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

***This class is being taught as a hybrid course: Please make sure you carefully review the class calendar at the end of this syllabus and strictly adhere to the class meeting times/dates.***

CALL NUMBER: 26738 901

COURSE CREDIT: 3 hrs.

TERM/YEAR: Winter, 2015

COURSE LOCATION: Macomb Center Room 158

INSTRUCTOR: Tami Wright, Ph.D.
Senior Lecturer/Clinical Director
Licensed Professional Counselor
School Counselor License

OFFICE: Dr. Wright – 315 Education Bldg. (Main Campus)

OFFICE HOURS: Dr. Wright, Tuesdays and Wednesdays 2:00 p.m. – 4:00 p.m. (Main Campus)
Thursdays 3:30 – 4:30 p.m. (Macomb Center)
Other times by appointment

OFFICE PHONE: Dr. Wright (313) 577-2435

E-MAIL ADDRESS: wrightt@wayne.edu

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

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

CED 7730
12-16-2014
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.

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:

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 counselling, etc.)

6. Develop appropriate knowledge regarding psychotherapeutic interventions of diverse populations (cultural, linguistic, gender, age, disability, and sexual orientation).

7. Explore the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other supported behaviours that are detrimental to the growth 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. To become aware of training, professional, and ethical issues involve in working with racially, culturally and diverse populations.

REQUIRED TEXT:


REFERENCES:

Manuals:


Wayne State University
College of Education

Course Requirements:

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<th>Course Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>15</td>
</tr>
<tr>
<td>Critique</td>
<td>25</td>
</tr>
<tr>
<td>Chapter Presentation</td>
<td>20</td>
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<tr>
<td>Blackboard Participation</td>
<td>100</td>
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<tr>
<td>Presentation</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>90</td>
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Points Possible 300

Course Requirements:

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. Blackboard Participation: 100 points

This course is being taught as a hybrid, therefore, you will be required to work outside of the classroom as much as inside the classroom. As per the course calendar (at end of syllabus), every other week will be a Blackboard discussion. You will be required to respond to question(s) placed on discussion board as well as respond to, at least two, of your classmates’ responses. The hope and intent is to increase your learning on class discussion, lectures or readings.

3. Critique of Research Articles: 25 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 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. Each student will present the findings of one research article to the class. Outline for the article is listed below.

Include in your critique:

a. Introduction (including demographic information)

b. Purpose of the study

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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 counselling?
h. Conclusion

Due Date: 1st due 2/5/2015

4. CHAPTER PRESENTATIONS: 20 points
Each student will prepare a PowerPoint presentation of an assigned chapter 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. Be creative; be prepared for discussion and questions from classmates and instructor.

Due Date: as assigned in class

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 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 address 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 detailed outline approximately 2 pages doubled spaced, and a reference list is required for distribution to the entire class during your presentation (can be an electronic or hard copy.) You may bring in any supporting materials such as assessment instruments, etc., and you may use any audio/visual aids, overhead transparencies 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 Date: 4/16/2015

4. FINAL EXAM: 90 points (April 23, 2015)

   The final exam will be 30 multiple choice questions. All questions will come directly from the class lectures, presentations and/or readings in your textbook.

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:

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>
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<tr>
<td>B+</td>
<td>261-272</td>
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<tr>
<td>B</td>
<td>249-260</td>
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<td>B-</td>
<td>240-248</td>
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<tr>
<td>C+</td>
<td>231-239</td>
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<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 student handbook prepared by Wayne State University for specifics.

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.

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

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<tr>
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<th>Topic/Assignment Due</th>
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**CLASS SCHEDULE:**

1/15/2015  Course Introduction and Overview

- Multicultural Journey to Cultural Competence
- The Superordinate Nature of Multicultural Counseling and Therapy
- Multicultural Counseling Competence for Minority Group Counselors/Therapists

**Readings: Chapter 1 & 2 & 3**

1/22/2015  The Politics of Counseling and Psychotherapy: Social Justice in Counseling

- Systemic Oppression: Trust, Mistrust, Credibility, and Worldviews
- Microaggressions in Counseling and Psychotherapy

**Readings: Chapters 4 & 5 & 6—Chapter Presentations begin**

1/29/2015  **On-Line Blackboard Discussion Group**

2/5/2015  Barriers to Multicultural Counseling and Therapy: Individual & Family Perspectives

- Culturally Appropriate Intervention Strategies
- Multicultural Evidence-Based Practice
- Non-Western Indigenous Methods of Healing: Implications for Counseling and Therapy

**Reading: Chapter 7 & 8 & 9 & 10**

***RESEARCH CRITIQUE DUE***

2/12/2015  **On-Line Blackboard Discussion Group**

2/19/2015  Racial/Cultural Identity Development in People of Color: Therapeutic Implications

- White Racial Identity Development: Therapeutic Interventions
- Culturally Competent Assessment

**Readings: Chapters 11 & 12 & 13**

2/26/2015  **On-Line Blackboard Discussion Group**

3/5/2015  Counseling African Americans

- Counseling American Indians and Alaska Natives
- Counseling Asian Americans and Pacific Islanders
- Counseling Latinos
- Counseling Individuals of Multiracial Descent

**Reading: Chapter 14 & 15 & 16 & 17 & 18**

3/12/2015  **On-Line Blackboard Discussion Group**
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3/19/2015  ***NO CLASS UNIVERSITY CLOSED***  SPRING BREAK

3/26/2015  Counseling Arab and Muslim Americans
           Counseling Jewish Americans
           Counseling Immigrants and Refugees
           Reading: Chapter 19 & 20 & 21

4/2/2015  On-Line Blackboard Discussion Group

4/9/2015  Counseling LGBT Individuals
          Counseling Older Adult Clients
          Counseling Women
          Counseling and Poverty
          Counseling Persons with Disabilities
          Readings: Chapter 22 & 23 & 24 & 25 & 26

4/16/2015  PRESENTATIONS

4/23/2015  FINAL EXAM

Instructor reserves the right to amend syllabus