



SYLLABUS

EDUC 6318 Multiculturalism and Diversity in Counseling

SEMESTER: Fall 2018

Thursdays 6:00 pm

PROFESSOR: Dr. Samuel Garcia, LPC-S
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OFFICE OR ELECTRONIC ADVISING HOURS: Wednesday 10:00 a.m. to 12:00 p.m. or Friday 4:00 p.m. to 6:00 p.m. **PLEASE CALL TO MAKE AN APPOINTMENT FOR IN-PERSON APPOINTMENT.**

Office Location: 205 Wildcat Drive, Rm. 212.

Counseling Program Web Page:

<http://www.sulross.edu/page/2301/master-education-counseling>

Dean for Sul Ross State University Rio Grande College:

<http://www.sulross.edu/news/4031/ver-nica-m-ndez-maqueo-named-dean-sul-ross-rio-grande-college>

Chair for the Education Department/Counseling Program:

<http://www.sulross.edu/faculty-and-staff/2312/professor-education>

Required Texts:

Counseling the culturally diverse: Theory and practice, 6th ed.
by Sue, D. W., & Sue, D.

ISBN-13: 978-1118022023

ISBN-10: 1118022025

Course Prerequisites:

Student must have earned a grade of B or higher in EDUC 5307, EDUC6315 & EDUC 6308 and have permission of the Instructor.

Course Purpose:

The goal of this class is to provide *theories and exercises* whereby students will examine their attitudes & beliefs and gain knowledge and skills in the area of multicultural counseling. The course provides an understanding of issues and trends in a multicultural and diverse society as well as the CACREP Standards under the section *Social and Cultural Diversity* studies.

Course Description:

This course is based on the premises that all counseling is cross-cultural; occurring in a context influenced by institutional and societal biases and norms, and is a culture-bound profession. Course content will focus on examining one's own assumptions, values, biases and worldview perspectives; constructing an understanding of the worldview perspectives of culturally different clients; and developing culturally appropriate intervention strategies and techniques

Multicultural Counseling is a theoretical and skill development course for counselors, educators and clinicians to strengthen multicultural awareness, knowledge, and skills in the competencies necessary to effectively work with and relate to ethnically and culturally diverse clients.

Note: Many effective counseling classes may stir unresolved issues and feelings in students. Students are encouraged to consult with the instructor or with a therapist/counselor to confront emerging feelings of denial, anger, guilt, etc., and/or any unresolved issues that may arise during the course of this class.

Student Learning Expectations / Outcome for this Course:

Students will:

1. Demonstrate how their own cultural background and experiences have influenced their attitudes, values, and biases about psychological processes. (G,2c; 2e; CMHC, C8; SC, E2)
2. Demonstrate knowledge of ethical and legal considerations so that students will be able to contrast their own beliefs and attitudes with those of their culturally different clients in a nonjudgmental fashion. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
3. Demonstrate knowledge and articulate their understanding about how oppression, discrimination, and stereotyping affect them personally, professionally, institutionally, and actively seek a more culturally affirming professional identity. (G, 2b; 2f; CMHC, C8; E2; E5; SC, E2; E4)
4. Demonstrate knowledge about verbal and non-verbal communication style differences, how their style may clash with or foster the counseling process with persons different from themselves. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
5. Demonstrate specific knowledge and information about particular groups and discuss life experiences, cultural heritage, family systems, and historical background of identified culturally different clients. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
6. Demonstrate how culture may affect psychological processes such as personality formation, vocational choices, psychological disorders and help seeking behaviors. (G, 2b; CMHC, D4;

E1; F1; SC, E3; F1)

7. Demonstrate knowledge about sociopolitical and economic influences that may impact self-esteem and self-concept in the counseling process. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
8. Examine relevant research regarding mental health issues and culturally appropriate interventions including indigenous helping practices and help-giving networks among communities. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
9. Participate in activities outside the academic setting (e.g., community events, social and political functions, celebrations, friendships, neighborhood groups, and so forth) to clarify their role in social justice, advocacy, and conflict resolution, and to facilitate their knowledge of culturally different groups. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
10. Articulate and demonstrate how culturally different clients' religious and/or spiritual beliefs and values, including attributions and taboos, affect worldview, psychosocial functioning, and expressions of distress. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
11. Demonstrate knowledge about how to advocate at institutional and community levels on behalf of their clients. (G, 1h; 1i; 2e; 2f; CMHC, D4; E5; F2; F3; SC, E2; E3) EPS 690

