

**FLORIDA ATLANTIC UNIVERSITY  
DEPARTMENT OF COUNSELOR EDUCATION  
COLLEGE OF EDUCATION**

**MHS 5428  
COUNSELING SPECIAL NEEDS POPULATIONS**

**This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.**

**COURSE DESCRIPTION**

This Course explores special issues and methods involved in counseling minority, bilingual, disabled, low SES, and other special population groups. It is designed to increase the student's awareness, sensitivity, and understanding of the culture, race, prejudice and privilege and how these impact the clients we serve and society at large. This class will also provide the student with a variety of opportunities to explore his/her own attitudes and beliefs about persons of different cultures.

*Prerequisites: Permission of Instructor*

**REQUIRED READINGS & MATERIALS**

Lee, W. M., Blando, J. A., Mizelle, N. D. & Orozco, G. L. (2007). *Introduction to Multicultural Counseling for Helping Professionals*. New York: Routledge.

Ponterotto, J.G., Utsey, S.O., & Pedersen, P.B. (2006). *Preventing Prejudice: A Guide for Counselors, Educators and Parents*. Thousand Oaks, CA: Sage.

Supplemental materials will be provided either online or in class by the instructors and guest presenters.

**REQUIRED RESOURCES: LiveText**

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES**

**CACREP: General:** K.1g, K.1.h, K.2.a-f, K.3.C, K.4.i, K.5.a

**CACREP: School:** A.1.8

**2010 FEAPs:** 5.1, 5.2, 7.1, 7.2, 8.1, 8.2

**2010 Subject Area Competencies & Skills (SAC&S):** 10.1, 10.2, 10.3, 10.4

**Core Competencies:** C.1.1, 1.10, 2.1, 2.3-2.1, 2, 3.1, 3.2, 3.4, 5.12-5, 6.7-6.9

**CONCEPTUAL FRAMEWORK**

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional through the implementation of direct and indirect guidance and counseling activities with written and verbal feedback from peers and multiple evaluators.

**COURSE OBJECTIVES**

In this class you will:

1. Understand the historical underpinnings of cultural bias, stereotyping, racism and privilege and the cultural conditions influencing psychological and educational assessment.
2. Understand factors important in providing services in a multicultural society.
3. Develop competencies in evaluating counseling theories and techniques for use with diverse client populations.
4. Develop competency in remedial and preventive guidance services helpful for special needs populations.
5. Understand the cultural differences that impact client service delivery needs.
6. Understand the counseling needs of exceptional-education students

7. Be able to consult with parents and teachers regarding the needs of special education.
8. Develop awareness and knowledge of legislation affecting special needs students and client populations.
9. Understand family development, structure, and function of special needs populations and the impact on individual development and emotional adjustment.

### COURSE REQUIREMENTS

1. Completion of two exams.
2. Facilitation of one group presentations
3. Submission of one paper.

Following are the course policies that should be followed during all class periods, lectures, discussions, activities, presentations, and testing.

1. Sharing of personal experiences is encouraged in the classroom. However, please share personal information as examples and only to your level of comfort.
2. The instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by the instructor, students, or guest speakers outside of the classroom setting.
3. Assignments are due on the dates noted in the course syllabus. Extensions will need to be pre-approved.

### COURSE EVALUATION

**Grades will be assigned based on points earned.**

Assignment	CACREP	FEAP Indicators	SAC&S	Points
Societal Power & Privilege Exam (Unit 1)				25
Cultural Competency Exam (Unit 2)				25
Group Presentation (Unit 2)				20
Preventing or Undermining Privilege: White Paper (Unit 3)				30
<b>TOTAL</b>				100

### GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 62 - 0
A - = 90-93	B = 84-86	C = 74-76	D = 64-66	
	B- = 80-83	C- = 70-73	D- = 60-63	

### ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions,

and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

#### **INFORMATION FOR STUDENTS WITH DISABILITIES**

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

#### **RELIGIOUS ACCOMMODATION**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University’s established grievance procedure regarding alleged discrimination.

#### **UNIVERSITY HONOR CODE**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one’s own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at [http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

#### **ACADEMIC INTEGRITY STATEMENT**

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department’s and the University’s policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at [www.coe.fau.edu/counsel/MED\\_Handbook\\_Final2009.pdf](http://www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf) includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

#### **METHODS OF INSTRUCTION**

Instructional methods including discussion, lecture, multimedia, and experiential learning opportunities will be utilized to assist students to develop the appropriate course competencies.

