INSTRUCTOR: Dr. Jungeun “JAY” Lee

EMAIL ADDRESS: jungeun.lee@angelo.edu

Office hour:

- Students can reach me anytime via e-mails. I check my email throughout the day frequently and respond pretty quickly if you email me before 5 pm.
- Generally, you can expect my responses within 24 hours of contact (except weekends/holidays). Therefore, I strongly recommend you to email me again to remind me if there is no reply after 24 hours. It is possible that your emails got lost in the fast stream of emails.
- All emails should include your full name and the course number/title.
- Communications using phone calls, Collaborate Online (Blackboard video session), and Skype video calls can be arranged when requested by students anytime. My Skype account is by my email address: jlee34@angelo.edu. If you are already using Skype, you can add me to your contact.

REQUIRED TEXTBOOKS:


COURSE DESCRIPTION

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

In this class you will:

1. Understand the historical underpinnings of cultural bias, stereotyping, racism and privilege and the cultural conditions influencing psychological and educational assessment.
2. Understand factors important in providing services in a multicultural society.
3. Develop competencies in evaluating counseling theories and techniques for use with diverse client populations.
4. Develop competency in remedial and preventive guidance services helpful for special needs populations.
5. Understand the cultural differences that impact client service delivery needs.
6. Understand the counseling needs of exceptional-education students.
7. Be able to consult with parents and teachers regarding the needs of special education.
8. Develop awareness and knowledge of legislation affecting special needs students and client populations.
9. Understand family development, structure, and function of special needs populations and the impact on individual development and emotional adjustment.

Prerequisite Skills & Technology Support

1. **ASU email address:** No other email address is acceptable. Thus, students are responsible to check their emails on a daily basis and keep their inbox available since it is the main channel for communication in this online course. Important announcements and reminders are sent via emails.

2. **Access to Blackboard:** This class is taught entirely online using Blackboard Learning Management System software. Thus, students must know how to use Blackboard. You can access the course website using the following link: [http://blackboard.angelo.edu](http://blackboard.angelo.edu). If you need support for Blackboard, you can contact the IT Helpdesk at (325) 942-2911

3. **Students should spend a minimum of 7-9 hours per week on course material, reading assigned chapters from your text and PowerPoints from the Blackboard, researching, and preparing assignments.**

4. **All PowerPoint materials for each chapter are available on the Blackboard. Click the “Course Content” in the main menu box on the left side. These PPTs summarize important concepts and key points of each chapter.**

COURSE EVALUATION

**STUDENT EVALUATION:** The semester will be divided into two sections, research methods and statistical analyses. Unfortunately, this course tends to unwittingly terrify some students. I will do my best to see that this does not happen. If you feel lost at times, you are perfectly normal – many students of statistics feel lost at some point, yet when test time arrives they surprise themselves at their level of understanding.
**Assignments** | **Points** | **Assignment Specifics**
--- | --- | ---
4 Case Studies (15 points each) | 60 | Discussion Board
4 Quizzes (15 points each) | 60 | 20 multiple choices or T/F questions on Blackboard
Multicultural Issues in Texas Report | 30 | Your own thoughts and insights as a counselor in training on multicultural issues salient in the state of Texas
Research Paper Topic Statement | 15 | Title and rationale for the chosen research topic (introduction of the full research paper)
Final Research Paper | 35 | Full research paper in APA style
**Total** | **200** | **Total**

**Case Study:**
- This activity is designed to encourage students’ reflection and critical thinking process as a group as they interact to learn from each other. Students will read a case vignette provided each week (in Learning Modules tap) and write a brief answer to the discussion question in the Discussion board.
- **Due date:** Generally, it is due on **Sundays 11 PM**. Specific dates and times for each case study are listed in the Tentative Course Outline, which is located on the last page of this syllabus.
- **Evaluation:** To receive full credit of **15 points**, students are expected to make at least 2 postings for each. That is, you need to post your own answer to the discussion question posted and another 1 posting or more as responses to other students (peer responses). The response posting should be pointing out the differences between your own postings and your peer’s in order to diversify your point of views, not criticize other person’s perceptions. Less than 2 postings or simple response postings like, “I agree with you” or “Well said”, etc. will result in partial points.