Course Structure and Methods of Evaluation:

This course will be taught as a graduate course, with lecture and group collaborative discussion, small group exercises, video reflections, oral presentations and reflective writing. It is expected that students will have read all readings and be prepared to engage in a conversation regarding main points and application of the readings. Students are expected to be respectful of others' opinions, share perspectives and engage in critical thought, integrate information and theories from other disciplines and course work in your writings and discussions; and engage in ethical practices.

American with Disabilities Act (ADA):

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus.

Student Support Services:

Student Support Services provides students with the tools and resources they need to achieve academic success and to remove all obstacles to learning, including advising, tutoring and workshops. Please go to: <http://www.sulross.edu/page/1568/student-services> to speak to a support service representative.

Student Services Specialist are:

Del Rio – Julie Alderete (830) 703-4816

Eagle Pass – Juan Tamez (830) 758-5037
Uvalde- Celso Garza (830) 279-3027

Diversity:

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students’ awareness of diversity and multicultural understanding.

Scholastic Misconduct:

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

Attendance and Participation:

Regular class attendance and participation are required aspects of this course.

- You may be absent for up to two classes without penalty; *three points* will then be deducted from your final grade for every subsequent absence, regardless of the reason.
- If you must be absent, please notify the instructor in advance. This does not excuse your absence, but flexibility may be offered for extenuating circumstances.
- Please read the assigned material before class and be prepared to discuss it. You are expected to actively participate in classroom discussions and activities.
- Also, please consider this a friendly reminder to turn off all cell phones, pagers, and other noisemaking devices during class.

Late Work:

Assignments must be turned in before the beginning of next scheduled class to receive credit. If you will not be in class to turn in an assignment, it is still your responsibility to see that work is turned in on time. Late work = 0 points.

Grading:

	Qty.	Possible points	Range	
Enhanced Collaborative Streaming	13	1300 (13 x 100 pts. ea.)	A - 1170-1300 B - 1040-1169 C - 910 – 1039 D – 780 – 909 F - <779	

Video Reflection	13	1300 (13 x 100 pts. ea.) Student must achieve at least the minimum of one (1) for each rubric segment.	A = 1170-1300 B = 1040-1169 C = 910 – 1039 D = 780 – 909 F = <779	A= 3748 - 4148 B= 3301 - 3697 C= 2854 - 3250 D= 2437 - 2833 F= < 2422
Reflection Questions	13	1300 (100 pts. ea.) Student must achieve a minimum of 80 on ea. Quiz to earn the 100 points.	A = 1170-1300 B = 1040-1169 C = 910 – 1039 D = 780 – 909 F = <779	
Small Group Presentation	1	28 pts. Student must achieve at least the minimum of two (2) for each rubric segment.	A = 28 pts. B = 21 pts. C = 14 pts. D = 7 pts F = <7 pts	
Movie Reflection Paper	1	120 pts. Student must achieve at least the minimum of one (10) for each rubric segment.	A = 120 pts. B = 80 pts. C = 40 pts. D = 30 pts F = 20 pts	
Final Exam	1	100 pts.	A = 90-100 B = 80 - 89 C = 70 –79 D = 60 - 69 F = 50 - 59	

Enhanced Collaborative Streaming:

As your instructor, I place heavy emphasis on Individual class participation. The interactive component to this course is critical. It will enhance your reasoning skills, which is essential to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your wealth of experience(s). The intercultural experiences of students add tremendously to everyone’s learning in class. Our live online streaming interaction will provide us the opportunity to review the week’s theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. You will need to have high-speed Internet service, and the **Adobe Flash Player** loaded into your personal computer. The IT department has suggested that you use **Firefox** as your web browser to alleviate technical difficulties. I have placed a quick link to Adobe Flash Player for immediate download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the Collaborate interactive weekly meetings. Please make sure to have your equipment assessed by the IT Department. History will show that students might have a connection, network, microphone or video difficulties. A student’s inability to connect, remain in the class or access his or her

microphone or video is UNACCEPTABLE. Consistent problems will affect your letter grade significantly. Students will be required to make streaming accommodations if planning to travel out-of-town during one of our class meeting times. **I EXPECT EACH STUDENT TO ACTIVATE HIS OR HER VIDEO AND MICROPHONE FOR EACH CLASS.** However, mute your microphone when not speaking. Moreover, it is imperative that each student interacts and engage in conversation, regardless of your personality characteristics.

