University of St. Thomas  
Houston, Texas  
Counselor Education Department  
COUN 5335- Multicultural Populations  
HCC – Sugar Land - Summer, 2015

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<tr>
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**Required Class Text:**


**Recommended Text:**


**Social Justice Teachings of the Catholic Church**

**Subsidiarity:** Integrated in each course in the Counselor Education program is a sense of *community*. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

**Dignity and rights of children:** The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.
People have a right to an education: Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

General Course Description

COUN 5335 - Multicultural Populations examines the cultural context of relationships, issues, and trends in a multicultural and diverse society. Emphasis is placed on a knowledge base related to theories and models of culture and diversity with the concomitant ability to apply content and process to personal and professional life. Students are given opportunities to explore the interaction of racial and ethnic groups with the social, economic, and political foundations of the United States of America (USA) and to examine their own cognitions, feelings, and behaviors regarding race, culture, and religious diversity.

This Course develops in students an awareness of self in a professional setting in such a way that they will be able to evaluate their professional setting for its effectiveness with cultural differences and diversity issues. This course challenges and supports students to grow in their knowledge, abilities, and skills to work effectively with all their publics, including but not limited to communities, families, students, administrators, counselors, clients, patients, teachers, staff, or supervisors. This course may result in some students feeling discomfort; students will be supported in their journey through painful realities.

This course will also, provide students with opportunities to investigate educational and counseling needs in a culturally pluralistic society. Although this course includes the universal view of multicultural theory, it takes the focused view, which holds that culture and diversity are different constructs, not interchangeable. The theories and practices of the fourth force (multicultural) are explored. The historical, philosophical, and psychological foundations of professionals in a pluralistic society are investigated by identifying and focusing on major racial and ethnic groups in the USA. The impact of the various identifiable racial and ethnic groups on the social, economic, and political foundations of the USA are also explored. Students are given the opportunity to examine their own cognitions, feelings, and behaviors regarding race, culture, and diversity in order to be able to be effective educators and counselors with all populations in the USA in the 21st century.

This course further, enhances the practice of the principle values of a democracy in which all are created equal and endowed by their Creator with inalienable rights, among these are life, liberty, justice, charity, and the pursuit of happiness (Adapted from the Declaration of Independents of the United States of America).

Specific Student Competencies

Learner Outcomes: The Student will be able:

1. To practice their understanding that respect for persons is the a priori, fundamental principle of ethical and moral action;
2. To classify and analyze feelings, attitudes, and perceptions toward varying cultural and diverse groups similarities and differences;
3. To demonstrate an ability to reflect on their cultural history, including and not limited to “Home Language”, culture, gender, traditions, history of privilege or oppression, and be aware of how these things impact cognitions, feelings, and behaviors in the professional settings;
4. To develop the knowledge of salient content which is related to understanding the historical experiences and characteristics of cultural and diverse groups in the USA;
5. To experience first hand environments unfamiliar to them in order to enhance their knowledge, abilities, and skills in unfamiliar settings and with unfamiliar persons;
6. To embrace a difference model; to reject a deficiency model; that is, different implies unfamiliar; difference or the unfamiliar do not mean deficient;
7. To “hone” their interpersonal skills in applying theories to their Counseling practice;
8. To value the speaking of more than one language; to demonstrate this appreciation by encouraging persons to use their native language;
9. To recognize barriers in their professional settings to effective performance of their responsibilities regarding social justice;
10. As Counselors; to work as advocates of change for success with all persons for whom we are responsible;
11. To be proactive in a commitment to civil rights for all, including and not limited to the reduction of prejudice, discrimination, and racism;
12. As Counselors, to be able to identify situations in which ambiguity is present and address conflict effectively;
13. To become conscious of legal, ethical, and professional behavior and practice these in this course and in their personal and professional lives, as Counselors;
14. To demonstrate respect toward the professor and colleagues by listening, appreciating, and nurturing multiple perspectives and points of view without taking such differences personally or becoming defensive;
15. To want to learn for learning’s sake and for professional development;
16. To pursue education for its own sake, not only for grades, prestige, money, or any other external motives.

