



USU REH 6220
Perspectives on Disability, Culture, Diversity, & Social Justice in Counseling (3 credits)
Summer Semester 2020

Professor: Maria (Lewis) Watters, Ph.D., CRC, LCMHC
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Office Hours: By Appointment

Course Location: Virtual through CANVAS/Adobe Connect.

Course Duration: May 26, 2020 – Aug 1, 2020 (Note: semester officially starts and ends prior to and after these dates)

This course is delivered via an asynchronous format. Lectures are posted in **CANVAS** and students are responsible for viewing the lectures and completing assignments described in syllabus independently.

Course Purpose and Objectives:

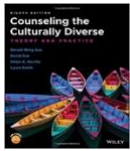
The purpose of the course is to introduce students to multicultural issues relevant to rehabilitation counseling research and practice. Students will develop a professional identity that is aligned with the tenets of multiculturalism especially in the areas of social and cultural diversity. The course focuses specifically on theoretical models, research methods, and applied techniques and interventions for studying and working with culturally diverse populations in various settings. The course is developed in a manner that students will approach learning about multicultural counseling systematically that includes self-exploration, research, immersion, and application.

Through this course, students will:

- Develop a greater awareness of self and personal worldview and the impact of their worldview on their counseling relationships with clients;
- Develop an understanding of the historical and sociopolitical contexts of multiculturalism in counseling and society;
- Develop an understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- Gain knowledge and skills to study issues of diversity in a culturally sensitive and competent manner; and
- Develop an understanding of characteristics, strengths and specific challenges of diverse populations



Textbooks:



Required Textbook: Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (8th edition). John Wiley & Sons, Inc.



Recommended Textbook: American Psychological Association (2020). *Publication manual* (7th edition). American Psychological Association.

Readings: Readings will consist of chapters from the required text and supplemental empirical articles (posted in CANVAS). Supplemental readings can be downloaded from the course website. Students will use the APA manual (optional text) as a guide for writing/formatting assignments.

If you are having trouble with CANVAS, contact CANVAS Support at (877) 399-1958.

CACREP STANDARDS: This course has been designed to address the following CACREP Standards:

- Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (Section 2.F.2.a) [Identification assignment, Foundation assignments]
- Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (Section 2.F.2.b) [Identification assignment, Foundation assignments]
- Multicultural counseling competencies (Section 2.F.2.c) [Identification assignment, Foundation assignments]
- Multicultural counseling competencies (Section 2.F.2.d) [Identification assignment, Foundation assignments]
- The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (Section 2.F.2.d) [Identification assignment, Foundation assignments, Immersion assignment]



- The effects of power and privilege for counselors and clients (Section 2.F.2.e) [Identification assignment, Foundation assignments]
- Help-seeking behaviors of diverse clients (Section 2.F.2.f) [Identification assignment, Foundation assignments]
- The impact of spiritual beliefs on clients' and counselors' worldviews (Section 2.F.2.g) [Identification assignment, Foundation assignments]
- Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (Section 2.F.2.h) [Identification assignment, Foundation assignments, Immersion assignment]
- Impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities (Section 5.H.2.e) Identification assignment, Foundation assignments, Immersion assignment]
- Impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability (Section 5.H.2.f) Identification assignment, Foundation assignments, Immersion assignment]
- Advocacy for the full integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers (Section 5.H.3.j) Identification assignment, Foundation assignments, Advocacy assignment]

COURSE REQUIREMENTS

Each assignment is briefly listed here, full details and expectations will be provided in your course modules.

