

**Counseling Diverse Populations
EPSY 5316- Syllabi
Fall Semester 2022**

Instructor: Bobbi-Jo Wathen, MA, CRC **Class Times:** Tuesdays- 4:30 to 7:00

Room: STRS 001 **Email:**
[REDACTED]

Phone: 203-980-2494 **Office Hours:** By Appointment **Course Credit:** 3 hours

***NOTE:** This syllabus is subject to change. Any changes to the syllabus shall be distributed in writing, which may include electronic communication*

In an effort to help mitigate the spread of the transmission of COVID-19, all students and instructors in classrooms are expected to wear a cloth face covering and practice social distancing of 6 feet between yourself and others. The cloth face covering should cover the mouth and nose at all times. In the interest of everyone's health and safety, if individuals are not complying with these mask and social distancing guidelines, they may be asked to leave class or the class meeting may be cancelled.

Welcome Pre-service School Counselors!

Course Description:

This course examines the influence of cultural and ethnic differences on the delivery of counseling services. Students will explore a variety of topics including culture, ethnicity, race, nationality, age, gender, sexual orientation, mental and physical characteristics, education, values, and socioeconomic status. The focus is to provide students with heightened awareness and appreciation of differences. Students will discuss how differences may impact the counseling relationship. Students will examine their own attitudes, behaviors, perceptions, and biases in order to develop cultural awareness in counseling approaches. Topics include theories, strategies for effective culturally responsive counseling and assessments and ethical delivery of services. This course is designed to develop appropriate skills, competencies, and knowledge of counselors working with diverse populations.

Course Scope:

This course will assist students in developing a better understanding of their culturally-based beliefs and assumptions. This course also helps students develop a better understanding of key cultural factors that influence students' school performance and success. Students will learn to identify factors (culture, ethnicity, race, nationality, age, gender, sexual orientation, personal characteristics, values, socioeconomic status, etc.) that impact relationships.

Course Objective:

- gain knowledge relevant to becoming a culturally competent counselor, i.e., theories, models and concepts pertaining to multicultural counseling;
- understand and acknowledge cultural values and personal biases;
- become aware of ethical and legal issues when working with multicultural issues; • gain greater insight and understanding of issues of diversity and inclusion by challenging own attitudes, beliefs through experiential activities;

- develop counseling skills and strategies to confidently work with diverse population (families, gender, LGBTQ, English learners, immigrants, students with disabilities,

socioeconomics and race/ethnicity);

- assess cultural sensitivity and awareness for self and school;
- practice advocacy, leadership, collaboration to support safe school climate; • systemic change agent for policies that may impede student growth; • explore issues of stereotypes, micro-aggressions, oppression, discrimination and the role of privilege; and
- use data to close the gaps among diverse student populations and disaggregated.

Open, Listen, Empathy, Learner, Growth, Reflection, Cultural Shift, Change-Agent, Advocate

In this course, we will discuss many sensitive issues that may make you feel uncomfortable, isolated, guilty, angered, upset, frustrated, or triggered. It is not the intention of the instructor to make any student feel excluded, not heard, unsafe, intimidated, threatened, or marginalized. The instructor's goal is to raise awareness of the sensitive issues among marginalized populations, races, and cultures. If any of the topics discussed in this course do offend you or personally triggers you, please be advised that you may face some challenging times in this class. However, I am asking you in advance to be open-minded, be welcoming of all ideas, and to recognize that whether or not these ideas are similar to yours or opposing to your perspective, experience, or values, they deserve a space to be shared. This is the space.

In addition, I am asking that you practice candor AND vulnerability in this course, for the instructor will do his best to make it a safe space to do so. If at any time you do not feel the class presents itself to be a safe space to vocalize your thoughts, ideas, and opinions please let the instructor know (via email, office hours, or talk before or after class).

CACREP Curricular Content	2016 STANDARD
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	2.F.2.a
theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	2.F.2.b
multicultural counseling competencies	2.F.2.c
the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2.F.2.d
the effects of power and privilege for counselors and clients	2.F.2.e
help-seeking behaviors of diverse clients	2.F.2.f
the impact of spiritual beliefs on clients' and counselors' worldviews	2.F.2.g
strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	2.F.2.h

Course Objectives

Course Objectives	STANDARD	EVALUATION
explore issues of stereotypes, micro-aggressions, oppression, discrimination and the role of privilege	2.F.2.a 2.F.2.h	Immersion Project, Racial Autobiography
gain knowledge relevant to becoming a culturally competent counselor, i.e., theories, models and concepts pertaining to multicultural counseling	2.F.2.b 2.F.2.c	Immersion Project, Racial Autobiography, Equity Data Advocacy Paper

understand and acknowledge cultural values and personal biases	2.F.2.d	Racial Autobiography, Equity Data Advocacy Paper
assess cultural sensitivity and awareness for self	2.F.2.e	Racial Autobiography, Equity Data Advocacy Paper
explore help-seeking behaviors of diverse populations	2.F.2.f	Immersion Project, Racial Autobiography
understand the impact of one's spiritual beliefs on one's worldview	2.F.2.g	Immersion Project, Racial Autobiography
develop counseling skills and strategies to confidently work with diverse population (families, gender, LGBTQ, English learners, immigrants, students with disabilities, socioeconomics and race/ethnicity)	2.F.2.b	Equity Data Advocacy Paper, Immersion Project

Method of Instruction:

To achieve the objectives of this course and address the course content, the instructors will employ a variety of teaching strategies that will include small group discussions, individual projects, cooperative learning groups, case studies lectures, role plays, facilitated reflection, and experiential activities.

Readings/Experiential Activities/Discussions: Students will be expected to come to class prepared for the topic of the day and will demonstrate knowledge of the subject matter by participating in class discussions and experiential activities such as role plays. Attendance of each class is expected.

Master's Degree Requirements- The course is designed to meet state and national standards for certification as a school counselor.

Required Texts/Reading:

D.W. Sue & D. Sue (2019) Counseling the Culturally Diverse: Theory and Practice, 8th Edition, New York, N. Y.: John Wiley.

Connecticut State Department of Education of Education (CSDE)

[Connecticut Comprehensive School Counseling Framework](#)

Connecticut State Department of Education Position Statements:

- [Adoption of the Connecticut Comprehensive School Counseling Framework Position Statement](#) (CSDE)
- [Position Statement on Reducing Disproportionality in Suspensions and Expulsions \(Exclusionary Discipline\)](#)

- Culturally Responsive Education
- Creating Learning Environment that is Physically, Emotionally and Intellectually Safe
- School-Family-Community Partnerships

