

**Austin Peay State University**  
**Department of Psychological Science & Counseling**

**COUN 5440: Diversity Issues in Counseling**

**Term: Spring 2021**

**Credit Hours: 3**

**Meeting Time: Mondays 4:30 to 7:30**

**Room #: CL 206**

**Instructor: Jessica A. Fripp, PhD, NCC**

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Email Address: frippj@apsu.edu

Office: McCord 204

Office Hours: Mon. 2:00-3:00, Tues. 2:00-4:00, Thurs. 2:00-4:00

Booking Link: <https://frippj.youcanbook.me>

ZOOM Link: <https://apsu.zoom.us/j/4292617138>

**Instructor: Kim Coggins, PhD**

Telephone: (931) 221-7234

Email Address: cogginsk@apsu.edu

Office: CL 221B

Office Hours: M, Tu, Th 1:00-2:00; W 12:30-2:30; others by appointment

Booking Link: <https://cogginsk.youcanbook.me>

ZOOM Link: <https://apsu.zoom.us/j/99997190294>

**Prerequisites:**

Admittance to the Counseling Program, or permission of the instructor.

**Required Text(s):**

Sue, D & Sue D, (2019). *Counseling the Culturally Diverse: Theory and Practice* (8<sup>th</sup> Ed.). Wiley, NY.

\*Additional Readings: Further readings will be required and will be announced throughout the course of the class.

**Course Description:**

As counselors, you will likely encounter clients from culturally diverse backgrounds. This course is designed to prepare you for the challenge of working with populations who have often been marginalized and oppressed in our culture. This course arose out of growing recognition among researchers and practitioners that traditional mental health practices have failed to meet the needs of minorities. Traditional approaches have been deemed "insensitive" and "discriminatory" by some. This course focuses on content addressing the cultural context of relationships, issues and trends in a multicultural and diverse society, including factors as

ethnicity, race, culture, nationality, age, gender, sexual orientation, mental characteristics, education, family values, religious and spiritual values, socioeconomic status and characteristics unique to ethnic groups and communities. You will have opportunities through systematic research to uncover the mental health issues which are salient in each population. Lastly, you will have opportunities through the use of experiential exercises to develop your clinical skills and to learn about intervention strategies, which are sensitive to the needs of specific minorities.

**Austin Peay State University  
College of Education**

***CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS***

As part of the educational unit at Austin Peay State University, the School Counseling program embraces the College of Education's commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme "Preparing Professionals Through Standards-Based Practices" reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

**Course Policies**

**CoBHS Diversity Statement:**

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

**Divisive Concepts Statement:**

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected

to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

### **Students with Disabilities:**

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services: (phone #: 221-6230; email: [disabilityservices@apsu.edu](mailto:disabilityservices@apsu.edu))

### **Academic and Classroom Misconduct:**

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting.

### **Writing Quality and Academic Honesty:**

It is important that all written work meets the academic standards of graduate students using APA 7<sup>th</sup> edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: [writinglab@apsu.edu](mailto:writinglab@apsu.edu))

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities. If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

### **Plagiarism Policy:**

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

Key writing assignments will be submitted through TurnItIn. Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common

terminologies and method related details in “Methodology” part of a manuscript should not raise a serious ethical concern.

### **Policy on Minors:**

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

### **Service Animals in the Classroom:**

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

### **Confidentiality:**

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class, only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current *ACA Code of Ethics* will be followed.

### **Email Policy:**

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

### **Class Grievances:**

I am willing to meet with you to discuss our class and/or particular assignments. I ask that you wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what particular elements of your work you feel merit discussion.

### **Counseling Services**

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

## Minimal Technology Requirements

**Hardware:** We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

**Web Browser:** Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

**Software:** You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at [govstech@apsu.edu](mailto:govstech@apsu.edu) with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

## Course Objectives and Requirements

### Knowledge and Skill Outcomes

The objectives of this course align with the CACREP Standards (2016) stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Understand and develop multicultural counseling competencies and strategies to identify and address barriers that impede equity and success	F.1.e. F.2.b. F.2.c. F.2.e. F.2.h. F.4.g. CMHC C.2.j	Lectures, Readings, Cultural Immersion Project, Journal and Reflection Paper, Peer Counseling
Understand the role and process of advocating on behalf of persons with mental health issues, and the profession	F.1.d. CMHC C.3.e. SC G.2.a	Lectures, Readings, Cultural Immersion Project, Journal & Reflection Paper

