

**Diversity in Disability Across the Lifespan**  
**REHC 5370**  
**Summer 2018**



**Meeting Time:** Tuesday 4:30-8:00 pm\*

**Location:** Chemistry and Computer Science Building 1.0204

\* NOTE: This is a hybrid course. The course will meet in person on 3 Tuesdays (June 12, July 3, July 17). The remaining class sessions will be held online in asynchronous format.

**Professor:** Emre Umucu, Ph.D., LPC (WI), CRC    **My Office Hours:** by appointment  
[eumucu@utep.edu](mailto:eumucu@utep.edu)

### **COURSE DESCRIPTION & OBJECTIVES**

This course examines the impact of human development, culture, race, ethnicity and the intersection of identity in counseling. Knowledge, skills, and competencies needed by counselors to facilitate culturally relevant treatment will be explored; also examined will be characteristics of different cultural, racial and ethnic groups. The seminar course style emphasizes reviewing and discussing literature and research about multicultural issues as a means to develop knowledgeable, skillful, and thoughtful counselors who will be prepared to work with diverse clients. Self-exploration will also be a large component of course content. This class requires a higher-order thinking regarding course objectives (remembering, understanding, applying, analyzing, evaluating, and creating) based on Bloom's Taxonomy (2001).

This course's objectives are consistent with CACREP's Social and Cultural Diversity and Human Growth and Development Core Areas (<https://www.cacrep.org/section-2-professional-counseling-identity/>) listed below:

#### **Social and Cultural Diversity:**

1. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
2. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
3. multicultural counseling competencies
4. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
5. the effects of power and privilege for counselors and clients
6. help-seeking behaviors of diverse clients
7. the impact of spiritual beliefs on clients' and counselors' worldviews
8. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

#### **Human Growth and Development:**

1. theories of individual and family development across the lifespan

2. theories of learning
3. theories of normal and abnormal personality development
4. theories and etiology of addictions and addictive behaviors
5. biological, neurological, and physiological factors that affect human development, functioning, and behavior
6. systemic and environmental factors that affect human development, functioning, and behavior
7. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
8. a general framework for understanding differing abilities and strategies for differentiated interventions
9. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

### **Skill Acquisition: Practical**

1. Identify models of human growth and development for individuals with whom they are working.
2. Apply models of human growth and development to individuals at different points in the life span, paying attention to specific milestones (i.e. expected execution of developmental tasks and behaviors) and be able articulate areas in which the individual differs from these expectations.
3. Discuss the major concepts, implications for human learning and personality development, and empirical foundations for major theories of human growth and development (i.e., maturational theory, moral development, behavioral and social learning theories).
4. Become knowledgeable about the social constructions of race, gender, sexual orientation, spirituality, socioeconomic status, and ability within society and resultantly within the context of counseling setting.
5. Become familiar with individual, family and group counseling strategies with diverse populations; and
6. Become aware of personal biases with regards to attitudes and behavior based on factors such as age, race, religious preferences, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status and intellectual ability;
7. Identify for specific individuals the possible situational and environmental factors affecting behavior including influences of culture and diversity.
8. As part of planning for transition, identify individuals' social and learning needs including spirituality across the life span and develop plans with individuals with disabilities and their families to address these needs and other transition issues.
9. Discuss the implications of disabilities in the context of life stage development.
10. Explore ethical considerations related to providing culturally and developmentally appropriate services.

### **Skill Acquisition: Applied**

1. Identify strategies for facilitating optimum development over the life-span and plan how to implement such strategies.

2. Apply information about life stage development to assist individuals with disabilities in planning to be successful and satisfied in social environments including addressing issues related to sexuality.
3. Become familiar with knowledge, skills, abilities and professional competencies needed for effective counseling and practice.
4. Become familiar with challenges to effective multicultural interaction.
5. Learn to respond effectively to diverse clients across race, gender, ethnicity, and/or culture.

## **COURSE FORMAT AND METHODS OF INSTRUCTION**

This is a hybrid course and will involve in person classes, which will be heavily based in class discussion, and complimentary online content.

## **MATERIALS AND RESOURCES**

### **Required Texts:**

1. Sue, D.W., & Sue, D. (2016). *Counseling the Culturally Diverse: Theory and Practice*. Wiley.
2. Smart, J. (2011). *Disability Across the Developmental Life Span: For the Rehabilitation Counselor*. Springer Publishing Company.

