Wayne State University
College of Education

Course Syllabus
*Please note syllabus is tentative and subject to change

Division: Theoretical and Behavioral Foundations
Program Area: Counselor Education
Course Number: CED 7730
Course Section: 22629
Course Title: Cultural and Diversity Issues in Mental Health Treatment and Research
Term/Year: Winter, 2014
Day: Monday
Time: 5:00 - 7:45 PM
Course Location: 135 State

Instructor: Paige N. Dunlap, Ph.D.
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            National Certified Counselor (NCC)
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Office Hours:
            Monday       2:00 PM – 4:00 PM
            Tuesday      10:30 AM – 1:30 PM
            (or by appointment)

Program Secretary: Lei Juan Stewart-Walker (313) 577-1613

Catalog Description:
The course is a cognitive and experiential study of social and psychological variables that influence the cross-cultural counseling relationship. Culturally relevant models of counseling theory and practice are explored. Emphasis will be placed on the social identities of race, ethnicity, gender, religion, ability, class, age and sexual orientation. Students are expected to comprehensively evaluate their own upbringing and belief systems, as well as a broad range of perspectives.
GOALS:

Multicultural and diversity issues in counseling and psychology is a specialty area which commands a large body of theoretical and empirical literature. Some of the literature may evoke emotionally charged reactions in students. Having the opportunity to hear from fellow students about how they balance professional literature with personal reactions is an important overall goal. Although most would agree that the acquisition of multicultural knowledge and skills is the desired outcome of multicultural coursework, the literature in multicultural counseling competencies recommends that effecting personal change with regard to racial, cultural, and diversity attitudes is an important long-range goal initiated by such a course. Consequently, the course contents are intended to raise awareness, knowledge and skills and help counselors and other human service professionals learn how to form appropriate ethical counseling relationships with diverse populations.

COURSE OBJECTIVES:

The course is designed to help students gain an understanding of cultural, racial, gender and diversity issues and its’ impact upon mental health, psychopathology, and psychotherapy. Students will develop an understanding of the major theoretical perspectives and concepts in social and cultural psychology of diversity. Students will be sensitized to racial, cultural, gender, and disability differences between themselves and potential clients, and will learn how to overcome communication, values and worldview differences, which can block effective counseling and psychological interventions. In addition, students will develop an understanding of the impact of culture and diversity issues on the social, psychological and environmental development, as well as on the types of intervention and treatment services that are effective with diverse populations. Substantial attention will be placed on personal exploration and development, issues of power and privilege, and the integration of new knowledge, awareness and skills into the counseling process.

This course should prepare students to:

1. Develop knowledge in the area of social psychology of diversity, in order to develop an awareness of social factors, which may impede or enhance effective counseling relationships.

2. Increase cultural self-awareness and intercultural sensitivity by recognizing and accepting one’s own culture, values, and biases, as well as the differences that exist between and within cultural groups.

3. Develop knowledge on how social psychological phenomena such as attributions, group affiliation, cultural identity, and social power may impact upon personal adjustment and the counseling process.

4. Develop knowledge regarding the impact that multicultural and pluralistic trends have upon counseling and psychological theories and techniques.

5. Develop knowledge in integrating psychosocial theories related to diversity into their areas
of specialization (i.e., career, mental health, rehabilitation, school counseling, etc.)

6. Develop appropriate knowledge regarding psychotherapeutic interventions with diverse populations.

7. Understand the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other supported behaviours that are detrimental to the development of the human spirit, mind, or body.

8. Apply counseling theory, including theories of identity development and multicultural competencies, to diverse and cross-cultural interaction.

9. Understand that in any relationship situation the difference between the human service professional and client in terms of age, sex, educational experience, religious connections, or family experiences constitute a formidable barrier that must be crossed to create a climate of natural trust and empathic understanding.

10. Become aware of professional and ethical issues involve in working with racially, culturally and diverse populations.

11. Develop those attributes necessary for successful interaction with diverse clients such as empathy, genuineness/objective/subjective balance, self-awareness, acceptance, desire to help, and patience.

REQUIRED TEXTS:
Links to reading materials will be posted in the Blackboard course materials. Instructor will supplement readings with powerpoint lectures based upon the respective weekly topics.

