

Syllabus - Fall 2024

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Instructor: Latoya Haynes-Thoby, PhD, LPC, NCC, ACS, CCTP-II

Office Location: 315A Gentry Building

Office Hours: Office hours will be scheduled by appointment.

Please anticipate a response via email within 24 - 48 hours during the weekday.

Email: latoya.haynes-thoby@uconn.edu (Please reach out to me via email or HuskyCT messages)

Course Title: Counseling Diverse Populations

Meeting times: Tuesday, 7:30 PM – 10:00 PM

Location: 246 Gentry Building

Zoom: <https://uconn->

[edu.zoom.us/j/98175735453?pwd=p3vxX9axwrSiXfPH82Ybo0oaAc8GWL.1](https://uconn-edu.zoom.us/j/98175735453?pwd=p3vxX9axwrSiXfPH82Ybo0oaAc8GWL.1)

Credits: 3

Course Materials

Required course materials should be obtained before the first day of class.

Required textbooks are available for purchase through the [UConn Bookstore](#) (or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped ([fees apply](#)).

Required Materials:

Sue, D. W., Sue, D. Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (8th ed.). Wiley.

The University has set minimum [device requirements for all students](#).

Additional instructional materials and links to resources are available from within the HuskyCT course.

Recommended Readings:

Duberman, M. B. (2019). *Stonewall: The Definitive Story of the LGBTQ Rights Uprising that Changed America*. Plume.

Love, B. L. (2019). *We want to do more than survive: Abolitionist teachings and the pursuit of educational freedom*. Beacon Press.

Ratts, M. J., & Pedersen, P. B. (2014). *Counseling for multiculturalism and social justice: Integration, theory, and application* (4th ed.). Alexandria, VA: American Counseling Association.

Singh, A. A. (2019). *The racial healing handbook: Practical activities to help you challenge privilege, confront systemic racism, and engage in collective healing*. New Harbinger Publications.

Course Description

This course examines the influence of cultural and ethnic differences on the delivery of counseling services. Students will explore foundational information about multicultural counseling across dimensions of diversity, including race, ethnicity, nationality, religion, age, gender, sexual affection, sexual orientation, ability status, and socioeconomic status. This course is designed to develop appropriate skills, competencies, and knowledge of counselors working with diverse populations.

Course Objectives

By the end of the semester, students should be able to:

1. Utilize and integrate multicultural and social justice counseling competencies in assessments, treatment, and advocacy. (2.F.1.e; 2.F.2.a; 2.F.2.b; 2.F.2.c; 2.F.2.f; 2.F.2.g)
2. Understand and acknowledge cultural values, personal biases, and how these factors may impact both counselor and client worldview. (2.F.1.k; 2.F.2.a; 2.F.2.d; 2.F.2.e; 2.F.2.g)
3. Demonstrate an understanding of ethical and legal issues related to advocacy, issues related to multiculturalism, anti-racism, and advocacy. (2.F.1.e; 2.F.2.b)
4. Engage in continued self-challenging related to attitudes, beliefs, and behaviors. (2.F.1.k; 2.F.2.d; 2.F.2.h)
5. Develop counseling skills and strategies to work competently with clients across diverse populations. (2.F.2.a; 2.F.2.a; 2.F.2.e; 2.F.5.b)
6. Assess cultural sensitivity, responsiveness, and awareness for self, school, and across student context. (2.F.1.k; 2.F.2.a)
7. Develop opportunities for systemic collaborations that promote student/ client growth, safety, and advocacy. (2.F.1.e; 2.F.2.h)
8. Explore issues related to social, historical, political contexts that impact students/ clients' positionality and success. (2.F.1.e; 2.F.1.k; 2.F.2.b; 2.F.2.d; 2.F.2.e)
9. Demonstrate an understanding of theories and models of multicultural counseling, cultural identity development, social justice, and advocacy. (2.F.2.b; 2.F.2.c)

CACREP Standards Covered in EPSY 5323

CACREP CURRICULAR CONTENT	2016 STANDARD
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	2.F.1.e
Strategies for personal and professional self-evaluation and implications for practice	2.F.1.k
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	2.F.2.a
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	2.F.2.b
Multicultural counseling competencies	2.F.2.c
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2.F.2.d

The effects of power and privilege for counselors and clients	2.F.2.e
Help-seeking behaviors of diverse clients	2.F.2.f
The impact of spiritual beliefs on clients' and counselors' worldviews	2.F.2.g
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	2.F.2.h
Counselor characteristics and behaviors that influence the counseling process	2.F.5.b

Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

About the Instructor

Welcome to Counseling Diverse populations! Diverse perspectives, thoughts, and opinions are welcome in this classroom space. We aim to foster a collaborative learning environment where we will all learn from each other, which means that you will be expected to contribute to classroom discussion, through the sharing of your thoughts on the readings.

