California State University, Northridge

Michael D. Eisner College of Education
Department of Educational Psychology and Counseling

Course Syllabus
EPC 643 Diversity in Counseling

Class:	**EPC 643 Diversity in Counseling**
Class Meetings:	Tu 4:00 PM - 6:45 PM
Location:	Online presently (When move to campus: Bookstein Hall 1230)
Zoom Meeting ID	**81386783098**
Office Hours:	½ hour before class, and/or by appointment
Instructor:	**Dr. Jean C. Ramage, PhD** jeanramage@verizon.net or jean.ramage@csun.edu

Michael D. Eisner College of Education Conceptual Framework:

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Course Description

Prerequisite: Admission to a CSUN master's degree program in Counseling.
Self-assessment of knowledge, sensitivity, and attitudes toward diverse populations, including race, ethnicity, gender, age, socioeconomic status, sexual orientation, spirituality, ability, and language. Examination of family structure and social patterns in California's ethnic populations and differences across social class. Review of cross-cultural research, theories, interventions, and resources. Emphasis on models of societal oppression, privilege, cross-cultural dynamics, poverty, and social justice, as well as the impact of social stress and prejudice on mental health recovery. Designed for family therapists and mental health counselors in school, college, and community settings

_____

Course Learning Goals and Objectives

Course Learning Goals

Consistent with California Commission on Teacher Credentialing (CCTC) standards and the National Association of School Psychologists (NASP) domains, the following goals are for the EPC 643 Diversity in Counseling course in the School Psychology Program at the California State University at Northridge (CSUN):

Program Goal 2. Respect for Human Diversity and Equitable Practices for Diverse Student Populations: Provide a foundation and expectation to understand, respect, and celebrate human diversity and promote effective services, social justice, and social advocacy for all students, families, and schools. *(NASP Domain 8: Equitable Practices for Diverse Student Populations; CCTC SPPE 8)*

Program Goal 5: Consultation and Collaboration: Provide knowledge and skills on promoting family, school, and community collaboration and consultation.

Program Goal 6: Academic, Behavioral, Mental Health and Life Success: Provide knowledge and skills to school psychology candidates on evidenced based academic, behavioral, and social-emotional interventions based on theory, risk and resiliency/developmental assets research, a systems ecological approach, and data based decision making to address individual and systemic factors to improve outcomes for overall school and life success.

Specific Learning Objectives per Goal

For each of the above goals the Specific Learning Objectives (SLO) for the EPC 643 course are delineated below:

Program Goal 2. Respect for Human Diversity and Equitable Practices for Diverse Student Populations: Provide a foundation and expectation to understand, respect, and celebrate human diversity and promote effective services, social justice, and social advocacy for all students, families, and schools. *(NASP Domain 8: Equitable Practices for Diverse Student Populations; CCTC SPPE 8)*

> ***SLO 3: Respect for Human Diversity and Equitable Practices:*** School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***Knowledge*** of human diversity, including individual differences, abilities, disabilities, religion,

culture, and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other diverse characteristics within individuals and families, the effects they have on development and learning, and promote effective general and special education services, social justice, and social advocacy for all students, families, and schools to address potential influences related to diversity. (NASP Domain 8; CCTC SPPE 8)

Program Goal 5: Consultation and Collaboration: Provide knowledge and skills on promoting family, school, and community collaboration and consultation.

> **SLO 9: Family, School and Community Collaboration:** School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** on principles and research related to family systems, strengths, needs, and cultural contexts and design, implementation and evaluation of evidence-based strategies to support positive family influences on children's learning and mental health; and exercise strategies to develop collaboration between families and schools and family and community agencies to enhance academic and social behavioral outcomes for children. *(NASP Domain 7: Family, School, and Community Collaboration; CCTC SPPE 7)*

Program Goal 6: Academic, Behavioral, Mental Health and Life Success: Provide knowledge and skills to school psychology candidates on evidenced based academic, behavioral, and social-emotional interventions based on theory, risk and resiliency/developmental assets research, a systems ecological approach, and data based decision making to address individual and systemic factors to improve outcomes for overall school and life success.

