

HREL 312, Counseling Diverse Populations, Syllabus (3 credits)

COURSE DESCRIPTION

This course broadens the counselor's understanding and skills for working with people of various backgrounds. Students consider approaches to working with ethnic groups, women, homosexuals, and people with various handicaps.

REQUIRED TEXTS & RESOURCES

Schwarzbaum, S., & Thomas, A. J. (2008). Dimensions of multicultural counseling: A life story approach. Thousand Oaks, California: Sage. ISBN: 978-1-4129-5136-4

Schwarzbaum, S., & Thomas, A. J. (2008). Julie's Story [Video File]. Retrieved from <http://www.sagepub.com/dimensionsofmulticulturalcounselingstudy/>

Schwarzbaum, S., & Thomas, A. J. (2008). Eugene's Story [Video File]. Retrieved from <http://www.sagepub.com/dimensionsofmulticulturalcounselingstudy/>

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Week 1		
	Unit 1: Multicultural Theory and Competence	
	Reading (Schwarzbaum & Thomas): Chapter 1-3	
	Intro to Topic (Video Review): Analyzing Multimedia Source (Multiculturalism and Social Justice)	
	Threaded Discussion: Defining Social Justice	Due Week 1, Day 5
	Threaded Discussion: Analysis Personal Development (Social Justice/Self-Reflection)	Due Week 1, Day 5
	Individual (Writing Emphasis): Cultural Autobiography (Review Requirements)	
	Group: Final Project (Review Requirements)	
	Classroom Activity: Multiculturalism and Social Justice (discuss media clip/apply learned concepts)	
Week 2		

	Unit 2: Dimensions of Race & Ethnicity	
	Reading (Schwarzbaum & Thomas): Chapter 4-7	
	Intro to Topic (Video Review): Julie's Story: So What if I am a Black Woman	
	Threaded Discussion: Dimensions of Race & Ethnicity	Due Week 2, Day 5
	Individual (Writing Emphasis): Cultural Autobiography	Due Week 2, Day 7
	Group: Final Project (continue working with your group)	
	Classroom Activity: Race & Ethnicity (discuss media clip/apply learned concepts)	
Week 3		
	Unit 3: Dimensions of Immigration & Acculturation	
	Reading (Schwarzbaum & Thomas): Chapter 8-11	
	Intro to Topic (Video Review): Esteban's (Eugene) Story: Still Uprooted	
	Threaded Discussion: Immigration & Acculturation	Due Week 3, Day 5
	Individual (Writing Emphasis): Cultural Autobiography	Due Week 3, Day 7
	Group: Final Project (continue working with your group)	
	Classroom Activity: Immigration & Acculturation (discuss media clip/apply learned concepts)	
Week 4		
	Unit 4: Dimensions of Religion & Spirituality	
	Reading (Schwarzbaum & Thomas): Chapter 12-14	
	Intro to Topic (Video Review): Jonathan Haidt: Can a divided America heal?	
	Threaded Discussion: Religion/Spirituality in Counseling	Due Week 4, Day 5
	Individual (Writing Emphasis): Cultural Autobiography	Due Week 4, Day 7
	Group: Final Project (continue working with your group)	
	Classroom Activity: Religion & Spirituality (discuss media clip/apply learned concepts)	
Week 5		
	Unit 5: Dimensions of Social Class	
	Reading (Schwarzbaum & Thomas): Chapter 15-16	
	Intro to Topic (Video Review): Classism & Disability	
	Threaded Discussion: Classism & Disability	Due Week 5, Day 5
	Individual (Writing Emphasis): Cultural Autobiography	Due Week 5, Day 7
	Group: Final Project (continue working with your group)	

	Classroom Activity: Social Class (discuss media clip/apply learned concepts)	
Week 6		
	Unit 6: Gender Identity Development Models	
	Reading (Schwarzbaum & Thomas): Chapter 17	
	Intro to Topic (Video Review): Gender Identity	
	Threaded Discussion: Gender Identity	Due Week 6, Day 5
	Individual (Writing Emphasis): Cultural Autobiography	Due Week 6, Day 7
	Group Project: Submit Final Project PowerPoint	Due Week 6, Day 7
	Classroom Activity: Gender Identity Development Models (discuss media clip/apply learned concepts)	
Week 7		
	Unit 7: Intersex and Transgender	
	Final Presentation (in-seat, only)	Due Day of Class
	Reading (Schwarzbaum & Thomas): Chapter 18-19	
	Intro to Topic (Video Review): Intersex & Transgender	
	Threaded Discussion: Intersex & Transgender	Due Week 7, Day 5
	Individual Project: Cultural Autobiography Final Due	Due Week 7, Day 7
	Submit: All sections of Profile.	

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Threaded Discussion (8@20)	180
Cultural Autobiography Weekly Assignments (5@50)	250
Cultural Autobiography Final with Genogram (1@300)	300
Group Project Final PowerPoint (100pts)	100
Group Project Final Presentation (100pts)	100
Classroom Participation	70
Total Points:	1000

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

COURSE DESCRIPTION		
This course broadens the counselor’s understanding and skills for working with people of various backgrounds. Students consider approaches to working with ethnic groups, women, homosexuals, and people with various handicaps.		
COURSE GOALS AND OBJECTIVES		Program Objective(s)
Goal 1: The student will be able to express his or her view on religious background and apply experiences based on group and life experiences.		
	Objective 1.1: Compare and contrast how their own cultural / religious background and experiences have influenced their attitudes, values, and biases about psychological processes.	HREL 1.1, 1.2, 1.3
	Objective 1.2: Evaluate information about particular groups and discuss life experiences, cultural heritage, family systems, and historical background of identified culturally different clients.	HREL 1.2
Goal 2: The student will be able to analyze various stereotypes, spiritual beliefs and world views as it relates to counseling and human services		
	Objective 2.1: Demonstrate knowledge and interpret their understanding about how oppression, discrimination, and stereotyping affect them personally, professionally, institutionally, and actively seek a more culturally affirming professional identity.	HREL 1.2
	Objective 2.2: Articulate and demonstrate how culturally different clients’ religious and /or spiritual beliefs and values, including attributions and taboos, affect worldview, psychosocial functioning, and expressions of distress.	HREL 1,1, 1.2
Goal 3: The student will be able to apply practical knowledge to advocate on behalf of clients and will learn how to recognize different styles of verbal and non-verbal communication.		

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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