

**NIAGARA UNIVERSITY
Department of Education**

Kristine Augustyniak, Ph.D.
Office Telephone: (716) 284-9584
e-mail: kma@niagara.edu

Office Hours:
Tues: noon-2:00 p.m.
Weds: noon-2:00 p.m.
Thurs. noon-2:00 p.m.

A. Course Description:

This course is designed to include a study of various specific population groups. In exploring the psychological, sociological, and political facing different groups, the student will evaluate her/his own personal biases. The student will be encouraged to explore and change prejudiced attitudes.

B. Number of Credits:

Three (3) credit hours

C. Text:

Sue, D.W. & Sue, D. (1999). Counseling the Culturally Different, (3rd Ed.). New York: John Wiley & Sons.

D. Learning Outcomes:

Students will be able to:

1. Understand and explain how cultural variations affect the counseling process.
2. Understand the potential barriers to effective counseling with multicultural and specific populations.
3. Acquire knowledge of strengths and limitations of various counseling theories and strategies with specific populations.
4. Demonstrate knowledge regarding specific populations and the issues facing people with values, cultures, languages, family structures, etc. different from their own.
5. Demonstrate knowledge of community characteristics and resources of specific populations.
6. Increase awareness of personal prejudices considered in the categories of racism, sexism, ageism, and against people in poverty and attempt to relinquish such prejudices.
7. Follow established professional ethical guidelines regarding persons from specific populations or multicultural groups.

E. Conceptual Framework:

The conceptual frame work of the Niagara University College of Education forms the basis for the graduate programs in School and Mental Health Counseling. NU's College of Education had adopted a constructivist approach to teaching and

education, which incorporates an active learning module and endorses faculty and students as reflective practitioners. The conceptual framework of the graduate counseling programs also follows the requirements of the **Council for the Accreditation of Counseling and Related Educational Programs (CACREP)**, the professional accreditation for counseling programs. This course addresses the following CACREP Core Areas:

1. Professional Identity: *Addressed in EDU 652.*
2. Social and Cultural Diversity: *Addressed in EDU 652.*
3. Human Growth and Development: *Addressed in EDU 652.*
4. Career Development: *Not addressed in EDU 652.*
5. Helping Relationships: *Addressed in EDU 652.*
6. Group Work: *Not addressed in EDU 652.*
7. Assessment: *Not addressed in EDU 652.*
8. Research and Program Evaluation: *Not addressed in EDU 652.*

Note: The Eight CACREP Core Areas are addressed throughout the curriculum. This course meets four of the Eight CACREP Core Areas. Core Areas not addressed in EDU 652 are addressed in other Counseling courses.

F. Methods of Instruction:

Teaching methods are designed to meet a variety of learning styles and will include methods such as lecture, large and small group discussion, and presentations. Since attitude change is difficult and often requires feedback from others, each class will be structured to allow interaction among class members. Class time will be in seminar format. It is essential that class members prepare themselves adequately for class involvement by becoming familiar with the text and handouts.

Confidentiality will be an important concern for this class. Willingness to take risks and be open and honest will be important for personal growth. Therefore, rules for dealing with people’s feelings and for dealing with conflict within a group setting will be discussed in the beginning of the course.

G. Class Outline and Assignments:

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1. January 25	Political dimensions of MCT	Chp. 1&2
2. February 1	Practical dimensions of MCT	Chp. 3&4 Logbook due
3. February 8	MCT with families Video: <u>Culture Sensitive Family Therapy</u>	Chp.5 Logbook due

4. February 15	Racial And Cultural Identity Development	Chp. 6&7 Logbook due
February 22 – no class, winter recess		
5. March 1	Worldviews Video: <u>Narrative Therapy</u>	Chp. 8 Logbook due
6. March 8	Indigenous Healing MCT Competence	Genograms due in lieu of Logbook Chp. 9&10
7. March 15	Counseling African Americans	Chp. 11 Logbook due
8. March 22	Counseling Asian Americans	Chp. 12 Logbook due
9. March 29	Counseling Native Americans	Chp.13 Logbook due
10. April 5	Counseling Hispanic Americans	Chp.14 Logbook due
April 12 & 19 - no classes, Easter recess		
11. April 26	Counseling other marginalized groups Student presentations	Chp.15 Logbook due <u>Synthesis paper due</u>
12. May 3	Student presentations	
13. May 10	Student presentations	
14. May 17	<u>FINAL EXAM</u> and any overflow of student presentations	

Note: This is a tentative schedule that is subject to change.

H. Evaluation Procedure

The following assessment battery is designed to allow students the opportunity to demonstrate personal growth, knowledge and skill acquisition, and synthesis of concepts learned in class with professional attitudes.

Logbook (50% of grade)

This logbook assignment is designed to allow students additional time to digest and consider the richness of ideas presented in class. For each scheduled class session, the student will complete a typed (doubled spaced, 12 point print) reflection exploring her/his reaction to the class experience or assigned readings. Since this is designed as a forum to reflect on personal growth one must consider that students will each enter this course at a different place in their growth process. Therefore, criteria for grading is based on relevance of subject and depth of consideration given to the selected concept. Entries will be assessed on a three point scale as follows:

- 3 = above average. The student integrated new knowledge to potentiate change/expansion of beliefs, attitudes and/or skills.
2 = average. The student has mastered new knowledge.
1 = needs improvement. The student has not demonstrated full understanding of material.

Synthesis paper and presentation (30% of grade)

Paper (20 points)

Students will complete a manuscript (APA style) reflecting their acquired competency in multicultural counseling. Topics discussed in the paper must include, but are not limited to the following:

Personal/ professional development:

- Student awareness of her/his own cultural conditioning and heritage.
- Acknowledgement of any values biases, and attitudes that may hinder their development of a positive view of pluralism and reflection of how and when they became aware of these biases. (**This section does **not** have to be included in the class **presentation**.)
- Ability to identify common ground that exists among people of diverse backgrounds and ways in which we all share common concerns.

Considering at least 2 specific populations with which the student is likely to work:

- Salient factors in the cultural conditioning of their clients and the impact of the sociopolitical system of which they are part (references required).
- Knowledge of family structure, and community characteristics, resources, indigenous supports (references required).
- Identification of counseling methods, strategies, and goals consistent with the life experiences and cultural values of these clients (references required).

Presentation (10 points)

Students will present an overview of their research to classmates and provide a brief handout highlighting main points and some valuable references. Class presentation will be judged based on the clarity with which the topics are described and the degree to which the presentation stimulates discussion/participation by class members.

Final Exam (20% of grade)

Students will demonstrate knowledge acquired from readings and seminars on this essay and short answer exam.