1. “Identification” (“He who knows others is wise; he who knows himself is enlightened.” – Lao Tzu) (30 Points):

- **Reflection Paper (30 points)**- full exploration of your own connections, experiences and thoughts related to various groups. **Due May 30, 2020**

2. “Foundation” (Understanding of Readings) (60 points total)

- **Discussion Posts** (5 points each, 50 total): Students are expected to read and reflect on each chapter in textbook. Students will address guided questions posted in CANVAS. While students are expected to watch posted lectures, greater learning takes place via reflection and active participation in exercises, discussion of issues and exploration of ideas. You must post your own response to the prompts (3 points) and thoughtfully reply



to two additional peers (1 point each) for full credit. **Due: Saturday of every week (including 4th of July), final week of class is due on Friday, July 31.**

- **Article Summary and Critique** (10 points)- selection of article related to selected topic, this article will then be reviewed and summarized and posted to be shared with the class. **Due date vary.**

3. “Immersion” (Exploring My and Other’s Worldview) (80 Points)_ *“Ma ka hana ka ‘ike”* (“In the doing, one learns.”) (Hawaiian proverbs; *‘Ōlelo No’eau*)

- **Participation Exercise and Presentation** (25 points)- Go outside of your comfort zone and share that experience in a presentation. **Due Saturday, July 4, 2020.**
 - **Peer review** (10 points) - Review and provide feedback to two peers **Due Saturday, July 18, 2020**
- **Case Conceptualization** (15 points each- 3 total) - Review provided case and work through your clinical areas of concern and your approach. **Due dates vary.**

4. “Advocacy” (Moving Forward) (Total 30 Points)

A. **Editorial and Reflection Assignment** (30 points)- Explore a group you are connected to and identify ways to move the conversations and research forward. Engage in meaningful reflection on what your experience has been in this class. **Due Wednesday, August 5, 2020.**

Grading Guidelines & Policies

Assignment	Points Possible
“Identification”	30
“Foundation”	60
“Immersion”	80
“Advocacy”	30
TOTAL	200

Grading Scale

99- 100%, 197-200 pts	A+	86–89 %, 172-179 pts	B+	70-79 %, 140-159 pts	C
94–98 %, 188-196 pts	A	83–85 %, 166-171 pts	B	60-69%, 120-139 pts	D
90–93 %, 180-187 pts	A-	80–82 %, 160-165 pts	B-	59 %, 119 pts & below	F



COURSE SCHEDULE

Week	Class Topic	Readings & Assignments
1 May 26-30	<ul style="list-style-type: none"> • Introduction to Cross-Cultural Counseling • Chapter 1: Obstacles to Developing Cultural Competence and Cultural Humility • Chapter 2: Multicultural Counseling and Therapy 	<ul style="list-style-type: none"> • Read Chapters 1 & 2 • Discussion Post: "Introduce Yourself" due 5.30.20 • Assignment: "Identification" due 5.30.20
2 June 1-6	<ul style="list-style-type: none"> • Chapter 3: Multicultural Counseling Competence for Counselors and Therapists • Chapter 4: The Political and Social Justice Implications of Counseling and Psychotherapy 	<ul style="list-style-type: none"> • Read Chapters 3 & 4 • Discussion Post Due 6.6.20 • Submit preferred topic for article review by 6.6.20
3 June 8-13	<ul style="list-style-type: none"> • Chapter 5: The Impact of Systematic Oppression with the Counseling Process: Client Worldviews and Counselor Credibility • Chapter 6: Microaggressions in Counseling & Psychotherapy 	<ul style="list-style-type: none"> • Read Chapters 5 & 6 • Discussion Post Due 6.13.20 • Inform instructor of selected cultural immersion population by 6.13.20
4 June 15-20	<ul style="list-style-type: none"> • Chapter 7: Multicultural Barriers and the Helping Professionals • Chapter 8: Communication Styles & Its Impact on Counseling & Therapy 	<ul style="list-style-type: none"> • Read Chapters 7 & 8 • Discussion Post Due 6.20.20 • Weekly Articles Begin. • Case Conceptualization #1 Due 6.20.20
5 June 22-27	<ul style="list-style-type: none"> • Chapter 9: Multicultural Evidence-Based Practice • Chapter 10: Non-Western Indigenous Methods of Healing: Implications for Multicultural Counseling and Therapy 	<ul style="list-style-type: none"> • Read Chapters 9 & 10 • Discussion Post Due 6.27.20