Retention in Multicultural Populations Course

For retention in this course students “must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of Saint Thomas School of Education Academic Catalog 2010-2012, p. 2). Students must demonstrate good judgment in all aspects of their participation in this course.

The emotional and mental health of professional counselors is essential to their functioning in an ethical, competent, and confident manner. The responsibility of gate-keeping on the part of the professor of this course protects the students, the degree, and the profession.

Integrity

Integrity is the most important quality for success in this course. Integrity requires students to be authentic and honest in all academic and affective work and interaction. Integrity implies students become familiar with and practice at all times the codes of ethics of their professions.

Professional counselors and educators perform their services in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail students who violate their integrity.
Discipline, Commitment, Focus

1. **This is a 5 week course, so attendance to all classes is mandatory.** Students are expected to be present and participate in all class discussions. All readings are expected to have been completed at the time class begins. **Absence can result in the renegotiation of this contract. One absence may result in a reduction in grade. Two absences may result in an administrative withdrawal from the class or an F in the course.**
2. Be on time each class period. Be prepared to participate.
3. Complete all assignments by the due date. **Late assignments will drop one letter grade.**
4. Written work should be in English. Papers should be double spaced using 12 point font. Any papers written in larger than 12 font will not be accepted.
5. Turn off all cell phones during class.

Honor System

Multicultural Populations requires the practice of the honor system on the part of all students. The honor system includes but is not limited to practicing the codes of ethics of the varying professions represented in this class. Violation of the honor system will result in failing this course.

Plagiarism

Plagiarism is taking credit for any thought, idea, or work that is not original with the student writing the assignment. Plagiarism is a serious offense that will result in failing this course. When writing assignments, reference information, websites, books, etc. The APA Manual (2010) rules for citing and referencing must be followed.

If a student paraphrase ideas, then references must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It might be tempting to copy and paste works from the internet, borrow the work of friends, rephrase a manuscript previously written, or change a few phrases here and there. All of these activities are examples of plagiarism.

In other words, plagiarism involves copying from a source without using the proper APA Manual (2010) notation. If you quote no more than 40 words, you are required to use quotation marks and provide the page number(s). If you quote more than 40 words, you must indent and provide the source and page number(s). A whole lot of copying is not considered masters level work even if the writer cite it properly.

Copying a paragraph or more or changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while you write. Master’s level work requires integration of information. Drawing from one source, then another source, etc. is not master’s level work.

Copying from other manuscripts, which students have previously written, without using proper APA Manual (2010) notation is also plagiarism. The rules are the same as when quoting from outside sources. If students quote no more than 40 words, the requirement is to use quotation marks and provide the page number(s) from the original document. If more than 40 words are quoted, indenting and providing the source and page number(s) are required. A whole lot of copying is not considered master’s level work even if the work is cited properly.
Plagiarism is a violation of integrity.

The APA (2010) manual describes plagiarism this way:

Researchers do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The following paragraph is an example of how one might appropriately paraphrase some of the foregoing material in this section.

As stated in the sixth edition of the *Publication Manual of the American Psychological Association* (APA, 2010), the ethical principles of scientific publication are designed to ensure the integrity of scientific knowledge and to protect the intellectual property rights of others. As the Publication Manual explains, authors are expected to correct the record if they discover errors in their publications; they are also expected to give credit to others for their prior work when it is quoted or paraphrase. The key element of this principle is that authors do not present the work of another as if it were their own work. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be give credit. If the rationale for a study was suggested in the Discussion section of someone else’s article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (For additional information on quotations and paraphrasing, see sections 6.03-6.08; for instructions on referencing publications and personal communications, see sections 6.11-6.20.)

**Self-plagiarism.** Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism). There are, however, limited circumstances (e.g., describing the details of an instrument or an analytic approach) under which authors may wish to duplicate without attribution (citation) their previously used words, feeling that extensive self-referring is undesirable or awkward. When the duplicate words are limited in scope, citation of the duplicated words should be the norm. What constitutes the maximum acceptable length of duplicated material is difficult to define but must conform to legal notions of fair use. The general view is that the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand that contribution should be included, primarily in the discussion of theory and methodology. When feasible, all of the author’s own words that are cited should be located in a single paragraph or a few paragraphs, with a citation at the end of each. Opening such paragraphs with a phrase like “as I have previously discussed” will also alert readers to the status of the upcoming material (pp. 15-16).

