

**COLLEGE OF NURSING AND ALLIED HEALTH**  
**Department of Rehabilitation, Disability Studies**  
**and Clinical Rehabilitation Counseling Program (CRCP)**  
**Southern University, Baton Rouge, LA**

**Course Syllabus: Spring, 2019**

**I. Description Information**

- A. Course Number:** REHB 511-01 / REHB 511-02
- B. Course Title:** Counseling Culturally Diverse Populations with Disabilities
- C. Prerequisites:** Admission to graduate program in Clinical Rehabilitation Counseling and Clinical Mental Health Counseling.
- D. Credit Hours:** 3.0
- E. CIP Code:** 512310
- F. Class Room:** 303 Blanks Hall
- G. Class Hours:** W 5:00 – 7:50 PM
- H. Intended Audience:** Graduate students in clinical rehabilitation counseling and related human services fields.
- I. Method of Delivery:** Instruction in this course consists of lectures, reflective activities, and written assignments.

**II. Catalog Description:** The course is designed to: heighten the students' sensitivity to the unique needs of consumers of diverse cultural origins; assist students to become culturally competent clinical rehabilitation counselors; and facilitate integration of knowledge, skills, and competencies necessary to provide quality services.

**III. Course Goals or Conceptual Framework:** This course is aimed at developing the knowledge and skills necessary for providing culturally competent counseling services to persons with disabilities. This course is designed as per the guidelines of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for graduate students in counseling programs. The CACREP standards (2.a-h) addressed in this course are as follows:

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

#### IV. Course Objectives

1. To introduce students to cross-cultural, multicultural, and diversity issues in counseling persons with disabilities.
2. To understand theoretical models of multiculturalism and their applicability to service delivery and outcomes for culturally diverse populations with disabilities.
3. To increase students' awareness of their own attitudes, values, and beliefs and their impact on service delivery for culturally diverse populations with disabilities.
4. To enhance students' abilities to incorporate culturally-sensitive interventions based on evidenced-based practice to improve the outcomes of persons with disabilities.
5. To identify and understand implications of professional issues relevant to multicultural counseling and diversity for persons with disabilities.
6. To understand the intersectionality of various demographic and sociocultural factors in providing services to persons with disabilities from diverse backgrounds.

#### V. Student Learning Outcomes/Course Outcomes: **Professional Counseling Identity**

##### 2.F.2. SOCIAL AND CULTURAL DIVERSITY

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

##### SECTION 5.D. CLINICAL REHABILITATION COUNSELOR STANDARDS

##### 2:CONTEXTUAL DIMENSIONS

- k. effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' life and career development
- m. effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)
- o. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
- p. environmental, attitudinal, and individual barriers for people with disabilities
- s. cultural factors relevant to rehabilitation counseling
- w. legal and ethical considerations specific to clinical rehabilitation counseling

### **Expectations of Confidentiality During Classroom Activities**

- a) The process of learning to be a counselor often involves sharing personal anecdotes. In general, the content of our classroom lectures, individual/ triadic supervision, email correspondence, and phone/ Zoom conversations are confidential. Confidentiality within the classroom setting is a shared responsibility of all students and instructors. Confidentiality within the classroom setting is based on mutual trust and respect. All students agree not to disclose to anyone outside of the classroom any personal information that is learned as the result of participation in the classroom activities. Students agree not to disclose any information that may identify another student.
- b) Limits to confidentiality include, but are not limited to, treatment of a client that violates the legal or ethical standards set forth by government agencies and the Code of Professional Ethics for Rehabilitation Counselors (included in your Practicum Manual) as well as any information that may be pertinent to student's capacity to be a rehabilitation counselor.

### **VI. Primary Textbooks**

Korn, L. (2016). *Multicultural counseling workbook: Exercises, worksheets, & games to build rapport with diverse clients*. Eau Claire, WI: PESI Publishing & Media. ISBN: 1559570407

Sue, D.W. & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: John Wiley & Sons, Inc. ISBN: 111908430X

### **VII. General Reading Sources (will be available on Moodle):**

Carbado, D. W., Crenshaw, K. W., Mays, V. M., & Tomlinson, B. (2013). Intersectionality: Mapping the movements of a theory. *Du Bois Review: Social Science Research on Race*, 10(2), 303-312.

Balcazar, F. E., Suarez-Balcazar, Y., Taylor-Ritzler, T., Keys, C. B. (2010) *Race, culture and disability: Rehabilitation science and practice*. Sudbury, MA: Jones and Bartlett

Liu, W. M., Pickett, T., & Ivey, A. E. (2007). White middle-class privilege: Social class bias and implications for training and practice. *Journal of Multicultural Counseling and Development*, 35(4), 194-206.

