

**Troy University College of Education
Master Syllabus CACREP 2009 Standards**

Course Number: CP 6651

Course Title: Counseling Diverse Populations

Semester Hours: 3

Term: 4/2013 Weekend March 22 & 23; April 12 & 13; and May 3 & 4, 2013

Instructor: Frederick W. Philp, Ed.D.

Phone: 850-871-6075

Approved Delivery Models:

Methods of delivery may include traditional classroom, week-end and web-enhanced.
Method of delivery will vary by campus term and instructor.

Catalog Course Description:

A study of the psychological and sociological factors relative to cultural diversity. Special emphasis is placed on current practices utilized in counseling interventions with diverse populations as well as increasing counselor sensitivity to the unique needs and experiences of such populations.

Goals and Objectives of Course:

The Counseling Programs are designed to provide quality, academic program that emphasize meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers. In addition, this course provides opportunities to demonstrate knowledge of the following objectives:

1. To develop awareness of the cultural context of relationships, issues, and trends in a multicultural society multicultural and pluralistic trends, including characteristics and concern within and among diverse groups nationally and internationally. CACREP Section II G.2.a.
2. To develop an understanding of attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients. CACREP Section II G.2.b
3. To demonstrate adequate knowledge of theories of multicultural counseling, identity development, and social justice. CACREP Section II G.2.c
4. To demonstrate adequate knowledge of individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies. CACREP Section II G. 2.d

5. To demonstrate knowledge of 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. CACREP Section II G. 2.e
6. To develop awareness of counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
CACREP Section II G.2.a-f

CACREP 2009 Standards-Section: Professional Identity-Social and Cultural Diversity

Approved Text(s):

Sue, D.W. & Sue, D. (latest edition). *Counseling the culturally diverse: Theory and practice*

Textbook and Other Materials Needed

Students should order textbooks as soon as possible to insure receipt prior to the beginning of the term. Troy University's official bookstore is MBS Direct at <http://bookstore.mbsdirect.net/troy.htm> MBS is the official provider of the approved textbooks for each term. Orders may be placed online with a credit/debit card or by phone (1-800-325-3252). **Students purchasing textbooks from other sources do so at their own risk in relation to order accuracy, timely receipt, or completeness of materials.**

Other Materials: Students are required to purchase LiveText for this course. LiveText can be purchased just as you do a regular textbook. LiveText is good for five years.

Content:

Multicultural Competencies – Awareness, Knowledge, Skills
World Views – Based on values, Beliefs, Historical Background
Tripartite Model of Counseling – Universal, Group, Individual
Eurocentric Counseling Approach vs. Counseling for Diverse Populations – Client's Worldviews
Counseling Diverse Groups – Recognizing Needs as Groups and Individuals
Acculturation Issues
Affirmative Action

Method of Instruction:

Methods of instruction may include, but not limited to: lectures, discussion, field trips, videos, guest speakers, modeling, and computerized/internet instruction. Methods will vary depending on the instructor.

Course Requirements:

Requirements will vary by instructor.

RESEARCH COMPONENT

Each student will prepare a 10-page (body) report on one of the four major cultural groups and implications for counseling. Use of the Internet is expected. Based on their paper, they will do a 20- to 30-minute oral presentation with appropriate handouts, A-V materials, etc. The

paper should be prepared in APA style. Spelling, grammar, punctuation, and writing quality will be considered in grading the paper.

Common Assignments/Assessments: Common LiveText and Blackboard Assignments are required for all students taking this course at all Troy University locations.

Prior to completing the first LiveText Assignment for this course, students must complete the Demographic Form CP 6651 located in the Forms Section of LiveText.

LiveText Assessment I: ESSAY

- Essay - Racial Identity Development Models

LiveText Assessment II: CASE STUDY

- Case Study-Ethics, Social Justice & Advocacy Dimensions

Common Assessment III: FINAL EXAMINATION

- Multiple Choice and Short Answer Final Examination

LIVETEXT ASSIGNMENT I
Essay – Racial Identity Development Models
Student Assignment
CACREP 2009 Standards Section II G. 2.c.

Student Directions: Prepare a response to the following essay question. Submit the response to the instructor via LiveText. Submit in WORD document.

Essay question: Briefly describe each stage of Racial/Cultural Identity Development Model and discuss how the minority client's level of racial/cultural identity development can impact the counseling process.

Purpose

The purpose of this assessment is to evaluate counseling students' knowledge of the Racial/Cultural Identity Development Model and how minority clients' level of racial/cultural identity development can impact the counseling process. The student's response should demonstrate KNOWLEDGE of the theory and ABILITY/SKILLS to perform as effective culturally competent counselors.

