WAYNE STATE UNIVERSITY
COLLEGE OF EDUCATION

COURSE SYLLABUS

DIVISION: TBF
PROGRAM AREA: Counselor Education

COURSE: CED 7730 Cultural and Diversity Issues in Mental Health Treatment and Research

CALL NUMBER: 18545

COURSE CREDIT: 3 hrs.

TERM/YEAR: Fall 2016

COURSE LOCATION: 0155 Education Building

INSTRUCTOR: Sameerah Davenport, Ph.D.
Lecturer
Licensed Professional Counselor

OFFICE: Dr. Davenport: 325 Education Building (main campus)

OFFICE HOURS: Dr. Davenport, Mondays 5:30-7:15
Thursdays 2:15-4:15 (main campus)

OFFICE PHONE: Dr. Davenport (313) 577-9356

E-MAIL ADDRESS: sameerah.davenport@wayne.edu

DEPARTMENT SECRETARY: Lei Juan Stewart-Walker (313) 577-1613
E-Mail: ab2628@wayne.edu

WEBSITE: www2.coe.wayne.edu/tbf/counseling

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COURSE DESCRIPTION: (from catalog)

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 counseling is a specialty area which commands a large body of theoretical and empirical material. 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 multicultural awareness and help counselor-trainees learn how to form a multicultural counseling relationship.

METHOD OF TEACHING:

This class is being taught using direct instruction, inquiry-based learning, and a cooperative group assignment to facilitate and encourage student growth and learning.

COURSE OBJECTIVES:

The course is designed to help students gain an understanding of culture, race and diversity, 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, age and sexual orientation differences between themselves and potential clients, and will learn how to overcome communication, values and worldview differences, which can block effective counselling and psychological interventions. In addition, students will develop an understanding of the impact of culture and diversity on the social, psychological and environmental development, as well as on the types of intervention and treatment services that are effective with diverse populations.
LEARNING OUTCOMES

In this course students will develop an understanding of the cultural context of relationships, issues and trends in a multicultural society including:

1. Develop knowledge in the area of multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.

2. Increase cultural self-awareness and intercultural sensitivity (attitudes, beliefs, understandings, and acculturative experiences) through experiential learning activities designed to foster students’ understanding of self and culturally diverse clients.

3. Develop working knowledge of theories of multicultural counseling, identity development and social justice.

4. Develop knowledge, skills and practices related to multicultural counseling into their areas of specialization (i.e., clinical mental health, school counseling, etc.)

5. Develop appropriate knowledge regarding psychotherapeutic interventions and strategies for working with and advocating for diverse populations, including multicultural competencies (individual, couple, family, group and community).

6. Explore the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and learn the counselor’s role (including cultural self-awareness, social justice, advocacy and conflict resolution) in elimination of such behaviours that are detrimental to the growth of the human spirit, mind, or body.

These learning outcomes were designed to meet CACREP CMHC Standards: C.9, D.4, D.5, E.1, E.2, E.3, E.4, E.5, E.6, F.1, F.2, F.3, I.2, K.4 and School Counseling Standards: E.1, E.4.

REQUIRED TEXT:

REFERENCES:


Manuals:


COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>15</td>
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<tr>
<td>Critique (1)</td>
<td>25</td>
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<td>Critique (2)</td>
<td>25</td>
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<tr>
<td>Quiz</td>
<td>15</td>
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<td>Interview</td>
<td>70</td>
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<td>Presentation</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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Points Possible 300

1. POLICIES AND PARTICIPATION: 15 points

   This course will involve lecture, discussion, and group activities. As such, it is learner centered. You will be expected to initiate and engage in discussions of the major topics assigned. This means that all readings and assignments must be completed as schedule. Attendance is mandatory and is required at all class sessions. Please note that Incomplete Grades will only be given under extreme circumstances.

2. CRITIQUE OF RESEARCH ARTICLES: 25 points each

   Each student will be responsible for critiques of two (2) research articles, which focus 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, is peer reviewed and has been published within the last ten years) in your area of interest. The article critique should be approximately 3 pages in length, excluding title page, abstract, and references. 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/population studied)
b. Purpose of the study
c. Summary of the study/Procedural overview
d. Relevance of the study to the problem or research question (how does this study add to the research in this specific area)
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 counselling?
h. Conclusion

**DUE: September 26, 2016 and October 10, 2016**

3. **QUIZ: 15 points**

   October 24, 2016

Students will be given a quiz to determine how effectively they understand the major concepts that have been presented through their readings and from the lectures. The quiz will consist of 15 multiple choice questions.

