

Syllabus for
GCSL 624—Counseling Diverse Populations
3 Credit Hours
Spring 2016

I. COURSE DESCRIPTION

Develop culturally effective counselors through learning from one's own culture, being teachable in encounters with those who differ, and coming to respect other cultural perspectives as equal to one's own. Emphasizes the historical perspectives of multicultural counseling/therapy, cultural competence, sociopolitical influences that cut across specific populations, using counseling models as well as variables related to several subgroups of America's racial/ethnic populations, values. Individuality, family systems, class, gender, women, age, disability, and lifestyles.
Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Develop an awareness of cultural competence that include an emotional awakening related to one's knowledge, beliefs, attitudes, and behaviors related to race/ethnicity of four of America's subgroups, culture, gender, and other diverse groups. (CMHC, G. 2a, 2b)
- B. Learn to acknowledge the political bases of western European approaches, learn the need to recognize that counseling and psychotherapy may represent a microcosm of race relations, gender relations, and other majority-minority relations in larger society, and learn how modern forms of bias may affect both psychological health of socially marginalized groups in standard of living. (CMHC, G. 2f)
- C. Learn to integrate multicultural premises by reviewing, analyzing, and being introduced to best practices in working with diverse populations at the individual, familial, group, institutional, and society levels. Social justice is balanced with evidence-based practice. (CMHC, G. 2d)
- D. Develop an appreciation for racial/cultural identity development in multicultural counseling and therapy and its impact on the dyadic combinations in therapy. (CMHC, G. 2b)
- E. Develop a knowledge and skills base for counseling and therapy with other multicultural populations, such as LGBT, older adult clients, women, poverty, and persons with disabilities. (CMHC, G. 2e, 2f)

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successful completion of the course, the student will be able to do the following:

- A. Students will demonstrate an awareness of cultural competence that include an emotional awakening related to one's knowledge, beliefs, attitudes, and behaviors related to race/ethnicity of four of America's subgroups, culture, gender, and other diverse groups by completing a reflective paper that is autobiographical in nature.
- B. Students will be able to discuss the political bases of western European approaches; be

able to explain that counseling and psychotherapy may represent a microcosm of race relations, gender relations, and other majority-minority relations in larger society; and tell how modern forms of bias may affect both psychological health of socially marginalized groups is stand of living. All of these will be demonstrated by examination.

- C. Students will be able to show through learning activities how multicultural premises can be integrated by reviewing, analyzing, and being introduced to best practices in working with diverse populations at the individual, familial, group, institutional, and society levels.
- D. Students will be able to explain through examination racial/cultural identity development in multicultural counseling and therapy and its impact on the dyadic combinations in therapy.
- E. Students will be able to demonstrate their knowledge and skills by actually practicing counseling and therapy with other multicultural populations, such as LGBT, older adults, women, and persons with disabilities.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
Sue, D. W., and D. Sue. *Counseling the Culturally Diverse: Theory and Practice*. 6th ed. New York: John Wiley and Sons, 2012.
ISBN: 978-1118022023
 - 2. Other
None
- B. Optional Materials
 - 1. Textbooks
None
 - 2. Other
None

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

- 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Graduate School of Theology and Ministry Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

2. **Incompletes**

- a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and is penalized for them according to the attendance policy.
- b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the Graduate School of Theology and Ministry. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
- c. Students taking late exams should expect alternate versions of the original exams.
- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

- a. Students will receive one letter grade reduction after missing more than two weeks of classes.
- b. Students who miss more than one month of classes will fail the course.
- c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
- e. Students are expected to be prompt for classes.
- f. Students are expected to remain for the entire class session.
- g. Leaving early without permission constitutes an absence.

5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.

C. Course Policies and Procedures

1. Evaluation Procedures

- d. Grading:

Learning activity I	100 points
Learning activity II	100 points
Midterm exam	100 points
Autobiography	200 points
Final exam	<u>125</u> points
Total	625 points
- e. Grading scale:

A=562.5-625=90%-100%
B=500-562=0%-89.9%
C=437.5-499=70%-79.9%

D=375-437=60%-69.9%

F=374 and below=below 59%

2. Whole Person Assessment Requirements

- d. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop skills needed to create an ePortfolio.
- e. WPA requirements for this course:
None

3. Other Policies and/or Procedures

Learning Activities: Students are encouraged to select learning activities to improve personal competence in the study of culturally different populations. Students are required to select two activities. Although a number of activities are listed, this list is intended to be exemplary, not comprehensive. It is expected that students perform this assignment using correct writing style, format, etc. These activities should be performed in such a manner to display understanding of and thorough coverage of the topic. The student should be sure to have participants and parents of minors sign release forms (available from the professor) if the project involves samples.

