



**The Citadel Graduate College  
Zucker Family School of Education  
Division of Counselor Education**

<b>EDUC 561-81: Counseling Diverse Populations</b>	
<b>Summer I Evening Online 2020 (May 11– June 22)</b>	
<i>Instructor:</i> George T. Williams, EdD, NCC www.citadel.edu/root/counselor-education?id=1024	<i>Class Meetings:</i> Mondays & Wednesdays
<i>Office:</i> 308 Capers Hall	<i>Class Hours:</i> Virtual “Zoom” Online
<i>Telephone:</i> 843.953.2205	<i>Meeting Room:</i> Virtual Online
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<i>Credit Hours:</i> 3	

**EDUC-561 - Catalog Description:** Designed to provide an overview of human behavior including diversity and cultural pluralism. Multicultural theories and models of counseling and consulting are presented and examined.  
Prerequisite: Graduate Standing.

**Required Textbooks and Workbook:**

Corey, G. (2020). Personal reflections on counseling. American Counseling Association. Alexandria, VA: American Counseling Association; ISBN: 9781556203954 (paperback)

Darkness to Light (2014). Stewards of children: Adults protecting children from sexual abuse. Charleston, SC: Darkness to Light.

Hayes, D. G., & Erford, B. T. (2018). Developing multicultural counseling competence: A systems approach (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

**Recommended Supplemental Textbooks:**

Baruth, L. G., & Manning, M. L. (2012). Multicultural counseling and psychotherapy: A lifespan approach (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Bucher, R. D., & Bucher, P. L. (2009). Diversity consciousness: Opening our minds to people, cultures, and opportunities. Upper Saddle River, NJ: Pearson Education, Inc.

Gold, J. M. (2010). Counseling and spirituality: Integrating spiritual and clinical orientations. Upper Saddle River, NJ: Pearson Education.

Harper, F. D., & McFadden, J. (2003). (Eds.). Culture and counseling: New approaches. Boston, MA: Allyn & Bacon.

Helms, J. E. (2008). A race is a nice thing to have: A guide to being a White person or understanding the White persons in your life (2<sup>nd</sup> ed.). Topeka, KS: Microtraining

Associates.

- Herring, R. D. (1998). Career counseling in schools: Multicultural and developmental perspectives. Alexandria, VA: American Counseling Association.
- Herring, R. D. (1997). Multicultural counseling in schools: A synergetic approach. Alexandria, VA: American Counseling Association.
- Heesoon, J. (2010). Social justice, multicultural counseling and practice. Thousand Oaks, CA: Sage Publications.
- Ivey, A. E., Ivey, M. B., & Simek-Morgan, L. (1997). Counseling and psychotherapy: A multicultural perspective (4<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Judd, A. (2011). All that is bitter & sweet. New York, NY: Ballantine Books Trade Paperbacks.
- Lee, C. C. (1997). Multicultural issues in counseling: New approaches to diversity (2<sup>nd</sup> ed.). Alexandria, VA: American Counseling Association.
- Lee, C. C., & Walz, G. R. (1998). Social action: A mandate for counselors. Alexandria, VA: American Counseling Association.
- Lum, D. (2011). Culturally competent practice: A framework for understanding diverse groups and social justice issues (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole, Cengage Learning.
- Martines, D. (2008). Multicultural school psychology competencies: A practical guide. (2008). Thousand Oaks, CA: Sage Publications.
- McAdoo, H. P. (Ed.). (1999). Family ethnicity: Strength in diversity (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.
- Pedersen, P. B., & Carey, J. C. (2003). (Eds.). Multicultural counseling in schools: A practical handbook (2<sup>nd</sup> ed.). Boston, MA: Allyn & Bacon.
- Pedersen, P. B., Dreaguns, J. G., Lonner, W. J., & Trimble, J. E. (Eds.). (2007). Counseling across cultures (6<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications.
- Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.). (2010). Handbook of multicultural counseling (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications.
- Robinson, T. L. (2013). The convergence of race, ethnicity, and gender: Multiple identities in counseling (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Roysircar, G., Sandhu, D. S., & Bibbins, Sr., V. E. (Eds.). (2003). Multicultural competencies: A guidebook of practices. Alexandria, VA: Association for Multicultural Counseling and Development.
- Sanders, M. P. (2013). Look beyond the smile. Charlotte, NC: Enheart Publishing.
- Sandhu, D. S., Aspy, C. B. (1997). Counseling for prejudice prevention and reduction. Alexandria, VA: American Counseling Association.
- Smith, T. B. (Ed.). (2004). Practicing multiculturalism: Affirming diversity in counseling and psychology. Boston, MA: Allyn & Bacon.
- Sue, D. W., Ivey, A. E., & Pedersen, P. B. (2009). A theory of multicultural counseling and therapy. Pacific Grove, CA: Brooks/Cole.
- Thomas, A. J., & Schwarzbaum, S. E. (2011). Culture and identity: Life stories for counselors and therapists. Thousand Oaks, CA: Sage Publications.
- Vaac, N. A., DeVaney, S. B., & Brendel, J. M. (2003). Counseling multicultural and diverse populations: Strategies for practitioners (4<sup>th</sup> ed.). New York, NY: Brunner-Routledge.
- Wehrly, B. (1996). Counseling interracial individuals and families. Alexandria, VA: American Counseling Association.

