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: 33074
COURSE TITLE: Cultural and Diversity Issues in Mental Health Treatment and Research
TERM/YEAR: Spring, 2015
DAY: Monday & Wednesday
TIME: 4:30 - 7:15 PM
COURSE LOCATION: Hybrid: May 11, 2015 – 48 COE
All other classes – Blackboard (asynchronous)

INSTRUCTOR: Paige N. Dunlap, Ph.D.
Licensed Professional Counselor (LPC)
Certified Rehabilitation Counselor (CRC)
National Certified Counselor (NCC)
323 College of Education
(313) 577-2333
pdunlap@wayne.edu

Office Hours: May - June – Virtual (Blackboard)
(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 Self-Assessment – Journal Assignment: 12 points

   Cultural Self-Assessment Complete the cultural assessment of yourself using the ADDRESSING format provided in the Hays course text in this week’s learning resources. Be sure to include all the cultural influences noted in the ADDRESSING format. Describe your culture and explain your worldview and biases based on your cultural self-assessment, and how your worldview and bias may influence your interactions with culturally diverse clients. Then explain one challenge related to your worldview and biases that might influence your work with culturally diverse clients. Pay specific attention to areas in which you have strong opinions. Finally, describe one strategy you might use to address that challenge using the learning resources as a scholarly guide.

   Due Date: Week 2 – day 7 – via Blackboard

2. Online Discussions: 32 points each

   The exchange of ideas between colleagues engaged in scholarly inquiry is a key aspect of graduate-level learning and is a requisite activity in this course.

   Requirements: You are expected to participate at least two separate days a week in the weekly Discussion area. Discussion topics/questions are provided in the Discussion area. In addition, you are expected to respond to your fellow students’ postings. To count as participation, responses need to be thoughtful; that is, they must refer to the week’s readings, relevant issues in the news, information obtained from other sources, and/or ideas expressed in other class members’ postings. Where appropriate, you should use references to support your position. Each
week has at least one Discussion question. The Discussion questions require a response to one other student’s posting; it should be no more than two paragraphs long.

If there is one Discussion question for the week, postings are due by **Day 3**, and responses are due by **Day 5**. If there is more than one Discussion question for the week, postings to Discussion 1 are due by **Day 3**, and responses are due by **Day 5**; postings to all other discussions are due by **Day 4**, and responses are due by **Day 7**. It is important to adhere to the weekly time frame to allow others ample time to respond to your posting.

All Discussion postings need to be made in each week’s Discussion area of the course. Please do not e-mail postings to the Instructor or other students. See the Discussion area for specific instructions.

**Due Date: As Assigned**

3. **Assignments: 12 points each**

An Assignment often is a writing assignment submitted to the Instructor for evaluation. Complete directions are in the Assignments area, including how and where to submit the Assignment and the due date. Please note that you should keep a copy of your Assignments on your computer in case of any technical difficulties.

This course includes both regular Application Assignments and Journal Assignments. Students should note that Journal Assignments are still graded assignments, and should not contain any information that is meant to be kept confidential. Responses should adhere to the same standards of quality as those expected for a Discussion or Application Assignment.

Assignments should be written according to APA format. Information on scholarly writing may be found in the APA manual.

**Due Date: As assigned**

4. **Final Project: 20 points**

Over the next 7 weeks, you will complete a Final Project—interviewing a person whose cultural identity differs from your own and developing a cultural worldview profile of that person.

The Final Project is due by **June 30th**. You should become familiar with the project requirements and have them in mind as you proceed through the course.

Be sure that the Final Project is written using APA format. Information on scholarly writing may be found in the APA manual.
**Final Project Guidelines:**

For your Final Project, you select an individual you do not know well to interview (e.g., classmate, coworker, neighbor). This individual must be different from you in at least two of the following ways: race and/or ethnicity, gender, sexual orientation, or religion.

