Department of Leadership, Counseling, and Educational Technology

Course Title: MHS 6420 Counseling Special Population Groups (CRN 11728)

Class Time:  Mon. 5:00-7:45                  Location:  MH115

Instructor:  Signe M. Kastberg, Ph.D. Office: Merwin Hall (AB3) - #258

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Office Hours: Wednesdays 2-4:45pm or by appointment (including Skype)

**Required Text:**

Hays, H. G. & Erford, B. T. (2010). *Developing multicultural competence: A systems approach.* Upper Saddle River, NJ: Pearson.

(Note: additional readings will be assigned per the attached course schedule)

**Recommended Texts:**

Kastberg, S. (2007). *Servants in the house of the masters: A social class primer for educators, helping professionals, and others who want to change the world.*  New York: iUniverse, Inc. (available both as an e-book and paperback)

Ridley, C. (2005). *Overcoming unintentional racism in counseling and therapy*. (2nd ed.) Thousand Oaks, CA: Sage Publications.

**Catalog Description:**

Application of counseling theory to work with clients from special population groups, e.g., students who are exceptional, ethnic minorities, and at-risk. Each student will select a specific population group for supervised research.

**Philosophical Overview:**

All counseling is multicultural, as each human being is unique and emerges from a unique personal history within a shared sociocultural context. We all have specific differences and, thereby, few individuals can be categorized and/or stereotyped. However, cultural norms shape and constrain human behavior. This course will explore the etiology of culture and various cultural groups which counselors may be called upon to serve. This exploration will draw upon the various fields and contributions of anthropology, history, psychology, sociology, economics, politics, and geography. Students are expected to maintain an open mind and to take risks in expanding their comfort zone; to explore, meaningfully, their cultural conditioning; and to remain respectful of others’ ideas and divergent lenses for viewing human behavior.

**Course Goals:**

1. Increase awareness of student’s own cultural values, beliefs, assumptions, biases, and expectations

2. Increase student awareness of the cultural values, beliefs, assumptions, biases, and expectations of others

3. Increase student understanding of structural obstacles that constrain human freedoms and rights, as well as constraints emerging from individual beliefs and responsibilities in a democratic, capitalist society

4. Increase student ability and potential to provide meaningful, effective, culturally competent counseling services to diverse populations

5. Enhance student ability to professionally and sensitively determine when/whether referral to another clinician is appropriate in light of cultural differences.

**CACREP and FEAPS Standards**

The following CACREP standards are relevant to this course and specific other courses in the curriculum with regard to multicultural competencies in counseling. We will be addressing many of these standards in this course.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.

8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

D. Skills and Practices

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.

2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.

2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

H. Skills and Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

DIAGNOSIS

K. Knowledge

4.Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.

The following FEAPS standards are also relevant to this course:

Communication (2)

2.1 Knows and identifies varied communication techniques for use with PK-12 students, including students whose home language is not standard English.

Diversity (5)

The preprofessional school counselor establishes a comfortable environment for students. The school counselor accepts and fosters diversity and demonstrates knowledge and awareness of varied cultures and linguistic backgrounds. The school counselor creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

5.1 Knows how race, ethnicity, gender, socio-economic status, language, and special need variables affect all PK-12 students’ development, learning, and/or behavior change.

5.2 Demonstrates a repertoire of school counseling techniques and strategies, including materials selection, to provide counseling effectively to all PK-12 students.

5.3 Shows sensitivity, acceptance, and valuing of all PK-12 students, including those from diverse backgrounds based on race, ethnicity, gender, socio-economic status, language, and special need.

Knowledge of Subject Matter (8)

The preprofessional school counselor has a basic understanding of school counseling and is beginning to understand how school counseling is linked to other disciplines and activities in the school. The school counselor’s repertoire of professional skills includes a variety of means to assist students’ development, learning, and/or behavior change.

8.1 Knows and understands the school counselor’s subject matter thoroughly.

(ALL SCHOOL COUNSELING COURSES EXCEPT INTERNSHIPS WILL COUNT TOWARD MEETING THIS REQUIREMENT WITH A COMBINATION OF PASSING GRADES, AN OVERALL 3.0 GPA IN THESE COURSES, AND PASSING OF BOTH SUBJECT AREA EXAM AND COMPREHENSIVE EXAM. THIS WILL BE LISTED IN ALL SYLLABI AS BEING MET BY PASSING THE COURSE.)

