

Summer 2015

## CE 534 Syllabus: Human Relations and Diversity

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**Winona State University**  
**Department of Counselor Education**  
**CE 534: Human Relations and Diversity**  
**Summer 2015**

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**Office Hours:** Summer by appt. , either campus

**Course Location:** GI 226

**Course Dates, Times, Delivery:** Tuesdays; 5p-8p, June 16 – July 14

**Course Description:**

The purpose of this course is to: (1) promote student growth and development through the learning and practice of basic communication and helping skills; (2) study cultural diversity as it relates to human relations and communication; (3) examine gender and sexual orientation in terms of human relations and communication; and (4) address human relations and communication as they relate to special populations (persons with disabilities, older adults, economically disadvantaged individuals, children, etc.) Grade only. This course will also cover substance abuse issues as relates to diverse cultures, specifically as addressed by the Substance Abuse and Mental Health Services Administration (SAMHSA) Treatment Improvement Protocol (TIP) 59.

**Required Texts and/or Materials:**

Sue, D. W. (2015). *Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race*. Hoboken, NJ: Wiley.

Sue, D. W. & Gallardo, M.E. (2014). *Case studies in multicultural counseling and therapy*. Hoboken, NJ: Wiley.

**\*TIP 59:** *A treatment improvement protocol: Improving Cultural Competence (2014)*. US Department of Health and Human Services Administration: Center for Substance Abuse Treatment, Rockville, MD. **\*Found on D2L**

**Course Objectives:**

1. To explore pluralism as it relates to the implementation and on-going practice of multicultural counseling competencies in community and school counseling settings.
2. To improve human relations and communications skills.
3. To become aware of one's own philosophy of life.
4. To become more aware of feelings, values, and goals.
5. To gain an understanding of the dehumanizing effect of prejudice, racism, sexism and other "isms".

6. To develop a conscious awareness and working knowledge of people who are culturally diverse.
7. To become aware of issues associated with special populations (e.g. children, older adults, people with disabilities, people living in poverty, etc.).
8. To discuss and develop human relations and communications strategies for empowering all people.
9. To develop an understanding of the concepts of tolerance and civility as they relate to human relations, diversity and communication.

**Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:** (include CACREP objectives for CMHC and SC as appropriate)

II. G. 2: SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

***Mental Health Counseling:***

**DIVERSITY AND ADVOCACY**

**E. Knowledge**

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

#### **F. Skills and Practices**

1. Maintains information regarding community resources to make appropriate referrals.
2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

#### ***School Counseling:***

### **DIVERSITY AND ADVOCACY**

#### **E. Knowledge**

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

#### **F. Skills and Practices**

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

### **Course Expectations and Requirements:**

#### ***1. Attendance and participation (50 pts)***

Students are required to attend all classes and be an active and engaged learner. It is expected that you come to class prepared by having completed the assignments and readings. Failure to do so will result in a reduction in your grade. As this is a hybrid class with limited face-to-face classes, if you have plans that will result in missing class, you should consider withdrawing from the course.

If you need to miss a class due to an emergency or illness, you are expected to contact the instructor as soon as possible.

Inclement weather may interfere with class. The instructor will notify students of cancellation by 2pm of the day of class and notifications will be made via D2L announcements, the WSU homepage, and WSU email.

## **2. Assignments**

Assignments are expected on time. If for some reason a student has difficulty meeting course expectations, the student is responsible for notifying the instructor immediately to work out an alternate plan agreed upon by both parties. *Late assignments will result in a reduction in the grade. Lack of instructor permission may result in no credit for assignment.*

**Children's book (50 pts.)** For this assignment you will choose a children's book that addresses a diversity issue. You may choose one from the list provided, or find your own with instructor approval. If the child is not your own, you will want to get parent permission first and the parent may want to read the story first. You will read the book to a child (*and remember to read the story yourself first*) and write a 1-2 page reaction paper that includes:

- What are your thoughts and emotional reactions to the book?
- What was the child's reaction to the story?
- Did you feel differently reading the story to a child than you did when you read it to yourself?
- What did you learn from this experience?