### **Additional Readings:**

1. Ethics, Laws, and Professional Guidelines  
CRCC Code of Ethics (Multicultural Section)  
ACA Code of Ethics (Multicultural Section)
2. Overview of Healthy People 2020  
<https://www.healthypeople.gov>

### **Other Materials:**

Additional readings will occasionally be assigned to supplement the textbook readings and to provide updates on current trends and issues. Note that quiz and exam content may also come from additional readings.

### **Necessary Technology Competencies**

To successfully complete this course it is necessary that students have access to the Internet and know how to receive and send emails. Messages sent to students will be disseminated using students' university assigned emails. If you prefer to use another account make sure to forward all messages from your university account to your preferred email account. Also, when contacting the faculty member/instructor in charge of the course, be sure to include a topic relevant to your question in the subject line.

Students will also need to use Blackboard for updates and to download course files. All assignments will be sent to the instructor by email. Unless otherwise negotiated with the instructor, assignments must be submitted by the deadline listed in the syllabus. Late assignments will receive a deduction of five points for each day that they are late.

If you need any help or have any concerns about these required skills please contact the Instructional Support Services (FIT lab) at 915-747-5940 or visit them in the Undergraduate Learning Center Room 340.

### **Late Assignments**

Students will receive up to one week to submit assignments late, given that such students received advanced permission from the instructor. This extension does, however, come with a price. Students who do not submit assignments by the deadline will automatically receive a 1 point deduction from their participation score and a one point deduction on their assignment grade. No assignment extensions will be granted for assignments due during the last week of class. Please note, the instructor will not accept late assignments from students who have not received advanced permission to submit an assignment late.

### **Content and Process**

This class is as much about content as it is about process. To be more specific, we will be having discussions about sensitive social issues. You will be exposed to controversial material and your classmates' varying viewpoints. Through these avenues, you will have the opportunity to learn more about yourself and the members of the class. This can be uncomfortable, but controversial discussion and varying viewpoints are critical components when learning about multicultural issues. To maximize your learning experience, you will need to engage in a process facilitated by the instructor. You will find a class will naturally develop a group identity and move through various stages of group process. This is also a vital part of the learning experience. You will be asked to be open to the content, engage in the process, trust the process, and respect your classmates. You are expected to be responsible in your role as a group member and this means that you will be honest, open, complimentary, supportive, and constructively critical when interacting with your classmates as well as have confidence that the instructor will be the facilitator.

### **Confidentiality**

During the course of class discussions, class members may reveal personal information, politically incorrect feelings, newfound opinions, etc. In fact, all of the aforementioned acts are encouraged and contribute to the group process. The rules of confidentiality are in effect. This means that you are not to discuss any of this type of information outside of class with other classmates. If you feel the need to process information shared in class with family members or other faculty, please do not reveal specifics that will allow what you are sharing to be attributed to a particular class member. You should also recognize that your privacy cannot be fully protected so please be mindful about the content you share especially regarding third parties.

### **Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity

that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

### **Sexual Harassment**

The University will not tolerate behavior of a sexual nature by members of the University community that creates an intimidating or hostile environment for employment, education, on-campus living, or participation in a University activity.

### **Accommodations**

If you have or suspect a disability and need accommodations, you should contact Center for Accommodation and Student Services 747-5148. You can also email the office at [cass@utep.edu](mailto:cass@utep.edu) or go by Room 106, Union Building East. For additional information, visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

### **Academic Dishonesty Policy**

Academic dishonesty will not be tolerated. If you have any questions about what constitutes academic dishonesty, refer to the Handbook of Operating Procedures. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards. Any student who commits an act of scholastic dishonesty is subject to discipline. **Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.** Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students, and the homepage of The Dean of Students (DOS) at <http://studentaffairs.utep.edu/dos>, may result in sanctions ranging from disciplinary probation, to failing grade on the work in question, to a failing grade.

## COURSE REQUIREMENTS

### Assignments & Points

<b>Point Scale:</b>	Date	Total points
Online Chapter Discussions and Summaries	Based on class	30
Cultural Awareness in Counseling Paper	07/31/2018	40
Class Participation		30
<b>Total</b>		<b>100</b>

**Grading Scale:** You are responsible for your own grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90 - 100 points	= A
89 - 80 points	= B
79 - 70 points	= C*
69 - 60 points	= D*
59 – and below	= F*

**Note: I do not round decimal points at the end of the semester. Thus, a score of 89.9 receives an B while a score of 90.00 receives an A.**

\* Students performing at this level should have contact with the instructor to determine a plan for improvement.