ESSAY LIVETEXT RUBRIC
INSTRUCTOR GRADES ESSAY AFTER STUDENT SUBMITS RESPONSE

Topic Standard Essay	(1pt) No Understanding 0-59%	(2 pts) Below Average 60-69%	(3 pts) Average 70-79%	(4 pts) Mastery 80-89%	(5 pts) Advanced 90-100%
1. KNOWLEDGE of stages of R/CID Model CACREP: G.2.c	Demonstrates no understanding of the stages of the R/CID Model.	Demonstrates minimal understanding of the stages of the R/CID Model.	Demonstrates understanding of at least 50% of the stages of the R/CID Model.	Demonstrates understanding of at least 80% of the stages of the R/CID Model.	Demonstrates exceptional understanding of the stages of the R/CID Model.
2. ABILITY/SKILLS to assess how a minority client's level of racial/cultural identity development can impact the counseling process. CACREP: G.2.c	Demonstrates no understanding of the impact of the client's identity level on the counseling process.	Demonstrates minimal understanding of the impact of the client's identity level on the counseling process.	Demonstrates average understanding of the impact of the client's identity level on the counseling process.	Demonstrates mastery understanding of the impact of the client's identity level on the counseling process.	Demonstrates exceptional understanding of the impact of the client's identity level on the counseling process.
3. Format Students use of correct grammar and APA format.	Demonstrates no knowledge of correct grammar and APA format.	Demonstrates minimal knowledge of correct grammar and APA format.	Demonstrates average knowledge of correct grammar and APA format,	Demonstrates mastery level knowledge of correct grammar and APA format.	Demonstrates exceptional knowledge of correct grammar and APA format.

LIVETEXT ASSIGNMENT II
Case Study Ethics, Social Justice & Advocacy Dimensions
Student Assignment
CACREP 2009 Standards II. G. 2. a-f

Student Directions: Review the case study posted in LiveText and respond to the five questions to analyze the case. The questions follow the case study in the LiveText document.

CASE STUDY RUBRIC
INSTRUCTOR GRADES ASSIGNMENT 2 CASE STUDY
AFTER STUDENT SUBMITS ASSIGNMENT IN LIVETEXT

	No Understanding 0-59 (1pt)	Below Average 60-69% (2pts)	Average 70-79% (3pts)	Mastery 80-89% (4pts)	Advanced 90-100% (5pts)
1. Cultural Competency/ Tripartite framework CACREP 2009-2a, 2e, 2f	0-59% No Knowledge or understanding of cultural Competency and the tripartite framework.	60-69% Below average knowledge and understanding of cultural competency and the tripartite framework.	70-79% Average knowledge and understanding of cultural competency and the tripartite framework.	80-89% Mastery knowledge and understanding of cultural competency and the tripartite framework., and able to relate it from a personal and professional perspective	90-100% Exceptional knowledge and understanding of cultural competency and the tripartite framework. Able to synthesize information by relating to it from a personal perspective, and incorporate it into professional practice.
2. Racial Identity Models (RIM) CACREP 2009-2b, 2c	0-59% No knowledge or understanding of the racial identity models.	60-69% Below average knowledge and understanding of the racial identity models.	70-79% Average knowledge and understanding of racial identity models.	80-89% Mastery knowledge and understanding of racial identity models. Able to relate it from a personal and professional perspective.	90-100% Exceptional knowledge and understanding of racial identity models. Able to synthesize information by relating to it from a personal perspective, and incorporate it into professional practice.