4. **INTERVIEW: 70 points**

   Each student will conduct an interview with someone who they believe to be culturally diverse and they will conduct a personal cultural assessment on themselves. A summary of the interview and the personal assessment will be detailed in a 6-10 page paper excluding title page, abstract, and references. The paper must also include empirical research regarding implications for counseling of the diverse group.

   **Areas to be covered include:**

   1. **Interview of diverse individual at a minimum should include:**

      a. Cultural group(s) interviewee identifies with, which identities they believe to be more salient in society and why.

      b. Individual experiences of discrimination and/or racism including: what the experience was like, how it made them feel, and how it may have influenced future interactions.

      c. Stereotypes they believe society as a whole has imposed upon individuals of their culture and their feelings and thoughts toward these stereotypes. How they believe stereotypes have influenced where they are now and how they believe it will impact their future.

      d. Historical experiences of the group the individual believes has had the most impact on them as an individual.

      e. Important information that they would want others to know about individuals from their culture.

      f. Cultural strengths that the individual can identify.

      g. Ways that they differ from others who share their cultural characteristics. How they feel when they do things or think differently than others from their culture. How they believe they are viewed or treated when they act differently.

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II. Comparisons and/or Contrasts between Interview (with interviewee) and Research

III. Personal Cultural Assessment – please answer same questions given to interviewee and compare/contrast

IV. Implications for Counseling (in regards to Interviewee)

DUE: November 7, 2016

5. CLASS PRESENTATION: 50 points

Students, in groups of 3-4 members, will prepare a presentation on a diverse distinct population (e.g., African Americans, Asian Americans, Hispanic Americans, American Indians, Women, Veterans or Gays/Lesbians/Bisexuals). Each group will be required to visit a community organization that works with or provides services to the population of choice. Upon completion, each group will submit a 4 page paper on providing appropriate counseling and intervention services to the population of choice. Each paper should provide a program evaluation addressing the following:

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?

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 interventions 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/culturally indigenous sources of strength, help giving and support be utilized?

Class Presentation Format:

At a minimum, a powerpoint with references covering pertinent information must be presented. You may also bring in any supporting materials such as assessment instruments, etc., and you may use any audio/visual aids and printed hand-outs. Your job is to educate the audience (classmates) on your chosen topic. Creativity is encouraged. ***Your presentation should not exceed 30 minutes***
DUE: December 5, 2016 and December 12, 2016

4. FINAL EXAM: 100 points (December 19, 2016)

The final exam will be 50 multiple choice questions. All questions will come directly from the class lectures, presentations and/or readings in your textbook.

DOCTORAL STUDENTS

1. CHAPTER PRESENTATIONS: 100 POINTS (each)
Each student will prepare a PowerPoint presentation of four (2) assigned chapters from the required reading text and present to the class. The presentation will be a thorough explanation of the chapter and will include your thoughts and conceptions.

DUE: Per Schedule

Due date: as assigned in class

2. RESEARCH PAPER: 100 POINTS
Each student will write a 15-20 page research which focuses on cultural and/or diversity issues in counseling and service delivery for the culturally diverse client. The paper must be written in American Psychological Association (APA), 6th edition format.

Due date: December 12, 2016

EVALUATION & GRADING:

Final grade will be derived from a composite of the major requirements above.

GRADING SCALE:

<table>
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<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>285-300</td>
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<tr>
<td>A-</td>
<td>273-284</td>
</tr>
<tr>
<td>B+</td>
<td>261-272</td>
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<td>B</td>
<td>249-260</td>
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<tr>
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<td>240-248</td>
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<tr>
<td>C+</td>
<td>231-239</td>
</tr>
<tr>
<td>C</td>
<td>219-230</td>
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Below 219 is a failing grade
ATTENDANCE:

Attendance 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.

GUIDELINES FOR MAXIMUM PERFORMANCE:

1. All formal papers are to be typed.

2. Use APA format for all formal papers:
   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 below for specifics.

ACADEMIC DISHONESTY/PLAGIARISM:

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of http://doso.wayne.edu/assets/codeofconduct.pdf). 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. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and
thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

DUE DATES:

It is expected that assignments will be turned in on the identified due dates. Only under exceptional circumstances will assignments be accepted if turned in late. 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.

ENROLLMENT/WITHDRAWAL POLICY:

Beginning in Fall 2011, 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.