Role of the School Counselor (11)

The preprofessional school counselor communicates and works cooperatively with families and colleagues to improve educational experiences at the school

11.1 Knows the laws and court decrees that address the rights and obligations of students, parents, and educators.

11.2 Uses effective and democratic communication and school counseling techniques with colleagues, school or community specialists, administrators, and families, including families whose home language is not English.

**Teaching/Learning Methods:**

The curriculum will integrate textbook and other readings, PowerPoint presentations, individual presentations, video presentations, clinical problem solving, demonstrations, and independent information gathering. Class discussion will supplement and reinforce knowledge and skills. The class will be using the FGCU resource, Angel, to access information and submit selected assignments. You must have a current FGCU email account. You should check your FGCU email regularly, as this is the primary way I will make contact with you if necessary. I will *not* be using ANGEL email. Information on ANGEL is available online at http://elearning.fgcu.edu/frames.aspx and

http://elearning.fgcu.edu/section/default.asp?id=xxxDemoonlinecoursestudent

**Primary Methods of Instruction**

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| x | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice. |
| x | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| x | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
| x | Lecture | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
|  | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
|  | Web Based Activity | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
| x | Guest Speakers/Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**Course Requirements:**

1. Read and utilize “Important Information” (see below).
2. It is a minimal expectation that you will come to class having read assigned readings and prepared to participate fully in discussions. It is not possible to be a spectator in every class meeting. I do not grade participation but it will become an issue if you consistently choose non-participation.
3. *Cultural autobiography*: write an autobiography of your personal cultural history. This should include, at minimum, two major components: an assessment of your own family of origin and sociocultural location (family values, attitudes, customs and traditions, responses to major life events); and a review of your personal history of interactions –or lack of interactions—with individuals and groups whose sociocultural background (in terms of race, gender, social class, sexual orientation, ability/disability, religion, ethnicity) differs from your own. Your autobiography should include both description and analysis. Recommended length: 10-12 pages.
4. *Reading review*: your reading on cross-cultural perspectives should not be limited to the required course readings. You will be expected to read and briefly review (summarize and critique) two additional texts (books or scholarly articles) of your choosing which are directly related to this course. You may wish to use both readings to focus on a specific population, or to explore different populations or subcultures. The reviews submitted will be posted electronically in order to extend the benefit of these resources to the whole class. Size limit: 2 pages, including full citation.
5. *Discussion forum*: Each week, you will reflect upon the assigned readings and course discussion and post at least two comments or discussion questions on the Angel Discussion Board. You will not be graded on content; however, please follow these rules to avoid points being deducted:

* Don’t “pile on” – ie, don’t post comments that consist of “me too”
* Demonstrate respect for others’ opinions, even if you disagree
* Include links to scholarly/credible sources if appropriate to the discussion
* Limit each post to 200 words maximum – we want everyone to be able to read the comments every week
* Read your comment twice before posting, and ask yourself if it would make sense to someone reading it out of context
* Avoid comments that rely on an “*n*” of one – ex: “well, my uncle doesn’t act like that and he’s …. (x)…”.

1. *Personal Insight Narrative* (PIN). One of my instructional goals is the development of self-reflective practitioners. To that end, you will submit two reflective writings that explore in a personal way (thoughts, feelings, beliefs, opinions) the connections you are making between the course material (texts, activities) and your own life or understanding of the world. Each submission should be 5-6 pages in length. One will be due at the mid-semester point, and the other near the end of the semester. These narratives will not be graded on content. You will receive the full amount of points as long as the narrative is turned in on the due date and meets the writing guidelines specified below.
2. *Cultural immersion project*: in order to make your course experience a personal as well as academic growth process, you will undertake a cultural immersion project, consisting of two major parts. You must submit a one-paragraph proposal of your project target to me for approval before you begin. First, you will interview an individual from a culture different from your own, sharing family background information and social histories. Second, you will participate in an activity of that cultural group. You will write a paper summarizing the interview and activity, your experience of it and reflections on it in connection with the course, and any analysis you wish to offer. This project will culminate in an opportunity to share your experience and reflections with the class as a whole. Recommended paper length: 8-10 pages. Presentation time limit: 10 minutes.