Develop an awareness of the impact that heritage, attitudes, spiritual beliefs, and environmental factors have on a persons' world view, development, and behavior	F.2.a F.2.d. F.2.f. F.2.g. F.3.f. SC G.3.h	Lectures, Readings, Cultural Family Representation Project, Journal and Reflection Paper, Peer Counseling
Use strategies to promote client understanding of and access to a variety of community-based resources	F.5.j F.5.k.	Lecture, Readings, Peer Counseling, Cultural Immersion Project

### Methods of Instruction:

A variety of instructional methods are used to advance the course objectives. Documentaries and videos are shown. The format includes formal lecture, media presentations, research activities, experiential and skill activities, class discussion, and guest presentations are used to expand the topic. Guest speakers and panelists may share their stories.

### Technology:

Students may use word processing, and PowerPoint software to complete assignments. Also, the Internet, e.g., Desire to Learn (D2L) and other electronic mail systems will be used as needed to complete assignments and projects.

### Grading Standards:

Grades will be assigned on a standard 90% = A, 80% = B, etc. An Incomplete in class will be granted only in rare situations. Should you feel that you will need an Incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the Incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

### Student Performance Evaluation Criteria & Procedures

*(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives)*

#### 1. Attendance, Participation and Professionalism (20%)

This is a graduate level class as such, class participation and attendance are expected. The minimum expectation is that you are in class (on time) for the full class time each week, are attentive, and actively participate in all class discussions and activities. If you must miss class for a good reason (think in terms of life/death emergencies, COVID-19 exposure, and circumstances beyond your control) please let me know in advance if possible, or as soon after

as possible. If you miss class, you are responsible for getting any notes from a classmate, and/or seeking me to discuss what you missed. Missing more than one class, or repeatedly coming to class late will result in a lower final grade.

The quality of our discussions depends a great deal upon your commitment and diligence in reading assigned materials. Please come to class prepared by reading the assigned material prior to entering the classroom.

Additionally, becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, we expect you to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your presentations and management of clinical material and personal information shared by peers; professional dress while working with clients; respect for colleagues, clients, faculty, and others in your conversation and behaviors; timeliness, attentiveness, and participation in all class meetings, assignments, and activities; timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth.

## **2. Cultural Family Representation Project (20%)**

- **Sharing Day 1: February 7**
- **Sharing Day 2: February 14**
- **Sharing Day 3: February 21**
- **Sharing Day 4: February 28\_**

An essential component of cultural competence is awareness of one's own cultural values, worldview, biases, and history. To increase self-awareness and knowledge of your own cultural background, this assignment will help you generate a visual depiction of your family history (birth, adopted, or created). The focus of your project will be your cultural heritage from your grandparents (at least) up through the present day (at least 3 generations). Creativity is encouraged and you may choose to depict your cultural family representation information through creative methods.

You will give a 15-minute presentation of your Cultural Family Representation Project in class. Your presentation should include a discussion of the following topics:

- Ethnic heritage(s) of family
- Family messages and/or attitudes regarding race, class, disability/ableism, socioeconomic status, religion, sexual orientation, gender identity, immigrant status, military, and ethnicity.
- Perceptions, beliefs, behaviors about self and others
- Potential areas of bias and desired areas of expanded perspectives

Note: Your journal entry the week of your presentation should include a reflection on the process of gathering and presenting this information.

### 3. *Process Journal (20%)*

**DUE: Journal Entries Due weekly on Sunday at 11:59pm**

After each class meeting, you are expected to reflect upon your experience, write your personal reaction to the class, discussions, readings, and any other relevant experience within this course, and respond directly to any specific prompts listed in D2L or given in class. The goal of these journals is to gather your immediate reaction, thoughts, and feelings about your individual experiences in discussing issues surrounding diversity, enabling personal development and gaining understanding. Writing should be within the context of multiculturalism and how the reading and class discussion personally affected **you**. This is an opportunity for introspection, and a way of charting your “growth” through this class. Although you will not receive specific prompts every week, you will have a journal entry for each week of class (12 total) and each journal entry should not exceed 2 pages. The instructor will review your journal entries throughout the semester.