## DESCRIPTION OF ASSIGNMENTS

### **Online Chapter Discussions and Summaries**

Students are responsible to submit chapter summaries for weeks we have online class. In addition, course instructor will open online discussion board for specific classes that you are all supposed to respond instructor's questions. In online discussion, you are still responsible for being respectful to other's ideas and perspectives. All online discussion board questions (if any for a specific week) and summaries must be submitted before 4pm on each Monday when we have online class. Instructor will send an email to students if instructor submit a discussion question online.

### **Cultural Awareness in Counseling Paper**

Students will choose a topic related to cultural awareness in counseling (e.g., counseling with Multiracial Individuals) to write a 5-page double space (excluding references) research paper. Students are supposed to use at least 10 references published after 2010. This means students should use research articles published after 2010. **Due** for this paper is 7/31/2018.

### **Class Participation**

To fully process and synthesize learning students are expected to engage in class discussions related to text readings, course presentations and experiential experiences. Because the majority of the learning will take place in class attendance is critical. More than one unexcused absence may impact your grade.

## COURSE POLICY

Students are responsible for reading and adhering to the Master of Rehabilitation Counseling Student Handbook.

<p>June 12<sup>th</sup>*</p>	<p style="text-align: center;"><b><u>Week 1</u></b></p> <p>Introduction (Smart Text, Chapter 1)</p> <p>Basic Principles of Developmental Theories (Smart Text - Chapter 2)</p> <p>Understanding Disability (Smart Text – Chapter 9)</p> <p><b>The Affective and Conceptual Dimensions of Multicultural Counseling and Therapy</b></p> <ul style="list-style-type: none"> <li>• Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training (Sue and Sue Text- Chapter 1)</li> <li>• The Superordinate Nature of Multicultural Counseling and Therapy (Sue and Sue Text- Chapter 2)</li> <li>• Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups (Sue and Sue Text- Chapter 3)</li> </ul>
<p>June 19<sup>th</sup></p>	<p style="text-align: center;"><b><u>Week 2</u></b></p> <p><b>Acquisition and Diagnosis of Disabilities in Stages of The Life Span</b></p> <ul style="list-style-type: none"> <li>• Sigmund Freud (Smart Text - Chapters 3)</li> <li>• Erikson’s Psychosocial Theory of Human Development (Smart Text - Chapter 4)</li> <li>• Cognitive Theories of Development (Smart Text - Chapter 5)</li> <li>• Behavioral Theories of Development (Smart Text – Chapter 6)</li> <li>• Abraham Maslow (Smart Text – Chapter 7)</li> <li>• Moral Development (Smart Text – Chapter 8)</li> </ul> <p><b>The Impact and Social Justice Implications of Counseling and Psychotherapy</b></p> <ul style="list-style-type: none"> <li>• The Political and Social Justice Implications of Counseling and Psychotherapy (Sue and Sue Text- Chapter 4)</li> <li>• The Impact of Systemic Oppression- Counselor Credibility and Client Worldviews (Sue and Sue Text- Chapter 5)</li> <li>• Microaggressions in Counseling and Psychotherapy (Sue and Sue Text- Chapter 6)</li> </ul>



**Week 3**

**Experience of Disability**

June 26<sup>th</sup>

- Pregnancy and Infancy: Conception to 2 Years (Smart Text - Chapter 10)
- Toddlerhood and Early Childhood: Ages 18 Months to 5 Years (Smart Text - Chapter 11)
- School Age: Ages 5 to 12 Years (Smart Text – Chapter 12)
- Adolescence, Ages 13 to 18 and Emerging Adulthood, Ages 19 to 25 (Smart Text – Chapter 13)
- Adulthood, Ages 25 to 40 and Midlife, Ages 40 to 60 (Smart Text- Chapter 14)
- The Young Elderly, Ages 60 to 75 and the Old Elderly, Ages 75 to Death (Smart Text- Chapter 15)

**Article:**

Overview of Healthy People 2020\*: <https://www.healthypeople.gov>

\*Ethics, Laws, Professional Guidelines

CRCC Code of Ethics (Multicultural Section)

