P.O. Box 222000
Seattle WA 98122-1090
Department of Counseling and School Psychology

The College of Education's Organizing Theme
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program's Mission Statement
The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

COURSE INFORMATION

Course: COUN 513 (3.0 Credits)
Title: Counseling Diverse Populations
Room: Pigott 208
Day and Time: Thursdays, 4:00-7:25PM

INSTRUCTOR

Instructor: Manivong Ratts, Ph.D., N.C.C.
Office: Loyola 217
Office Hours: By appointment
Phone: 206-296-2843 (Office); 206-296-5750 (Department Office)
Email: vong@seattleu.edu

COURSE MATERIALS

Required Textbooks and/or Readings:

Prilleltensky, I., & Nelson, G. (1997). *Doing psychology critically: Making a difference in diverse settings*. New York: Macmillan.

Sue, D. W., & Sue, D. (2007). *Counseling the culturally diverse: Theory and practice* (5th ed.). New York: John Wiley and Sons.

Takaki, R. (1993). *A different mirror: A history of multicultural america*. Boston: Little, Brown and Company.

Required Articles: (Available on Angel)

Cass, V. (1979). Homosexual identity formation: A theoretical model. *Journal of Homosexuality, 4*(3), 219-235.

Jacobs, D. H. (1994). Environmental failure: Oppression is the only cause of psychopathology. *Journal of Mind and Behavior, 15*, 1-18.

Jones, S. R., & McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity. *Journal of College Student Development, 41*(4), 405-414.

Kiselica, M. S., & Robinson, M. (2001). Bringing advocacy counseling to life: The history, issues, and

human dramas of social justice work in counseling. *Journal of Counseling and Development, 79*(4), 387-398.

Lewis, J., Arnold, M. S., House, R., & Toporek, R. (2003). Advocacy competencies [Electronic Version], pp. 1-2. Retrieved October 3, 2006 from http://www.counseling.org/Publications/.

Pederson, P. B. (1991). Multiculturalism as a generic approach to counseling. *Journal of Counseling and Development, 70*(1), 6-12.

Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling and Development, 70*, 477-486.

Vera, E. M., & Speight, S. L. (2003). Multicultural competence, social justice, and counseling psychology: Expanding our roles. *The Counseling Psychologist, 31*(3), 253-272.

COURSE DESCRIPTION

Graduate Bulletin Description:
An introduction to the theory and practice of counseling with members of diverse populations.

Course Purpose:
This course is designed to help students develop multicultural and advocacy competence in counseling diverse populations.

COURSE OBJECTIVES

As a result of this course students will be able to:

1. *Uses advocacy to address institutional and societal barriers that impede on human development.*
2. *Demonstrates culturally appropriate counseling interventions when working with diverse clients.*
3. *Uses microlevel and macrolevel advocacy strategies to address social, political and economic barriers that impede on human development.*
4. *Can describe components of the multicultural counseling competencies, advocacy competencies, and theories of identity development.*
5. Operationalize the multicultural counseling competencies and the advocacy competencies;
6. Understand how stereotypes, prejudice, discrimination, the dynamics of power and privilege, and interlocking systems of oppression impact clients/students and the counseling process;
7. Develop an awareness of their attitudes, beliefs, and biases regarding various social groups and the similarities and differences within and between groups.
8. Learn about the nature of oppression and its impact on human development;
9. Understand the counselor's role in being a change agent, social advocate and leader for a just and humane world.
10. Understand ethical issues that arise as they relate to multicultural and social justice advocacy

Course Rationale
Counselors in the 21st century are expected to demonstrate multicultural and advocacy competence, to be systems change agents, and advocates for social justice. The need for counseling professionals to develop multicultural and advocacy competence is supported by the American Counseling Association's (ACA) 2005 *Code of Ethics* and the American School Counselor Association's (ASCA) *Ethical Standard for School Counselors* (2004).

CONTENT AREAS

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

II.K.1. Professional Identity

g. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;

II.K.2. Social and Cultural Diversity

a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
f. ethical and legal considerations.

Standards for School Counseling Program:

A7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;

Standards for Community Counseling Program:

A5. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.

WAC 180-78A-270 Residency Certificate Program Knowledge and Skills

(5) School Counselor

(V). Equity, Fairness, and diversity: Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among sub-groups of students.