Because it will assist you in becoming an effective counselor, it will be necessary for you to be open about your own experiences and relationships. As this course aims to foster growth in self-awareness and the awareness of others, it will be necessary for you to be aware of his or her own bias and personal issues, and to be willing to explore these issues. Awareness is key to developing insight and movement toward meeting the course objectives.

Professionalism (Confidentiality & Ethics)

Professionalism matters. Please be on time, polite and respectful in your feedback to your colleagues, and mindful of others around you. *Please do not hold side conversations during class discussions. Turn off cell phones, etc. to silent and place them out of sight.* Please keep coming and going from group supervision sessions at a minimum to limit disruptions. Ample breaks will be provided. Expect to stay for the entire class period. You will be expected to extend the same compassion to your supervisors and peers as you would with your clients.

Student Health and Wellness—Mental Health (SHaW-MH)

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish

only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the Student Health and Wellness-Mental Health (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705 or <https://studenthealth.uconn.edu/> for services or questions.

Attendance

Because this course is intensive, attendance is required for all course meetings. If serious illness or an emergency prevents you from attending any portion of class, please notify me via email. You will be responsible for making up all missed work in a timely manner. Please seek notes from a classmate.

Inclement Weather / Class Cancellation / University Closings

The University of Connecticut is located in the Northeast region of the United States, and this means that we may experience unpredictable weather at times. At times the university may cancel classes or close entirely based on weather advisory. In the event that the classes are canceled, or the university closes entirely, please note that this cancellation applies to this course as well.

Additionally, you are responsible for your own health and well-being, as such, you will be encouraged to make the appropriate judgment on weather conditions for safety to come to campus/class. If you decide conditions are unsafe, make the right call and do not attempt to come to campus/class. In addition, when inclement weather is imminent, please check local news and UConn notifications on class cancellations and university closings.

Course Requirements and Grading

Summary of Course Grading:

Course Components	Points
Participation & Professionalism	15
Autobiographical Sketch	15
Video Responses	10
Group Research Presentation	20
Cultural Exploration Through Literature	20
Reading Note Card Summary	10

Course Components	Points
Final Exam	10

Professional Dispositions and Participation: (15 points) You will be expected to attend each class meeting, and to arrive on time. You will be expected to engage actively in classroom discussion. You will be expected to demonstrate professionalism, including respectful communication, practicing active listening, demonstrating attentiveness, and avoidance of profane language. You are expected to avoid cell phone usage during class time, including telephone calls, texting, or any other form of external communication during class time..

Autobiographical Sketch: (15 points) You will create an autobiographical sketch of yourself, and including aspects that make up who you are, including:

- Your name, and what your name means to you and your family of origin
- Your pronouns (i.e., list the pronouns that you prefer to be identified as), and adjectives (i.e., your role in your family, within your social relationships and professionally)
- Salient demographic identities, including the region/ location that you were born or raised in; your race and ethnicity; your socioeconomic status; your religion or faith system (or the absence of this component). You are welcome to include additional components of your identity, but those listed above will be required.

Please describe how you believe that each component of your identity may have

- Influenced your understanding of the world
- Impacted your life and who you are today

Please be prepared to present your information to the class as a brief presentation (no more than 10 minutes).

Video Responses: (10 points) Students will view videos posted within HuskyCT before responding within a Discussion Post. The posts should include at least one reference to the course materials, and additional resources, as appropriate. Initial posts must include at least 200 words, but no more than 500 words. Please remember that all assignment submissions should adhere to APA 7th edition formatting.

Group Research Presentation: (20 points) Student groups will develop and present a well-researched presentation. Your group's presentation should include information from course lectures, previous case discussions, readings, professional literature, and additional resources as a part of your case conceptualization.

Cultural Exploration Through Literature: (20 points) Select one of the texts listed below to read throughout the semester. You will complete a 4 – 6 page reflection/ analysis of this text. Your paper should adhere to APA 7th edition formatting. Please be sure to cite your sources appropriately.

