may be made. In accordance with federal law, students requesting disability services must submit appropriate documentation of their disability to the Disability Services counselor. For more information, contact the Office of Disability Services by visiting University Center Room 3150 or calling 903-566-7079. Resources are also available on the UT-Tyler website at http://www.uttyler.edu/disabilityservices.

Grade Replacement/Forgiveness
Students repeating a course for grade replacement must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) by the Census Date (university determined deadline for the submission of various documentation for each semester) of the semester in which the course will be repeated. Failure to do so will result in both the original and repeated grades being used to calculate overall grade point average. Undergraduates may utilize grade replacement for three courses during their career at UT-Tyler; graduate students may utilize grade replacement for a maximum of two courses.

State-Mandated Course Drop Policy
State law prohibits students who began college for the first time in or after Fall 2007 from dropping more than six courses during their undergraduate career, including courses dropped at another 2-year or 4-year Texas public institution of higher learning. A dropped course is defined as any course dropped after the Census Date (Census Date is listed on the Academic Calendar). Exceptions to this policy are given in the university catalog; contact the Enrollment Services Center with further questions.

Student Absences Due to Religious Observances
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 Absences Due to University-Sponsored Events/Activities
Students who intend to be absent for a university-sponsored event or activity (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 may be completed.
Social Security and FERPA Statement

It is the policy of UT-Tyler to protect the confidential nature of social security numbers. UT-Tyler has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g. via email) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

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.

“Cheating” includes, but is not limited to:

- Copying from another student’s test paper;
- Using during a test materials not authorized by the person administering 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 “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 instructor has designed 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;
- Falsifying research data, laboratory reports, and/or other academic work offered for credit;
- Taking, keeping, misplacing, or damaging the property of UT-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.

“Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any other means another’s work and the submission of it as one’s own academic work offered for credit.

“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.

Disclaimer

Every effort will be made to follow the syllabus as outlined. However, the instructor reserves the right to make changes as needed. Changes will be announced with adequate time for proper adjustments and may be made due to institutional requirements or academic needs. In the event of changes, measures will be taken to minimize adversity for students. Concerns should be discussed with the instructor.

Mission Statement

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.

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions in the region.