### 4. *Cultural Immersion Project (20%)*

**DUE: Proposal Due by February 28; Paper Due by April 4**

This project is designed to engage you in a culture other than your own and educate you on social justice issues you might have not been previously aware of. It consists of two parts: a proposal and a final paper. You will select a group of interest with whom you have little or no prior experience. This group may be a different ethnicity, religion, and/or culture or have other significantly different cultural features (e.g., the elderly in nursing homes, children and adults with a disability, the homeless, prisoners, displaced veterans, etc.). Take full advantage of this opportunity to step out of your comfort zone, set your own boundaries, and partake of an experience from a different cultural perspective than your own. Make sure that your experience is qualitatively different from that of your own culture. You must not select a culture based on convenience but based upon a need to learn more about a group with which you may have biases and assumptions and with which you may be working with in your future counseling practice. ***In order to feel different in a new environment, no more than 2 persons can attend an activity/event at a time. Also, you are required to do this experience without inviting a member of your family or regular social group.***

**Proposal:** Your project proposal should be 2-3 pages, adhere to APA formatting, and must address the following information:

1. Identification and description of population (1-2 pages): This section must clearly identify:
  - a. The population you chose to study
  - b. How this population is culturally different from you. The description of differences should include both the obvious (visible differences, age, race, sex, etc.) and the not so obvious (religious beliefs, sexual orientation, etc.). Please state all the differences you can identify – the instructor should not have to presume anything.
  - c. What your perceptions of this group are prior to engaging in the immersion experience. Your perceptions of this group should include information such as what you were told about this group as you were growing up, any



beliefs/perceptions/assumptions you have about this group, what your sources of information about this group have been in the past, and why you have an interest in this group.

- d. In this section, you must make a case for how this person/population is different from you culturally and why this experience will be challenging for you. It may be helpful to review some research regarding this population to gain an appreciation and begin to increase your knowledge about this population.
2. Plan for Observational Activity(ies): propose a 3 to 5-hour observational activity of the group you have chosen to study. You will not actually attend this event until it is time for your project – this is just a proposal at this time. Examples of observational activities are: attend a lecture that focuses on this group or issues related to this group, attend a religious service, take a tour of this group’s community (observe their homes, recreational facilities, etc.), visit a nursing home or hospice unit, attend a festival, attend a play, attend an LGBTQIA+ alliance meeting or event, visit a mission or shelter, tour an exhibit, cultural/historical museum or site, etc. If you are having trouble finding an observational activity, it may be helpful to contact a group related to this population and gather information about their upcoming activities.
    - a. For this section of the proposal, you must identify the observational activity(ies) you will attend and the date(s) you will attend it.
  3. Plan for Personal Dialogue: Propose how you will conduct the personal dialogue. You will need to engage in personal dialogue with an individual to gather information about the lived experience of this person from your selected cultural population. This assignment is called a dialogue rather than an interview because it is not simply a one-sided gathering of information. The dialogue should be a two-sided conversation that results in the exchange of information about cultural experience. ***The person you choose with whom you will have a dialogue cannot be a family member, friend, co-worker, and/or someone who is a current or could be a future client*** (e.g., if you work in a school setting, a student in your school district). A strong proposal will involve a dialogue with someone you have never had a previous relationship with.

Some potential areas for discussion include: Values/Belief Orientations of group, Social Interactions (relationships within and between groups), Religious/Spiritual Beliefs, Roles and Expectations within this population, Language and Communication norms within this population (verbal and nonverbal), Perceptions of the world, Methods of ensuring conformity, Methods of conflict resolution, Group personality, What is most important to achieve (in a lifetime), Unique behaviors and their meaning, Historical events of critical importance in this cultural group, Critical information relevant to understanding this culture, Key ideas and behaviors that would help someone relate to this culture.

This section of your proposal should specify:

- a. How you plan to gather this information – whether you plan to gather this information over time or in a one-time setting.
- b. The date(s) you expect to have completed the dialogue.

- c. How does the person you intend to dialogue with fit the characteristics of the population you are studying?

**Paper:** After completing both the observational activity and the dialogue, you will write a paper (6-9 pages, APA format, include title page and reference list but no abstract needed). Your paper should address the following discussion points:

