



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## HR 5543-101: Counseling with Diverse Populations

### Course Description:

This course is for those seeking an understanding and working knowledge for use in clinical settings. The course will address a variety of populations that experience discrimination and trauma based on their behavioral, cultural or physical uniqueness including: elderly persons, persons with disabilities, persons of minority sexual orientation or gender identification and persons of minority or non-dominant cultural backgrounds. The class will study and learn about these populations' experiences in the world around them including assessments and interventions used in therapeutic settings. Cultural awareness and sensitivity will be discussed. Experiential activities will be used to develop skills for use in the therapeutic setting.

### Class Dates, Location and Hours:

Dates: July 27 – 29 & August 3 – 5, 2018  
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.  
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.  
Last day to enroll or drop without penalty: June 28, 2018

### Site Director:

Email: [apnorman@ou.edu](mailto:apnorman@ou.edu). Phone: 405-325-3333.

### Professor Contact Information:

Course Professor: Barbara Webster EdS, MS, NCCC, NCSC, LPC - Supervisor  
Mailing Address: 2908 Summit Hill Road  
Norman, OK 73071  
Telephone Number: (303) 907-7424  
Email Address: [bkbwebster@gmail.com](mailto:bkbwebster@gmail.com)  
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fhcg.follett.com](mailto:0831mgr@fhcg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Vacc, N., DeVaney, S., & Brendel, J. (2003). *Counseling multicultural and diverse populations* (4<sup>th</sup> ed.). New York: Brunner-Routledge. ISBN 9781583913482.
2. Anderson, S.K., & Middleton, V.A. (2011). *Explorations in privilege, oppression, and diversity* (2<sup>nd</sup> ed.) Belmont, CA: Brooks-Cole. ISBN 9780840032157.
3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

### **Course Objectives:**

This course will explore the various issues of trauma, oppression and discrimination experienced by minority populations. Experiential opportunities will be provided for developing cultural awareness and sensitivity skills to utilize in the therapeutic setting.

Upon successful completion of this course, the student will:

- Be aware of the issues of the unique populations addressed
- Be able to utilize appropriate counseling approaches for these populations
- Understand the professional counselor's responsibility to advocate for the needs of these populations

### **Course Outline:**

#### **Weekend One**

- Physical and Mental Health Needs of African Americans
- Treatment issues and Recommendations for African Americans
- Physical and Mental Health Needs of Native American Indian and Alaska Native Populations
- Treatment Issues and Recommendations for Native American Indian and Alaska Native Populations
- Physical and Mental Health Needs of Asian Americans
- Treatment issues and Recommendations for Asian Americans
- Physical and Mental Health Needs of Hispanics
- Treatment issues and Recommendations for Hispanics
- Counseling Families and Children with Disabilities
- Counseling Older Clients
- Approaches to Counseling Girls and Women
- Counseling the LGBT Individuals
- Cultural Issues and Counseling Techniques Presentations - Part 1

#### **Weekend Two**

- Cultural Issues and Counseling Techniques Presentations - Part 2
- Journal Discussions
- Report Submission
- Presentation Tests

### **Assignments, Grading and Due Dates:**

*Counseling Multicultural and Diverse Populations* must be completed before the start of the class.

**Reflection Paper:**

**Write this reflection paper in your journal before reading the assigned material.** Reflection paper: Carefully examine the sources of your feelings and attitudes towards each of the populations under consideration. Consider your own experiences as well as messages you may have absorbed from family, church, the media, your culture and other aspects of the wider society. Be specific. Show introspection and honest in-depth self-examination.

**Narrative Expressive Journal:**

Each student is expected to bring a new journal to use during the course. The journal is a place where each student will express ideas, thoughts and feelings relating to the course material. There will be a class discussion on the experience of keeping the journal and how a journal might be helpful to a clinician’s growth as well as the client’s growth. The journal is for each person’s growth and will not be handed in but will be checked for completion on the last day of class.

**Class Attendance and Participation:**

Attendance and Participation is a requirement for this course for a grade.

**Face to Face Interview:**

Interview a person from one of the four populations (Native Americans, Asian Americans, Hispanic Americans, African Americans) about her/his experiences as a member of a minority population. (This must be a person who differs from you in the area under consideration.) Discuss how that person’s experience is different from and/or similar to your own. In approximately five pages discuss how that person’s experience emphasizes some of the points made in the readings.)

