



<b>Course</b>	COUN 5635 Techniques of Counseling Special Populations	
<b>Term, Day, Time</b>	Spring 2, 2010 – Thursday 6:00pm-10:00pm 3/18, 3/25, 4/1, 4/8, 4/15, 4/22, 4/29, 5/6, 5/13	
<b>Instructor</b>	Name: Monica Ford-Davis, EdD Phone: Home: (904) 768-0752 Cell: (904) 655-7767 Email: <a href="mailto:prestigetrust@bellsouth.net">prestigetrust@bellsouth.net</a> or <a href="mailto:fordm@duvalschools.org">fordm@duvalschools.org</a>	
<b>Catalog Description/ Content Area</b>	<b>COUN 5635 Techniques of Counseling Special Populations</b> This course focuses on the examination and application of counseling theories when working with clients from special population groups, e.g., exceptional students, dropouts, minorities, women re-entering the labor force, and older persons. Ethical implications are also discussed. Self-growth experimental activities may associated with the content of this course.  Content Areas: some content in Theory, Social and Cultural Diversity, and Helping Rxs.	
<b>Learning and Skills Outcome Objectives</b>	<i>Upon successful completion of this class students will be able to:</i> 1. Demonstrate an understanding of legal and ethical trends toward multiculturalism, diversity, and disability. 2. Demonstrate understanding of the prejudices and processes of oppression and discrimination in society. 3. Demonstrate understanding of the practical use of multicultural counseling competencies in school, agency, and private counseling settings. 4. Demonstrate knowledge of methods to carry out the counselors' roles in social justice, advocacy and conflict resolution.	
<b>Materials</b>	Baruth, L. and Manning, M. (2007). <b>Multicultural Counseling and Psychotherapy: A Lifespan Perspective</b> . (4 <sup>th</sup> Edition). New Jersey: Pearson Prentice Hall. ISBN# 0-131-70681-0  <b>To Order Textbooks go to the local website at <a href="http://www.webster.edu/jack">www.webster.edu/jack</a> and click on Order Textbooks.</b>  <b>Note: Textbooks should be ordered 2 weeks prior to class to ensure delivery.</b>	
<b>Method of Instruction</b>	Students will learn through a variety of methods which include, but are not limited to lecture, text readings, discussion, research, group presentations, and out of class assignments.	
<b>Grading</b>	Assignments	Maximum Points
	• Weekly Exams	10 Points
	• Group Presentation	10 Points

• Essays for Seminars	10 Points
• Final Research Paper	30 Points
• Video	5 Points
• Field Trip Attendance	15 Points
• Field Trip Presentation	10 Points
• Class Participation and Attendance	10 Points
<b>TOTAL</b>	<b>100 Points</b>

Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points (weighted according to the scale above) that you earned in the course.

Percentage of Total Points	Grade
95%-100%	A
90%-94%	A-
88%-89%	B+
84%-87%	B
80%-83%	B-
70%-79%	C
Below 70%	F

The Graduate catalogue provides these guidelines and grading option:

Grades in the program are A, A-, B, B-, C, F, CR, I, ZF, and W

A/A- Superior graduate work

B+/B/B- Satisfactory graduate work

C Marginal work

F Unsatisfactory work

CR Credit given for practica/internships

I Incomplete work

ZF Permanent grade for unfinished incomplete grade which treated as an F

W Withdrawn from the course

The grading of this course has a subjective component that is based upon the experience of the instructor. The Counseling faculty recognizes that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in other disciplines. Students completing this course should *demonstrate marked progress toward the course objectives* as noted above as well as be able to write coherently and interact professionally with peers. Your final grade in this course will reflect *not only your academic performance but also your interpersonal skill development as evaluated by the instructor*. For example, it is possible to excel academically