### **Conceptual Base of the Zucker Family School of Education:**

The Citadel's Professional Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective, and ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the place where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- Have mastered their subject matter and are skilled in using it to foster student learning;
- Know the self who educates (Parker J. Palmer) and integrates this self -knowledge with content knowledge, knowledge of students , and in the context of becoming professional change agents are committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- Exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-12 school, The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical professionals**:

#### **Knowledgeable** *Principled Educational Leaders...*

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning; and
5. Demonstrate a commitment to lifelong learning.

#### **Reflective** *Principled Educational Leaders*

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment; and
10. Reexamine their practice by reflectively and critically asking questions and seeking answers.

#### **Ethical** *Principled Educational Leaders...*

11. Demonstrate commitment to a safe, supportive learning environment;

12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures; and
14. Establish rapport with students, families, colleagues, and community; and
15. Meet obligations on time, dress professionally, and use language appropriately.

**DISABILITY POLICY:**

The Citadel complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request through Services with Disabilities in the Student Success Center (SSC). This office is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements. Please let me know as soon as possible, via text or email, how I may best assist your special accommodations.

**Course Objectives:**

[Aligned with The Citadel, Zucker Family School of Education Conceptual Framework (CF) and CACREP 2016 Standards]

This course will provide students with:

1. A model for conducting a self-assessment of values clarification exploration of their own value system (CF 1-15).
2. A deeper understanding of ourselves, as it is who we are that is the filter for how we view others and for how we use and apply theories (CF 2, 3, 5, 10, 11, 13-15).
3. An understanding of particular dimensions (e.g., race, social class, sexual orientation, gender, age, ethnicity, ability, and disability) and needs of identity development in multicultural contexts and how they are part of one's overall development (CF 1, 2, 5, 7, 9, 11, 13).
4. An understanding of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients, as well as advocacy for all students and for effective multicultural counseling programs (CF 7, 8, 11-15).
5. An understanding of career counseling processes, techniques, and resources, including those including those applicable to specific populations (CF 1, 2, 4, 5, 9, 10, 13, 14).
6. An understanding of a broad range of clients, both those who seem different from us and those who seem similar (CF 1, 7, 9, 10, 13, 14), including the influence of multiple factors (e.g., abuse violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal social, and academic functioning of the clients.
7. An understanding of program development, implementation, and evaluation strategies to promote, develop, and enhance effective multicultural teamwork within the school and the larger community (CF 3-14).
8. The counseling profession's ethical standards of the American Counseling Association (ACA) and related entities, and applications of ethical and legal considerations in multicultural counseling (CF 1-15) and school counseling (CF 1-5).
9. Developing cultural self-awareness, a spirit of reflection, inquiry, and critical thinking about cross-cultural issues in counseling to promote cultural social justice, advocacy and conflict resolution (CF 6-10).
10. An understanding of social, cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and student learning in school counseling (CF 1-15).
11. Knowledge and understanding of community, environmental, and institutional opportunities

