

SYLLABUS

Course Information:

COUN 5324: CULTURAL DIVERSITY AND ADVOCACY
SUMMER 2022 (Asynchronous)

Instructor Information:

Leigh Anne Barber, LPC-S
Zoom Office hours: by appointment
Office phone: (903) 721-4313
Email: lbarber@uttyler.edu

Course Description: Examines client diversity with respect to ethnographic, demographic, and status variables, and challenges culturally biased assumptions which influence the provision of mental health services.

Student Learning Outcomes and Assessments:

Students will demonstrate an understanding of the nature and impact of human and cultural diversity on clinical assessment and intervention, theories of multicultural counseling competencies, identity development, and social justice, individual, couple, family, group, and community strategies for working with and advocating for diverse populations, and roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.

Each learning outcome will be assessed with a variety of methods including experiential exercises, assignments, class discussion and participation, and presentations.

Required textbook:

Sue, D.W., Sue, D., Neville, H.A., & Smith, L. (2019). Counseling the Culturally Diverse: Theory and Practice. Eighth Edition. New Jersey: John Wiley & Sons, Inc. ISBN-10: 1119448247.

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Note: There will be other required readings, as assigned, to supplement the textbook throughout the semester, TBD.

Evaluation and Grading: Course evaluation is based on completing the following components (see descriptions below):

<u>M.S. Students</u>	<u>POINTS</u>
Class participation/reflection papers (6 opportunities, complete 5)	10
Presentation discussion posts (5 opportunities, complete 5)	10
Cultural Identity Paper	20
Interview Assignment	20
Presentation	20
Final Reflection	20
TOTAL:	100

A = 90-100 points

B = 80-89 points

C = 70-79 points

Class participation/Reflection papers

You will complete five reflection papers out of 6 opportunities. The intent of the reflection papers is to provide space to work through reactions and ideas which you may or may not feel comfortable sharing in other discussion formats. I encourage you to use the reflection papers as a tool to process your thoughts, insights, confusions, voice agreement or disagreement, and pose questions. The hope is that reflecting in this way will allow you to increase self-awareness that is critical to your personal and professional growth and an important part of working toward cultural humility and competence. Here are some prompts for writing your reflection paper, but please do not limit yourself to these. What stood out to you from the assigned readings? Are there any connections you made with the readings and either your personal or professional experiences? Have any of the issues/topics of the readings emerged in your recent work (therapy, assessment, research, teaching)? You will be submitting these to me and not the whole class. You may elect to share elements of your papers with the class during class discussions. Length: 2-4 paragraphs.

Cultural identity paper

This is another self-awareness activity intended to allow a chance to explore your cultural background. You will be provided with tools to help reflect on your current cultural identity and its influence on your professional identities and roles with respect to cultural competence and humility. The goal is to participate in true self-reflection – the results from these instruments are only for your eyes only – so please be honest in responding. Also, if you run across other assessments that are useful please share them with the class and with me. You can use what you've gathered from these tools and your reflections in a prepared written paper that considers how your cultural background and current level of multicultural competence and humility informs, or how you hope it will inform, your professional roles (e.g., therapy, assessment, research and, if applicable, teaching and supervision). In writing about this topic, you can include how you feel you currently

incorporate issues of multiculturalism, and what you may identify as barriers to doing so. This is a reflective paper rather than a research paper and is expected to be based on your review of your cultural background and your current understanding of issues in multiculturalism. Depth rather than breadth is preferred, so rather than touching on all cultural diversity themes, it will be best if you focus on the 3-4 domains you find most salient to you. Length: 2-4 pages doubled-spaced.

Interview

Please interview someone who differs from you on at least two dimensions of cultural diversity (race, ethnicity, gender, sexual orientation, socioeconomic class, religion, age, national origin, ability) and who is willing to speak frankly about how these parts of their identities influence their day-to-day experiences and have influenced who they are today. Prepare to go into the interview with several thoughtful questions written out and to take notes or record their responses, with permission. Try to make this more of a discussion between the two of you on your interviewee's lived experiences and perceptions of aspects of diversity rather than a highly structured Q&A. You will not need to write a transcript of the interview, but rather a written paper describing your interviewee and 1. How do they differ from you in terms of aspects of cultural diversity? 2. What did you learn and how does this connect with themes from the course? 3. How could you use information from this interview in future professional roles? Length: 2-3 pages double-spaced.