RECOMMENDED TEXTS:


COURSE REQUIREMENTS:

1. **CULTURAL AUTOBIOGRAPHY: 25 points**

This assignment is an analysis of how you came to be who you are. One of the premises of being an effective counselor is to first know yourself, “counselor know thy self.” As such, it is important that we understand ourselves as cultural beings in order for us to fully understand our clients. As you reflect, consider what attitudes and beliefs about the world around us have influenced who you are. Describe how your demographic location (ethnicity, gender, economic situation, sexual orientation, cultural background, nationality, etc.) interacted with your social, cultural and geographic location (those people and places around you) to help shape your identity. Please note that this is not a chronological history of the major life events in your life, but should highlight the major themes in your life that have determined who you are and how you self identify ethnically, racially and from a diverse perspective. The object is to consider your ethnic, racial, gender, and socioeconomic experiences, including your religious, spiritual, and cultural values. Describe the impact of these factors on your values/ worldview and counseling styles.

**Important questions to consider:**
- Was there a time when you were unconscious of your identities?
- At what point in your life did you become aware of your identities?
- What supports did you have in your development to help you fully understand your identity?
- Are certain aspects of your life more influential than others?
- How has society, group memberships, and social media impacted your identity or how you think about and identify with others?
- How do you think your identity and worldview will affect or influence your counseling?
- Be sure to include several paragraphs reflecting the aspects of gender, age, socioeconomic status, ethnic/racial background, sexual orientation, and spirituality as it relates to you and how you view others.

Papers should be approximately 5 pages of text. The title page, abstract, and references should be included, but do not count toward the page length requirements. Paper must be typed in the style presented by the American Psychological Association (APA), 6th edition publication.
Due Date: April 4, 2014 – 11:59:00PM – via Blackboard Assignments

2. CULTURAL DIVERSITY ARTICLE CRITIQUE: 10 points

Each student will be responsible for a critique of a research article, which focuses on cultural and/or diversity issues in counseling and service delivery for the culturally diverse client. Students will select an empirical article (one that uses data, and has been published within the last ten years) in your area of interest. The article critique should be approximately 3 pages of text. The title page, abstract, and references should be included, but do not count toward the page length requirements. Article must be typed in the style presented by the American Psychological Association (APA), 6th edition publication. Outline for the article is listed below.

Include in your critique:

a. Introduction (including demographic information)
b. Purpose of the study
c. Summary of the study
d. Relevance of the study to the problem or research question
e. Applicability of the researcher's findings to providing interventions with racial, cultural and diverse clients.
f. Implications for counseling, psychology, etc.
g. Does the research make a contribution to the field of counseling?
h. Conclusion

*Note: magazine articles, newspaper articles, etc. are not appropriate for this assignment. You need to utilize the library and find peer reviewed journal articles for this assignment. I have placed a list of journals on Blackboard, you are not required to use one of these, but you may if you wish.

Due Date: February 3, 2014 – 5:00:00 – via Blackboard Assignments

3. CASE SCENARIOS – During most weeks students will complete short case scenarios that are tied directly to the assigned readings, presentations, and topics for the week. The scenarios will encourage students to think of ways to better understand diverse population groups and communicate effectively.

During In Class sessions – students should bring completed case scenarios to class (bring a typed hardcopy to class) as you will be expected to role play and engage in dialog with peers regarding the scenario and submit the document afterward.

During Online sessions – students should post their completed case scenario to blackboard via the discussion board area. Each week, students should read their peer’s scenarios and choose 1 to respond to. Your response should cover the scenario from a different lens than what was presented by their peer.
Due Date: As assigned

4. GROUP CULTURAL EXPERIENCE SERVICE LEARNING ACTIVITY - JOURNAL & PRESENTATION: 15 points

Though many of you may have traveled extensively, have had many experiences with individuals from different cultures, and have taken classes about foreign countries, if you are like myself, your friends are probably not too different from yourself in terms of their values, education, etc. We tend to be most comfortable with those who are similar to us. The purpose of this assignment is to move you out of that comfort zone just a bit. This assignment challenges you to explore and stretch your personal boundaries by immersing yourself into a multicultural situation that you have never before experienced. You are asked to identify a cultural group with whom you have little or no experience, and spend at least a half a day in a setting that is "foreign" to you. Feel free to choose your own cultural experience. The only requirement is that it be one that you have had little knowledge about and that is different from who you are. You should engage in an activity with the population or that benefits the population. Some examples of activity can be volunteering at ethnic festivals or fairs, completing outreach activities with religious groups, visiting specific ethnic neighborhoods and working with local businesses, volunteering/collection goods for shelters, etc.