1. Reflect on the observational activity you attended (1-2 pages)
  - a. Briefly describe the observational activity.
  - b. Reflect on how this experience influenced your beliefs and understanding of this population. Some potential questions to address may include: Discuss some of your impressions of this culture. How do you think your cultural background “colors” or influences what you observed? What did you notice about the types of social roles between and amongst people (age, gender, etc.)? What surprised you in what you learned about this person/people group and yourself? Is there anything from this experience you wish was part of your own culture?
  - c. Reflect on the entire experience (your reactions to the experience; your thoughts and feelings about them; your thoughts and feelings about yourself in relation to the population, etc.)
2. Reflect on your dialogue (1-2 pages)
  - a. Some potential questions to address in this section include: What did you learn through your conversation? What was your behavior like during the dialogue? How did you feel during the dialogue (nervous, comfortable, etc.)? How did the preconceived notions you identified in the first section of this paper impact your interactions with this person? How did this dialogue impact or influence your future interactions with people from this group? How did this experience change or contribute to your growth? How were you similar or different from this person? How was what you observed during your observational activity different from what you experienced during your dialogue with the person from the population you are studying?
3. Reaction and Critical Analysis of your experience (4-5 pages)
  - a. How will you take what you have learned about this group and yourself and apply it in a counseling context? Assume you have a client from this group. Using your books, class material, and information from your observational activity/dialogue, discuss each of the following:
    - What are some likely issues you may expect when working with a member of this population? (This should include barriers to counseling faced by this population, confounding factors and/or risk factors experienced by this population, relational factors between you and a member of this population, and personal issues you may face when working with a member of this population)

- What counseling approach may be beneficial when you are working with this population? Provide your rationale.
  - What supports may be needed to support access to care for members of this population (e.g., transportation, alternate hours, etc.)?
  - What advocacy may you need to engage in with this population?
  - What are potential ethical and legal issues you will need to be aware of when counseling clients from this population?
  - What do you need to do now to be ready to work with clients from this population?
- b. Reflect on how the experiences influenced you and your growth. How has this experience helped in your development towards becoming a culturally competent counselor? What have you learned about yourself and your chosen population now that the immersion is over? \*This should be more than just a conclusion paragraph and should intentionally evaluate your own growth and plan for continued development.

### **5. Peer Counseling (20%) – DUE: April 18**

#### ***\*LiveText Key Assessment***

The responsibility of counseling culturally diverse populations requires an awareness of self in the counseling relationship, knowledge regarding the individual's cultural identity and how that shapes their experiences, and appropriate skills and techniques to provide culturally relevant, appropriate and effective counseling. This exercise will provide students the opportunity for learning, guidance and growth through the execution of a mock peer counseling session with a client from a diverse background.

The core requirements for this assessment are:

- Video Session: Each student will schedule an appointment with appointed student volunteers to engage in a 30-minute mock counseling session covering some diversity issue (e.g., acculturative stress, SES, religion, race, immigration etc.).
- Transcription: Choose a meaningful 10-minute segment of the session and transcribe using the following format:
  - Client Statement:
  - Your Response
  - Corrected or alternate response:
  - Reason for change or rationale for alternative:

NOTE: You must have a corrected or alternative response and rationale for each of your response and/or during prolonged periods when you make no response.
- Reflection Paper: After completing the session, each student will write a reflection paper addressing the following topics. Please include appropriate citations following APA format to support the information you include, especially in the contextual factors section. At minimum, you need to cite your textbook.:
  - Contextual factors
    - values, beliefs, attitudes of your client's group

- behaviors, practices, customs of your client's group
  - perceptions, misperceptions, and stereotypes about your client's group
  - major historical events impacting the culture of your client's group
  - opportunities and barriers for your client's group in the U.S.
  - how could your cultural identity impact or exacerbate your client's experience of you in the counseling setting?
- Explore similarities and differences between you and your peer client.
  - Discuss implications gathered from the book & applicability to the work you did with the client.
  - Describe the counseling relationship between you and your peer client.
  - What resonated with you in the session?
  - What felt most difficult to work through?
  - What was missing or not addressed in the room?
  - How do you conceptualize this client from a cultural perspective, including insight you have gained related to strengths, limitations and issues regarding systems in place (oppression, marginalization, power) that impact your client's access to wellness as well as the counseling process?
  - What would you like to do differently moving forward?
  - Where would you go from here if you were to continue meeting with this client?

As the LiveText Key Assessment for this course, your transcription and reflection paper must be submitted to LiveText by the assignment due date (4/18/2022). Your transcription and reflection paper will not be graded until it is uploaded to LiveText. If your Reflection paper/Transcription is not uploaded by the due date, your grade for this assignment will be lowered by 10 points for each day the assignment is late.

**\*\*IMPORTANT:** Please ensure that there are NO NAMES included in your transcript before you upload it to LiveText!! Your video may be submitted in class or via LiveText.