> ***SLO 10: Academic Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach:*** School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on ***knowledge, skills, and competence*** on the use of academic interventions based on evidence based practice, effective teaching and instruction, diversity in learning and language proficiency, effective data based assessment, monitoring, and evaluation, and a systems ecological approach to address individual and systemic factors to improve academic outcomes. *(NASP Domain 3: Academic Interventions and Instructional Supports; CCTC SPPE 3)*

> ***SLO 12: Social-Emotional and Behavioral and Mental Health Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach:*** School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** to design and use effective communication and interpersonal strategies, social-emotional and mental health interventions using psychological theories, evidenced based practice, risk and resiliency theory/research/developmental assets, social emotional learning, and a systems ecological approach when assessing for risk, such as with suicide, threat, child abuse, and when providing prevention, mental health services, including counseling, and crisis intervention. *(NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4)*

SLO 13: School Wide Practices to Promote Learning: School psychologists candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge*** of systems' structures, system ecological approach, organization, and theory; general and special education programming; and evidence-based school-wide practices that promote learning, positive behavior, and mental health and collaborate with others, to develop and implement practices and strategies to create and maintain safe, effective, positive school climate, and supportive learning environments for students and school staff. *(NASP Domain 5: School-Wide Practices to Promote Learning; CCTC SPPE 5)*

SLO 14: Services to Promote Safe, Supportive, Equitable, and Schools: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge*** principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools and collaborate with others to promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety. They also implement effective crisis prevention, protection, mitigation, response, and recovery. (NASP *Domain 6: Services to Promote Safe and Supportive Schools; CCTC SPPE 6)*

Objectives Related to NASP and CCTC

Domain 5: School-Wide Practices to Promote Learning
School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop

and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools
School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration
School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Specific Course Objectives:

1. Candidates will have knowledge of individual differences and research related to diversity factors for children, and identify evidence-based strategies to enhance services and address potential influences related to diversity. (CCTC SPPE 8.0)
2. Understand knowledge on professioanlserv9ces that promote effective functioning for individuals, families and schools with diverse characteristics, culture, and backgrounds an across multipole contexts. (CCTC SPPE 8.0).
3. Understanding diversity in child development and advocate for social justice and equity in all aspects of service delivery. (CCTC SPPE 8.0).
4. Understand the role of culture, language, and all aspects of human diversity as part of a comprehensive service delivery model in assessment, counseling, consultation, and intervention (CCTC SPPE 8.1)
5. Understand the effects of language acquisition and development on all aspects of student learning. (CCTC SPPE 8.2).
6. Understand issues of diversity to include culture, language, gender identity, cultural identity, religion, socio-economic status, etc. and its influence on learning, cognitive development, adjustment, behavioral and social emotional functioning.

7. Understand and know how to work with multidisciplinary teams using a systems ecological perspective when working with students, staff, families, and community to develop and implement evidence based interventions considering all aspects of diversity to promote positive outcomes.
8. Understand and know how to work within multitiered systems of support incorporating all aspects of diversity to promote positive outcomes for all children.
9. Understand and promote fairness, equity, social justice and social advocacy in all aspects of professional practice throughout a comprehensive service delivery model. (CCTC SPPE 8.4).

Instructional Philosophy

The School Psychology program at CSUN is designed based on a learning-centered, outcome-based educational principles but also focuses on mastery of specific discipline specific skills, such as assessment, counseling, consultation, and intervention. The school psychology faculty encourage cooperative groups where they mediate each other's learning based on content, experience, and role playing of skills, while gathering data of the process and ultimately student (client) outcomes.

Learning Methods for this Class Include

This graduate seminar course will include lecture, discussions, experiential activities, guest speakers, research assignments and self-assessment. The course may also include online components on Canvas (http://canvas.csun.edu); use your CSUN user ID and password to log on.