Before you complete the service learning activity, complete the Cultural Experience Journal, as you consider the reasons for choosing this minority group, any expectations or assumptions you may have, emotional responses to the thought of attending the event, etc. Also think about questions you may wish to ask the participants. In addition to completing the Journal, you may also want to do some research about the population you have chosen before the activity (visit websites, read a book or some popular magazines, etc.).

During the event, you should actively participate as appropriate, speak with others, and ask questions of others who are present. Feel free to indicate that you are a student and that you are there to help and learn. Remember to take pictures of your group together at the site. Some sites may not allow pictures inside, however, you will need to take a picture with all group members together near the site (ex. Parking lot). Not having a picture to showcase that all students in the group were present will affect your grade negatively. Immediately after the activity, spend some time journaling your experiences, emotions, ideas, reflections, etc. Compare it to the Cultural Experience Journal you completed before the activity.

Finally, remember that your journals will be submitted via blackboard, remember to discuss areas such as reasons why you selected this population, experiences and highlights, issues and concerns, and any additional outcomes from the activity. I will be particularly interested how this exercise ties in with what you've learned so far in the course that contributed to your knowledge about diversity and counseling.
You will apply your new knowledge, awareness, and skills to a presentation, case study or critical incident report to be shared with the class. Students will be assigned groups to complete this assignment. The following steps should be followed:

1. Each group will select a diverse population (this population should be outside of the normal boundaries for all members) for this activity – after selecting an activity, the activity must be approved by the instructor.

2. Complete the pre-experience Cultural Experience Journal entry (remember that this journal entry is an individual assignment) – In Blackboard click: Course Tools, Journals, Cultural Experience Journal, Create Journal Entry.

3. Visit a community organization, fair, event, etc. to complete the service learning activity that works with or provide services to the population of choice

4. Complete the post-experience Cultural Experience Journal entry (remember that this journal entry is an individual assignment) – In Blackboard click: Course Tools, Journals, Cultural Experience Journal, Create Journal Entry.

5. Give a presentation, you may also choose to utilize a role-play demonstration of effective cross-cultural counseling based on your experience. Presentation time should be 20 minutes in length – please do not go over your allotted time as you may be cut off without getting all of your material presented.

Class Presentation Format:

At a minimum a detailed outline and a reference list consisting of at least 10 references will be required for distribution to the entire class during presentations. However, you may bring in any supporting materials such as assessment instruments, etc., and you may use any audio/visual aids, overhead transparencies, printed handouts, as well as your personal communication to present the material. Each outline must address some the following issues:

I. Cultural Considerations
   a. What are some of the traditional cultural values/world views of group members?
   b. What are the historical experiences of the group members?
   c. What are the unique issues to consider in dealing with mental health, psychopathology, and psychotherapy?
   d. What are the cultural or group strengths for coping and adjusting? In the past? In the present?
   e. What thoughts, beliefs, attitudes and/or values are most important to this group?

II. Potential Barriers
   a. What are the potential barriers to developing an effective therapeutic relationship?
   b. How can these barriers be overcome?
   c. Are traditional theories, models and assessment instruments applicable?

III. Keys to Developing an Effective Relationship
   a. What strategies or intervention must be done to enhance the counseling process with this client population (e.g., specific techniques; use of various theories and approaches)?
b. Can traditional indigenous sources of strength, help giving and support be utilized?

**Case Presentation suggestions (you are required to present, however, you are not required to utilize the following suggestions)**

a. Brief the class on what they are about to see, including the background information, presenting problem and status.
b. Facilitate the role-play; debrief by discussing what you did and why, as well as alternative strategies for issue resolution in this case. Make sure you talk about your cultural/diverse counseling strategy.

You must be present and present your material on the date assigned.

Note: To prevent duplicates, the instructor must approve all cultural experiences.

**Journal: 5 points; Presentation: 10 points**  
**Due Date/Presentation Date: Feb. 24 - Journals Due Via Blackboard – 5:00:00 PM**

5. **Final Exam (20 points)** – A final take-home exam will focus on applying principles, concepts, theories, and research covered in course readings, lectures, and presentations. You will be asked to respond to all questions. Questions will be distributed according to the schedule below and will be due April 21, 2014 via the blackboard assignments area.