### **Missed/Late Assignments:**

- If you miss class, please consult with one of your fellow students for the notes and/or homework. You should contact me AFTER you have tried contacting multiple classmates, multiple times.
- If you miss a class the day an assignment is due, you must get the work to me BEFORE class.
- *If* work is accepted late, it will be 10% off for every day it is late. There are some
- exceptions for excused absences.
- Your computer crashing, printer not working, etc. will never be accepted as excuses for late work. It is your responsibility to begin work early enough to accommodate unforeseen circumstances.

### **Grading:**

All work will be completed by the dates indicated for various assignments. Students are expected to attend and participate in all classes. Points will be deducted on an individual basis for absences, tardiness, and late assignments.

<b>Assignment</b>	<b>Value</b>
Attendance, Participation, Professionalism	20%
Cultural Family Representation Project	20%
Process Journal and Reflection Paper	20%
Cultural Immersion Project	20%
Peer Counseling	20%
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TOTAL	100%

## Tentative Course Schedule

Note: Instructor reserves the right to make changes to the course schedule as necessary

Week	Date	Topic	Readings/Assignments Due
1	January 24	Introductions & Course Overview The process of this course (expected reactions)	Bring 3 items that represent cultural you
2	January 31	Obstacles to cultural competence <b>(CACREP 2.F.2.c)</b> The nature of multicultural counseling <b>(CACREP 2.F.2.a)</b>	Chapters 1-2
3	February 7	Culture and Diversity Defined Understanding Differences Culture: Clarifications and Complications <b>(CACREP 2.F.2.a; CMHC C.2.j)</b>	Chapter 3 <b>Sharing Day 1</b>
4	February 14	Identity/Worldview <b>(CACREP 2.F.2.b; CACREP 2.F.2.d)</b> Values and Bias <b>(CACREP 2.F.2.e)</b> Spirituality <b>(CACREP 2.F.2.g)</b>	Chapters 11-12  Cultural Family Representation Project <b>Sharing Day 2</b>
5	February 21	Micro-aggressions in Counseling and Therapy and Communication Styles Barriers to Multicultural Counseling <b>(CACREP 2.F.2.a; CACREP 2.F.2.d)</b>	Chapters 6-8  Cultural Family Representation Project <b>Sharing Day 3</b>
6	February 28	Advocacy, Social Justice Implications Systemic Oppression <b>(CACREP 2.F.1.d; CACREP 2.F.1.e; CACREP 2.F.2.b; CACREP 2.F.4.g; CACREP 2.F.2.h; CACREP 2.F.3.f; CMHC C.3.e; SC G.2.a)</b>	Chapters 4-5  Cultural Family Representation Project <b>Sharing Day 4</b> <b>Cultural Immersion Project Proposal Due</b>
7	March 7	Spring Break – no class	No class
8	March 14	Multicultural Evidence-Based Practice Non-western Indigenous methods of Healing <b>(CACREP 2.F.2.f; CACREP 2.F.5.j; CACREP 2.F.5.k)</b> Culturally Competent Assessment <b>(SC G.3.h)</b>	Chapters 9-10, 13
9	March 21	Social Class/Socioeconomic Status	Chapters 23, 25

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
		Lesbian, Gay, Bisexual, and Transgendered <b>(CACREP 2.F.2.f; CACREP 2.F.5.k)</b>	
10	March 28	Latino/Latina Americans Native Americans <b>(CACREP 2.F.2.f; CACREP 2.F.5.k)</b>	Chapters 15, 17  <b>In-Class Peer Counseling Sessions</b>
11	April 4	European Americans Jewish Americans Middle Eastern Americans <b>(CACREP 2.F.2.f; CACREP 2.F.5.k)</b>	Chapters 19, 21  <b>Cultural Immersion Project Paper Due</b>
12	April 11	Multi-racial Descent African Americans <b>(CACREP 2.F.2.f; CACREP 2.F.5.k)</b>	Chapters 14, 18
13	April 18	Individuals with Disabilities Older Adults Counseling Women <b>(CACREP 2.F.2.f; CACREP 2.F.5.k)</b>	Chapters 22, 24, 26  <b>Peer Counseling Due</b>
14	April 25	East and Southeast Asian Americans South Asian Americans Immigrants and Refugees <b>(CACREP 2.F.2.f; CACREP 2.F.5.k)</b>  Wrapping Up and Culminating Experience	Chapters 16, 20