IT Technologist for each campus are:

- Del Rio - Craten Knope (830)703-4818
- Eagle Pass - Juan Garza (830) 758-5010
- Uvalde – George Hernandez (830) 279-3045

Video/Article Reflection:

Students will access the “Video/Article Reflection” tab and review the assignment and enter a minimum of two (2) reflective paragraphs that contemplate the four rubric segments. There will be thirteen (13) graded video/article reflections, and they are each worth one-hundred (100) points each for a total of thirteen-hundred (1300) points. You are welcome to enter a personal experience(s) recalled while viewing the video. However, please consider any confidential or sensitive information before elaborating in a public setting.

The assignments mostly consist of short video clips but may consist of an article, or a guest person presentation. You will access the video by depressing the “**Video/Article Reflections**” option in the far left Blackboard Main Menu. You will then proceed to depress the **title of the video clip**; view or read the material and enter your reflection by depressing the “**Reply**” option below the video and make your entry in the message section; depress the “**Submit**” option and conclude by depressing the “**Ok**” option.

Competency Min. 4	Advanced (3)	Novice (2)	Student (1)	Unacceptable (0)
Competency 1 Your version of what theme or message the author is attempting to convey to his or her audience.	Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify at least one aspect of the author’s intent, and the offers rationale that supports his or her reflection.	Student is able to identify at least one aspect of the author’s intent from his or her general perspective.	Student only restates the video or Text content.
Competency 2 Include any specifics the author(s) used to strengthen his or her point of view.	Student is able to identify two or more aspects that support the author’s intent and the student is able to correlate his or her perceptive outlook that supports or contends the author’s intent.	Student is able to identify at least one aspect that supports the author’s intent and the student is able to correlate his or her perceptive outlook that supports or contends the author’s intent.	Student is able to identify at least one aspect that supports the author’s intent.	Student is unable to identify at least one aspect that supports the author’s intent.

Competency 3. Describe your thoughts and emotion(s) you experienced while viewing the video.	Student I able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student I able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify at least one aspect of the author's intent.	Student only restates the video content.
Competency 4. Explain your perceptions of how the information might impact future activities.	Student I able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student I able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify at least one aspect of the author's intent.	Student only restates the video content.

Small Group Presentations (G, 1h; 1i; 2e; 2f; CMHC, D4; E5; F2; F3; SC, E2; E3):

Delivering effective oral presentations involves three components: what you say (*verbal*), how you say it with your voice (*vocal*), and everything the audience can see about you (*visual*). For all three components, maximize the signal-to-noise ratio: Amplify what helps, filter out what distresses. Groups will be equitably established and will assess a weekly video reflection assignment and prepare a brief oral presentation segment that should have a strong point of emphasis and evoke conversation from other students.

The purpose of this assignment is to consider how to create effective multicultural change within a counseling environment with which you are familiar (community organization, school, or university). The assignment addresses the complexity, comprehensiveness, and intentionality needed for effective multicultural change. The goal is for you to engage in critical thinking and analysis about multicultural outcomes of current programs and practices and about creating more effective outcomes.

You should identify *either* (a) a problem you would like to change, *or* (b) a set of best practices or (c) a model within a counseling area which is multicultural appropriate and effective. The “problem” or ineffective multicultural practice may be a policy, a program, or a set of practices. Your work setting presents good possibilities because of your familiarity with the setting.

The presentation will not exceed ten (10) minutes in length. The oral presentation will be rated according to the Rubric. Each student **MUST** rate a two (2) in each segment to receive points.