- that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development (CF 1-5, 7-14).
12. A safe environment where we can comfortably explore together, challenge ourselves, and learn from one another (CF 11).
  13. An understanding of child sexual abuse and proactive steps to protect children from sexual abuse (CF 1-5, 7-14).
  14. An understanding of the nature and needs of persons at all developmental levels in multicultural context, including all of the following:
    - a. multicultural and pluralistic trends, including characteristics within and among diverse groups nationally and internationally (CACREP Section II, Standard 2.a);
    - b. the impact of heritage, attitudes, beliefs, and understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients (CACREP Section II, Standard 2.d);
    - c. the effects power and privilege for counselors and clients (CACREP Section II, Standard 2.e);
    - d. theories and models of multicultural counseling, cultural identity development, and social justice (CACREP Section II, Standard 2.b);
    - e. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies (CACREP Section II, Standard 2.c);
    - f. help-seeking behaviors of diverse clients (CACREP Section II, Standard 2.f);
    - g. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body, and the impact of spiritual beliefs on clients' and counselors' worldviews (CACREP Section II, Standard 2.g); and
    - h. counselors' roles in developing strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP Section II, Standard 2.h).

### **Course Competencies:**

Students will demonstrate ability to:

1. Be aware of cultural assumptions, stereotyping, and the intrinsic influence of prejudice.
2. Integrate issues and practices relevant to helping people from culturally diverse backgrounds.
3. Identify differences and commonalities among ethnic and racial groups and concerns of subgroups and societal interaction patterns.
4. Develop an understanding of the cultural relativity and appropriateness of directive, non-directive, and abstract or concrete communication styles relevant to counseling.

### **Course Requirements:**

1. Attendance and active participation in all class assignments and activities.
2. Complete all assigned readings (text and other materials).
3. Submit one (1) professional journal article review pertaining to counseling and culture.
4. Submit one (1) cultural event report.
5. Submit one (1) intercultural interview report.
6. Give one (1) in-class culture presentation.

7. Complete a written comprehensive final examination.

**Course Evaluation:**

Students' final course grades will be determined by the following criteria: **Points**

• Autobiography/Collage: How culture has influenced me to become the person I am today - - -	5%	5
• Professional Journal Article Report - - - - -	10%	10
• Cultural Event Report - - - - -	10%	10
• Intercultural Interview Report - - - - -	15%	15
• In-Class Cultural Presentation - - - - -	20%	20
• Written Comprehensive Final Examination - - - - -	20%	20
• In-Class Participation - - - - -	20%	20

**Final Course Grades:**

- “A” (94-100) indicates superior academic performance.
- “B+” (89-93) indicates high average academic performance.
- “B” (80-88) indicates above average academic performance.
- “C+” (76-79) indicates minimally above average academic performance.
- “C” (70-75) indicates minimum academic performance.
- “F” (69 and below) indicates failure of academic performance.

**Autobiography/Collage: “How culture has influenced me to become the person I am today.”**

For this assignment , use your creativity to tell your personal story via 1-2 page narrative or collage format (1-3 pages) with artistic artwork/photos/magazine clippings of the meaning you ascribe to who you are today by cultural influences. Post your autobiography/collage in Canvas online. Have fun reflecting!

**Professional Journal Article Report:** For this assignment you are to select a professional journal article that relates to counseling and culture. Your journal article may relate to a single culture or several cultures. Type 2-3 pages regarding the impact (e.g., positive/negative, likes/dislikes, etc.) the journal article had on you reading it. Be certain to include the complete reference citation for the article you review.

**Cultural Event Report:** For this assignment you are to select a meaningful cultural event that you have never experienced to observe and learn about the environment. The event must be a

minimum of one hour duration and may include a wide range of possibilities such as a musical event, a sporting event, a faith-based spiritual service, an AA meeting, dining at a restaurant specializing in ethnic food, a community event, or a political event. You are expected to submit a report using the following 15 items format:

- 1) Event identified
- 2) Date and time (beginning and ending) of event
- 3) Location of event
- 4) Reason for you selecting this event
- 5) Estimated number of people in attendance
- 6) Dress attire of attendees
- 7) Who accompanied you while attending event (i.e., self, spouse, family, significant other, friend, etc.)?
- 8) What were your observations about the environment and people?
- 9) What feelings did you experience during the event?
- 10) What stereotypes might exist for this event and/or the people attending?
- 11) What event in your past was most similar to this cultural experience?
- 12) Are you likely to visit this place/event in the future (include reasoning for yes or no response)?
- 13) What have you learned about yourself from this experience?
- 14) What questions do you have related to this experience?
- 15) Include a 2-3 page summary of the cultural event.