**Due Date: April 21, 2014 – 11:59:00 Via Blackboard**

**EVALUATION & GRADING:**

Final grade will be derived from a composite of the major requirements above. The plus/minus letter grade system is used in the CED program:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
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<td>A -</td>
<td>90 - 94</td>
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<td>B +</td>
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<td>B</td>
<td>84 - 86</td>
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<td>B -</td>
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<td>C +</td>
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<tr>
<td>C</td>
<td>72 - 76</td>
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**Below 72 is a failing grade**

**COURSE RULES:**
This course will use a combination of learning modalities, including lecture, small-group discussion, practical application experiences, and analysis. Blackboard also will be a regular part of the course for accessing readings, articles, and websites, as well as, discussion boards and occasional assignments and quizzes/essays/tests. Announcements will be placed on Blackboard, and it is the responsibility of the student to check Blackboard regularly.

**Student expectations and confidentiality:**
As a part of this class, students are expected to behave in a professional, ethical manner. Cases discussed in class, as well as personal disclosures, must remain confidential. As such, laptops, ipads, cell phones, and other technological equipment that may be used for video and/or audio recordings are only allowed during designated periods of time in the classroom. Only when foreseeable harm could come to someone should confidentiality be breached. All individual and student concerns should be brought to the professor’s attention immediately.

**Children and visitors**
In keeping with university policy all classes are for students who have paid for the class. Classes are not accessible for visitors, consumers, or children of the student or family member. Students who attend class in the accompaniment of consumers, visitors, or children will be asked to leave and marked absent for the day.

**Punctuality**
Attendance/Participation at all scheduled classes is **mandatory**. Given the nature and pace of this course, your ability to perform adequately in the course will be highly correlated with attendance. Thus, superior grades for the course will tend to be the natural consequence for persons who attend regularly. It is the responsibility of the student to obtain materials and information regarding classes that were not attended.

- Students are expected to arrive on time for class and to stay for the entire class period.
- Students who arrive late and miss attendance **will be counted absent**.
- Late students will not be allowed to start quizzes late.
- Students who leave early **may be counted absent** for that class period.
- University policies on class attendance will be followed.

**Guidelines for written assignments:**
1. All formal papers are to be typed using Times New Roman – font size 12
2. Use APA (6th edition) format for all formal papers
3. Correct spelling and grammar are expected
4. Don’t forget the title page!
   a. Cover page (each written assignment should have a cover page) with relevant information, short abstract, body of paper should include an introductory paragraph, following paragraphs elaborate on points from introductory one, thus pursuing a central theme, then a summary paragraph. If you quote or paraphrase other material, a reference page must be included.
   b. Spelling and grammar important. All papers should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect grade for the assignment.
c. A few quotations and a little paraphrasing from experts permissible and desirable but your words and way of interpreting are essential. ***Plagiarism will result in severe disciplinary action. See student handbook prepared by Wayne State University for specifics.

*Points will be deducted for failing to use or improper use of APA style

**Due dates/Late Assignment Policy:**
It is expected that assignments will be turned in on the identified due dates. Only under exceptional circumstances (with verifiable valid documentation) will assignments be accepted if turned in late. Therefore, if an assignment is due at Noon via Blackboard and is instead submitted at 12:00:01 via blackboard, this assignment will not be graded and will result in a grade of “0.” Hardcopies of assignments are not acceptable. When a due date must be revised due to special circumstance of the student, it will be the student’s responsibility to negotiate with the professor a revised due date. Students will be held accountable to the revised due date.
Tentative Class Schedule - revised

Jan.  6  University Closed due to Inclement weather

Jan. 13  Overview and Expectations
         Introduction to Multicultural Counseling
         Society, Identity, and the World Around Us

Jan. 20  Holiday – University Closed

Jan. 27  Human Trafficking – Guest lecture
         Case Studies
         Group project

Feb.  3  Guest presentation - TBD
         Understanding yourself to better understand others
         Discussion of Readings
         Case Studies
         Cultural Diversity Article Critique due via Blackboard Feb. 3 @ 5:00PM

Feb. 10  Group Service Learning Project: Visit to Community Organizations

Feb. 17  Statused Identities
         Discussion of Readings
         Case Studies