CATEGORY	4	3	2	1
Collaboration with Peers	Almost always listens to, shares with, and supports/challenges the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports/challenges the efforts of others in the group.	Often listens to, shares with, and supports/challenges the efforts of others in the group but sometimes is not a reliable team member.	Rarely listens to, shares with, and supports/challenges the efforts of others in the group. Often is not a reliable team member.
Comprehension	Student is able to accurately answer almost all questions posed by colleagues about the topic, or offers follow-up to colleagues.	Student is able to accurately answer most questions posed by colleagues about the topic, or offers follow-up to colleagues.	Student is able to accurately answer a few questions posed by colleagues about the topic, and offers little follow-up.	Student is unable to accurately answer questions posed by classmates about the topic, and offers no follow-up.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Well, Creates Interest	Speaks clearly and creates significant interest by engaging the audience well.	Speaks clearly and creates some interest in the topic.	Speaks clearly some of the time, and creates some interest in the topic.	Does not speak clearly and creates little interest in the topic.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.

Pauses	Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact.	Pauses were effectively used once to improve meaning and/or dramatic impact.	Pauses were intentionally used but were not effective in improving meaning or dramatic impact.	Pauses were not intentionally used.
Listens to and Participates in Others' Presentations	Listens intently. Asks good questions and makes relevant comments.	Listens intently but has no or little contributions.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and is sometimes distracting.

Reflection Questions

Please complete, and thoughtfully analyze, all readings **prior** to class. You should come to class prepared to engage in both all class and small group discussions. Not all readings will be addressed directly during class time, but the texts will be helpful to you for other classes, setting the context of the profession, and your continuing professional development.

Each student will complete a quiz on a weekly basis. The quizzes are intended to ensure you can grasp the content of the assigned reading. There is a total of ten quizzes, and each quiz is worth 100 points; you must receive an 80 to receive the entire 100 points. If you do well in your quizzes, it is very probable you will do well in the final exam. You will be given the opportunity to use your quizzes to study for the final exam.

Movie Reflection Paper:

The movie reflection paper is intended to move a student from passive learning to active learning. Active learning enhances reasoning and logical application skills, which are very important to a counselor. Like your video reflection assignment, this task is meant to improve your counseling skills by grasping certain content while assessing and solidifying your intrinsic assessment and logical application level processes. The paper has a potential grade value of 120-points. STUDENTS MUST reach at least the minimum ten (10) points for each of the four Rubric segments. I have provided students with a brief video that explains reflective learning and how to write a reflective paper, which can be found in the "ORIENTATION" Section in the Blackboard Menu. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use the APA format to write this paper. The writing lab can assist you in understanding the mechanics involved in writing an APA reflective paper. The depth of reflection must include reflection on, and personalization of, the theories, concepts, and strategies presented in the course materials to date. Viewpoints and interpretations must be supported. Examples, when applicable, are extremely relevant and influential to strength the held philosophy or perspective. Responses must include reference to assessment, theoretical, philosophical therapeutic, mediation or coping components. Make sure writing is clear and rich in meaning. A student's thoughts must be expressed in an organized and logical manner with accurate spelling, grammar, or syntax writing. Responses must

show evidence of synthesis of ideas presented and insights gained throughout the entire course. The student must categorize inferences clearly and efficiently of his or her held insights.

Culture of Origin (G,2c; 2e; CMHC, C8; SC, E2)

A paper exploring each student's own culture of origin. You must include your race and ethnicity, to the extent that you know, since this is the focus of the course. You may also include your cultural values, beliefs, traditions and elements of worldview(s) that have been passed down from generation to generation, up to the present time. Include, without limiting yourself to such areas as:

- A. The causes and nature of health and illness
 - B. Notions of spirituality/religion
 - C. The degree of responsibility that an individual has over life choices
 - D. Examples of ideal relationships with nature and other human beings (especially family relationships)
 - E. Attitudes about and approaches to education
 - F. Approaches to understanding and expressing emotions
 - G. What is the meaning that you make of each of the above?
- It can be challenging to write about one's own culture, and one's own life.

Portrait of a Diverse Population (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)

This paper represents a portrait of a diverse population likely to be found in the western United States, different from one's own. Include the following: shared beliefs and practices, descriptions of subgroups, between and within group differences, communication styles, sociopolitical influences, acculturation issues, elements of collective spirituality, ideas about education, and ethical practice implications. Draw upon theory from your professional area (community mental health counseling, school counseling, school psychology, or student affairs).