<p>6 June 29- July 4</p>	<ul style="list-style-type: none"> • Chapter 11: Racial, Ethnic, Cultural Identity Attitudes in People of Color: Counseling Implications • Chapter 12: White Racial Identity Development: Counseling Implications 	<ul style="list-style-type: none"> • Read Chapters 11 & 12 • Discussion Post Due 7.4.20 • Immersion Presentation due 7.4.20
<p>7 July 6-11</p>	<ul style="list-style-type: none"> • Chapter 13: Culturally Competent Assessment • Chapter 14: Counseling African Americans 	<ul style="list-style-type: none"> • Read Chapters 13-14 • Discussion Post Due 7.11.20
<p>8 July 13-18</p>	<ul style="list-style-type: none"> • Chapter 15: Counseling American Indians/Native Americans and Alaska Natives • Chapter 16: Counseling Asian Americans and Pacific Islanders • Chapter 17: Counseling Latinx Populations 	<ul style="list-style-type: none"> • Read Chapters 15, 16, & 17 • Discussion Post Due 7.18.20 • Peer Review of 2 Immersion presentations due 7.18.20.
<p>9 July 20-25</p>	<ul style="list-style-type: none"> • Chapter 19: Counseling Arab Americans and Muslim Americans • Chapter 20: Counseling Immigrants and Refugees • Chapter 21: Counseling Jewish Americans 	<ul style="list-style-type: none"> • Read Chapters 19, 20, & 21 • Discussion Post Due 7.25.20 • Case Conceptualization #2 Due 7.25.20
<p>10 July 27- Aug 1</p>	<ul style="list-style-type: none"> • Chapter 22: Counseling Individuals with Disabilities • Chapter 23: Counseling LGBTQ Population 	<ul style="list-style-type: none"> • Read Chapter 22 & 23 • Discussion Post Due 7.31.20 • Case Conceptualization #3 Due 8.1.20
<p>11 Aug 3-7</p>	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Editorial and Reflection Assignment Due 8.5.20

General Course Policies:

Distance learning presents some pedagogical challenges for both instructors and students. Proper decorum is to be observed in the virtual classroom, as outlined in the student code



(<http://catalog.usu.edu/content.php?catoid=4&navoid=581>). Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructor, and to complete all academic exercises with integrity.

Although this course is taught asynchronously, all interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. The following are the course policies that should be followed during all online discussions, activities, presentations, and testing.

1. Refrain from the use of profanity or derogatory statements about sexual orientation, ethnicity, religion, race, gender, age, etc.
2. Respect your peers (e.g., do not judge opinions or monopolize the discussion thread).
3. Sharing of personal experiences is encouraged in the context of the course material. However, the instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by colleagues outside of the class setting.
4. Assignments are due on the dates noted in the course syllabus. This will typically be Saturdays by 11:55 p.m. MST, unless otherwise noted. Assignments received after this time will be penalized 20 percent if received within 48 hours of the due date. Assignments received more than 48 hours past the due date will not receive any points or instructor feedback unless there has been prior communication and approval from instructor. If you need any additional time or consideration you **MUST** reach out to me and discuss this as soon as possible. I cannot work with you if I do not know what is going on and this is best done prior to a deadline rather than after. No special consideration is guaranteed.

Professional Performance Standards: Part of performing at your best level in this program will require a high degree of self-awareness. The following information is quoted from the Utah State University (USU) Rehabilitation Counseling Education Program performance policy:

The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.

Additionally, it is suggested that students follow the Code of Professional Ethics for Rehabilitation Counselors (CRCC, 2017);

https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf) which states:

Section D.3.a - IMPAIRMENT. *Rehabilitation counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the*



client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)

If you feel you are struggling in any way, we as faculty encourage you to reach out to us. We will work together to find suitable methods for supporting you.

In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC, see the code of ethics page referenced above). More specific to this class and the overall rehabilitation counseling program, specific Professional Performance Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

Professional Dispositions: The rehabilitation counseling program has also adopted a set of professional dispositions to be demonstrated by all students. The professional dispositions include:

- Self-awareness, including humility, self-reflection, and understanding of place in history
- Integrity, including personal responsibility, maturity, honesty, courage, and congruence
- Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- Openness to idea, learning, change, giving and receiving feedback, others, and self-development
- Respect to self and others, including honoring diversity, self-care, and wellness



Skills: At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also important that you do not make assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly (via email) to address any questions or concerns.