COURSE INSTRUCTIONAL METHODS

This course employs a range of instructional methods to promote high-quality learning. Methods include the use of (a) cooperative learning; (b) interactive problem solving; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) small-group and whole-class discussion, and (f) the use of multimedia.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

A. Assignments and Activities: Refer to Angel for assignment details and directions.

Assignment	CACREP Standard	Points Possible	Due Date
Cultural Immersion	II.K.1.g, II.K.2.b	10	7/31
Cultural Journey/Family Tree	II.K.2.b	10	7/24
Cultural Interview	II.K.2.b	10	7/17
Cultural Group Research Presentation	II.K.2.c., II.K.2.d, II.K.1.g	30	8/7 & 8/14
Literature Circle Reading	A.5 and A.7	15	8/7
Reading Insights (3 total)	N/A	15 (5 pts. Each)	See Class Schedule
Readings, Attendance and Class Participation	A.5 and A.7	10	N/A

B. Grading Scale:

94-100 points	A	80-83	B-	67-69	D+
90-93	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	70-73	C-	0-59	F

C. Course Expectations:

Diversity Statement: This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual

orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate.

Assignments: All assignments are due prior to the beginning of class on the due date. Late assignments will not be accepted. See Angel for more information on assignment details, directions and grading rubrics. Both the Cultural Immersion and Cultural Interview assignment needs to be turned in on Angel through the "Drop-Box".

Attendance: Due to the experiential nature of this course, attendance is required. Students who miss a class will be required to complete a make-up an activity to be determined in collaboration with the instructor and student. Missing the last two days of class will result in the loss of ½ a letter grade for each absence (e.g., From A- to B+ for one absence). An absence is defined as more than 5 minutes late to class. Please see the instructor should you have any questions.

Readings: All assigned readings are to be completed prior to the beginning of class.

SCHEDULE OF COURSE ACTIVITIES

Date	Topics →	CACREP Standard	Assignments and Readings Due →	CACREP Standard
Class #1	Introduction and Overview Who Am I? Multiple Dimensions of Identity Multicultural, Feminist, and Social Justice Counseling "Forces"	II.K.2.b II.K.2.e	Text: Sue and Sue, Chpts. 1 and 3 Articles: Pederson (1991) Jones & McEwen (2000)	II.K.2.b II.K.2.e
Class #2	Worldview Cultural and Advocacy Competence: Multicultural Counseling Competencies and Advocacy Competencies	II.K.2.b II.K.2.e	Text: Sue and Sue, Chpts. 2, 12 Articles: Lewis et al. (2003) Sue et al. (1992) Vera & Speight (2003) Reading Insight #1	II.K.2.b II.K.2.e
Class #3	Sociopolitical Factors in Counseling Microaggressions Ethical Issues in Multicultural and Social Justice Counseling	II.K.2.e II.K.2.a II.K.2.b	Text: Sue and Sue, Chpts. 4, 5, 6, 7, 8, 25 Articles: Jacobs (1994) Reading Insight #2	II.K.2.e II.K.2.a II.K.2.b
Class #4	Counseling Students/Clients of Color Racial Identity Development Models	II.K.2.a II.K.2.b	Text: Sue and Sue, Chpts. 10-11, 13 Reading Insight #3 Cultural Interview	II.K.2.a II.K.2.b
Class #5	Counseling LGBTIQ Students and Clients Sexual Identity Development Model	II.K.2.a II.K.2.b	Text: Sue and Sue, Chpt. 23 Articles: Cass (1974) Cultural Journey/Family Tree	II.K.2.a II.K.2.b

Date	Topics →	CACREP Standard	Assignments and Readings Due →	CACREP Standard
Class #6	Counseling People with Disabilities Literature Circle	II.K.2.a II.K.2.b	Text: Sue and Sue Chpt. 26 Book: Prilleltensky & Nelson (Entire Book) Cultural Immersion	II.K.2.a II.K.2.b
Class #7	Cultural Group Presentations Ethical Issues in Multicultural and Social Justice Counseling	II.K.2.a II.K.2.b A.5 and A.7 (Community and School Counseling Standards)	Text: Sue and Sue Chpts. 14-22 Book: Takaki (Entire Book) Cultural Group Presentations	II.K.2.a II.K.2.b A.5 and A.7 (Community and School Counseling Standards)
Class #8	Cultural Group Presentations Being a Change Agent and Social Justice Counseling Advocate	II.K.1.g II.K.2.a II.K.2.b II.K.2.d II.K.2.f	Text: Sue and Sue Chpts. 14-22 Article: Kiselica & Robinson (2001) Cultural Group Presentations Course Evaluation	II.K.1.g II.K.2.a II.K.2.b II.K.2.d II.K.2.f

NOTICE to STUDENTS concerning DISABILITIES

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University's ACADEMIC HONESTY POLICY which includes the issue of plagiarism

The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University ***Student Handbook*** *which can be found on the web site of the Division of Student Development at the following URL:*

http://www.seattleu.edu/studentdevelopment/

Grading Grievance - Procedure for Challenging Course Grades

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade. A copy of this grading grievance policy and procedure document can be found in the ***SU Student Handbook***, pp. 24-7, and it is available for download as a "pdf" file if you choose the "Student Handbook" hotlink from the left navigation area at the following URL:

http://www.seattleu.edu/studentdevelopment/

The following URL directly downloads the policy document in pdf format:
http://www.seattleu.edu/studentdevelopment/filelib/1010.pdf