Immersion Experience: Cultural Activity in the Community (G, 2b; CMHC, D4; E1; F1; SC, E3; F1)

Choose an experience that highlights interaction with those who are culturally different from you. Consider meeting the contact hypothesis conditions of equal status; common goals; and meaningful interaction. Institutional support is provided by this class. Attend one cultural event, and use the following as guiding questions for your reflection on this activity:

- A. Attend an event within a culture that is different from your own. This might include attending a service at a church that primarily serves members of a particular ethnic group, a gay pride festival, a powwow, a festival, event, a trip to a cultural center, visit to a reservation, etc. The idea is to be around and interact with people who are culturally different from you.
- B. Find out what resources in the community are available specifically for clients of that culture.
- C. Address the following questions in a 4-5 page paper:

Counselor Awareness of Own Cultural Values and Biases What prior knowledge and or preconceived/expectations ideas did you have before participating in this activity? What did you find compelling about this experience? What changed in your thinking based on this experience? Are there now any behavioral changes that you can anticipate for yourself?

Counselor Awareness of Client's Worldview Describe how this event might be different from a similar event within your own culture. If you were seeing a client from this culture, what might your experience tell you about her or his worldview? How might intersections of identity impact their worldview?

Culturally Appropriate Intervention Strategies Based on what you learned during this experience and from your readings and experiences in class, what are some themes that you might want to explore when working with clients from this culture? Make a list of community resources available to the cultural group (e.g., associations, counseling services, foundations, community clinics, community outreach groups). The quality of your work on this assignment is determined by the degree to which you immerse yourself in a new cultural experience, and by the depth of your thinking about the experience. *Paper #4: Reflective Journal (G, 2b; 2f; CMHC, C8; E2; E5; SC, E2; E4)* In this course, you will be asked to keep reflections throughout the semester that you gather from class discussions, readings, events, and personal thoughts and experiences. Use specific examples, drawn from the course content, in combination with your reaction and your thoughts about the content. What thoughts occur with respect to your own life and learning?

Criteria	Advanced (30 pts.)	Novice (20 pts.)	Student (10 pts.)	Unacceptable (0 pts.)
Depth of Reflection ___ points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a consistent reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components ___ points	The response includes all components and meets or exceeds all requirements indicated in the instructions. Examples are strategically provided to support a mediation plan.	The response includes sufficient assessment, theoretical, philosophical therapeutic, mediation or coping components. Each question or part of the assignment is addressed. Examples are provided.	The response includes minimal assessment, theoretical, philosophical therapeutic, mediation or coping components. Each question or part of the assignment is addressed.	The response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.

Structure ___ points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is clear, but vague. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice ___ points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

Final Exam:

The final exam is a 50-question True/False and multiple-choice exam that is designed to assess comprehensive knowledge gained over the semester. The final exam primarily derives from the weekly quizzes, forum activities and collaborate content and has a 100-point potential. The exam will be posted on Blackboard on the designated date, and each student will have two hours to complete the exam.

PROPOSED COURSE OUTLINE

DATE	TOPIC, ASSIGNMENT DUE AND READINGS
Week 1 -Aug 30	<p>Introduction: Professor and Students</p> <p>Multicultural Fun Activities: 1) “Hello” 2) The Story of My Name 3) Have you 4) World Meal</p> <p>Class Process</p>
Week 2 – Sep 6	<p>Reading Assignment: Chapter 1: The multicultural journey to cultural competence</p> <p>Reflection Questions 1: Ch 1</p> <p>Video Reflection 1: How Culture Drives Behaviours Julien S. Bourrelle</p> <p>Collaborative Discussion: Tuesday, 7:00 pm</p>
Week 3 – Sep 13	<p>Reading Assignment: Chapter 2: The superordinate nature of multicultural counseling and therapy</p> <p>Reflection Questions 2: Ch 2</p> <p>Video Reflection 2: Challenges and Rewards of a Culturally-Informed Approach to Mental Health</p> <p>Group Collaborative Discussion: Tuesday, 7:00 pm</p>
Week 4 – Sep 20	<p>Reading Assignment: Chapter 3: Multicultural competence for minority group counselors</p> <p>Video Reflection 3: Building Cultural Competence</p> <p>Reflection Questions 3: Ch 3</p> <p>Group Collaborative Discussion: Tuesday, 7:00 pm</p>
Week 5 – Sep 27	<p>Reading Assignment: Chapter 8: Culturally appropriate i intervention strategies</p> <p>Video Reflection 4: Culture, DSM 5, and How It Will Impact Your Work</p> <p>Reflection Questions 4: Ch 8</p>