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom Magazine* (pp. 10-12). Retrieved from:  
[https://nationalseedproject.org/images/documents/Knapsack\\_plus\\_Notes-Peggy\\_McIntosh.pdf](https://nationalseedproject.org/images/documents/Knapsack_plus_Notes-Peggy_McIntosh.pdf)

\* Additional readings as assigned

### **VIII. CACREP FACULTY**

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## **IX. Course Requirements:**

### **A. Academic Requirements**

#### A. Examinations and Weekly Quizzes (150 points)

Beginning week 2, there will be a ten-point online quiz posted weekly (except for midterm/finals week). Quizzes will be worth a total of 70 points toward the final grade. A total of eight quizzes will be offered but only seven will be totaled for the final grade. The lowest quiz score will be dropped. The midterm and final exam will each be worth 50 points for a total of 100 points toward the final grade.

#### B. Film Viewing (100 points)

Students to view 5 movies/films/television shows assigned by instructor and write a 2-page reflection paper based on his/her affective, behavioral, and or cognitive reactions to the material in each media source (5 total papers, 20 points each).

#### C. Class Presentation (50 points)

Students will use PowerPoint to present on a topic related to multicultural counseling concerns based on instructor's list of topics. Scholarly sources, including, but not limited to, the textbook, should be used as a basis to shape the presentation. Students should email the instructor topics by 2-5-2019

#### D. Class Attendance and Participation (25 points)

Each student will earn 25 points total for attending each class and actively participating in exercises and discussion, both synchronous and asynchronous.

### **B. Administrative Requirements**

1. Class attendance is mandatory. Missing class without an appropriate excuse will result in a reduction in the student's final grade.
2. Any student caught cheating on a quiz, exam, or class related assignment will receive a grade of F in the course.
3. There will be no make-up quizzes, tests, or acceptance of late assignments without an appropriate medical excuse to be verified by the instructor
4. All assignments must be submitted via Moodle.

5. All classes will be offered online, synchronously via zoom software (<https://zoom.us/>). Zoom is compatible with smartphones, tablets, and personal computers. Please see website for details.

**X. Weekly Course Schedule: Tentative-May change at discretion of instructor.**

See attachment.

**XI. Evaluation of Students (Grading Policy)**

90-100%=A

80-89%=B

70-79%=C

60-69%=D

≤50%=F

**XII. ADA Compliance**

If a student needs 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 at the beginning of the course. 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. Patricia Hebert, as soon as possible, in the Office for Student Services – Blanks Hall 2nd Floor for verification of need for accommodations to receive those accommodations in class-related matters. The Office of Disability Services is located in Room 246 Blanks Hall. Please contact Professor Patricia Hebert, ODS Director, for accommodations requests. Phone: 225-771-3950; Fax: 225-771-5652 and email: [patricia\\_hebert@subr.edu](mailto:patricia_hebert@subr.edu) or [ods@subr.edu](mailto:ods@subr.edu). For additional information, please visit <http://web.subr.edu/index.php?id=806> you may also access the below website for assistance with developing educational accommodations:

<http://www.jan.wvu.edu/portals/ed.htm>.

**XIII. 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.

Film Viewing and due dates

Assignment	Due date	Film Options * ( may be viewed in in order)
Film #1	February 5th	Rory O'Shea Was Here; My Left Foot; Me Before You;
Film #2	February 19th	The Other Sister; Crash; Real Women Have Curves;
Film #3	March 19th	blackkkiansman; Milk; Saving Face; Beautiful Boy
Film #4	April 2ed	Moonlight; Cloudburst; Pariah; The Saint of Fort
Film #5	April 23ed	Washington: Fruitvale Station; The 13 <sup>th</sup>

\*Students may request another movie upon the approval of the instructor

\*Schedule is tentative, if there are any change they will be announced in class.

Tentative Course Outline (*Outline may be changed at the instructor's discretion.*) \*Supplemental readings uploaded to the blackboard site.