**Discussion (50 pts.)** As a group, you will choose a book, movie, television experience from the list provided on the D2L cite. Each group will choose a different resource. Your group will have a D2L discussion, with each member posing a question/discussion topic each day for a week. Everyone must participate in the discussion.

## **Cultural experience (100 pts.)**

For this assignment you will attend an activity, volunteer at an agency, etc. that will take you out of your comfort zone and expose you to something outside of your regular cultural activities. Since we all have different cultural norms, you will need to determine what differs from your experience. Some possibilities include (**but are not limited to**):

- Going to a mosque (males only as women are not allowed in the mosque), Synagogue, Temple, etc.
- Volunteering at a Senior Center or nursing home
- Volunteering at a Special Olympics event
  - <http://specialolympicsminnesota.org/events/>
  - <http://www.specialolympicswisconsin.org/>
- Volunteering at a soup kitchen, food shelf, shelter, Interfaith Hospitality Network (<http://www.ihn-greater-rochester.org/>)
- Attending a Gay Pride Parade or other Pride event
  - <http://www.tcpride.org/event/2015-ashley-rukes-glbtpride-parade/>

- Going to a Pow Wow
  - <http://calendar.powwows.com/events/categories/pow-wows/pow-wows-in-minnesota/>

Following this meaningful experience, you will write a 3-5 page paper in APA format about your experience:

- What was it like? Be descriptive.
- Did it meet your expectations? How?
- How was this different from your typical experiences? *Note: if the answer is that it was not different, then the experience is not appropriate for this assignment.*
- How was this similar to any previous life experiences?
- What surprised you?
- What was your emotional response?
- What did you learn?
- Would you do it again, or would you choose a different opportunity?
- What were your “aha” moments or “takeaway” learning experiences?

**Podcast (100 points)**

Your group will be assigned a case study from the Sue & Gallardo book. You will create a podcast, utilizing Google hangout. If you are unfamiliar with the podcast format, please listen to one to learn to understand the format. We will discuss this further in class.

**Course Schedule**

DATE	TOPICS/PRESENTATIONS	READINGS/ASSIGNMENTS
<b>June 16, 2015</b>	Introduction & syllabus Ground rules Groups assigned Cultural competence & race	Chapters 1, 2, & 3 <b>TIP 59</b> Chpt. 1
<b>June 23, 2015</b>	Beginning the race talk	Chapters 4-6 <b>TIP 59</b> Chapter 2 <i>Listen to a podcast</i>
<b>June 30, 2015</b>	Nonverbal communication & avoidance	<i>Children's book assignment DUE</i> Chapters 7-9 <b>TIP 59</b> Chapter 3
<b>July 7, 2015</b>	<i>Practice PODCAST</i>	Chapters 10 & 11 <b>TIP 59</b> Chapter 4
<b>Week of July 6</b>	<i>D2L discussion on book/movie</i>  <i>Questions posted DAILY</i>	July 6 July 7 July 8 July 9 July 10 July 11

<b>July 14, 2015</b>	Strategies for starting the discussion Create PODCAST	Chapters 12 & 13 <b>TIP 59</b> Chapters 5 & 6 Cultural experience paper Due
<b>July 21, 2015</b>		PODCAST reflection Due

**Grading points total:**

**A** = 350 – 315

**B** = 314 – 280

**C** = 279 – 245

Below 245 – redo

**University Expectations and Resources:**

Academic Integrity: The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at:

<http://www.winona.edu/sld/academicintegrity.asp>.

Accommodations: According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at

<http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment To Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU’s community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

**Graduate Student Resources:**

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, ([www.winona.edu/rochester/](http://www.winona.edu/rochester/)):

- RCTC Counseling Center, UCR Room SS133; 285-7260 ([www.rctc.edu/counseling\\_career\\_center/](http://www.rctc.edu/counseling_career_center/))
- UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services : Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources. The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

- *UCR Learning Center - Rochester* - For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.
- *Writing Center - Winona*: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>