**Power Point/ Keynote Presentations:**

Each student will be assigned a Minority Population (1-2 weeks before the beginning of class or earlier if possible) to research thoroughly, write a report on and develop a 30 minute PowerPoint presentation to be given in class. The report and PowerPoint will be downloaded to Canvas for final review the day of the presentation.

**Exam:**

The exam will be essay and will be held the last day of class.

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

The instructor will review and post final grade within 30 days post class.

Assignment	Due Date	Percent of Grade
Face to Face Interview	1 <sup>st</sup> Weekend	25%
Journal & Exam	2 <sup>nd</sup> Weekend	25%
PowerPoint Presentation	1 <sup>st</sup> or 2 <sup>nd</sup> Weekend	25%
Attendance and Participation	Each class session	25%

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**Barbara Webster EdS, MS, NCC, NCSC, LPC**

### Education

- Education Specialist, MS School Psychology, 2004, University of Colorado at Denver
- Administration Leadership, 1998-2000 Doctoral Studies, Oklahoma State University
- Psychometry Certification, 1993, University of Central Oklahoma
- Master of Science, 1982, Southwest Missouri State University
- Bachelor of Science, 1974, Kent State University
- General Studies, 1969-71, Graceland University

### Current Position

Private Practice Counselor, Norman, OK

### National Certification

- Nationally Certified Counselor
- Nationally Certified School Counselor
- Nationally Certified Career Counselor

### Publications

- A Place for me!: An Empowerment Book To Create An Amazing Life, 2015
- A Place for me! Journal, 2016
- Survey of Assessment and Evaluation Activities of School Counselors. Co-authored with Dr. Patricia Elmore, publication date, 2004.
- Introduction to School Counseling – Chapter 1 Working in 21 Century Schools Senario, Dr. Dahir, Author. Publication date, 2005.
- ‘Assessment Standards for School Counselors’. Co-authored with Dr. William Schafer, Eric/Cass Publications, *School Counseling: New Perspectives and Practices*
- The School Counselor’s Guide, Oklahoma Task Force Member
- The Terrible, Scary Explosion, Co-authored w. Oklahoma Counselors, 1995

### Presentations

- 2015 CCADV Writing for Self-Care – Domestic Violence Presentation
- 2014 COVA Developing Writing Groups for Clients/Victims & Staff
- 2011-2014 Pyramid Plus for At Risk Preschool teachers in Fairplay & Bailey, CO
- 1996-2015 Love and Logic Presentations for parents, Park County, CO
- June, 2007 Conference Program Chair and Procedures for Building the ASCA American School Counseling Conference, Denver, CO
- 2003 Conference Colorado Right Stuff Conference, Career Activities – The Real Game
- 2002 Colorado Girl Power Conference, Career Activities -The Real Game
- 2000-2001 Colorado School Counselor Association Conference, National Standards for School Counselors, spring
- April, 1999 San Diego, CA Essential Assessment and Evaluation Competencies for School Counselors, American School Counselor Association Conference
- June 1998, San Antonio, Assessment Competencies for Professional School Counselors
- 1998 Indianapolis, School Counselor Assessment Competencies Assessment ’98 – ERIC & NBCC
- January, 1998 St. Petersburg, FL Standards for Test and Testing, Professional/Standards for School Counselor’s Competence in Assessment and Evaluation
- January, 1998 St. Petersburg, FL School Counselors’ Activities and Training in Assessment and Evaluation
- April, 1997 Orlando, FL Assessment Competencies for Professional School Counselor

- 1996 American Counselor Association Conference, April, Pittsburg, PA Assessment and School Counseling
- 1994 Missouri School Counselor Association, Summer Conference, Listening to the Child Within
- 1990 Oklahoma School Counselor Association Conference, National Standards for School Counselors

### **Professional Trainer**

- Pyramid Plus 2011-2014
- Intel Trainer 2005- 2007
- Real Game & Get Real Game Trainer 2000- 2003
- National Standards for Professional School Counselor Trainer 2000-2001

### **Representative Honors and Awards Received**

- Counselor of the Year, Oklahoma Counseling Association, Central Region, 1998 & 1993
- Oklahoma Elementary School Counselor of the Year, 1994-95

### **Major Professional Affiliations**

- American Counseling Association, OCA Legislative Representative
- American School Counseling Association, ASCA Board Mid-Western, Vice President, 1997
- Oklahoma Counseling Association, President, 1994-95
- Oklahoma School Counselor Association, 1992

### **Current Areas of Interest and Research**

- EMDR – Level 1 & 2
- Play and Art therapy – 15 years
- Domestic Violence Advocate and Counselor – 8 years
- LPC - Supervisor