Signature Assignment

Required Books and Articles

Required Books

Sue, D. and Sue, D. (2015). *Counseling the culturally diverse: Theory and practice.* (7th Ed.). Wiley and Sons, Hoboken, NJ.

Required Articles
"Looking into the Clinician's Mirror: Cultural Self-Assessment" see separate PDF attachment Hays, P. (2016). *Addressing cultural competencies in practice: Assessment, diagnosis and therapy.* (3rd ed.). Washington, DC: American Psychological Association.

McIntosh, P. (1988). *White privilege: Unpacking the invisible knapsack.* Professional paper copied by permission from P. McIntosh, Wellesley College Center Research for Women, Wellesley, MA 02181.

http://www.amptoons.com/blog/files/mcintosh.html

Course Requirements

Student Class Responsibilities

1. The student must **check CSUN email and CANVAS accounts regularly** for guidance and directions. The student may forward his or her CSUN email to his or her personal email account.
2. The student must **complete and submit assignments online, on or before due dates**.
3. The student must **participate professionally** in class (in person and/or online), in electronic discussions and observation and participation activities
4. The student must attend class regularly, participate actively, and keep appointments. (See Attendance policy in Policies and Resources section below).
5. The student must submit all assignments in a professional manner, i.e.., APA format. For assistance review

   APA guidance: https://apastyle.apa.org/style-grammar-guidelines/paper-format
   \
   CSUN library guidance: https://libguides.csun.edu/research-strategies/APA

GPA Requirements

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a "B-" can be counted in the formal program. Any grade of "C-" or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a "B-" or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory and is calculated as part of the grade. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Quality Writing Skills

Since written psychoeducational reports will be your "professional product" it is important that you develop and/or enhance your writing skills. When completing written assignments for this class please make sure your essays reflect university-level writing skills:

- Use complete sentences
- Develop your paragraphs
- Please use correct spelling, grammar, and punctuation - Please do not use contractions in academic papers
- You might ask someone to proofread your paper
- Please adhere to the established page limitations

Please contact the University Writing Center if you require assistance with written assignments (see link below).

Due Dates and Times

Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extenuating circumstances.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form
https://www.csun.edu/sites/default/files/request_incomplete.pdf

Religious Holidays

Please note that there is no penalty for absences due to religious reasons. However, please notify me **prior** to your absence if this is the case. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays

Professionalism

As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Be on time to class and with assignments.
- Respect interactions with all students and faculty.
- Proactively engagement in the learning process.
- Be organized and prepared.
- Manage paperwork effectively.
- Utilize technology effectively (the university provides extensive computer, printing, and internet support; please use it in times of technical emergency).
- Manage personal information (own and others') appropriately, including keeping information confidential

Students who have difficulty in one or more of these areas may have their grade lowered and in severe cases may be referred to the department student affairs committee for further review.

Students with Disabilities

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) Office or the National Center on Deafness (NCOD). The DRES office is in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations with me, please contact me to set up an appointment.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information. Additionally, student should refer to the Ethics Codes of AAMFT, ACA, NASP, and CAMFT for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism, students can refer to the APA *Publication Manual*.

Useful Links

CSUN's Computer Support

http://www.csun.edu/helpdesk/

Request for Incomplete Grade

https://www.csun.edu/sites/default/files/request_incomplete.pdf

Disabilities Resources and Educational Services

http://www.csun.edu/dres/studentservices/index.php/

Writing Center

http://www.csun.edu/lrc/

CSUN Student Conduct Policies

http://www.csun.edu/studentaffairs/policies/conduct.htm

Research and Library Assistance

http://library.csun.edu/ResearchAssistance/AskUs

Virtual participation

When the class is online, you are responsible to participate in this class using technology to access Kanopy, Canvas, and Zoom. Please view the YouTube tutorials below. There will be numerous opportunities to use the annotation tool to note comments on the shared whiteboard. You do not have to indicate your name.