**Language Diversity**

The professor of this course values the speaking of more than one language. She is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with clients and others for whom English is not their first language. The professor is always available to assist students who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the learning community in their journey through this course.
Americans with Disabilities Act

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, students are required to inform the professor of any disability or needed accommodations. In addition, students must contact the University Office for ADA Compliance. Only informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance.

The University Office for ADA Compliance may ask to see evidence of disability and specific accommodations as requested. Contact the professor immediately if you have a need. All information regarding accommodations is confidential. You can see the professor before or after class or request time to discuss any matters found on the recommendations of the University Office for ADA Compliance.

Students with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course are requested to speak to the professor during the first two weeks of class. Students with special needs will contact the University Office for ADA Compliance by calling 713-525-3162 or 6953. It is essential that the professor receive official documentation for any accommodations that are made on behalf of students. This protects students’ legal rights.

Andragogy

Multicultural Populations uses a Freirian model as its andragogy. Consequently, the professor believes that students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally salient. In addition, the professor believes that life experiences shared in the learning community are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course.

The role of the professor is to come to class prepared, pace the class, and to facilitate conversation. The role of students is to come to class having mastered the readings and research in order that they can have a scholarly conversation with their classmates and the professor in a learning community.

Graduate Written Assignments:

Uses APA format (2010), Times New Roman, 12-point, and double space are required for all written assignments unless otherwise stated in the directions. Assignments are submitted in the format demonstrated by the professor and in formal, academic English. The professor is available to help students who are unfamiliar with formal, academic English or for whom English is not their first language.

Students who have all their assignments accepted and have met attendance, punctuality, and engagement responsibilities will come into the final examination with a B in this course. All other things being equal, the final examination separates the Bs from the As.
The comprehensive, in-class, final examination is graded either by numbers or letters at the discretion of the professor, and the final examination is taken only once. The final examination must be taken without help.

### Course Assignments

**Class Discussions (15%)**: There will be class dyad, group discussions and role play on various topics related to this course.

**Counseling Role-Play/Reflections (15%)**

Students will form a dyad. For ten minutes in class, you (student) will demonstrate a counseling session. One student will role-play the counselor, and the other student will role-play the client. Then you (student) will change roles and demonstrate another counseling session role play. Every student must participate.

You (the students) will demonstrate that you can use the microskills effectively. Level III reflection of content and feeling, paraphrasing, summarizing, and probing with declarative sentences will be demonstrated. Each student will have the opportunity to role play the counselor, and each student will have the opportunity to role-play the client. After each session, shared reflection will occur.

**You (the student) will write a two-page reflection of your role-play. One page is for your reflections as a client, and the second page is for your reflection as a counselor.**

**You (the student) will write in your “Header” your name and the title Client Reflection or Counselor Reflection.** The body of the paper will be in Times New Roman (font), double spaced with font being 12 pitch in size.

### Empathic Rating Scale

For those students who have not had EDUC 5366, Counseling Theories and Approaches, this is the empathic rating scale. A Level 3 response is a helpful response. Level 2 is not helpful and not hurtful. Level 1 is hurtful.

**Level 1: Hurtful.** Counselor is overtly, implicitly, or subtly destructive to the counseling process. Counselor is inappropriately attending, disruptive of the client’s flow, attacks the client, or discounts information. “You shouldn’t feel that way,” or “Everything will be alright,” belongs here.

**Level 2: Subtractive.** Counselor misses content or feeling. Counselor is detracting slightly from what the client has been saying even though on the surface the session appears to be moving ahead. No harm has been done, but the client has not been helped either. Counselor responses take away from what the client says or minimizes client statements.