The Final Project is a 4- to 6-page narrative that includes the following components:

1. **Summary of the Interview:**
   Use the questions below as a base for your interview, and feel free to ask your subject additional questions as needed:
   - List all of the aspects of your identity that you feel comfortable sharing. (If the interviewee has difficulty understanding the term *identity*, provide some examples such as race and/or ethnicity, gender, or religion. Try to get as complete a personal history as possible to fill in the subject’s profile.
   - Of those aspects, what is the one identity that you think is most important or most salient and why?
   - What identity is the second most important to you and why?
   - Which identity do you spend the least amount of time thinking about and why?
   - Think about your most important identity. What messages did you receive about that aspect of your identity during your childhood/adolescence? What messages have you received about that aspect of your identity as an adult?
   - Considering the most salient identity for you, in what ways are you similar or different from other individuals who share the same identity?

2. **Create a profile**
   - Using the ADDRESSING format, create a profile of the individual, including a summary of the interview questions.
   - Explain the individual’s cultural worldview.

3. **Summation**
   - Explain how this individual’s cultural worldview is similar to or different from what you know about this individual’s cultural group. Did you have any preconceived notions that you had to reevaluate after the interview? Did you find any inconsistencies between your experience and what you have read in the Learning Resources?
   - Explain how this interview illustrates the complexity of identity.
   - What implications does this interview have for a future counseling interaction you might have with someone who represents a culture/identity similar to this interviewee’s? What have you learned that you might apply in your future work with clients?

In a 4- to 6-page paper (Note: title page and reference pages do not count toward total page count):
Provide an analysis of your interview by addressing all components outlined in these guidelines and support your findings with appropriate literature. Be sure to use APA format and correct grammar and spelling.

_The Final Project is due on June 30th._

**Due Date: June 30**

**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:

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**Below 306 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 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
5. Use APA (6th edition) format for all formal papers
6. Correct spelling and grammar are expected
7. 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:

Discussion Postings

No credit will be given for Discussion postings made after the week in which they are due unless prior arrangements are made with the Instructor. Exceptions will be made only for those rare situations that legitimately prevent a student from posting on time. Please note that 3 points are deducted for each day late discussions are submitted. If your main post is late – it is subject to the -3 point per day deduction. If your response post in that same week is late, it is also subject to an additional -3 points per day deduction. Discussion posts that are submitted after Sunday (Day 7) will not be awarded points.

Assignments
Assignments are due by **Day 7** of the week assigned unless otherwise noted. Failure to meet the deadline without prior approval will result in a -3 point deduction per day. Any Assignment submitted after Day 4 of the following week will receive zero points.

**Final Project**

The Final Project is due no later than **June 30th**.

Failure to meet the deadline without prior approval will result in zero points. Any Final Project submitted after Day 7 of Week 11 will receive zero points. No Final Project will be accepted after the last day of the Spring semester (June 30th) unless prior approval is obtained and may be subject to lost points.
Tentative Class Schedule

**Week 1: Creating Context**
May 11  Overview and Expectations
      Introduction to Multicultural Counseling
      Society, Identity, and the World Around Us

*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 Sunday of each week at 11:59:00PM. After 11:59:00PM you will be subject to lost points (see late policy). Your Final Project is due on June 30th at 11:59:00PM*

Spring 2015 Calendar

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**Week 2: Self-Awareness**
- Readings
- Journal Assignment

**Week 3: Theories, Models, and Constructs**
- Readings
- Assignment
- Discussion

**Week 4: Categories of Cultural Diversity: Race and Ethnicity**
- Readings
- Discussions (3)

**Week 5: Categories of Cultural Diversity: Gender Socialization, Sexual Minorities, Age, and Ability**
- Readings
- Discussions (4)
Week 6: Social Class, Spirituality, Religion / Culturally Competent Assessment and Diagnosis

- Readings
- Discussions (2)
- Assignment

Week 7: Therapeutic Techniques and Interventions (extended week)

- Readings
- Discussion (Please note due dates for this week – you will need to at least complete part of your assignment first before attempting the discussion)
- Assignment
- Final Project – Due June 30th

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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:**

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.

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.