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://Blackboard.fau.edu>). You should be able to access this information 24/7 from locations outside of the regular classroom. You are responsible to check Blackboard and your FAU email routinely to obtain class updates, schedule

changes, and assignments. These are your vital links to the course. In-class announcements will be made to alert students to Blackboard postings. **Please be sure to set your Blackboard account so that all email is automatically forwarded to your FAU net id or other Internet addresses you use. FAU Blackboard support can be reached at 297-3999.**

#### DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be to the instructor on the **scheduled due date** (see course content and outline).
7. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
8. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
  - a. Cheating
  - b. Plagiarism
  - c. Misrepresenting information or failing to give proper credit for citations used
  - d. Participating or facilitating acts of academic dishonesty by others
  - e. Unauthorized prior possession or sharing of examinations
  - f. Submitting the work or tampering with the work of another person
9. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
10. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at [http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab\\_id=107\\_1](http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id=107_1) if you experience login or connection issues.
11. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

#### REFERENCES

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- Bingham, R., Microtraining Associates., Alexander Street Press., & National Multicultural Conference & Summit. (2009). *The daily battle with oppression: Empowerment through inclusion*. S.I.: Alexander Street Press.
- Duran, E., Root, M. P. P., Ivey, A. E., Microtraining Associates., Alexander Street Press., & National Multicultural Conference & Summit. (2009). *Healing of the soul wound: Native American psychology and its implications for multicultural theory and practice*. S.I.: Alexander Street Press.
- Fouad, N. A., & Arredondo, P. M. (2007). *Becoming culturally oriented: Practical advice for psychologists and educators*. Washington, DC: American Psychological Association.
- Miville, M. L., Pedagogy Productions., Microtraining Associates., Teachers College (New York, N.Y.), & Alexander Street Press. (2009). *Incorporating race and culture with other aspects of identity: Choices, contexts and strategies*. S.I.: Alexander Street Press.
- Okazaki, S., Pedagogy Productions., Microtraining Associates., Alexander Street Press., & Teachers College (New York, N.Y.). (2009). *Asian Americanist psychology: Rediscovering our activist roots*. S.I.: Alexander Street Press.
- Ponterotto, J. G. (2010). *Handbook of multicultural counseling*. Thousand Oaks, Calif: SAGE Publications.

Pope-Davis, D. B., Drummond, B., Stone, G. L., Va'zquez, L. A., Sue, D. W., University of Iowa., Microtraining Associates., ... Alexander Street Press. (2009). *Multiculturalism: Issues in education and counseling*. S.I.: Alexander Street Press.

Schlosser, L. Z., Microtraining and Multicultural Development (Firm), Columbia University., & Teachers College Winter Roundtable on Cross-Cultural Psychology and Education (24th :. (2008). *Affirmative psychotherapy for American Jews*. Hanover, Mass: Microtraining and Multicultural Development.

### COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

Unit	Week	TOPICS	READINGS	ASSIGNMENTS DUE
Unit 1: Power, Privilege and the Development of Race	1	Introductions Course Objectives & Processes Self Assessment Introduction to Hegemony		
	2	Historical Implications of Prejudice & Racism Definition of race, ethnicity, nationality, etc.	Ponterotto: Pages 3-87 Lee: Pages 1-49	
	3	Introduction to Privilege	Ponterotto: Pages 88-105 Lee: Pages 51-87	
	4	Cultural Identity Development: White and people of color racial identity models; Biracial identity development	Lee: Pages 89-100	
	5	Exam 1		
Unit 2: Culture and Race Immersion	6	Counseling Native Americans Counseling African Americans	Lee: Chapters 7 & 8	Exam 1 Due Group Presentations
	7	Counseling Latinas/Latinos Populations Counseling Caribbean Population	Lee: Chapters 9	Group Presentations
	8	Counseling European Populations Counseling Jewish Population	Lee: Chapters 11	Group Presentations
	9	Counseling Asian & Pacific Islanders Populations Counseling Middle Eastern Populations	Lee: Chapters 10 & 12	Group Presentations
	10	Men & Women: gender difference in counseling Counseling Lesbian, Gay, Bisexual & Transgender	Lee: Chapters 13, 14, 15 Ponterotto: Pages 119-127	Group Presentations
	11	Counseling Aging & Disability Populations Counseling Bi-Racial & Multiracial Populations	Lee: Chapters 16 & 17 Ponterotto: Pages 109-117; 128-142	
Unit 3: Preventing Prejudice & Creating Allies	12	Proactive Roles in Preventing Prejudice	Ponterotto: Pages 147-189	
	13	Special Case Analysis: Prison Populations & Substance Abuse Frontline; Prisons: The New Asylum		
	14	Assumptions of cultural bias in counseling		
	15	Exam 2 & Course Wrap-up		White Paper Due

## BIBLIOGRAPHY

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