**Level 3: Accurate. This is the minimal helping response and required for masters level work.** Counselor reflection of content and feeling are interchangeable with the client; that is, they are accurate. Included here are accurate counselor paraphrasing or timely summarizing that catches the essence of what the client has said. Appropriate self-disclosure and helpful probing with declarative sentences also belong here.
Level 4: Additive. **Includes inferences.** Counselor is truly additive, that is; counselor is adding something beyond an interchangeable response. In addition to an accurate paraphrase or reflection of content and feeling, the counselor adds an interpretation or a probing declarative sentence or interpretation that, not only catches the major meaning of the client, but adds something new to facilitate growth or exploration. Inaccurate use of level four returns the exchange to level two. The more one uses the influencing skills of level four, the greater the possibility of this happening. Level 4 is not better than Level 3; it is used when appropriate.

**Level 5: Action.** Counselor is truly acting intentionally. Counselor is integrating attending and influencing skills in the context of empathy, genuineness, and respect. Concreteness and immediacy is obvious in the exchange. Counselor is intentionally present with the client in moving the client toward action. Level 5 is not better than Level 4 or Level 3; it is used with appropriate.

**In Vivo Assignment (15%) - Due 6/25/15**

Students will make arrangements to visit a site where they will have an unfamiliar experience with people with whom they do not socialize to any great extent or people who speak a language different from theirs, for example, a place of worship unfamiliar to them, a social setting unfamiliar to them, a school with a religious affiliation different from theirs, an ethnic festival, a counseling center which primarily serves a specific population, etc. Students will have a conversation with at least one person. If students go to a place where an unfamiliar language is being used, they will listen with their hearts rather than their heads.

Students will write a **2-page** manuscript, which will be turned in to the professor on the date assigned by the professor. The requirements for this assignment are as follows:

*This assignment will be written as a formal, academic manuscript, in APA style, Times New Roman, 12 pt. font.* The title of the title page will be the name of the place visited. The title is repeated at the top of page 2; it is not bolded. Make sure you plan the header on page one to be different from the header on the subsequent pages as required in the APA Manual (2010).

Remember to make sure you have defaulted your margins and spaces as demonstrated by the professor.

**Include in Paper:**

- Description of Site
- Culture Involved
- Something special about the Culture (foods, religion, etc.)

**My Thoughts and Feelings**

**Power Point Presentations (15%)**

All students will present in class significant cases, acts, or laws related to issues of justice in the USA. A case, act, or law will be assigned during the first class. All PowerPoint presentations will be at least 20 minutes long or 30 slides. Included you will have at least 3 or more references. You will print out a copy for each student and the professor.
Cases, Acts, or Laws

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<th>Cases, Acts, or Laws</th>
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<tr>
<td>Taka Ozawa v. United States (1922)</td>
<td>Naturalization Act of 1790</td>
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<td>U.S. v. Bhagat Singh Thind (1923)</td>
<td>Indian Removal Act (1830)</td>
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<td>Mendez et al v. Westminster (1946)</td>
<td>Black Codes (1865 ff)</td>
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<td>Bolling v. Sharpe (1952)</td>
<td>Chinese Exclusion Act (1882)</td>
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<td>Gains v. Canada (1938)</td>
<td>Civil Rights Act of 1964</td>
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<td>Cisneros v. Corpus Christi ISD (1972)</td>
<td>Shelby County, Alabama v. Holder, Attorney</td>
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<td>Immigration Reform Bill (Pending)</td>
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Guidelines for PowerPoint:

1. Research the case, act, or law and briefly summarize the salient content. A minimum of 5 sources must be cited.
2. Reflect on what was significant about this case, act, or law.
3. How has this case, act, or law protected the status quo of its time?
4. How has this decision influenced the USA thinking today?
5. How has this decision influenced Education in the US today?
6. The influence this case, act, or law have on education and Counseling in the US?
7. Use references from all sources.

Theories Paper (15%) – Due 6/18/15

Things to include in Paper

All students will select one theory from the list provided. No two students will choose the same theory.

1. All students will explain the theory. Demonstration of practical understanding is required.
2. Identify the strengths and limitations of this theory.
3. Is this theory relevant in education or counseling? Why?
4. Has this theory been an influence in education?
5. Integrate a description of how this theory can help professional counselors or educators become more sensitive to students, clients, colleagues, and communities unlike them.