**Quizzes:**
- There will be 4 quizzes in total. Each quiz consists of 20 multiple choice or T/F questions and counts 15 points. There is a 1 hour time limit.
- Generally, each quiz will be available for the entire week (**Monday 8AM through Sunday 11PM**). You can pick the most convenient 60 minutes during the period.
- Specific dates and times for each quiz are listed in the Tentative Course Outline, which is located on the last page of this syllabus.
- **No make-up test will be allowed for quizzes** as they stay open for a wide range of time frame. Unless there is an absolutely understandable reasons (e.g., you got into a car accident and stayed in coma more than a week), students will have to take a responsibility for their tardiness despite of the generous amount of time allowed.
Testing via Respondus™ Monitor

Access to quizzes and exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials below for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet adapter cable highly recommended (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Angelo State University’s Distance Education website for further technology requirements:
http://www.angelo.edu/distance_education

- When you face an error message or a technical problem during the quiz on Blackboard, here are the steps you need to follow:
  - Immediately open a support ticket via Technology Service Center by calling at (325) 942-2911. Make a report of your problem and then you will receive a confirmation email in a couple of minutes.
  - Forward that email to me at jlee34@angelo.edu along with your explanation of what happened.
  - Please note that only with the confirmation email from IT center, you will be given a needed assistance from me.

- Multicultural Issues in Texas Report:
  - Students are encouraged to have a chance to think about various multicultural issues in the State of Texas. Write your own thoughts and insights as a counselor in training on the issues you believe that counselors should pay attentions and why. It should be an formal essay writing, yet does not require an APA style. Length should be between 3~4 except the cover page in double-spaced format with one-inch margins. Use subtitles to organise your essay.
  - Due dates: 4/1 (Sun) 11 pm
  - Submission: Go to “Submit Assignments” on the left side menu tabs.
  - Evaluation: (30)
    - Multicultural issues depicted in the essay (10)
    - Perspectives as a counselor in training (10)
    - Writing skill & Organization (10)
Research Paper:
- Students are to select a topic for investigation that focuses on a particular mental health issue of a certain client population of your own interests (e.g., eating disorders of Hispanic teenagers, depression of Asian international students, bullying on LGBT students, alcoholism of elderly population, etc.).
- Due dates:
  - Research paper topic statement: 3/11 (Sun) 11 PM
  - Final Paper: 5/7 (Mon) 11 PM
- Submission: Go to “Submit Assignments” on the left side menu tabs.
- Research Paper Evaluation:
  1) Research paper topic statement: 15
     - Students are to write why your topic is important to research.
     - Consists of title, topic statement, and rationale for the chosen research topic
     - The length should be 1 or 2 pages, double spaced.
     - References: The topic statement should include at least 3 references. Only the materials from scientific publications (e.g. peer-reviewed journal articles) and recently published books should be used as references.
  2) Final Paper: 35
     - Students are to use APA style in writing their papers and in the reference list.
     - Length: The paper should be 15-20 pages (not including title and reference pages), double-spaced, with one-inch margins.
     - References: The paper should include at least 20 references. Only the materials from scientific publications (e.g. peer-reviewed journal articles) and recently published books should be used as references.

Grading Table:
<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>180 – 200 points</td>
</tr>
<tr>
<td>B</td>
<td>80 – 90%</td>
<td>160 – 179 points</td>
</tr>
<tr>
<td>C</td>
<td>70 – 80%</td>
<td>140 – 159 points</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70%</td>
<td>&lt; 139 points</td>
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</tbody>
</table>

Please note that points do not round up in this grading scale. If your total score is 179, your final grade will be a B. So make sure that you don’t end up being right below the cut-off line.

General Class Policies:
Online courses provide students with a flexible and convenient way to learn. In order to succeed in this and other online classes, you will need to be self-motivated, dedicated, determined, and have a serious commitment to learning and working on your own. Time
management is imperative to success in completing coursework. You will need to be very organized and take responsibility for your own learning.

**Attendance:** To be successful in an online learning course, it is important you access the Blackboard course website frequently, at least every other day for announcements and assignments.

**Late Assignments:**
1) Late assignments will only be accepted after direct contact with me via email and provision of acceptable explanation of delinquent behavior. Failing to do so will result in late work not being accepted.
2) In any case, late assignment will earn only half the points of what it could have earned if submitted on time.
3) An exception to this policy would be **legitimate and unforeseeable** reasons such as illness, family emergency, job emergency, or university event. You will be asked to provide a valid document as an evidence of such incident (e.g., a copy of a release form from the hospital, letter from your supervisor at work, etc.).

**Make-up Exams:**
1) You can request for the rearrangement of test date in advance if they make conflicts with your life events scheduled before the beginning of the semester (e.g. wedding, surgery, etc.).
2) If you miss a test for **legitimate and unforeseeable** reasons, **you need to submit a brief statement of the reasons via email no later than 1 week after the test date** to save your chance to take the test. Failing to do so will result in a zero score on your test. See the Late Assignment policy 3) for the details for **legitimate and unforeseeable** reasons.