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.
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## COURSE OUTLINE  

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignment Due</th>
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| 9/12/2016  | Course Introduction and Overview  
Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training  
The Superordinate Nature of Multicultural Counseling and Therapy  
**Readings: Chapter 1 & 2**  
(CMHC: C.9; E.1; E.2; E.3; E.5; F.3) |
| 9/19/2016  | Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups  
The Political and Social Justice Implications of Counseling and Psychotherapy  
**Readings: Chapter 3 & 4**  
(CMHC: C.9; E.1; E.2; E.3; E.4; E.5; E.6; F.2; F.3)  
(SC: E.1; E.4) |
| 9/26/2016  | The Impact of Systemic Oppression: Counselor Credibility and Client Worldviews  
Microaggressions in Counseling and Psychotherapy  
(CMHC: C.9; E.1; E.2; E.3; E.4; E.5; E.6; F.2; F.3)  
(SC: E.1; E.4)  
****RESEARCH CRITIQUE #1 DUE****  
**Readings: Chapters 5 & 6**  
(Evaluation of CMHC: D.4; D.5; E.1; E.2; E.3; E.4; E.5; E.6; F.3; K.4) |
| 10/3/2016  | Barriers to Multicultural Counseling and Therapy: Individual & Family Perspectives  
Communication Styles and Its Impact on Counseling and Psychotherapy  
**Reading: Chapters 7 & 8**  
(CMHC: C.9; E.1; E.2; E.3; E.5; F.3)  
(SC: E.1; E.4) |
| 10/10/2016 | Multicultural Evidence-Based Practice  
Non-Western Indigenous Methods of Healing: Implications for Counseling and Therapy  
****RESEARCH CRITIQUE #2 DUE****  
**Readings: Chapters 9 & 10**  
(CMHC: C.9; E.1; E.2; E.3; E.5; F.3)  
(SC: E.1; E.4) |
10/17/2016  Racial/Cultural Identity Development in People of Color: Counseling Implications
White Racial Identity Development: Therapeutic Interventions
**Readings: Chapter 11 & 12**
(CMHC: C.9; E.1; E.2; E.3; E.5; F.3)
(Evaluation of CMHC: D.4; D.5; E.1; E.2; E.3; E.4; E.5; E.6; F.3; K.4)

10/24/2016  Culturally Competent Assessment
Counseling African Americans
Effects on student achievement with each population
*****QUIZ******
(Evaluation of - CMHC: C.9, D.4, D.5, E.1, E.2, E.3, E.4, E.5, E.6, F.1, F.2, F.3, I.2, K.4
(SC: E.1, E.4.)

**Readings: Chapters 13 & 14**
(CMHC: C.9; E.1; E.2; E.3; E.5; F.3)
(SC: E.1; E.4)

10/31/2016  Counseling American Indians/ Native Americans and Alaska Natives
Counseling Asian Americans and Pacific Islanders
Counseling Latinas/os
Effects on student achievement with each population
**Reading: Chapter 15 & 16 & 17**
(CMHC: C.9; E.1; E.2; E.3; E.5; F.3)
(SC: E.1; E.4)

11/07/2016  Counseling Multiracial Individuals
Counseling Arab Americans and Muslim Americans
Counseling Immigrants and Refugees
Effects on student achievement with each population
*****INTERVIEW ASSIGNMENT DUE*****
**Reading: Chapter 18 & 19 & 20**
(CMHC: C.9; E.1; E.2; E.3; E.4; E.5; F.3)
(SC: E.1; E.4)

11/14/2016  Counseling Jewish Americans
Counseling Individuals with Disabilities
Counseling LGBT Individuals
Effects on student achievement with each population
**Reading: Chapters 21 & 22 & 23**
(CMHC: C.9; E.1; E.2; E.3; E.4; E.5; F.3)
(SC: E.1; E.4)
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11/21/2016  Field Day for Group Assignment- Community Organization

11/28/2016  Counseling Older Adults
            Counseling Individuals Living in Poverty
            Counseling Women
            Effects on student achievement with each population
            Reading: Chapters 24 & 25 &26
            (CMHC: C.9; E.1; E.2; E.3; E.4; E.5; F.3)
            (SC: E.1; E.4)

12/5/2016  PRESENTATIONS
            (Evaluation of - CMHC: C.9, D.4, D.5, E.1, E.2, E.3, E.4, E.5, E.6, F.1, F.2, F.3, I.2, K.4
            (SC: E.1, E.4.)

12/12/2016  PRESENTATIONS
            (Evaluation of - CMHC: C.9, D.4, D.5, E.1, E.2, E.3, E.4, E.5, E.6, F.1, F.2, F.3, I.2, K.4
            (SC: E.1, E.4.)

12/19/2016  FINAL EXAM
            (Evaluation of - CMHC: C.9, D.4, D.5, E.1, E.2, E.3, E.4, E.5, E.6, F.1, F.2, F.3, I.2, K.4
            (SC: E.1, E.4.)

Instructor reserves the right to amend syllabus