This assignment is required to be written in APA format, Times New Roman, double space. Create a formal APA (2010) format title page and reference page.
On the due date, plan a 10-minute presentation sharing what you have learned doing this assignment. Follow the same format as the written assignment. You may present this paper in a PowerPoint.

*Theories*

- Antiracist Theory
- Assimilation Theory
- Acculturation Theory
- Deculturalization Theory
- Pluralism Theory
- Hegemony Theory
- Cognitive Dissonance Theory
- Conflict Theory
- Multicultural Counseling Theory
- Feminist Theory
- Deficit Theory
- Labeling Theory
- Allport’s Social Contact Theory
- Cultural Deprivation Theory
- Critical Race Theory
- Cultural Discontinuity Theory
- Ambivalence Amplification Theory
- Black Racial Identity Theory
- White Racial identity Theory
- People of Color Racial Identity Theory
- Social Construct Theory
- Melting Pot Theory
- Locke Paradigm
- Choice Theory

**Blackboard Discussion Board (15%) - Weekly**

There will be weekly Blackboard (Bb) assignments. The Discussion Board will open the night before the class meeting and will close the night before the next class meeting. You will have 1 week to discuss with 3 of your peers in assignments as posted by the instructor.

**Final Exam (10%)**

There will be a comprehensive final Exam given after the last class meeting.

**Evaluation and Grading**

**Graduate Level Work**

*Graduate level work* is substantively and qualitatively more complex than *undergraduate level work*. Graduate level work is never “from a book,” for example, demonstrative of having memorized lists or thoughts unchanged from a book. Graduate level work shows depth, integration, and creativity. Depth requires showing understanding of complexity, comfort with ambiguity, or understanding uncertainty. Graduate level work integrates the domain of the course with students’ lived experiences both personal, while keeping appropriate boundaries, and professional. Creativity is demonstrated when students enhance scenarios or call up lived experiences related to the issues under consideration. Students engage in graduate level work when they demonstrate the ability to look within themselves, for example, to
reflect on their own culture and how it influences them; in addition, students may demonstrate meta-cognition regarding the history of oppression, privilege, racism, sexism, etc.

Incompletes

Incompletes are given only at the discretion of the professor for reasons considered serious. Only unforeseen hospitalization or other equally serious life experiences can postpone a final examination. If students can foresee a problem with being present for a final examination, they plan with the professor to take the final examination early.

Explanation of Grading

If students are not meeting course requirements, the professor will have a private conversation with them. Students will be asked to make an appointment with the professor; the situation will be addressed, and solutions will be documented.

Unless otherwise noted in the syllabus, the requirements for each written assignment are either met or not. The evaluation of written work is either evaluated as accepted or opportunity. Accepted means the knowledge, abilities, or skills demonstrated by the assignment have met course expectation. Opportunity means the knowledge, abilities, or skills represented by the written assignment have not met course expectations. Students are given the opportunity to make the necessary improvements as indicated by the professor within one week of the return of the assignment.

Grades:

1. Class Discussion/Role Play 15%
2. Role Play Reflection Paper 15%
3. PowerPoint Presentation 15%
4. Theories Paper 15%
5. Discussion Board 15%
6. In Vivo Assignment 20%
7. Final Exam 20%
Class Schedule

5/28/15
Go over Syllabus
Assign Dyads
Assign PowerPoint Presentations
Discussion Board opens tonight
Assign Theories
Class Discussion

6/4/15
Chapters in Text Discussion
Class Discussion
Dyad Role Play
Prepare for In Vivo Assignment
Prepare for Theories Paper
Power Point Presentations
Discussion Board opens tonight

6/11/15
Chapters in Text Discussion
Class Discussion
Dyad Role Play
Prepare for In Vivo Assignment
Power Point Presentations
Discussion Board opens tonight

6/18/15
Chapters in Text Discussion
Class Discussion
Dyad Role Play
Prepare for In Vivo Assignment
Power Point Presentations
Theories Papers Due
Discussion Board opens tonight

6/25/15
Chapters in Text Discussion
Class Discussion
Dyad Role Play
Prepare for In Vivo Assignment
Power Point Presentations
Discussion Board opens tonight
Final Exam

Helpful Resources

