

Southern University
Department of Rehabilitation and Disability Studies
Graduate Syllabus
Spring Specialization Course – REM Track

I. Descriptive Information

A. Course Number: REHB 511

B. Course Title: Counseling Culturally Diverse Populations with Disabilities

C. Catalog Description:

This course is designed to heighten the student's sensitivity to the need to become culturally competent counselors and to integrate with knowledge some of the skills necessary for effective service delivery. The course will describe the sociocultural experiences of various culturally diverse groups who may need rehabilitation services and analyze the applicability of traditional counseling approaches to culturally diverse consumers.

D. Instructor's Emphasis:

This course exposes the student to the elements of culture – as depicted in the assigned readings -that have been used to discriminate, historically and currently, against individuals possessing those characteristics. The emphasis of this class is on awareness of and sensitivity to disparate treatment since some acts are subtle, disguised, and ingrained into daily life. To enhance a client's quality of life, counselors need to be aware of the presence and affect of such actions in the rehabilitation process.

E. Course Credit: 3 Hours Class Time: 4:00-7:00 Thursdays

F. Prerequisites: An introductory course in counseling.

G. Intended Audience:

Rehabilitation graduate students and students in related majors who are interested in cultural diversity and counseling persons with disabilities.

H. Instructor

1. Name: **Carliss Y. Washington**
2. Office Location: 214 Blanks Hall
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4. Office Phone Number: **771-2667 x204**

Accommodations:

If you need academic accommodations please identify those needs. It is the responsibility of the student to seek available assistance at the University and to request reasonable accommodations. Students with disabilities are encouraged to contact the instructor to discuss their individual needs for accommodations.

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Check with Mrs. Hebert in the Office for Student Services – Blanks Hall 2nd Floor for verification of need for accommodations to receive those accommodations in class-related matters.

II. Program Learning Outcomes, Course Goals and Objectives, and Student Learning Outcomes***A. Program Learning Outcomes***

Students who qualify for a bachelor's of science degree in rehabilitation services and a master's of science degree in rehabilitation counseling from Southern University and A & M College will have attained the following:

1. The ability to communicate effectively through oral and written reports.
2. The ability to demonstrate a thorough knowledge of foundations of rehabilitation, counseling and career development theories, case management, assessment and evaluation, job placement and job development, and statistics and research methods by passing (with a 70% or better) departmental comprehensive examination.
3. The ability to identify, formulate, and solve rehabilitation problems using conventional and contemporary theories and principles infusing the application of available assistive technologies.
4. The ability to function in inter-disciplinary teams in a professional way while demonstrating ethical responsibilities.
5. The ability to engage in life-long learning and to develop an understanding of changing demography of people with disabilities and its impact of rehabilitation solutions in societal and global context with the knowledge of contemporary rehabilitation legislation and societal issues.

B. Course Objectives: This course is designed to assist graduate students to:

1. Become aware of the ethnographic composition of consumers with disabilities.
2. Increase their awareness of attitudinal barriers that limit the opportunities of culturally diverse consumers to fully participate in society.
3. Increase self-awareness of values and beliefs held and how these

values and beliefs can help or hinder the rehabilitation process.

4. Develop facilitative counseling relationships through an increased understanding of the consumers' worldviews.
5. Identify strengths and limitations of traditional counseling approaches and multicultural counseling approaches with various rehabilitation populations.
6. Understand strategies proposed for counseling persons from diverse cultural backgrounds who have a disability.
7. Increase their ability to respond effectively and ethically to culturally diverse consumers of rehabilitation services.

C. Student Learning Outcomes

Upon successful completion of this course students will be able to:

1. Identify 10 specific personal attitudes, beliefs and/or values which support behaviors that demonstrate respect and valuing of differences and those that impede or hinder respect and valuing of differences.
2. Challenge seven (7) personal attitudes and beliefs that preclude respecting and valuing differences.
3. Articulate 20 positive aspects of their own heritage that provide them with strengths in understanding differences.
4. Explain how at least five (5) personal cultural traits have separately and collectively influenced their cultural values.
5. Differentiate among definitions of racism, prejudice, discrimination and stereotype.
6. Critique and compare worldviews (Identity Development models) in multicultural counseling theory.
7. Identify five (5) specific social and/or cultural factors or events in their history that influence their worldview.
8. Communicate, both verbally and non-verbally, formally and informally, acceptance and respect of differences.
9. Give 3-5 concrete examples of situations in which they modified their communication style to compliment that of a culturally different individual.
10. Adopt culturally appropriate counseling strategies in roleplay- or actual situations.
11. Construct five (5) vignettes that portray situations in which the counselor's differences or limited training in cultural, personal, or religious beliefs and/or issues of identity development require referral.
12. Identify professional and personal growth activities to address student's multicultural training needs.
13. Seek (from peers, supervisors, mentors, and/or faculty), with receptivity and willingness to learn, feedback regarding their diversity interactions.

III. Readings

A. Required:

Rothenberg, P. (2007). *Race, class, and gender in the United States: An integrated study* (7th Ed.). NY: St. Martin's Press.

B. Supplementary: Assigned Journal Articles and Readings

IV. Instructional Procedures

A. Discussion 60%

B. Exercises 40%

V. Course Requirements

A. Academic Requirements:

1. Students will type a single-spaced summary of each reading assigned. These summaries will discuss/describe the central focus of each short story or poem. The summary will be examined by the criteria below:

Content and Writing

The summaries will clearly and comprehensively cover the each reading in a logical manner. Appropriate author credit must be given for quoted or paraphrased material. The summary will also demonstrate the student's ability to communicate using correct grammar, spelling, and sentence structure. Additionally, an inference to rehabilitation service provision will be made. This will indicate the ability to synthesize, analyze, and generalize psychosocial concepts and conditions relevant to effective and service delivery. **30%**

- 2..Quizzes on the assigned readings will be given at the beginning of each class session. **40%**

3. ALL students are expected to participate in each class by discussing what, in each short story, was meaningful to you from a rehabilitation counseling perspective and why this has relevance. **30%**

B. Administrative Requirements:

1. Attendance per University requirements.
2. Acceptance of late assignments or permission to make-up tests will be based on the student's ability to substantiate need to do so with the final determination of appropriateness made by the instructor.