**Grading:**

* Cultural autobiography (20 points)
* Discussion forum (15 points)
* Reading reviews (10 points each x 2 = 20 points)
* PINs (10 points each x 2 = 20 points)
* Cultural immersion project (25 points)

Additional information on grading is included below.

**Course Schedule with Topics and Assignment Due Dates:**

Week 1 Introductions, syllabi, course orientation/expectations

Jan. 9

Jan. 16 **No Class – MLK Day!**

Week 2 The Culturally Competent Counselor

Jan. 23 Cultural Identity Development

Read: Chapters 1 and 2

Week 3 Social Justice

Jan. 30 Racism and White Privilege

Read: Chapters 3 & 4, and “White Privilege” article (Angel)

Week 4 Gender and Sexism

Feb. 6 Sexual Orientation and Heterosexism

Read: Chapters 5 & 6

**Due: Reading Review #1**

Week 5 Social Class and Classism

Feb. 13 Read: Chapter 7

Week 6 Disability, Ableism and Ageism

Feb. 20 Read: Chapter 8 and ADA information (Angel)

**Due: Cultural Autobiography**

Week 7 Spiritual Diversity

Feb. 27 Read: Chapter 15

**Due: Paragraph proposal for Cultural Immersion Project**

**Due: PIN #1**

Mar 5 **SPRING BREAK**

Week 8 Individuals and Families of African Descent

Mar. 12 Read: Chapter 9

Week 9 Individuals and Families of Arab Descent

Mar. 19 Read: Chapter 10

Week 10 Individuals and Families of Asian Descent

Mar. 26 Read: Chapter 11

**Due: Reading Review #2**

Week 11 Individuals and Families of Latin Descent

Apr. 2 Read: Chapter 12

Week 12 Individuals and Families of Native American Descent

Apr. 9 Read: Chapter 13

Week 13 Individuals and Families of European Descent

Apr. 16 Read: Chapter 14

**Due: PIN #2**

Week 14 Class presentations

Apr. 23 **Due: Cultural Immersion Project Paper**

**Important Information a.k.a. How to Be Successful in Dr. Kastberg’s courses**

A. University Policies - FGCU has adopted policies governing, among other things, academic honesty and standards for behavior for all students enrolled at the University. Students are responsible for being fully acquainted with University policies, as you will be held to these standards.

B. Attendance - This program educates professionals who will be responsible for facilitating growth and adjustment in others—a significant responsibility indeed! As your instructor, I expect that you will take your education as seriously as a professional counselor takes her or his professional job. Accordingly, my expectation is that students will attend all classes and required class activities.  Students are allowed to miss up to two classes without penalty or risk of course failure, although I may require additional work to make up missed classes.  I appreciate an email informing me of your absence and reason for the absence. If three classes are missed, for any reason, you will be required to initiate discussions with me to create a plan of remediation to make up the course time missed.  Students who miss more than three classes will be assigned a grade of F for that course, or if within the college’s timeframe for withdrawal, will have the opportunity to withdraw from the course and register for that course in a subsequent semester.  Please refer to FGCU’s website for more details on withdrawal dates and policies. For public health reasons, I ask that you stay at home and do *not* attend class when you are suffering from a contagious illness. Each class, one or more students may be absent. It is impossible for me to re-teach the material for every class. Therefore, **if you miss a class, please contact a reliable classmate to find out what you have missed and contact me if you have questions *after* you have done due diligence with your classmates**.

C. Confidentiality - In courses that are part of the counseling program, the education and training process aims at the development of self-reflective helping professionals, and students often share information of personal importance with their peers in the classroom. You are encouraged to share your self to your own limits of growth, learning, and comfort. Maintaining confidentiality is normatively expected of students in this course; however, it cannot be guaranteed due to the nature of the group setting.

D. Grading - Grades will be assigned in accordance with the guidelines outlined below. Fair grading is very important to me. I attempt to bring as much objectivity to it as possible. I do this by using rubrics for many of the assignments. The rubrics spell out the criteria that I use to evaluate performance. I use a variety of opportunities for students to demonstrate their learning. I assign a score for each of these opportunities, then simply add up the total number of points you have earned at the end of the semester. These points are then translated to a final grade:

A 93 or more points earned

A- 89-92 points

B+ 85-88 points

B 80-84 points

C 69-79 points

F < 69 points

I Incomplete (see University guidelines)

E. Participation - Class participation is absolutely critical to the success of the course. Each person is an important part of group discussion and other in-class learning activities, and therefore regular attendance, punctual arrival, and active participation are required. Come to class prepared to take part in discussions and activities.

