



**Course Syllabus: Human Relations**  
West College of Education  
**COUN 6013 Section X30 and DX1**  
**Summer I June 1 – July 1**

Contact Information

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Textbook & Instructional Materials

1. MULTICULTURAL COUNSELING AND PSYCHOTHERAPY: A Lifespan Perspective.  
Baruth and Manning, 6th.Edition, Prentice Hall, 2016.
2. A FRAMEWORK FOR UNDERSTANDING POVERTY, Ruby Payne.
3. BECOMING AWARE, VELMA-WALKER AND LYNN BROKOW, 12th or 13th Edition,  
Kendall/Hunt Publishing, 2013 and 2017.

Course Description

Developing interpersonal and intrapersonal skills with particular attention to communication with diverse populations.

Course Objectives

The completion of this course the student will be able to:

1. To identify basic concepts or terms such as acculturation, ethnic-class, economic exploitation, prejudice, etc.
2. Identify current biases in standardized test uses, teaching strategies, and employment and promotion practices.
3. Demonstrate a basic knowledge of minority group contributions to American society.
4. Demonstrate an awareness of the cultural experience (life style, customs, institutions, and barriers)

- of at least three ethnic groups other than his/her own.
5. Evidence awareness of national studies relative to ethnic achievement, abilities, and grouping in public schools.
  6. Identify current biases and deficiencies in curriculum, learning materials, and teaching strategies perpetuation sexism.
  7. Demonstrate awareness of strategies for parental involvement.
  8. Understand what is involved in developing wholesome self-identities.
  9. Evidence awareness of different child rearing practices among ethnic groups.
  10. Evidence awareness of the need and value of multicultural and bilingual education and significant professional reports and practices.
  11. Explain the concept of access as it relates to ethnic groups benefiting from the various social institutions (schools, government, business, etc.)
  12. Recognize similarities and differences among majority and minority cultures.
  13. To develop skills in communicating interpersonally on cognitive and feeling levels.
  14. To recognize communication patterns in self and others that enhance or inhibit the communication process.
  15. To understand the communication patterns of diverse populations and how their verbal and non-verbal behaviors can be interpreted in the context of counseling.

### III. Dispositions

1. Maintain a multicultural and specific population's perspective of counseling and teaching.
2. Understand potential barriers to effective counseling with multicultural and specific populations
3. Apply theoretical concepts to multicultural and specific populations.
4. Apply skills and strategies to counsel and teach multicultural and specific populations.
5. Follow established and professional ethical and legal guidelines regarding the counseling and teaching of multicultural and specific populations.

### IV. Method of Instruction

This course will be taught in the "lecture" format. Students will participate in activities; and discussion of film.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course.

The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact your

instructor as well as Disability Support Services, Clark Student Center, Room 168,  
Phone: 397-4140.

E-mail: [michaelle.kitchen@msutexas.edu](mailto:michaelle.kitchen@msutexas.edu)

### Student Handbook

Refer to: [Student Handbook-2019-20](#)

### Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

### Grading/Assessment

#### Course grade

Assignments	%
2 Projects	40
Discussions - weekly	20
Midterm Exam	20
Final Exam	20
Total %	100

### Exams

Mid-term and final exam will be required. Mid-term will be m/c and true/false plus essay. Final exam will be m/c. Each exam is worth 20% of the final grade.

### Projects Required

Examples of assignments can be found at the example section of this course.

1. Each student will read a culturally diverse book or 3 articles dealing with culturally diverse issues from recent periodicals. Upon completion of the above assignment each student will submit a

3-page book report or 3 narratives for the 3 articles. This assignment will enable the student to gain an understanding of the various opinions in literature. The will be required to complete the following:

1. Select 3 articles and write an one-page narrative (300 words min.) on each article. Each narrative will answer the book review questions listed at the bottom of this page.

or

2. Review a book and include the following:
  - (a). What is the book/article about?
  - (b). How does the book/article relate to the course topic?
  - (c).How can you use this book/article in your life?

All assignments must have an one inch margin, double spaced and 12 fonts. The articles must be periodicals not from a newspaper. And only two articles may be from the Internet. The book must not be a textbook. Copies of the articles link must be attached to the narrative.

2. Each student will develop a webliography on a culturally diverse topic in which you need to become aware. Someday you may have a student, client, or employee with a diverse issue that needs information about something and after this assignment, you can give them a list of websites to explore their issue. Five sites will be required. The student will provide Dr. Kitchen with the URL for each site and a paragraph for each site stating what the site was about.