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**UNIVERSITY POLICIES**

**STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS**
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.”

**ACADEMIC HONESTY**

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU. The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) [http://www.angelo.edu/content/files/17358-university-honor-code]. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."
PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific
details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking
someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without
quotation marks and the source of the quotation. We use the APA Style Manual of the
American Psychological Association as a guide for all writing assignments. Quotes should be
used sparingly. It is expected that you will summarize or paraphrase ideas giving
appropriate credit to the source both in the body of your paper and the reference list.
Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you
understand this policy better are available at the ASU Writing Center

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a
disability shall, on the basis of disability, be excluded from participation in or be denied the
benefits of the services, programs, or activities of the university, or be subjected to
discrimination by the university, as provided by the Americans with Disabilities Act of
1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and
subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the
responsibility of reviewing and authorizing requests for reasonable accommodations based
on a disability, and it is the student’s responsibility to initiate such a request by contacting
the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-
2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The
Office of Student Affairs will establish the particular documentation requirements
necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who
have documented disabilities.
# TENTATIVE COURSE OUTLINE

This course outline is subject to change at the discretion of the instructor.

<table>
<thead>
<tr>
<th>Module</th>
<th>Week</th>
<th>Main Topics</th>
<th>Quiz/Analysis Assignment</th>
<th>Points /200</th>
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<tbody>
<tr>
<td></td>
<td>1/16</td>
<td><strong>Introduction to the Course</strong></td>
<td>Self Introductions</td>
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<tr>
<td>1</td>
<td>1/22</td>
<td>Ch. 1 The future of counseling</td>
<td></td>
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<tr>
<td>2</td>
<td>1/29</td>
<td>Ch. 2 Appreciating difference</td>
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<tr>
<td>3</td>
<td>2/5</td>
<td>Ch. 3 Cultural aspects of psychological assessment</td>
<td>Case Study 1 “Robert”: 2/11 (Sun) 11pm</td>
<td>15</td>
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<tr>
<td>4</td>
<td>2/12</td>
<td>Ch. 4 Acculturation, identity development, and social justice</td>
<td>Quiz 1 (Ch. 3&amp;4): 2/12 (Mon) 8am – 2/18 (Sun) 11pm</td>
<td>15</td>
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<tr>
<td>5</td>
<td>2/19</td>
<td>Ch. 5 Native Americans in counseling</td>
<td>Case Study 2 “April”: 2/25 (Sun) 11pm</td>
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<tr>
<td>6</td>
<td>2/26</td>
<td>Ch. 6 African Americans in counseling</td>
<td>Quiz 2 (Ch. 5 &amp; 6): 2/26 (Mon) 8am – 3/4 (Sun) 11pm</td>
<td>15</td>
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<tr>
<td>7</td>
<td>3/5</td>
<td>Ch. 7 Latinos and Latinas in counseling</td>
<td>Case Study 3 “Monica”: 3/11 (Sun) 11pm</td>
<td>15</td>
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<td></td>
<td>3/12</td>
<td><strong>Spring Break</strong></td>
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<td>8</td>
<td>3/19</td>
<td>Ch. 8 Asian and Pacific Islander Americans in counseling</td>
<td>Quiz 3 (Ch. 7 &amp; 8): 3/19 (Mon) 8am - 3/25 (Sun) 11pm</td>
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<td>9</td>
<td>3/26</td>
<td>Ch. 9 European Americans in Counseling Ch.10 Middle Eastern Americans in Counseling</td>
<td>Multicultural Issues in Texas Report: 4/1 (Sun) 11 pm</td>
<td>30</td>
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<tr>
<td>10</td>
<td>4/2</td>
<td>Ch. 11 Counseling Women Ch.12 Counseling Men</td>
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<td>11</td>
<td>4/9</td>
<td>Ch.13 Counseling LGBTQ people</td>
<td>Case Study 4 “Joanne and Marie”: 4/15 (Sun) 11pm</td>
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<td>12</td>
<td>4/16</td>
<td>Ch. 14 Counseling older adults</td>
<td>Quiz 4 (Ch. 13 &amp; 14): 4/16 (Mon) 8am - 4/22 (Sun) 11pm</td>
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<tr>
<td>13</td>
<td>4/23</td>
<td>Ch. 15 Counseling persons with a disability</td>
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<tr>
<td>14</td>
<td>4/30</td>
<td>Ch. 16 Counseling Bicultural/Biracial People</td>
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<tr>
<td>15</td>
<td>5/7</td>
<td><strong>Final Research Paper: 5/7 (Mon) 11 PM</strong></td>
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