	Group Collaborative Discussion: Tuesday, 7:00 pm
Week 6 – Oct 4	<p>Reading Assignment: Chapter 10: Non-Western Indigenous Methods of Healing: Implications for Counseling Therapy</p> <p>Video Reflection 5: Culture Matters: Indigeneous Perspectives on Behavioral Healthcare/Kickapoo Traditional Tribe</p> <p>Reflection Questions 5: Ch 10</p> <p>Group Collaborative Discussion: Tuesday, 7:00 pm</p>
Week 7 – Oct 11	<p>Reading Assignment: Chapter 11: Racial/cultural identity development in People of Color: Therapeutic implications</p> <p>Video Reflection 6: Implicit Bias and Microaggressions: the Macro Impact of Small Acts</p> <p>Reflection Questions 6: Ch 11</p> <p>Group Collaborative Discussion: Thursday, 7:00 pm</p>
Week 8 – Oct 18	<p>Reading Assignment: Chapter 14: Counseling African Americans</p> <p>Video Reflection 7: Stigma, Double Stigma, and African-Americans</p> <p>Reflection Questions 7: Ch 14</p> <p>Group Collaborative Discussion: Tuesday, 7:00 pm</p>
Week 9 – Oct 25	<p>Reading Assignment: Chapter 17: Counseling Hispanic/Latino Americans</p> <p>Video Reflection 8: Mistakes Professionals Make with Hispanic Clients</p> <p>Reflection Questions 8: Ch 17</p> <p>Group Collaborative Discussion: Tuesday, 7:00 pm</p>

<p>Week 10 – Nov 1</p>	<p>Reading Assignment: Chapter 19: Counseling Arab Americans</p> <p>Video Reflection 9: PAH – Mental Health in Muslim Community</p> <p>Group 1 Presentation</p> <p>Reflection Questions 9: Ch 19</p> <p>Group Collaborative Discussion: Tuesday, 7:00 pm</p>
<p>Week 11 – Nov 8</p>	<p>Reading Assignment: Chapter 22: Counseling LGBT individuals</p> <p>Video Reflection 10: VR 10: Principles of Mental Health Practice with LGBT Children and Adolescents II: Clinical Considerations</p> <p>Group 2 Presentation</p> <p>Reflection Questions 10: Ch 22</p> <p>Group Collaborative Discussion: Tuesday, 7:00 pm</p>
<p>Week 12 – Nov 15</p>	<p>Reading Assignment: Chapter 23: Counseling older adult clients</p> <p>Group Presentation 3</p> <p>Reflection Questions: Ch 22</p> <p>Group Collaborative Discussion: Tuesday, 7:00 pm</p>
<p>Week 13 - Nov 22</p>	<p>Thanksgiving Holiday</p>
<p>Week 14 – Nov 29</p>	<p>Reading Assignment: Chapter 25: Counseling and poverty</p> <p>Reflection Video 12: The Culture of Poverty</p> <p>Group 5 Presentation</p> <p>Reflection Questions 12:</p> <p>Group Collaborative Discussion: Tuesday, 7:00 pm</p>

<p>Week 15 – Dec 6</p>	<p>Reading Assignment: Chapter 26: Counseling individuals with disabilities</p> <p>Reflection Video 13: Talking About Disability Celeste Adams TEDx</p> <p>Group 6 Presentation</p> <p>Reflection Questions 13:</p> <p>Group Collaborative Discussion: Tuesday, 7:00 pm</p>
<p>Week 16 – Dec 13</p>	<p>DUE: Movie Reflection Paper Final Exam</p>