## COUN 5440: Diversity Issues in Counseling Cultural Family Representation Grading Summary

**Student Name:**

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Criteria	Score	Comments
Preparation & organization (10 points)		
Visual Depiction (10 points)		
Presentation includes at least 3 generations (5 points)		
Addresses ethnic heritage(s) of family (15 points)		
Addresses family messages regarding race, class, disability/ability, SES, religion, sexual orientation, gender identity, immigrant status, military, ethnicity, etc. (20 points)		
Addresses personal perceptions, beliefs, and behaviors related to self and others (20 points)		
Addresses potential areas of bias and desired areas of expanded perspectives (20 points)		
<b>TOTAL</b>		



## COUN 5440: Diversity Issues in Counseling Cultural Immersion Proposal and Project Grading Summary

**Student Name:**

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Criteria	Score	Comments
<b>Proposal (30 points total)</b>		
Identification and description of population a. The population you chose to study b. How this population is culturally different from you. (10 points) c. What your perceptions of this group are prior to engaging in the immersion experience. (10 points)		
Plan for Observational Activity (5 points)		
Plan for Personal Dialogue (5 points)		
<b>Paper (70 points total)</b>		
Reflect on the Observational Activity you attended a. Briefly describe the observational activity. (3 points) b. Reflect on how this experience influenced your beliefs and understanding of this population. (6 points) c. Reflect on the entire experience. (6 points)		
Reflect on your Dialogue (15 points)		

Criteria	Score	Comments
<p>Reaction and Critical Analysis</p> <p>a. How will you take what you have learned about this group and yourself and apply it in a counseling context?</p> <ul style="list-style-type: none"> <li>· What are some likely issues you may expect when working with a member of this population? (5 points)</li> <li>· What counseling approach may be beneficial when you are working with this population? Provide your rationale. (5 points)</li> <li>· What supports may be needed to support access to care for members of this population? (5 points)</li> <li>· What advocacy may you need to engage in with this population? (5 points)</li> <li>· What are potential ethical and legal issues you will need to be aware of when counseling clients from this population? (5 points)</li> <li>· What do you need to do now to be ready to work with clients from this population? (5 points)</li> </ul> <p>b. Reflect on how the experiences influenced you and your growth. How has this experience helped in your development towards becoming a culturally competent counselor? What have you learned about yourself and your chosen population now that the immersion is over? (10 points)</p>		
<b>TOTAL</b>		

## Volunteer/Student Consent for Practice Session

I am currently enrolled in a graduate level class, *COUN 5440: Counseling Diverse Populations* at Austin Peay State University. In this class, we are learning basic ways of interacting with individuals representing diverse, cultural backgrounds so that we can later use this knowledge and techniques to provide culturally informed counseling services to future clients. One of our assignments is to engage in one 30-minute practice session covering any diversity issue using the skills we have discussed in class.

I will be recording our session and then turning in the video to my instructor. As the volunteer, you will not be evaluated in any form. The recording will not be used in any other way, nor shown to anyone other than the class instructor. The purpose of this recording is for me to receive feedback regarding my skills so that I can continue to develop as a counselor. The recordings will be treated according to the Code of Ethics of the American Counseling Association, and will be destroyed at the end of the semester.

**This session will not be therapy.** My goal is not to assess or try to help you in any way, but simply to develop an awareness of self in the counseling relationship, learn about another individual's cultural identity, and how that identify shapes their experiences; through this experience, I can practice the skills I have acquired to provide culturally relevant, appropriate, and effective counseling.

The content of the practice session will remain confidential and will not be divulged unless there is clear evidence that you are at risk of harm, including harm to self or you have indicated intent to harm another. In these cases, I will immediately inform you, and other necessary individuals to ensure your safety.

If at any time during the session you become uncomfortable, or decide that you are done, we will stop recording and end the session.

Please be aware that Tennessee law requires me, and any adult, to report to Child Protective Services any suspected abuse or neglect of a child. A student could have a child and identify spanking practices that might be cultural and yet abusive

If you have any questions or concerns, please feel free to contact my course instructor at the Department of Psychological Science and Counseling, Dr. Kim Coggins at (931) 221-7234 or [cogginsk@apsu.edu](mailto:cogginsk@apsu.edu); Dr. Jessica Fripp at (931) 221-7238 or [frippj@apsu.edu](mailto:frippj@apsu.edu).

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By signing below, I affirm that I have read this form in its entirety, and I consent to participation in a mock counseling session.