3. Each student will interview a culturally diverse person and write a 3 page, double spaced, 12 font minimum narrative of the interview. During the interview please ask the person at least five questions that will assist you in becoming more "aware" about this person's culture. For example: Once I had a school counseling student that knew someday they would be "working" with gang members so for this assignment, she interviewed a gang member to see what made him tick. I had a HR student who interviewed a smoker to see what made them tick. The narrative will be the typed responses to your questions.

4. Each student will post their thoughts and feelings(Journal items) of the multicultural book chapters. These thoughts and feelings about the chapters will be posted at the discussion site. This assignment is for the multicultural book. **(Work on this after the mid-term exam.)**.

5.Each student will view a culturally diverse film for example: Higher Learning or I am Sam plus there is a chapter assignment of one other film on a specific culturally diverse issue that you need to explore. For example: If you select Blacks, Asians, Gays for the other assignments then choose poverty, elderly, Hispanics, and Native Americans for this assignment. Many times films imitate life. With that in mind, the following assignment will give the student an opportunity to explore human relation's scenarios that are depicted in films. Each student will view a film that speaks to a human relations issue or issues for example: In the film, Disclosure, sexual harassment issues, were depicted in this film.The above student will answer the following questions:

- 1.What is the overview of the film?
- 2.What are the human relations issues presented in this film?

3. What human relations discussions would you use to facilitate awareness with these issues and why?

4. What did you learn from this film that will help you in your future career?

This assignment will be 3 typed double spaced pages, using 12 font, and a 1 inch margin.

6. Chapter Assignments - class discussions (see each chapter assignment for chapter discussion topic from the Becoming Aware book).

7. Each student will write and analyze a case study that speaks to a cultural issue about which you need to be more aware about. You will "solve" the case study as if you were the person in "control of the situation". The following are the instructions for this assignment. Each student will write a scenario that speaks to their area of interest and solve the scenario based on their review of the literature. You need to solve the scenario based on your present position or your future position. In other words you need to present as a counselor, administrator, teacher, human resource specialist, or "other". In your discussion/solution you need to include your goals, rationale (justification), and summary/conclusion.

Each student will turn in a three-page paper with a cover page format, 12-font type, and 1 in margin as their final product.

**8. Mid-term exam will be on June 14th and your final exam will be on June 28th.**

Note: Each assignment may be a different culture so that at the end of this semester, you will be more "aware" in at least 7 different cultures. The cultures to be addressed in this assignment are the following: Black, Hispanic, Asian, Native American, (European American if you are not European American) Elderly, Gender, Individuals with Disabilities and Poverty, to name just a few.

**YOUR FINAL GRADE FOR ASSIGNMENTS WILL BE BASED ON THE QUALITY AND QUANTITY OF YOUR WORK.**

Assignments: Course assignments are due June 24th. Your last weekly discussion post is due June 29th. All assignments must be submitted for grading in an email to Dr. Kitchen at [michaelle.kitchen@msutexas.edu](mailto:michaelle.kitchen@msutexas.edu).



Grading Criteria:

Assignments will be evaluated on the following criteria:

1. Training, special education or counseling application (i.e Has the student used their assignment to become more aware?)

2. Professional quality  
(i.e. Are your assignment completed in a "purchasable state?")



#### Professional Standards:

It is assumed that all students are practitioners in the field of training technology. As such, the highest of standards are expected in professional conduct ("netiquette") and in workmanship. Assignments are to be turned in on their due date, late assignments will be accepted only with a valid medical excuse. Late work will be penalized one letter grade.

#### Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

#### Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

#### Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Computers are available on campus in

various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

#### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

#### Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

#### Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

#### College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

## Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

## Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

## Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## Course Schedule:

Assignments must be either emailed or mailed to the Professor unless otherwise specified. As you select your assignments, think about the population that you will serve in the present or future. These assignments are to help you with your present or future "customers". So if someone comes to you for help, you will have some resources (for example an article or website) to help them.

**COUN 6013 students will select two assignments from assignment 1, 2, 3, or 5 below if they wish to earn an A plus weekly discussions and mid-term and final exams. COUN 6013 students desiring to earn a B will submit assignment 3 plus assignments # 4, 6, 7, and 8 to earn a B. COUN 6013 students desiring to earn a C just have to submit assignment 3 plus the weekly discussions and do not have to take the mid-term exam nor the final exam.**

**If you have any questions about the information above please contact Dr. Kitchen at 940-781-7732. Thank you.**