The review should include:

1. Awareness:
 - a. How did the text contribute to your awareness, experiences, and perceptions?
 - b. How were you previously socialized to conceptualize the experiences described in the book?
2. Knowledge:
 - a. What did you learn/ how was your knowledge expanded about power, privilege, oppression, worldviews different from your own, and the experiences of others?
3. Skills & Advocacy:
 - a. Describe specific ways (i.e., list specific actions) that the content gleaned from the text, documentary will inform your future counseling advocacy and practice.

4. Your paper should include a short introduction and conclusion.

Please select a book about a population that you are less familiar with or one that is not as relatable to your own experience*

- [The Absolutely True Diary of a Part-Time Indian, by Sherman Alexie](#)
- Song for Whale, by Lynne Kelly
- [Dear Martin, by Nic Stone](#)
- [I'll Give You the Sun, by Jandy Nelson](#)
- [The Woman Warrior, by Maxine Hong](#)
- [The Bluest Eye, by Toni Morrison](#)
- The Love and Lies of Rukhsana Ali, by Sabina Khan
- [I Am Not Your Perfect Mexican Daughter, by Erica L. Sanchez](#)

You will be invited to participate in “book club” style meetings during class (see schedule below). You should be prepared to discuss the topics from your paper with peers that have also read the same book.

Reading Note Cards: (10 points) Students will complete Reading Note Cards for assigned weekly readings. After completing the weekly assigned readings, students will respond to prompts within the reading note card assignment, where they will be asked to share critical thoughts in response to the readings and to share their learning. The reading note cards provide an opportunity for students to identify important information, and to deepen their understanding of key concepts and information.

Final Exam: (10 points) Students will complete a final exam for this course. Your exam will be primarily based on the assigned readings, lectures, videotapes, handouts, and classroom discussions.

Grading Scale (per the Registrar):

Information on grades and grading can be found on the Registrar’s site and in the catalog:

- [Registrar's Information on Grading Scales](#)
- [Graduate Catalog Course Grades and Information](#)

Graduate

General explanation of the meaning of grades:

Explanation	Letter Grade	Points
Distinction	A	94 - 100
	A-	90 - 93
Good Quality	B+	88 - 89
	B	84 - 87
	B-	80 - 83
Below Expected Standard	C+	78 - 79
	C	74 - 77
	C-	70 - 73
Failure	F	≤ 69

Due Dates and Late Policy

All course due dates are identified in the course schedule and the course calendar. Deadlines are based on Eastern Time; if you are in a different time zone, please adjust your submission times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

A ten (10) point reduction will be deducted off of your total grade for each day an assignment is late (including weekends) for all late assignments for which medical documentation cannot be provided. Written explanation (via email) of late work will be required so that it can be documented.

Missed Assessment Policy

All work that is missed, including missed assessments will receive a “0.”

Feedback and Grades

I will make every effort to provide feedback and grades within one week of the submission deadline. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Policy About Recording Videos/ Lectures

The web-based video delivery of each class in this course is for sole use of the students enrolled in this course. Any other use of these class videos or any pictures or derivatives of the class videos without the written consent of the course’s professor is prohibited.

The videos created by students as part of this course are for sole use of the students enrolled in this course. Any other use of these videos or any pictures or derivatives of the videos without the written consent of the video creator is prohibited.

Students are not permitted to re-record professor created or student created videos.

Copyright

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work.

All students are expected to act in accordance with the Guidelines for Academic Integrity at the

University of Connecticut. If you have questions about academic integrity or intellectual property, you should consult with me or consult UConn's [guidelines for academic integrity](#). Posting course material on student tutoring and course sharing websites (e.g. Chegg, Course Hero) are a violation of my copyright and intellectual property and a violation of academic integrity. Many of you may also be aware of the recent release of ChatGPT3, a Large Language artificial intelligence (AI) model that has the capacity to quickly produce text on a range of topics. ChatGPT3 aggregates the ideas and insights of many researchers without giving them credit. Submitting ChatGPT-generated text as your own work would be an act of plagiarism insofar as it would involve passing off the work of others as your own. For these reasons, students are not permitted to use this ChatGPT or other similar tools to produce essays or other academic work for this class, unless otherwise explicitly permitted to do so. Please note that the university has AI detection software that distinguishes between AI generated content and human generated content.