Name:

Signature:

Date:

Counselor-In-Training Name (printed):

Counselor-In-Training Signature:

Date:

Faculty Supervisor Name (printed):

Faculty Supervisor Signature:

Date:

## COUN 5440: Diversity Issues in Counseling Peer Counseling Grading Summary

**Student Name:**

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Criteria	Score	Comments
Grammar, clarity, organizational structure, APA style (10 points)		
Quality of Alternative Responses and Rationales in Transcript (20 points)		
Reflection Paper (60 points – see point breakdown below) (3 at 10 points each 6 at 5 points each) <ul style="list-style-type: none"> <li>• Contextual factors (5 points)</li> <li>• Similarities and Differences (5 points)</li> <li>• Implications gathered from the book (5 points)</li> <li>• Counseling Relationship (5 points)</li> <li>• What resonated with you most in the session? (5 points)</li> <li>• What felt most difficult to work through? (5 points)</li> <li>• What was missing or not addressed? (5 points)</li> <li>• How do you conceptualize this client from a cultural perspective? (10 points)</li> <li>• What would you like to do differently moving forward? (10 points)</li> <li>• Where would you go from here if you were to continue meeting with this client? (5 points)</li> </ul>		

<b>Criteria</b>	<b>Score</b>	<b>Comments</b>
Skill Progress (see attached skill evaluation notes) (10 points)		
<b>TOTAL</b>		

## Skills Evaluation

3 = Proficient    2 = Satisfactory    1 = Needs Improvement    0 = Inadequate  
 (See Rubric for detailed grading guidelines)

Criteria	Score	Comments
Attending & Active Listening		
Reflecting Feeling & Content		
Probing/Questioning		
Use of Silence		
Relationship Building		
Immediacy		
Attending to Diversity (in session or in paper)		
Case Conceptualization Using Lens of Diversity		
<b>TOTAL</b>		

**COUN 5440: Counseling Diverse Populations  
Peer Counseling Skills Evaluation Rubric**

<b>Element</b>	<b>Proficient (3 pts)</b>	<b>Satisfactory (2 pts)</b>	<b>Needs Improvement (1 pt)</b>	<b>Inadequate (0 pt)</b>
<b>Attending &amp; Active Listening</b> <small>CACREP 2016 2.F.5.f CACREP 2016 2.F.5.g CACREP 2016 2.F.5.h</small>	Demonstrated appropriate use of non-verbal cues (e.g. effective use of body language, vocal tone, facial expressions & eye contact) & awareness of client's nonverbal cues. Appropriate use of verbal & nonverbal encouragers to demonstrate interest & the ability to follow the client w/understanding of all aspects of communication.	Demonstrated the ability to use attending and active listening skills. However, one or two elements were lacking in proficiency or used inappropriately throughout the session. An over reliance on non-verbal cues was evident.	Attending & active listening skills showed insufficient understanding of aspects of verbal &/or nonverbal communication and/or lacked awareness of client's nonverbal cues; and/or counselor appeared somewhat disconnected from the client at times.	Minimal use of attending & active listening was demonstrated throughout the session. Counselor appeared disconnected. Eye contact, verbal & non-verbal cues were insufficient to demonstrate an understanding of all aspects of communication.
<b>Reflecting Feeling &amp; Content</b> <small>CACREP 2016 2.F.5.f CACREP 2016 2.F.5.g CACREP 2016 2.F.5.h CACREP 2016 2.F.5.j CACREP 2016 2.F.5.l</small>	Demonstrated the ability to effectively communicate empathy by reflecting client's implicit & explicit emotions. Used paraphrasing & summarizing to demonstrate active listening & seek clarification.	Demonstrated the ability to communicate empathy, by reflecting explicit emotions, but lacked the ability to accurately reflect implicit emotions. Demonstrated the ability to reflect content but lack clear and concise expression through clarifying, paraphrasing & summarizing.	Insufficient use of empathetic reflection of client's explicit and/or implicit emotional states. Insufficient use of prompts, paraphrasing, & summarizing to reflect content; and/or reflections lack clarity/conciseness such that they interfere with flow of session.	Minimal use or inappropriate use of reflection of emotions and/or content was demonstrated throughout session. Indicating a lack of understanding of these skills in moving the client forward.
<b>Probing &amp; Questioning</b> <small>CACREP 2016 2.F.5.d CACREP 2016 2.F.5.g CACREP 2016 2.F.5.i</small>	Demonstrated the effective use of purposeful, open-ended questions to keep the session on track and to encourage further communication & understanding of the client's world.	Demonstrated the use of purposeful, open-ended questions to keep session on track and to encourage further communication. However questions lack clarity & conciseness; and/or they did not promote further communication.	Insufficient use of purposeful, open-ended questions. Questions were primarily closed and/or did not keep session on track and/or did not encourage further exploration of the client's world.	Minimal to no use of purposeful, open-ended questions were demonstrated throughout the counseling session, indicating a lack of understanding of these skills in encouraging further communication & understanding of the client's world.
<b>Use of Silence</b> <small>CACREP 2016 2.F.5.g CACREP 2016 2.F.5.h</small>	Allowed appropriate silences and demonstrated the ability to tolerate silence during the counseling session.	Generally demonstrated the ability to tolerate some silence during the counseling session. However, further use of silence as a skill to draw out client is necessary.	Insufficient use of silence as a tool to draw out client and/or inability to tolerate silence was demonstrated throughout the session.	No use of, or tolerance for, silences was demonstrated throughout the session. Counselor demonstrated obvious need to fill silence in inappropriate manner that detracted from the counseling process.
<b>Relationship Building</b> <small>CACREP 2016 2.F.5.d CACREP 2016 2.F.5.f</small>	Demonstrated the ability to effectively develop a working alliance and rapport with the client.	Generally, demonstrated the ability to develop a working alliance and rapport with the client.	Generally, demonstrated a lack of understanding of the working alliance and building rapport with the	Demonstrated the inability to develop a working alliance and rapport with the client. A lack of understanding of

Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
CACREP 2016 2.F.5.g CACREP 2016 2.F.5.h CACREP 2016 2.F.5.i CACREP 2016 2.F.5.j CACREP 2016 2.F.5.l CACREP 2016 2.F.5.m CACREP 2016 2.F.5.n		However, some elements were missing/some relational distance was present at times/or counselor presented as a “friend” and did not maintain professional demeanor throughout the session.	client; relational distance was present throughout most of the session, or counselor presented as a “friend” and not as a counseling professional throughout most of the session.	this skill in the counseling process was present throughout the counseling session.
<b>Immediacy</b> CACREP 2016 2.F.5.d CACREP 2016 2.F.5.f CACREP 2016 2.F.5.g CACREP 2016 2.F.5.l	Discussed directly and openly what is going on in the here and now between the client and counselor. Demonstrated appropriate self-disclosure regarding counselor-client relationship. Invited the client to discuss and work on the relationship in session.	Generally, demonstrated an awareness of what was happening in the here and now of session, when out of the session. However, this understanding only occasionally manifested in session through open discussions of the here and now, appropriate self-disclosure, or invitations to work on the relationship.	Demonstrated an incomplete awareness of what was happening in the here and now of session, when out of the session. Rarely used open discussions of the here and now, appropriate self-disclosure, or invitations to work on the relationship.	Demonstrated a lack of awareness of what was happening in the here and now of session, when out of the session. Did not use open discussions of the here and now, appropriate self-disclosure, or invitations to work on the relationship.
<b>Acknowledgement of Diversity</b> CACREP 2016 2.F.2.c CACREP 2016 2.F.2.d CACREP 2016 2.F.2.e CACREP 2016 2.F.2.g	Demonstrated curiosity, openness, and culturally relevant critical thinking skills related to client history, worldview, cultural background, values, beliefs, biases, and/or experiences (including those of stereotypes discrimination, power, privilege, and oppression) by actively engaging in session using core skills and intentional probes and through the reflection paper.	Demonstrated curiosity, openness, and culturally relevant critical thinking skills related to client history, worldview, cultural background, values, beliefs, biases, and/or experiences (including those of stereotypes discrimination, power, privilege, and oppression) by actively engaging with these topics in the reflection paper only.	Demonstrated incomplete or inconsistent awareness of client history, worldview, cultural background, values, beliefs, biases, and/or experiences (including those of stereotypes discrimination, power, privilege, and oppression) in the reflection paper.	Did not engage with diversity concepts in session or in the reflection paper. Demonstrated lack of awareness of the impact of client history, worldview, cultural background, values, beliefs, biases, experiences, stereotypes, discrimination, power, privilege, and/or oppression on client concerns and/or the counseling relationship and process.
<b>Case Conceptualization Using Lens of Diversity</b>	Identifies subtle diversity-based aspects of the case including strengths, resources, limitations, issues related to oppression, marginalization, and power and how these impact the individual and the counseling process.	Underdeveloped discussion of diversity-based aspects of the case and/or underdeveloped discussion of the impact of these aspects on the individual and the counseling process.	Miss one or more significant diversity-based aspects of the case and/or how these aspects impact the individual and the counseling process.	Significant problems identifying diversity-based aspects of the case and/or identifying the impact of these aspects on the individual and the counseling process.