ACA Code of Ethics (Multicultural Section)

**Week 4**

**The Practice Dimensions of Multicultural Counseling**

July 3<sup>rd</sup>\*

- Barriers to Multicultural Counseling and Therapy- Individual and Family Perspectives (Sue and Sue Text- Chapter 7)
- Communication Styles and Its Impact on Counseling and Psychotherapy (Sue and Sue Text- Chapter 8)
- Multicultural Evidence-Based Practice (Sue and Sue Text- Chapter 9)
- Non-Western Indigenous Methods of Healing- Implications for Multicultural Counseling and Therapy (Sue and Sue Text- Chapter 10)

July 10 <sup>th</sup>	<p style="text-align: center;"><b><u>Week 5</u></b></p> <p><b>Racial and Cultural Identity Development in Multicultural Counseling and Therapy</b></p> <ul style="list-style-type: none"> <li>• Racial/Cultural Identity Development in People of Color (Sue and Sue Text- Chapter 11)</li> <li>• White Racial Identity Development- Counseling Implications (Sue and Sue Text- Chapter 12)</li> </ul> <p><b>Multicultural Counseling with Specific Populations and Understanding Specific Populations</b></p> <ul style="list-style-type: none"> <li>• Culturally Competent Assessment (Sue and Sue Text- Chapter 13)</li> </ul>
July 17 <sup>th*</sup>	<p style="text-align: center;"><b><u>Week 6</u></b></p> <p><b>Counseling with Marginalized Racial/Ethnic Group Populations</b></p> <ul style="list-style-type: none"> <li>• Counseling African Americans (Sue and Sue Text- Chapter 14)</li> <li>• Counseling American Indians/Native Americans and Alaskan Native (Sue and Sue Text- 15)</li> <li>• Counseling Asian Americans and Pacific Islanders (Sue and Sue Text- Chapter 16)</li> <li>• Counseling Latinas/os (Sue and Sue Text- Chapter 17)</li> <li>• Counseling Multiracial Individuals (Sue and Sue Text- Chapter 18)</li> </ul> <p><b>Counseling and Special Circumstances Involving Ethnic Populations</b></p> <ul style="list-style-type: none"> <li>• Counseling Arab Americans and Muslim Americans (Sue and Sue Text- Chapter 19)</li> <li>• Counseling Immigrants and Refugees (Sue and Sue Text- Chapter 20)</li> <li>• Counseling Jewish Americans (Sue and Sue Text- Chapter 21)</li> </ul>
July 24 <sup>th</sup>	<p style="text-align: center;"><b><u>Week 7</u></b></p> <p><b>Counseling with Special Circumstances Involving Other Multicultural Populations</b></p> <ul style="list-style-type: none"> <li>• Counseling Individuals with Disabilities (Sue and Sue Text- Chapter 22)</li> <li>• Counseling LGBT Individuals (Sue and Sue Text- Chapter 23)</li> <li>• Counseling Older Adults (Sue and Sue Text- Chapter 24)</li> <li>• Counseling Individuals Living in Poverty (Sue and Sue Text- Chapter 25)</li> <li>• Counseling Women (Sue and Sue Text- Chapter 26)</li> </ul>
July 31 <sup>st</sup>	<p style="text-align: center;"><b><u>Week 8</u></b></p> <p>Paper assignment due</p>

Please note that this syllabus is subject to change *with* notice.

## **REHC 5370**

### **Additional Readings and Resources**

American Counseling Association (ACA) website:

<http://www.counseling.org/>

ACA Code of Ethics and related resources

<http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>

Association for Counselor Education and Supervision (ACES) website

<http://www.acesonline.net/>

American Mental Health Counselors Association (AMHCA) website

<http://www.amhca.org/>

American School Counselor Association (ASCA) website

<http://www.schoolcounselor.org/>

National Board of Certified Counselors (NBCC) website

<http://www.nbcc.org/>

Commission on Rehabilitation Counselor Certification website

<https://www.crccertification.com/crc-exam-overview>

Council for Accreditation of Counseling & Related Educational Programs (CACREP) website

<http://www.cacrep.org/>

Texas statutes and administrative code relating to the practice of professional counseling.

<https://www.dshs.texas.gov/counselor/>

<https://www.dshs.texas.gov/counselor/pdf/FinalRules681-20170716.pdf>