Student Health and Wellness

The University of Connecticut strives to support the optimal well-being of all students. [Student Health and Wellness](#) (SHaW) offers a comprehensive set of services including medical care, mental health, and health promotion.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the [Center for Students with Disabilities](#), Wilbur Cross Building Room 204, (860) 486-2020.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](#))

Software/Technical Requirements (with Accessibility and Privacy Information)

The University has set minimum [device requirements for all students](#). **NOTE:** Chromebooks do not meet the minimum requirements.

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office ([free to UConn students](#)) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

Help

This course is facilitated online using the learning management platform, [HuskyCT](#). The [IT Knowledge Base](#) provides students with support, troubleshooting, and how-to information about HuskyCT. The [IT Knowledge Base](#) includes a video tour of HuskyCT.

For technical help with HuskyCT, you have access to the in-person/live person support options available during regular business hours through the [Technology Support Center](#). You also have [24x7 Course Support](#) outside of business hours, including access to live chat, phone, and support documents.

[Technical and Academic Help](#) provides a guide to frequently asked questions for online students.

Study Groups

Are you interested in forming a study group with other students in the class? There is a [study group application](#) in Nexus that can help you get started. View this [video](#) for more information.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open, access, download, or upload PDF files.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's [Student Evaluation of Teaching \(SET\)](#), which is administered by the [Office of Budget, Planning and Institutional Research](#) (BPIR).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

Tentative Course Outline

Week	Topics/ Class Plans	Readings (Due before class)	Assignments Due
Week 1			
8/27	Welcome, Introductions & Course Overview		Group Research Presentation Sign Ups
Week 2			
9/3	Developing Cultural Competence, Cultural Humility & Broaching	Chapters 1 & 2 Vines et al., 2019; Bayne & Branco, 2007	Cultural Exploration Through Literature Sign Up; Autobiographical Sketch Presentation; Reading Note Card Summary
Week 3			
9/10	MC Competencies; Implications for Counseling	Chapters 3 & 4 Ratts et al., 2015; Ratts et al., 2016	Reading Note Card Summary
Week 4			
9/17	Systemic Oppression & Microaggressions in Counseling and Therapy	Chapters 5 & 6 Chung & Bemak, 2002; Sue et al., 2007; Nadal et al., 2014	Reading Note Card Summary
Week 5			
9/24	Communication & Barriers	Chapters 7 & 8 Mitchell & Bryan, 2007; Ratts & Greenleaf	Video Response
Week 6			
10/1	Exploring Evidenced-Based Practices, Assessment & Non-Western Methods of Healing	Chapters 9, 10 & 13 Mayes & Byrd, 2022; Washington et al., 2023	Reading Note Card Summary
Week 7			
10/8	Identity Development Models	Chapters 11 & 12 Chan et al., 2018; Singh, 2019 Ch 1	Video Response; Racial Healing Training
Week 8			

10/15	Counseling Black & Indigenous Populations	Chapter 14 & 15 Mosley et al., 2021; JohnstonGoodstar & Roholt, 2017	Group Research Presentations; Reading Note Card Summary
Week 9			
10/22	Counseling AAPI & Latinx Populations	Chapters 16 & 17 Litam, 2020; Talleyrand & Vojtech, 2019	Group Research Presentations; Reading Note Card Summary; Video Response
Week 10			
10/29	Counseling Multiracial, Arab American & Muslim American Populations	Chapters 18 & 19 Harris, 2013; SRC	Group Research Presentations; Reading Note Card Summary
Week 11			
11/5	Counseling Immigrant & Refugee Populations; Counseling Jewish Americans	Chapter 20 & 21 Bemak & Chung, 2015; Anandavalli et al., 2020; Flasch & Fulton, 2018	Reading Note Card Summary
Week 12			
11/12	Counseling Individuals with Disabilities; Counseling LGBTQ+ Populations	Chapters 22 & 23 Hunter et al., 2020; Ausloos et al., 2022	Group Research Presentations; Video Response; Reading Note Card Summary
Week 13			
11/19	Counseling Older Adults; Individuals Living in Poverty & Counseling Women	Chapters 24, 25 & 26 Guth et al., 2019	Group Research Presentations; Cultural Exploration Through Literature; Reading Note Card Summary
Week 14			
11/26 <i>No Mtg</i>	Holiday Break		No Class Meeting
Week 15			

12/3	Final Exam		Final Exam
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