Date	Topic	Reading	CACREP Standard	Assignment Due/Important Dates
1/22	Review of Syllabus and Course Requirements Introduction-Self-Awareness Sign-up for Class Presentations		2.F.2.h 2.F.2.d	
1/29	Obstacles to Cultural Competence Cultural Competence Cultural Humility	Sue and Sue-Chapters 1-2	2.F.2.c 2.F.2.b	<ul style="list-style-type: none"> <li>• Quiz 1- Due</li> </ul>
2/5	Intersectionality Microaggressions White Privilege	Sue & Sue Chapter 6 *Carbado et al., (2013) *Liu et al., (2007)	2.F.2.e 5.D.2.k	<ul style="list-style-type: none"> <li>• Quiz 2- Due</li> <li>• <b>Film 1 Paper Due</b></li> <li>- Paper topics due</li> </ul>
2/12	Social Justice Systemic Oppression Racism and Racial Identify Development	Sue- Chapters 3, 4, 5, 11 Korn –Chapter 1 and 2	2.F.2.a. 5.D.2.s	<ul style="list-style-type: none"> <li>• Quiz 3-Due</li> </ul>
2/19	Ageism and poverty Cultural communities	Sue Chapters 24 and 25 Korn Chapter 4	2.F.2.b 2.F.2.e 5.D.2.p	<ul style="list-style-type: none"> <li>• Quiz 4-Due</li> <li>• <b>Film 2 Paper Due</b></li> </ul>
2/26	Spirituality and Religiosity in Counseling including Religious Oppression Review for the midterm exam	Sue & Sue Chapters 15, 19, and 21 Korn Chapter 5	2.F.2.g 5.D.2.s	<ul style="list-style-type: none"> <li>• Quiz 5-Due</li> </ul>
3/5	<b>Mardi Gras Holiday</b>			
3/12	Midterm Exam (2.1.c)			
3/19	Counseling LGBTQIA including Homophobia and LGBTQIA Oppression	Sue & Sue Chapters 18 and 23 Korn Chapter 6	2.F.2.c 2.F.2.f	<ul style="list-style-type: none"> <li>• <b>Film 3 Paper Due</b></li> </ul>
3/26	Counseling women and men Counseling Families	Sue & Sue Chapters 7, 8, and 26 *Balcazar et al., (2010) chapter 9	2.F.2.c 5.D.2.o	<ul style="list-style-type: none"> <li>• Quiz 6-Due</li> </ul>
4/2	Counseling Persons with disabilities	Sue & Sue Chapter 22 *Balcazar et al., (2010) chapter 7 Korn – Chapter 7 Millington (2012) chapter 3 of Psychosocial aspects of disabilities	2.F.2.c 2.F.2.h 5.D.2.p	<ul style="list-style-type: none"> <li>• Quiz 7-Due</li> <li>• <b>Film 4 Paper Due</b></li> </ul>
4/9	Evidence based practice Ethics	Sue & Sue Chapter 9 *Balcazar et al., (2010) chapter 13 and 19 Korn – Chapter 3 *CRCC Code of professional ethics (2017)	2.F.2.c 5.D.2.w	<ul style="list-style-type: none"> <li>• Quiz 8-Due</li> </ul>
4/16	<b>Spring break</b>			
4/23	Class Presentations		2.1.b	<ul style="list-style-type: none"> <li>• <b>Film 5 Paper Due</b></li> </ul>

	Review for the final exam			• <b>Final project is due</b>
4/30	Final Exams			

**Film Reflection Rubric**

<b>Criteria</b>	<b>Superior (100%)</b>	<b>Sufficient (80%)</b>	<b>Minimal (60%)</b>	<b>Unacceptable (0-40%)</b>
<b>Depth of Reflection</b>  ____/8	Response demonstrates an in-depth reflection on the film an application to multicultural counseling. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples from the film are provided, as applicable.	Response demonstrates a general reflection. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
<b>Required Components</b>  ____/8	Response includes all components and meets or exceeds all requirements indicated in the instructions.  <ol style="list-style-type: none"> <li>1. What did you learn from the film?</li> <li>2. What are the important multicultural considerations in the counseling context?</li> <li>3. How has what you learned influenced the way you perceive the client population portrayed?</li> <li>4. What biases have you identified in self?</li> </ol>	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
<b>Structure</b>  ____/4	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

TOTAL \_\_\_\_\_/20

### Presentation rubric

	<b>Mastery</b>	<b>Needs Improvement</b>	<b>Non-satisfactory</b>
Introduction ____/5	The introduction presents the overall topic and draws the audience into the presentation with compelling information related to the presentation	The introduction shows some structure but does not create a strong sense of what is to follow. It may be overly detailed or incomplete and is somewhat appealing to the audience.	The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.
General Content ____/30	The content is written clearly and concisely with a logical progression of ideas and supporting information. The project gives the audience a clear sense of the main idea. Information is accurate, current and comes mainly from scholarly sources. Covers all specific content  Specific Content: 1. Defines topic. 2. Defines Racial/Ethnic/Religious Identity(ies) (if applicable) 3. -Specific Challenges Faced/Influence of ...-isms for that populations involved 4. Counseling Concerns Impact on therapeutic working alliance (Counselor/Client) 5. Appropriate Counseling and advocacy-related interventions	The content is vague in conveying a point of view and does not create a strong sense of purpose. It includes some information with few facts. Some of the information may not seem to fit. Sources used appear unreliable. Missing specific content.	The content lacks a clear point of view and logical sequence of information. It includes little persuasive information and only one or two facts about the topic. Information is incomplete, out of date and/or incorrect. Sequencing of ideas is unclear. No adherence to specific content.
Layout ____/5	The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space.	The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.	The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.
Citations ____/5	Sources of information are properly cited and the audience can determine the credibility and authority of the information presented. All sources of information are clearly identified and credited using appropriate APA citation format.	Sometimes copyright guidelines are followed and some information, photos and graphics do not include proper citation format.	No way to check validity of information.
Writing Mechanics ____/5	The text is written with no errors in grammar, capitalization, punctuation, and spelling.	Spelling, punctuation, and grammar errors distract or impair readability. (three or more errors)	Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader, and major editing and revision is required. (more than five errors)

\_\_\_\_/50 points