	and receive a final grade less than an A or B. Thus, all grades will reflect a combination of <i>objective and subjective</i> assessment.
<b>Activities</b>	<p><b>Weekly Exams:</b></p> <ul style="list-style-type: none"> <li>• There will be 10 True and False and 10 Multiple Choice questions on reading.</li> <li>• Total of 10 points.</li> </ul> <p><b>Group Presentation:</b></p> <ul style="list-style-type: none"> <li>• Categories: Breath of relevant information, organization, interest, evidence of preparedness, style of presentation (approximately one hour).</li> <li>• Individual will be worth 10 Points.</li> <li>• Group will be worth 10 Points.</li> </ul> <p><b>PowerPoint Presentations for Seminars:</b></p> <ul style="list-style-type: none"> <li>• Issues of interest, information, and reactions to weekly readings.</li> <li>• Presentations will be worth a total of 10 Points.</li> </ul> <p><b>Final Research Paper:</b></p> <ul style="list-style-type: none"> <li>• There will be a Research Paper due the final night of class. The topic of the paper should relate to a minority population that has not been covered in the text.</li> <li>• Paper will be <b>6-8 pages</b>, double-spaced, one-inch margins, printed on one side of the page only, standard white bond paper and conforming to <b>Research Paper Guidelines (see website <a href="http://www.webster.edu/jack">http://www.webster.edu/jack</a>)</b>. Please note your paper will be evaluated on content and the degree to which it conforms to <b>Research Paper Guidelines</b> as expressed in the sample paper provided to you. Ten citations from Professional journals is the minimum for a graduate level research paper. Grammar, spelling, punctuation are expected to be perfect in a graduate level paper. Students will be given time during class to use the Passports Internet as a documented component of the Research Paper.</li> <li>• Paper will be worth 30 Points.</li> </ul> <p><b>Student Video Presentation:</b></p> <ul style="list-style-type: none"> <li>• Relevant to week's topic.</li> <li>• Thoughtfulness of content considered.</li> <li>• Video is worth 5 Points.</li> </ul> <p><b>Field Trip Presentation: Counselor Interview</b></p> <ul style="list-style-type: none"> <li>• Attendance is worth 15 Points.</li> <li>• Presentation (creativity encouraged) will be approximately 10 minutes. Will be worth 10 Points.</li> </ul> <p><b>Class Participation and Attendance:</b></p>

	<ul style="list-style-type: none"> <li>• Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. <b>PLEASE NOTE: <u>Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.</u></b></li> <li>• Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.</li> <li>• Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.</li> <li>• Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.</li> <li>• Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.</li> <li>• A maximum of 10 points will be awarded based on the level and quality of participation and preparation.</li> <li>• Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.</li> <li>• All assignments are due as detailed in the Course Schedule.</li> <li>• Late assignments will be accepted, if they are turned in <b><i>no later</i></b> than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point.</li> <li>• Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.</li> </ul>
<p><b>Policy Statements: University Policies</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p><b>Academic Honesty</b> The university is committed to high standards of academic honesty.</p>

	<p>Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><b>Drops and Withdrawals</b> Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><b>Special Services</b> If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p>
<p><b>Course Policies</b></p>	<p><b>Course Requirements:</b></p> <p><b><u>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:</u></b> In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., <b>what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.</b> Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, <b>the student risks a failing grade</b> in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.</p> <p>We will be learning from each other in addition to the text throughout the semester. Therefore, it is important <b>that everyone feels safe, comfortable, and free</b> to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another’s positions; relating to others in an empathic manner occurs in class <i>just as with clients</i>. You are encouraged to make your feelings and thoughts known, yet, to <b>do so in a “counselor manner”, i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills.</b> This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.</p>

Further, **openness to supervision and instruction** by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

***ACA Code of Ethics (2005)***

*Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.*

*(See C.1., H.1.)*

**Cell Phones**

Turn off all cell phones during class unless otherwise advised by the instructor.

**Academic Integrity**

All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.

Recycling papers from other coursework is not acceptable.

According to the *Publication Manual of the American Psychological Association* (2001), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else's work, you must also give them credit with a citation.

**All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work.** Plagiarism will not be excused by ignorance on the student's part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.

**Course Attendance:**

The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Absences will result in a significant loss of learning, which will not be recouped through borrowing a classmate's notes. **Students are expected to attend all class sessions of every course.** It is expected that you will come to class having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.

The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. See *Grading* for further information.

**Course Contact Hours:**

Unless a course has enrolled fewer than four students, faculty have a contractual obligation to meet the full complement of contact/meeting hours (32 for undergraduate courses; 36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission and membership in the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.