F. Personal Counseling - Sometimes students find that the material we explore as part of the course is troubling, upsetting, or triggers emotional reactions that are difficult to manage. Due to ethical considerations, I cannot counsel individuals who are currently students in my courses. I strongly encourage you to avail yourself of the services provided by the university Wellness Center if you find yourself encountering emotional turmoil, whether in relation to the course or other issues. This is a wonderful opportunity to directly experience the helping professions at work.

G. Writing

Some assignments lend themselves to a simple listing of items or recommendations. Others will require a narrative. Please familiarize yourself with the following “Guidelines for Written Work.” If you would like to improve your writing, I urge you to take advantage of the services provided by the Writing Center on campus; they serve both undergrad and graduate students.

**Guidelines for Written Work**

1. Format: Written assignments are to be typewritten and double-spaced, with your name at the top, following APA guidelines. Use 10- or 12-point font size. Leave 1” margins at top, bottom, and sides. Check spelling and grammar, and cite references appropriately.

2. Due Dates: Homework assignments and other written work that are handed in late will be penalized 2 points for each day late. Specifically, assignments are due when class convenes on the date specified. If the assignment is not turned in at that time, it is late.

3. Audience: Who are you writing for? Please assume an educated audience. Specifically, your target should be a person in the social sciences who has some knowledge of your particular topic.

4. Evaluation Criteria: In evaluating your written work, I will be looking for the following components:

1. **Quality writing skills** – Good writing is *essential*. If I can’t understand your writing, I am limited in my ability to appreciate your ideas. Avoid rambling! Be clear, concise, and well-organized in presenting your material. There is no excuse for typos or spelling errors at this level of study. Clarity of expression is *very* important. Beyond the basics of good grammar and sentence structure, quality writing includes staying within stated guidelines for paper length, using appropriate academic writing, and citing sources as necessary when including ideas and phrases that are not original to you. A direct quote must *always* be cited with author, date, and page number. The same is true when you are quoting statistics. Confused about citation? Check out the *Publication Manual of the American Psychological Association* (available at Library). Do not hesitate to seek assistance from the reference librarians, and also from the Writing Center.
2. **Theme development –** Be sure to articulate your central message clearly and succinctly. Your title (if you are using one) should reflect this focus. The introduction and conclusion of your paper should refer to your theme in specific terms. Avoid making claims that are not supported by evidence. Cover a few issues in depth, rather than spreading yourself too thin. Show depth in expanding your thoughts, and by providing arguments to support your position --i.e. how did your reading for the course (or lectures, discussions, etc.) bring you to this conclusion or what is the rationale for your conclusion or recommendation?
3. **Use of examples/evidence** – Illustrate your point(s) with specific case examples and data from your readings and class work. Use evidence to support your conclusions, but don’t get lost in the details. Get to the point. Always cite statements that are not your original thought.
4. **Creativity and original thinking** —Don’t just summarize the texts/articles you’ve read; your writing should reflect your own unique interpretation and ideas. Originality is encouraged. Use an intriguing introduction to grab the reader’s interest. Don’t confuse originality with uninformed opinions. Acquaint yourself thoroughly with the topic first.
5. **Integration and application** – Demonstrate not only your knowledge of theoretical perspectives, but also your ability to integrate theory and practical applications. Apply your ideas to specific populations, settings, or situations. Note the implications of theory for practice. Connect ideas from across the course or even with material in other courses.

**University Information**

**Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and Procedures*** sections. All students are expected to study this document, which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html

**Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239‐590‐7956 or TTY 239‐590‐7930 .

**Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

**Online Tutorials**

Information on online tutorials to assist students is available online at http://www.fgcu.edu/support/

**Library Resources**

Main page: http://library.fgcu.edu/

Tutorials & Handouts: http://library.fgcu.edu/RSD/Instruction/tutorials.htm

Research Guides: http://fgcu.libguides.com/

Faculty Support: http://library.fgcu.edu/faculty\_index.html

Contact Us: http://library.fgcu.edu/LBS/about/contactus.htm

**Flexibility Clause:** The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

**Standards Matrix**