Feb. 24  Group Project Presentations
*The remainder of the course will take place via Blackboard. The assigned powerpoint presentations/readings/discussions/assignments/etc. will be available beginning on Monday of each week at Noon. All assigned items should be submitted by Friday of each week at 11:59:00PM. After 11:59:00PM each link will close and will not allow you to submit. Your final exam will be open **April 17 – 21st** in Blackboard. It too must be submitted by 11:59:00PM on April 21st.*

Week of March 3 (Noon) – 7 (11:59:00PM)
- Cultural, Racial, and Ethnic Identity Models including Biracial/Multiracial Identities

Week of March 10 – 14 – Spring Break – NO CLASS

Week of March 17 (Noon) – 21 (11:59:00PM)
- Social Class and Economic Considerations

Week of March 24 (Noon) – 28 (11:59:00PM)
- Sex and Gender

Week of March 31 (Noon) – April 4 (11:59:00PM)
- Ability, Attractiveness, Aging, and Self-Image
  - Cultural Autobiography – Due via Blackboard April 4 @ 11:59:00PM

Week of April 7 (Noon) – April 11 (11:59:00PM)
- Understanding Sexuality

Week of April 14 (Noon) – 18 (11:59:00PM)
- Spirituality, Religion, and Self-Concept Development

Final Exam
- FINAL EXAM - via Blackboard. Your final exam will be open April 17 – 21st in Blackboard. Due by 11:59:00PM on April 21st.
Each student will develop knowledge in multicultural counseling skills in the following areas:

**AWARENESS:**

1. Awareness of personal biases and prejudices, and their impact on communication.
2. Awareness of personal cultural values.
3. Awareness of cultural similarities and differences amongst various groups.
4. Greater respect for diversity across a variety of dimensions including race, ethnicity, religion, gender, and sexual orientation.

**KNOWLEDGE:**

1. Knowledge of concepts such as diversity, pluralism, culture, multiculturalism, race, ethnicity, prejudice and racism.
2. Greater understanding of the competencies needed to become culturally responsive counselors, and the resources available to develop requisite skills.
3. Knowledge of the racial/cultural identity development process, and its impact on individual development and the counseling dyad.
4. Knowledge regarding the cultural norms, worldviews, communication styles and counseling issues of culturally distinct group members.
5. Knowledge of existing multicultural counseling research and training methods.
6. Knowledge of professional ethics relative to multicultural counseling.
7. Greater understanding of Multicultural Organizational Development (MCOD)

**SKILLS:**

1. Ability to identify and apply the skills of a culturally competent counselor.
2. Ability to establish empathetic rapport with culturally different clients.
3. Ability to send and receive both verbal and non-verbal messages accurately and appropriately.
4. Ability to intervene institutionally on behalf of culturally different clients.
5. Ability to identify and eliminate biased, prejudice and discriminatory practices and behavior in oneself or others.

**PLAGIARISM:**

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you are in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

**ENROLLMENT/WITHDRAWAL POLICY:**

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.
Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade.

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

ATTENTION STUDENTS WITH DISABILITIES:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only).

Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

NOTE: The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Please try to incorporate these suggestions into your written and spoken communication.

1) Avoid using adjectives as nouns, such as in: "the disabled", "the deaf", "the blind", the "handicapped", etc. It is more acceptable to say, "People who are deaf", or "persons with disabilities".

2) Where possible emphasize the importance of the individual rather than the disability by saying "person" or "individual" before describing the disability. For example, say, "Persons with disabilities" or "people with learning disabilities", rather than "learning disabled people".

3) Avoid using descriptors such as "unfortunate", "pitiful", "poor", and other such value laden words. When possible, use descriptors, which emphasize person ability, such as: "uses a wheelchair or braces" rather than "confined to a wheelchair", since wheelchair enables mobility; without it, the person is confined to bed.

4) Do not sensationalize the onset or effects of a disability with phrases such as: "afflicted with" or "suffering from". It is more acceptable, and accurate to say, "the person has or had___________", "the person has experienced___________", or a person "with__________".

5) Avoid implying sickness when discussing disabling conditions. To the general public, "disease" has connotations of being unsightly and contagious. A disability itself is not a
disease, nor is the person with the disability necessarily chronically ill.

RELIGIOUS OBSERVANCE POLICY:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.