See brief tutorial on how to use whiteboard annotation feature

https://www.youtube.com/watch?v=mqkyBkWF_YE/

See brief tutorial on how to share a whiteboard from a breakout room.

https://blogs.otago.ac.nz/zoom/breakout-sessions/how-to-use-a-whiteboard-in-a-breakout-room/

Please follow the link below for information on laptop tablet, and device checkout and support:
https://library.csun.edu/learning-commons/tablet-laptop

–

Grading System

Course grade will be based on the following:

1) **Attendance and Participation in class and on online discussions – 20 points**

2) **Assignments – 10 points each as assigned**

3) etc,

Grade Scale.

90-100%	*=*	*A*	*mastery of the relevant course standards.*
80-89%	*=*	*B*	*above average proficiency of the relevant course standards.*
70-79%	*=*	*C*	*satisfactory proficiency of the relevant course standards.*
60-69%	*=*	*D*	*partial proficiency of the relevant course standards.*
Below 60%	*=*	*F*	*little or no proficiency of the relevant course standards.*

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue) Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average.

School psychology students need to pass with a B or better. Higher standards that take precedence over the University policy.

Policies and Resources

Attendance
> Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory and is calculated as part of the grade. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Due Dates and Times
> Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class and with assignments.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing paperwork effectively.
- Managing technology effectively
- Managing personal information (own and others') appropriately.

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department student affairs committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class.* Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818/677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense.* See the University Catalog for further information.

Recording of Lectures

Due to the sensitive nature of content discussed in the program, no classes may be recorded without explicit written permission from the instructor. Students granted recording as an accommodation from Disability Resources and Educational Services (DRES) must develop a separate written plan in coordination with the instructor and DRES for how student and client confidentiality will be handled with permitted in-class recordings. Instructors are required to inform the entire class if recording is permitted for an accommodation.

Resources:

CSUN's Computer Support
http://www.csun.edu/helpdesk/

Request for Incomplete Grade
www.csun.edu/anr/forms/request_incomplete.pdf

Disabilities Resources and Educational Services
http://www.csun.edu/dres/studentservices/index.php

Writing Center
http://www.csun.edu/lrc/

CSUN Student Conduct Policies
http://www.csun.edu/studentaffairs/policies/conduct.htm

Research and Library Assistance
http://library.csun.edu/ResearchAssistance/AskUs

APPENDIX B

Attendance and Participation Rubric Example

	4	3	2	1	Points
Attendance/ Promptness	Student is **always** prompt and regularly attends classes	Student is **late to class** once every two weeks	Student is **late to class** more than once every two weeks and regularly attends classes	Student has been late to class at least four times and has poor attendance	
Level of Engagement in class	Student proactively contributes to class by offering ideas and asking questions **more than once** per class.	Student proactively contributes to class by offering ideas and asking questions **once** per class	Student **rarely** contributes to class by offering ideas and asking questions.	Student **never** contributes to class by offering ideas and asking questions	
Listening Skills	Student listens when others talk, both in groups and in class. Student **incorporates or builds from** the ideas of others.	Student **listens** when others talk, appears attentive and interested	Student **inconsistently listens** when others talk, inconsistently appears attentive and interested	Student **does not listen** when others talk, appears distracted and inattentive	
Behavior	Student **almost never** displays disruptive behavior during class.	Student **rarely** displays disruptive behavior during class.	Student **occasionally** displays disruptive behavior during class.	Student **almost always** displays disruptive behavior during class.	
Preparation	Student is **almost always** prepared for class with assignments and required class materials.	Student is **usually** prepared for class with assignments and required class materials.	Student is **sometimes** prepared for class with assignments and required class materials.	Student is **almost never** prepared for class with assignments and required class materials.	
				Total:	

EPC 643 Index for CCTC Standards

SPPE	Introduced
8.0	p. 5
8.1	p. 5
8.2	p. 5
8.4	p. 6

*Pages on which CCTC Standards are introduced in yellow