Fair Process Policy for the Colleges of Education, Arts & Sciences, and Nursing

The purpose of this policy is to define the appeal policies and processes related to the following decisions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate. A copy of the fair process policy can be found in the ***SU Student Handbook***, pp. 27-30, and it is available for download as a pdf file from the following URL:

http://www.seattleu.edu/studentdevelopment/

The following URL directly downloads the policy document in a text format:
http://www.seattleu.edu/registrar/page.aspx?ID=185

References

Adams, M., Blumenfeld, W. J., Castaneda, R., Hackman, H. W., Peters, M. L., & Zuniga, X. (Eds.). (2000). *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism*. New York: Routledge.

Albee, G. (1990). The futility of psychotherapy. *The Journal of Mind and Behavior, 11*(3,4), 368-384.

Albee, G. W., & Joffe, J. M. (2004). Mental illness is NOT "an illness like any other". *The Journal of Primary Prevention, 24*(4), 419-436.

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American School Counselor Association. (2004). *Ethical standards for school counselors*. Retrieved May 14, 2007, from http://www.schoolcounselor.org/content.asp?contentid=173.

American School Counselor Association. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: American School Counselor Association.

Arredondo, P. (1999). Multicultural counseling competencies as tools to address oppression and racism. *Journal of Counseling and Development, 77*(1), 102-108.

Atkinson, D. R., Froman, T., Romo, J., & Mayton II, D. M. (1977). The role of the counselor as a social activist: Who supports it? *The School Counselor, 25*, 85-91.

Bailey, D. F., Getch, Y. Q., & Chen-Hayes, S. F. (2007). Achievement advocacy for all students through transformative school counseling programs. In B. T. Erford (Ed.), *Transforming the school counseling profession* (2nd ed., pp. 98-120). Upper Saddle River, NJ: Pearson Education.

Bemak, F., & Chung, R. C. Y. (2005). Advocacy as a critical role for urban school counselors: Working toward equity and social justice. *Professional School Counseling, 8*(3), 196-203.

Chen-Hayes, S. F. (2000). Social justice advocacy with lesbian, bisexual, gay and transgendered persons. In J. Lewis & L. Bradley (Eds.), *Advocacy in counseling: Counselors, clients and*

community (pp. 89-97). Greensboro, NC: Caps.

Constantine, M. G., Hage, S. M., Kindaichi, M. M., & Bryant, R. M. (2007). Social justie and multicultural issues: Implications for practice and training of counselors and counseling psychologists. *Journal of Counseling and Development, 85*, 24-29.

Goodman, L. A., Liang, B., Helms, J. E., Latta, R. E., Sparks, E., & Weintrab, S. R. (2004). Training counseling psychologists as social justice agents: Feminist and multicultural principles in action. *The Counseling Psychologist, 32*(6), 793-837.

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks: Corwin Press.

House, R. (2004). School counselors working as social justice advocates. *Oregon Professional School Counselor Journal, 1*(1), 1-6.

House, R., & Hayes, R. L. (2002). School counselors: Becoming key players in school reform. *Professional School Counseling, 5*(4), 249-256.

House, R., & Martin, P. J. (1999). Advocating for better futures for all students: A new vision for school counselors. *Education, 119*(2), 284-291.

Hutchinson, M. A., & Stadler, H. A. (1975). *Social change counseling: A radical approach*. Boston: Houghton Mifflin Company.

Jackson, M. L. (1995). Multicultural counseling: Historical perspectives. In J. G. Ponterotto, Casas, J.M., Suzuki, L., & Alexander, C.M. (Ed.), *Handbook of multicultural counseling* (pp. 3-16): Thousand Oaks: Sage.

Lee, C. C. (Ed.). (2007). *Counseling for social justice* (2nd ed.). Alexandria, VA: American Counseling Association.

Lewis, J., & Bradley, L. (Eds.). (2000). *Advocacy in counseling: Counselors, clients, and community*. Greensboro: ERIC Clearinghouse on Counseling and Student Services.

Martin-Baro, I. (1996). *Writings for a liberation psychology*. Cambridge, MA: Harvard University Press.

McWhirter, E. H. (1997). Empowerment, social activism, and counseling. *Counseling and Human Development, 29*(8), 1-14.

Ratts, M., D'Andrea, M., & Arredondo, P. (2004). Social justice counseling: Fifth "force" in field. *Counseling Today, 47*(1), 28-30.

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Wellman, D. T. (1994). *Portraits of white racism* (2nd ed.). New York: Cambridge University Press.

Wrenn, C. G. (1983). The fighting, risk-taking counselor. *The Personnel and Guidance Journal, 61*(6), 323-326.