Professional Writing: During graduate school (and as a professional), it is expected that individuals communicate clearly with precision and formality. As mentioned earlier, it is highly recommended that students use the APA Manual as a reference in writing/formatting their assignments and for citing references. In addition, before any submission of any assignment, students can approach the Writing Center at USU for support in editing. Students are able to schedule an online session if necessary. The Writing Center can be reached by phone: (435) 797 - 2712, or email: usuwritingcenter@gmail.com. More detailed information about the Writing Center can be accessed at: <https://writing.usu.edu>

Attendance: Students are expected to watch all recorded Adobe Connect sessions. Attendance is a critical aspect of student success and classroom engagement.

Participation: Students are expected to participate in all course activities. Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited as a way of adding to the overall learning environment whether we are meeting online or in-person. Students are expected to demonstrate respect for one another in the way that they ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.

Utah State University Campus Policies (<https://studentaffairs.usu.edu>): USU is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination, and to fostering respect and dignity for all members of the USU community. [Title IX](#) and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. All USU [employees are required to report](#) any disclosures of sexual misconduct to the USU Title IX Coordinator. The only exceptions are for those who provide health care, mental health services and victim advocacy. [Learn more and access information and forms for reporting an incident to USU.](#)

Accommodations for Students with Disabilities: Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC



as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. Their website can be found at: <https://www.usu.edu/drc/>

Emotional and Mental Wellbeing: Graduate school can be a stressful experience. USU has a mission to support students in all facets of life including their emotional well-being. All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic groups. If you live in the Logan area, CAPS is located in the Taggart Student Center (TSC 306, 435-797-1012). If you live outside the Logan area, please contact Justin Barker, PsyD at justin.barker@usu.edu. Services you may be eligible for include:

- Consulting, referral, and therapy via video conferencing
- Referrals to providers throughout the State of Utah
- Initial consultation and help with referral to out-of-state students
- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.

If suicide is an issue, you can get help from the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Title IX – Sexual Misconduct and Discrimination: Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (<https://www.usu.edu/policies/339/>) (address sexual harassment in the workplace and academic setting).

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. Further information and forms for reporting an incident to USU can be found here: <http://aao.usu.edu>.

If you or someone you know has experienced sexual assault, please contact the Sexual Assault and Anti-Violence Information office (SAAVI) at 435-797-7273 or see their website at www.usu.edu/saavi/, or contact the CAPSA 24-hour crisis line at (435) 753-2500. If you or someone you know needs emergency services for trauma or life-threatening situations please call 911.

Additional Resources:

Emergency services for trauma or life-threatening situations, please call 911

[National Suicide Prevention Lifeline](https://www.usu.edu/drc/) at 1-800-273-TALK (8255)



[Sexual Assault and Anti-Violence Information office \(SAAVI\): 1-435-797-7273](#)

Domestic violence services:

- [National Domestic Violence Hotline](#)
 - 1-800-799-SAFE (7233)
- [More information about Domestic Violence and Services](#)
- [CAPSA](#)
 - 24-Hour Cache Valley Crisis Line: 1-435-753-2500

[Utah State University Rehabilitation Counseling Master's Program](#)

- Kris Wengreen, Advisor kris.wengreen@usu.edu or 1-435-797-3246

Special Education and Rehabilitation Department Policies for Grading Guidelines:

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.
3. All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program (a USU Graduate School policy).

Academic Honesty: It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

Notice of Academic Dishonesty: The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honest, the following information is quoted from the code of Polices and Procedure for Students at Utah State University, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

- A. Cheating includes intentionally: Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity; Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and Engaging in any form of research fraud.
- B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.



- C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials
(<http://catalog.usu.edu/content.php?catoid=12&navoid=3140&hl=Integrity&returnto=search>).

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to: (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the University; or (e) expulsion from the University.

[Learn more about the USU student code of conduct.](#)

Grievance Process (Student Code): Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances (<https://studentconduct.usu.edu/studentcode/article7>).

Disclaimer: Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advanced notice and rational for changes. In the event changes are made, the amended syllabi will be discussed in class and uploaded into CANVAS.