<p>3. Ethics, Social Justice & Advocacy Dimensions</p> <p>CACREP 2009- 2a, 2c, 2d, 2e</p>	<p>0-59%</p> <p>No knowledge or understanding of ethics, social justice & advocacy dimensions.</p>	<p>60-69%</p> <p>Below average knowledge and understanding of ethics, social justice & advocacy dimensions.</p>	<p>70-79%</p> <p>Average knowledge and understanding of ethics, social justice & advocacy dimensions.</p>	<p>80-89%</p> <p>Mastery knowledge and understanding of ethics, social justice & advocacy dimensions. Able to relate it from a personal and professional perspective.</p>	<p>90-100%</p> <p>Exceptional knowledge and understanding of ethics, social justice & advocacy dimensions. Able to synthesize information by relating to it from a personal perspective and incorporate it into professional practice.</p>
<p>4. Cultural Competency and MCC Theory</p> <p>CACREP 2009- 2a-2f</p>	<p>0-59%</p> <p>No knowledge or understanding of the cultural context of relationships, issues, and trends in a multicultural society.</p>	<p>60-69%</p> <p>Below average knowledge and understanding of the cultural context of relationships, issues, and trends in a multicultural society.</p>	<p>70-79%</p> <p>Average knowledge and understanding of the cultural context of relationships, issues, and trends in a multicultural society.</p>	<p>80-89%</p> <p>Mastery knowledge and understanding of the cultural context of relationships, issues, and trends in a multicultural society. Able to relate it from a personal and professional perspective.</p>	<p>90-100%</p> <p>Exceptional knowledge and understanding of the cultural context of relationships, issues, and trends in a multicultural society. Able to synthesize information by relating to it from a personal perspective and incorporate it into professional practice.</p>
<p>5. Writing and Format: Students use of correct grammar and mechanics and APA format.</p>	<p>Demonstrates virtually no knowledge of writing skills, grammar and mechanics, and does not use APA format.</p>	<p>Demonstrates minimal level of knowledge of writing skills, grammar and mechanics, and somewhat uses APA format.</p>	<p>Demonstrates average level of knowledge of writing skills, grammar and mechanics, and employs some APA formatting.</p>	<p>Demonstrates mastery level of knowledge of writing skills, grammar and mechanics, and uses APA format.</p>	<p>Demonstrates exceptional level of knowledge of writing skills, grammar and mechanics, and expert use of APA format.</p>

COMMON ASSIGNMENT III (LIVE-TEXT or Face-to Face)
CP 6651 Final Exam
Student Assignment
CACREP 2009 Standards Section II G. 2. a-f

Student Directions - This final exam is a multiple choice and short essay exam found in LIVE-TEXT or given face-to-face by the instructor. All students enrolled in CP 6651 at all Troy University locations take the same final exam.

Purpose

The purpose of this assessment is to evaluate counseling students' comprehensive understanding of the cultural context of relationships, issues, and trends in a multicultural society.

**CP 6651 Counseling Diverse Populations (Instructor)
LiveText Instructor's Standards Summary Form
CACREP 2009 Standards Section II G. 2. a-f**

Instructor completes form at the end of the course. This form assesses student progress in meeting CACREP objectives and provides summary assessment information for program evaluation. The form is completed by the instructor at the end of the semester/term.

The following is a summary of common assignments/assessments that assess CACREP 2009 Standards Section II G. 2 a-f.

Student Directions – The student will submit the assignment named CP 6651 Counseling Diverse Populations Instructor's Summary Student Document to the instructor in LiveText

Topic Standard Assignments/ Assessments Summary	(1pt) No Understanding 0-59%	(2 pts) Below Average 60-69%	(3 pts) Average 70-79%	(4 pts) Mastery 80-89%	(5 pts) Advanced 90-100%
<u>Assignment I</u> Essay Racial Identity Model CACREP Section II. G 2.c	Demonstrates no understanding of of the R/CID Model.	Demonstrates minimal understanding of the R/CID Model.	Demonstrates average understanding of the R/CID Model.	Demonstrates mastery understanding of the R/CID Model.	Demonstrates exceptional understanding of the R/CID Model.
<u>Assignment II</u> Case Study – Ethics, Social Justice & Advocacy Dimensions CACREP Section II. G. a-f	Demonstrates no understanding of Ethics, Social Justice & Advocacy Dimensions	Demonstrates minimal understanding of Ethics, Social Justice & Advocacy Dimensions	Demonstrates average understanding of Ethics, Social Justice & Advocacy Dimensions	Demonstrates mastery understanding of the impact of Ethics, Social Justice & Advocacy Dimensions	Demonstrates exceptional understanding of Ethics, Social Justice & Advocacy Dimensions

Assessment III Final Exam CACREP Section II G. a-f	Demonstrates no knowledge of process and concepts of counseling diverse populations.	Demonstrates minimal knowledge of process and concepts of counseling diverse populations.	Demonstrates average knowledge of process and concepts of counseling diverse populations.	Demonstrates mastery level knowledge of process and concepts of counseling diverse populations.	Demonstrates exceptional knowledge of process and concepts of counseling diverse populations.

Evaluation:

Evaluation of course objectives may include, but are not limited to class discussions, exams, student presentations and completion of assigned projects. Grades will be assigned as follows:

90-100 = A

80-89 = B

70-79 = C

60- 69 = D

0-59 = F

LiveText Assignment I will equal 20%

LiveText Assignment II will equal 20%

LiveText Assignment III will equal 20%

Final Examination will equal 40%

Additional Services:

AMERICANS WITH DISABILITIES ACT: Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at the beginning of each term. If you have any questions, contact the Disability Services Coordinator.