**Intercultural Interview Report:** This assignment requires you to type a report of an interview you conduct. You are expected to choose someone to interview that you do not know very well. It is fine to interview acquaintances, neighbors, co-workers, etc., but not your close friends or intimate partners. You should choose someone who is different from you on multiple dimensions of diversity (i.e., race, gender, sexual orientation, nationality, age, social class, etc.). It is preferred that you do not interview another Citadel graduate student. Talk to your instructor as soon as possible if you anticipate difficulty finding someone to interview.

Your interview should last at least 45 minutes. It is up to you to determine the questions for the interview. You can use questions from the course text as a guide. However, you are encouraged to also make up your own questions and use your intuition to probe and follow-up. Your interview should focus on one of the following topics: (a) issues of difference and group identity/identification, or (b) issues of prejudice, “isms”, and inter-group relationships.

**Structure for Intercultural Interview Report (3 Sections):**

- a.) Description: This section should present a brief description of the interviewee and the interview content. You should include a few quotes from the interviewer and interviewee.
- b.) Reactions: This section describes your experience of, and reactions to, the interview (thoughts, feelings both during and after the interview).
- c.) Conceptualization: This section should present a conceptualization of the interview content and process integrating course material. It should identify central issues and intercultural dynamics for both the interviewer and interviewee. How can you use what you have learned in the course to understand: (a) what was said (or not said) in the interview? (b) chemistry/dynamics of interactions between yourself and your interviewee? and (c) your thoughts during and after the interview.

**Details for Intercultural Interview Report:**

- a.) Include attention to punctuation, grammar, and spelling.

**Evaluation of the Intercultural Interviews:**

High scores indicate a well-organized and well-written paper that demonstrates an understanding of intercultural dynamics and integrates course material in a substantive manner. Low score Evaluations are indicative of superficial conceptualization, disorganization, ineffective or inappropriate use of readings, poor writing skills, and/or problems with logic or coherence.

**In-Class Culture Presentation:** Every student is expected to give a 45-50 minute professional in-class presentation on a topic relevant to counseling and culture. The course instructor must approve of the topic selected and he is available for consultation in preparing your presentation.



Other class members will evaluate each of the in-class virtual “Zoom” presentations using the following format:

**RATING:** 1 = Very Poor 2 = Poor 3 = Fair 4 = Very Good 5 = Excellent

<u>ACTIVITY CHARACTERISTICS</u>	<u>SATISFACTION RATING</u>					<u>COMMENTS</u>
1. Evaluation of Content	1	2	3	4	5	
2. Effectiveness of presenters in delivery.	1	2	3	4	5	
3. Organization of presentation.	1	2	3	4	5	
4. Effect program had on you.	1	2	3	4	5	
5. OVERALL evaluation.	1	2	3	4	5	

Suggestions \_\_\_\_\_

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The course instructor will evaluate each group presentation independent of the evaluations given by other class members.

**Written Comprehensive Examination:** The course instructor will discuss in class, at least one week in advance of the scheduled testing date, the exact format for the written comprehensive examination.

**Classroom Expectations:**

As we begin this multicultural journey, it is essential that the following conditions be assured.

- 1.) Confidentiality.
- 2.) A non-judgmental attitude which seeks to learn about other persons’ perspectives.
- 3.) A willingness to not attack persons holding diverse viewpoints in order to preserve a “safe” classroom environment for learning.
- 4.) Be honest and reflective with yourself. Get into the spirit of wanting to know more about yourself, your identity, your cultural world view, and your impact on others.

**Classroom Participation:**

Classroom participation is an important component of this course and a primary means for learning from each other in the course. Class participation includes more than active listening and attentiveness. It also includes communicating to the class group, respecting others verbally and nonverbally while others are speaking, volunteering to participate during virtual Zoom meetings and sharing. Other indicators of good participation include: being prompt and attending all class meetings, contributing insightful, reflective comments to class discussions, posing thought-provoking questions, and sensitivity to not monopolize class discussions to permit others to speak.