Presentation

You will be assigned to present on a specific topic of diversity. You are expected to: 1) review the Sue, Sue, Neville, & Smith (which I will refer to simply as "SSNS") chapter on your topic in a given week in preparation for your presentation 2) review additional readings on your topic from the literature. 3) Find a research article related to your topic. 4) In addition, provide the class with an experiential resource: which could include one of the following: a poem, an excerpt from a work of fiction, nonfictional narrative, podcast, song, or TED talk produced or written by someone with lived experience in your topic. In addition, feel free to bring in recent news article or media coverage, etc. related to the aspect of cultural diversity you are presenting on (e.g., disparities in COVID-19 infection rates as a function of race/ethnicity comes to mind). 5) Post these additional resources for classmates on Canvas along with a PowerPoint (or similar presentation format) that will go along with your presentation. 6) Your presentation should provide relevant background on your topic from SSNS but also incorporate your outside sources. Most presentations will be approximately 30 minutes and must be recorded and posted to Canvas.

Presentation discussion posts

These are brief (1 paragraph per topic) discussions touching on each of the student presentations for a given week (including your own presentation topic, when applicable) that you will share with the class or discussion group on Canvas. Your paper should

comment on each of the presentations for the week and present your thoughts and reflections on the material. The point here is to engage meaningfully with the presentations and to share these reflections with your classmates. Presenters will use these posts to help inform synchronous class discussion on the topics, but you will be encouraged to raise these points in synchronous discussion by myself and classmates as well.

Final Reflection

At the end of this course, you will prepare a final reflection paper. In this paper, you will review your experiences in the course using your previous reflection and discussion papers to guide you. You will address what you have learned, what has been the most valuable, what may have surprised you to learn about yourself, how this class has impacted you, etc. This should not be a simple restatement of your reflection and discussion papers, but an integration of key take-aways from your experiences across the entire course. This paper should be a minimum of 1-2 single spaced pages.

DATE	READINGS	TOPICS	ASSIGNMENT
Week 1 5/9	-SSNS Ch. 1 -APA Multicultural Guidelines (2017) - Hook et al., 2013 (cultural humility) - Danso, 2016	Orientation to the course	-Reflection paper -Self-assessment quizzes (keep to self; may use to inform identity paper)
Week 2 5/16	-SSNS Ch. 2-3 Other readings as assigned	A personal journey, culturally informed professional practice	-Reflection paper
Week 3 5/23	SSNS Ch. 5-6, Other readings as assigned	Systems of Oppression (Watch the documentary 13 th)	-Reflection paper
Week 4 5/30	SSNS Ch. 7-8, Other readings as assigned	Multicultural barriers; Communication style	-Reflection paper
Week 5 6/6	SSNS Ch. 9-10, Other readings as assigned	Multicultural evidence-based practice; Non-western indigenous methods of healing	-Reflection paper
Week 6 6/13	SSNS Ch. 11-12, Other readings as assigned	Racial, ethnic, cultural identity attitudes in people of color; White racial identity development	Identity paper
Week 7 6/20	SSNS Ch. 13-14 Supplemental materials for presentations	Culturally competent assessment; Counseling African Americans Student Presentation (uploaded to Canvas by 6/22)	-Reflection paper -Presentation discussion post
Week 8 6/27	SSNS Ch. 15-17 Supplemental materials for presentations	Counseling First Nations Peoples, Asian American and Pacific Islanders, Latinx Populations Student Presentations	-Presentation discussion post
Week 9 7/4	SSNS Ch. 18-20 Supplemental materials for presentations	Counseling Multiracial, Arab Americans and Muslim Americans; Immigrants and Refugees	-Presentation discussion post

Week 10 7/11	SSNS Ch. 21-23 Supplemental materials for presentations	Counseling Jewish Americans, Individuals with Disabilities, LGBTQ	-Presentation discussion post
Week 11 7/18	SSNS Ch. 24-26 Supplemental materials for presentations	Counseling Older Adults, Individuals Living in Poverty, Women	-Presentation discussion post
Week 12 7/25		Class wrap-up & integration	-Final reflections

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average.

Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements.

Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted. Please contact Ashley Davis, Interim Assistant Director for Student Accessibility and Resources 903-565-5957, ashleydavis@uttyler.edu with questions. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;

- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially. ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center \(903.565.5995\)](tel:903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center \(903.565.5964\)](tel:903.565.5964), tutoring@uttyler.edu

- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center \(903.566.7254\)](#)