**DETERMINATION OF GRADES IS BASED THE FOLLOWING CRITERIA:**

**Minimum Requirements:**

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

**Mastery Level (Grade of "B"):** *Professional Achievement*

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

	<p><b>Mastery Level Plus (Grade of "A"): <i>Creative Achievement</i></b>  Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.</p> <p>Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.</p> <p>Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.</p> <p>The grade of "A" represents the best work of students, accomplished in a unique and professional manner.</p> <p><b>Note:</b>  To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.</p>	
<b>Weekly Schedule</b>		<p><b>Pre-assignments for Session 1:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
	<b>Session 1</b>	<p><b>THEME: Minority Populations</b>  <b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Class Discussion about why they chose to take this class and what they expect to take away at its completion</li> <li>• Overview of Course and Syllabus</li> <li>• Complete Personal Data Forms</li> <li>• Respect Activity</li> <li>• Sharing Activity</li> <li>• What is Multicultural Education</li> <li>• Sign-up for Video Presentations</li> <li>• Video – (Documentary)</li> </ul> <p><b>Assignments for Session 2:</b></p> <ul style="list-style-type: none"> <li>• <i>Read Chapters 1 &amp; 2</i></li> </ul>
	<b>Session 2</b>	<p><b>THEME: Intro to Multicultural Counseling and Psychotherapy and Identify Development Models</b>  <b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Class discussion of assigned readings</li> <li>• PowerPoint Seminar</li> </ul>

	<ul style="list-style-type: none"> <li>• Select Topics for papers and group presentations</li> <li>• Circles of Multicultural Self Activity</li> <li>• Student Video Presentation</li> </ul> <p><b>Assignments for Session 3:</b></p> <ul style="list-style-type: none"> <li>• <i>Read Chapters 3 &amp; 4</i></li> </ul>
<b>Session 3</b>	<p><b>The Culturally Effective Counselor Multicultural Human Growth and Development</b></p> <ul style="list-style-type: none"> <li>• Class discussion of assigned readings</li> <li>• PowerPoint Seminar</li> <li>• Student Video Presentation</li> </ul> <p><b>Assignments for Session 4:</b> <i>Read Chapters ,5 &amp; 6</i></p>
<b>Session 4</b>	<p><b>THEME: Understanding and Counseling African American Clients</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Discuss readings</li> <li>• PowerPoint Seminar</li> <li>• Group Presentation</li> <li>• Student Video Presentation</li> </ul> <p><b>Assignments for Session 5:</b></p> <ul style="list-style-type: none"> <li>• <i>Read Chapters 7, 9, &amp; 10</i></li> </ul>
<b>Session 5</b>	<p><b>THEME: Understanding and Counseling Indian American and Asian American Clients</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Discuss readings</li> <li>• PowerPoint Seminar</li> <li>• Group Presentation</li> <li>• Student Video Presentation</li> </ul> <p><b>Assignments for Session 6:</b></p> <ul style="list-style-type: none"> <li>• <i>Read Chapters 11, 13 &amp; 14</i></li> </ul>
<b>Session 6</b>	<p><b>THEME: Understanding and Counseling European Americans and Hispanic Americans</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Discuss Readings</li> <li>• PowerPoint Seminar</li> <li>• Group Presentation</li> <li>• Student Video Presentations</li> </ul>

	<p><b>Session 7</b></p>	<p><b>Field Trip No Class</b></p> <ul style="list-style-type: none"> <li>• Visit and interview a counselor to discuss counseling multi-cultural or multi-ethnic students</li> <li>• School</li> <li>• Mental Health</li> <li>• Refer to hand out for sample questions</li> </ul> <p><b>Assignments for Session 7:</b></p> <ul style="list-style-type: none"> <li>• <i>Read Chapter 15, 16 &amp; 17</i></li> </ul>
	<p><b>Session 8</b></p>	<p><b>THEME: Gay, Lesbian and Bisexual Issues Issues in Multicultural Counseling</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Discuss Readings</li> <li>• PowerPoint Seminar</li> <li>• Group Presentation</li> <li>• Student Video Presentations</li> </ul> <p><b>Assignments for Session 8:</b></p> <ul style="list-style-type: none"> <li>• <i>None</i></li> </ul>
	<p><b>Session 9</b></p>	<p><b>THEME: Field Trip Presentations Closure</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Counselor Interviews</b></li> <li>• Research Papers Presentations</li> <li>• Submit Research Papers</li> </ul>

Reviewed by: *Dr. Stephanie Vavilala*

Job Title: Counseling Coordinator

Date: 2/18/10