- d. Write a reaction paper to ten journal articles or one book on counseling diverse populations (articles or books should **not** include those required for class). The reaction paper (not to exceed 2 typed, double-spaced pages per article or 8-10 pages per book) should include bibliographic information--author(s), year of publication, article title, journal title, volume number, and page numbers. The review should also include the author's purpose in writing the article or book, a summary of the article or book's contents, and most importantly, the student's discussion of the implications of the article or book for diverse populations counseling practice.
- e. Develop an annotated bibliography of fifteen articles on any aspect of diverse populations counseling (should be approximately ½-1 page per article).
- f. Perform an extensive literature review, and develop an integrative summary on any aspect of diverse populations counseling.
- g. Prepare a term paper on any aspect of diverse populations counseling (not to exceed 10 typed, double-spaced pages).
- h. Conduct interviews with five or more **persons** from culturally diverse populations to become more familiar with their backgrounds, life styles, problems, and issues. (The student should schedule an appointment and plan an outline prior to the interview.) Questions that might be considered are "From whom would a person seek help in dealing with a Christian counseling concern?" "What is one's preference in a counselor?" "What are the student's conceptions of counseling?"—and others designed by the interviewer. The student should be **thorough** in the write-up and give specific details of the interview.
- i. Conduct interviews with five or more **professionals** who provide services to persons who are culturally different (do **not** select five professionals from the same agency). The student might want to determine "What populations do these professionals consider to be culturally diverse?" "What percentage of their clientele is culturally diverse?" "What, if any, differences in treatment approaches are used?" "What, if any,

modifications in services and systems they believe need to be made to be effective with these clients?”—etc. The student should be **thorough** in the write-up and give specific details of the interview.

- j. Develop a training program to prepare professionals to work with a particular culturally diverse population.
- k. Produce a training procedure (training manual, audio- or videotape, game, etc.) that develops expertise or skill in any aspect of counseling the culturally different.
- l. Develop a questionnaire or other assessment instrument to use for diagnostic purposes, for formative or summative evaluation, or for field or laboratory research related to counseling the culturally diverse.
- m. Critique a psychological/theological theory, model, or paradigm used by counselors for its applicability to counseling the culturally diverse.
- n. Develop a list of stereotypes and myths attributable to particular diverse groups. Illustrate how these stereotypes and myths can interfere with the delivery of counseling services to the groups. Give evidence from journal literature to dispel or temper these beliefs. The student should be **thorough** in the write-up. Buttress the statements with pertinent journal/book references.
- o. Develop a list of expressions, slang words, and jargon used by a specific diverse group. Illustrate how language can be a barrier to the successful delivery of counseling services to diverse populations (cite references).
- p. Develop a Christian counseling program to meet the special needs of a diverse population.
- q. Other learning activities are selected by the student but approved by the professor.

VI. COURSE CALENDAR

Week	Topic	Assignment
1/11/16	Introduction	Chapter 1
1/18/16	The Multicultural Journey to Cultural Comp Martin Luther King Day Theology of Counseling	No Class Dr. T. Grizzle H.R. Niebuhr
1/25/16	The Superordinate Nature of Multicultural Counseling and Therapy	Chapter 2
	The Politics of Counseling and Psychotherapy	Chapter 3
2/1/16	Sociopolitical Implications of Oppression	Chapter 4
2/8/16	Racial, Gender, and Sexual Orientation Microaggressions	Chapter 5
	Learning Activity I Due	
2/15/16	Barriers to Multicultural Counseling and Therapy	Chapter 6
	Culturally Appropriate Intervention Strategies	Chapter 7
2/22/16	Multicultural Family Counseling and Therapy	Chapter 8
2/29/16	Midterm Exam	
3/7/16	Racial/Cultural Identity Development	Chapter 10
	Multicultural Counseling and Therapy	Chapter 11
3/21/16	Social Justice Counseling/Therapy	Chapter 12
	Minority Group Therapists: Working with Majority and Other Minority Clients	Chapter 13
	Special Assignment	
3/28/16	Counseling African Americans	Chapter 14
	Counseling American Indians and Alaskan Natives	Chapter 15
4/4/16	Counseling Asian Americans and Pacific Islanders	Chapter 16
	Counseling Hispanic/Latino Americans	Chapter 17
	Learning Activity II Due	
4/11/16	Counseling Individuals of Multicultural Descent	Chapter 18
	Counseling Sexual Minorities	Chapter 23
4/18/16	Counseling Older Adult Clients	Chapter 24
	Counseling Women	Chapter 25
	Counseling Individuals with Disabilities	Chapter 26
	Last Day of Class	
	Final Exam (university schedule) April 25-May 1	

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry**

**Master of Arts in Christian Counseling
GCSL 624—Counseling Diverse Populations Dr. James Norwood, Instructor
Spring 2016**

This course contributes to student learning outcomes for the Master of Arts in Christian Counseling degree as indicated below:

Significant Contribution—Addresses the outcome directly and includes targeted assessment.

Moderate Contribution—Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution—Addresses the outcome indirectly and includes little or no assessment.

No Contribution—Does not address the outcome.

Degree Program Outcomes		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Theology/Philosophy of Counseling				
	Develop a cohesive theology of counseling with theological reflection on the complexities of the counseling process, emphasizing Spirit-directed change.			X	
2	Assessment Techniques				
	Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.				X
3	Clinical/Theoretical Diagnostic Appraisal				
	Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.			X	
4	Treatment Plans in Response to Diagnosis				
	Display the ability to develop relevant treatment plans in response to specific diagnoses and the skill to implement them in the context of a therapeutic relationship.			X	
5	Research Skills and Methodologies				
	Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.			X	
6	Professional Code of Ethics				
	Demonstrate knowledge of professional codes of ethics and the ability to apply those codes to ethical dilemmas.		X		