VI. Course Schedule - Attached
(A Quiz will be given at the beginning of each class period)

Orientation/Introduction

Readings: **NOTE:** *Most* of the readings in Parts I and II are numbered chronologically as **we** will read them and will not necessarily correspond with the numbering in the book. Afterward, the readings are numbered to correspond with the Reading Number in each Part.

Part I (1) The Social Construction of Difference, (2) Racial Formations, (3) The Ethics of Living Jim Crow (4) How Jews Became White Folks (5) Disability and the Justification of Inequality in American History (6) Domination and Subordination

Part II (8) Understanding Racism, Sexism, and Class Privilege; (9) Defining Racism, Can We Talk (10) Smells Like Racism, (11) White Privilege

Part III Read the Intro to Beyond Black and White and ALL the sections (Readings 1-11) in Part III (pp 199-251).

Part IV Read the 29 readings in Part IV as well as the Intro to Discrimination in Everyday Life.

Part V Read Economics of Race Class and Gender (Intro); (1) Imagine a Country; (5) Shhh, Don't Say Poverty; (10) Women's Pay; (12) The Sons also Rise; (13) The Education of Jessica Rivera; (15) Cause of Death: Inequality; (16) Any ONE other one you choose.

Part VI Read Many Voices, Many Lives (Intro); Reading 1-18; 23; 25-28.

Part VII Read ALL

Part VIII Wrap Up and Readings you suggest and a few I will email to you (either the references or the actual readings).

Final Exam: Multiple Choice (from all of the readings)

VII. Evaluation Procedure

Diversity Watch	= 140 points (14@ 10pts ea)
Summaries	= 200 points (40@ 5pts. ea)
Quizzes	= 200 points (8@ 25pts. ea)
Final Examination	= 100 points

VIII. Grading (based on total possible points)

90-100%	= A
80-89	= B
70-79	= C

Summaries:

Each class period, you are required to turn in a typed summary of the assigned readings (bring a copy for yourself and one to turn in). You will take weekly quizzes on the readings. The quiz may contain one question or there may be several questions. BE PREPARED. Quizzes are given at the beginning of class.

In summarizing the reading, consider the Part's title (from which the reading came) and answer: What was the point (the major point) of this particular reading? Make a statement (a few sentences) on how this

is related to Rehab or diversity issues you may encounter in rehab practice (as well as everyday life). Consider and address it from the perspective of you as a counselor (i.e., an individual personally/professionally affected by the “point” or issue; and consider it from the perspective of a potential client who may have also been affected by the “point”. In other words, give me the gist of the reading and then relate it to the Student Learning Outcomes/Course Objectives [which reference the diverse stakeholders that each topic/point/issue potentially affects (i.e., why do you need to be aware of this?)].

Diversity Watch: Pay attention to and discuss in class weekly, national or international incidents in which Diversity is a salient feature of the issue.

LiveText Subscription

Southern University and A&M College-Baton Rouge has entered into partnership with LiveText, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. Therefore, all students enrolled in this course are required to purchase a subscription from LiveText, Inc. through the Southern University Bookstore. LiveText, Inc. provides students with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation.

LiveText is a dynamic tool that will enable you to:

- Create Electronic Portfolios for storing and displaying coursework for use anytime and anyplace;
- Share your résumés, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments;
- Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
- Create a complete record of your academic career that is malleable and easily accessible.
- Engage in developing a results driven culture of assessment at Southern University.
- Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

CCDP Tentative* Class Activity Schedule

(*Dates are approximate and may be modified by the professor, as warranted by University or other actions)

	Thursday
Session 1	Orientation, Review of Syllabus, Assignments
Session 2*	Quiz 1, Part I Readings, Discussion of Readings
Session 3*	In-class Activity, Discussion of Readings-continued
Session 4*	Quiz 2, Part II Readings, Discussion of Readings
Session 5*	In-class Activity, Discussion of Readings-continued
Session 6*	Quiz 3, Part III Readings, Discussion of Readings
	Mardi Gras
Session 7*	In-class Activity, Discussion of Readings-continued
Session 8*	Quiz 4, Part IV Readings, Discussion of Readings
Session 8*	In-class Activity, Discussion of Readings-continued
Session 10*	Quiz 5, Part V Readings, Discussion of Readings
	Spring Break
Session 11*	Quiz 6, Part VI Readings, Discussion of Readings
Session 12*	In-class Activity, Discussion of Readings-continued
Session 13*	Quiz 7, Part VII Readings, Discussion of Readings
Session 14*	In-class Activity
Session 15*	Quiz 8, Part VIII Readings, Discussion of Readings
May 1	Final Exam
	*Diversity Watch is a weekly event beginning 2 nd class meeting

HANDOUT -1

Some Elements of Diversity

- **Age**
- **Race**
- **Culture**
- **Sexual Orientation**
- **Gender**
- **Social Class**
- **Language**
- **Physicality**
- **Educational Background**
- **Geographic Location**
- **Relationship Status**
- **Hobbies**
- **Recreational Interests**
- **Work Experience**
- **Religion**

Historical Moments

Eras