Absence Policy:

In registering for classes at the university students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas.

In severe cases of inclement weather or other emergency conditions, the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University's web site.

Academic Misconduct:

Students should refer to the Standards of Conduct section of the Oracle, the student handbook, for policies regarding misconduct.

Other pertinent information relating to specialization requirement:

Americans With Disabilities Act (ADA):

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the link for Troy University's Office of Human Resources at <http://www.troy.edu/humanresources/ADAPolicy2003.htm>

Standards of Conduct:

The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standard of Conduct stated in the Troy University – Florida Student Handbook, and may be disciplined up to and including suspension and expulsion.

Plagiarism is the passing off of the thoughts or works of another as one's own. Plagiarism involves giving the impression that a person has thought, written, or produced something that has, in fact, been borrowed from another. Plagiarism may result from poor technique of citation or more serious cases as: copying the work of another person; submitting the work of another person; or closely paraphrasing a piece of work without due acknowledgement.

Questions about plagiarism? Go to <http://uclibrary.troy.edu/help/helps-plagiarism.htm>

Allegations of Plagiarism:

The College of Educations defines plagiarism as:

- Three consecutive words that are not common professional language used from another source without quotation
- Rephrasing another author's words without appropriate citation
- Using another author's ideas or data without appropriate citation
- Submitting another author's or student's writing as one's own

- Directly quoting a source without using appropriate APA or MLA style (whichever is required by the instructor) citation to show that it is a direct quote.
- Intentionally taking information from a source and not giving appropriate credit

Students who commit plagiarism will be subject to disciplinary actions as outlined in *The Oracle* for Academic Misconduct and violation of the Honor Code. The Standards of Conduct and Disciplinary Procedures define university procedures in these matters. Students have the right to request consideration by the Student Services Conduct Board.

Consequences for plagiarism in CP-6651, Counseling Diverse Populations, are as follows:
Penalty/Failure can only be applied to the assignment. Only in situations where the assignment is critical to successful completion of the course may the faculty fail the student for the course.

Depending on the circumstances, the penalty imposed for plagiarism may include warning, resubmission, loss of marks, failure on a particular assignment or course, or a charge of misconduct to be dealt with by Troy University.

Incomplete Grade Policy:

An incomplete grade indicates that the student has not completed all of the assigned class work or has not taken all class examinations, but is otherwise passing the course. Only the instructor can determine whether an incomplete grade is justified. It cannot be automatically assigned, but rather must be requested by the student by submitting to the instructor the *Petition for and Work to Remove an Incomplete Grade* form. If the Petitions are approved, a signed copy will be mailed to the student. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive absences. It is the student's responsibility to contact the instructor regarding the deadline for completing all course requirements. Any student who receives a grade of Incomplete must adhere to the work completion deadline set by the instructor, not to exceed the end of the following term. This deadline applies whether or not the student re-enrolls for the semester following the assignment of the incomplete grade (s). Failure to clear the incomplete within the specified time period will result in the assignment of a grade of F for the course.

Library Support:

The Libraries of Troy University provide access to materials and services that support the academic programs. The address of the TROY Global Campus Library Web site, which serves all Global Campus students, is <http://uclibrary.troy.edu>. This site provides access to the Library's Catalog and Databases, as well as links to all Campus libraries and online or telephone assistance by Troy Library staff. Additionally, the Library can be accessed by choosing the "Library" link from the University's home page, www.troy.edu.

Troy Email:

All Troy students will be **required** to access and utilize their troy.edu email account for all communication with the university. **All** official correspondence (including bills, statements, emails from distance learning instructors through Blackboard, **assignments and grades** from distance learning instructors, etc.) will be sent **only** to the troy.edu address. Your troy.edu email address is the same as your web express user ID followed by "@troy.edu." You can get to your email account through our web page, <http://pensacola.troy.edu> or you can go to the email link found there and learn

how to add this address to your other email services that support POP accounts (i.e. Outlook, Outlook Express, Yahoo, AOL, etc.).

COMMENTS & QUESTIONS:

At Troy University, students are our most valuable commodity. If you have any comments or questions about this course, please do not hesitate to contact me.

LOCATION/TIME:

Fort Walton, Florida

5:00 p.m. -- 10:00 p.m. Fridays

8:00 a.m. -- 5:00 p.m. Saturdays

March 22 & 23; April 12 & 13; and May 3 & 4, 2013

Email: letcar6075@knology.net

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