**Ratings of Class Participation:**

**Excellent Participation** (19-20 points):

Consistently informed contributions to class virtual Zoom meeting discussions, indicates having read assigned readings prior to class meetings according to course schedule, consistently willing to volunteer personal/professional information relevant to class activities, and attends every class meeting.

**Above Average Participation** (17-18 points):

Consistently informed contributions to class virtual Zoom meeting discussions, indicates having read assigned readings prior to class meetings according to course schedule, often willing to volunteer personal/professional information relevant to class discussions and volunteers often for class activities, does not miss more than one class meeting.

**Average Participation** (15-16 points):

Responds to contributions initiated by others, responds to questions by course instructor or peers, is attentive regularly to class virtual Zoom meeting discussions, occasionally leads class discussions and occasionally contributes to class discussions, does not miss more than two class meetings.

**Below Average Participation** (13-14 points):

Attends class and rarely participates in class virtual Zoom meeting discussions, usually needs prompting to participate in class activities, displays attitude of disinterest, boredom, or behavior connotes not focused on present activities during class virtual Zoom meetings, misses three of more class meetings.

**Poor Participation** (11-12 points):

Attends class and very rarely participates in class virtual Zoom meeting discussions, usually needs prompting to participate in class activities, displays blatant apathy and disrespect for peers and course instructor, misses three or more class meetings.

<b>TENTATIVE CLASS SCHEDULE</b>
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**Mon May 11** Introduction and course overview

**Wed May 13** *Movie:* Witness

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**Mon May 18** **Autobiography/Collage due:**  
“How culture has influenced me to be the person I am today”  
Counseling the Old Order Amish: Culturally Different by Religion;  
PowerPoint: GTW

**Wed May 20** Chapters 3 & 4 (Social Justice Counseling; Racism and White Privilege, pp. 66-126)  
Chapter 7 (Social Class and Classism, pp. 188-223)  
Chapters 1 & 2 (The Culturally Competent Counselor, pp. 1-36; Cultural Identity Development, pp. 37-64)  
APPENDIX: Multicultural and Social Justice Counseling Competencies, (pp. 591-600)  
**Student Presentation #1:** Topic: ?

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**Mon May 25** Chapter 13 (Counseling Individuals and Families of Native American Descent, pp. 394-430)

Chapter 16.(Spiritual Diversity, pp. 503-532)

**Student Presentation #2:**Topic: ?

**Wed May 27** Chapter 9 (Individuals and Families of African Descent, pp. 256-285)  
*Video:* True Colors

Chapter 17 (Using Counseling Theories in Multicultural Contexts, pp. 533-557)

**Journal article reaction paper due on Sun May 24<sup>th</sup>, 11:59 pm**

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**Mon Jun 1** Chapter 11 (Individuals and Families of Asian Descent, pp. 320-362)

**Student Presentation #3:** Topic:?

**Wed June 3**

**Student Presentation #4: Topic ?**

Chapter 12 (Individuals and Families of Latin-American and Latin Descent, pp. 363-393)

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**Mon June 8**

Chapter 10 (Individuals and Families of Arab Descent, pp. 286-319)

Chapter 15 (Individuals and Families of Multiracial Descent, pp. 471-502)

Chapter 18 (Multicultural Diagnosis and Conceptualization, pp. 558-589)

**Cultural event report due on Sun June 7<sup>th</sup>, 11:59 pm.**

**Wed June 10**

Chapters 5 & 6 (Gender and Sexism, pp. 127-153; Sexual Orientation and Heterosexism, pp. 154-187)

Chapter 14 (Individuals and Families of European Descent, pp. 431-470)

**Student Presentation #5: Topic: ?**

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**Mon June 15**

**Darkness to Light - *Stewards of Children: Adults Protecting Children from Sexual Abuse*** – Interactive Workbook and Training Tape

**M.A.D. USA** (Men Against Domestic Violence)- Christan A. Rainey, CEO

**Intercultural interview report due Sun June 14<sup>th</sup>, 11:59 pm.**

**Wed June 17**

Counseling Incarcerated Clients

**Student Presentation #6: Topic: ?**

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**Mon June 22**

Chapter 8 (Disability, Ableism, and Ageism, pp. 224-254)

**Final Examination**