



Syllabus

EDSR 6318: MULTICULTURALISM AND DIVERSITY IN COUNSELING

Clinical Mental Health Counselors

Sul Ross State University

Spring 2026

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Office Location: 2623 Garner Field Rd., Visiting Professor Office, Uvalde, Texas 78801

On-Campus Office Hours: by appointment

Off-Campus: Virtual by appointment – Monday – Friday 9:00 am—5:00 pm Central Standard Time The instructor is available via email (for personal correspondence), the Blackboard Discussion Board (for class questions and clarifications), and, in case of an emergency, telephone.

COURSE PREREQUISITES:

None.

CATALOG COURSE DESCRIPTION:

This course is based on the premise 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 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 this class.

REQUIRED TEXTS:

Hayes, D., & Erford, B. (2017), *Developing multicultural counseling competence: A systems approach* (3rd ed.). Boston: Pearson.

ISBN 9780134522708

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

ISBN: 978-1433832161

PROFESSOR EXPECTATIONS FROM STUDENTS:

- The professor will communicate weekly with the class through announcements and email notifications, virtual office hours, and virtual meetings as needed.
- The professor will provide email responses within 24 hours of receipt. Communication on weekends and holidays will be limited. Texting on weekends and holidays will not speed up the process.
- The professor will provide clear lectures, instructions, a grading matrix, and in some cases, examples for assignments.
- The professor will provide grades for assignments within 2 weeks of the submission date.
- The professor will provide feedback to journals and discussion board postings as needed, every week.
- The professor will provide a range of opportunities to engage in course content in a

PROFESSOR EXPECTATIONS OF STUDENTS:

- Students will familiarize themselves with the components of an online course: Blackboard, SafeAssign, Quizzes/Exams, TEAMS meetings, etc.
- Students will respond to the professor's communication requests through email, Blackboard, and phone calls or texting regarding course progress and other general inquiries within 48 hours.
- Students will communicate with the professor through the university email, not personal or work email.
- Students will familiarize themselves with the course textbooks, syllabus, online policies, grading policies, student outcomes, marketable skills, course objectives, and course design.
- Students will adhere to the 7th edition of the APA manual for all written assignments and postings and will not plagiarize the work of another or use the work of their peers and claim it as their own.
- Students will complete and submit all coursework on the due date and time. Late work will not be accepted.
- Students will engage in the course, with their peers and the instructor, with open communication and active participation.
- Students will be diligent in using both oral and written communication that respects peers and instructors.

- Students will be proactive, and resourceful (such as backing up assignments on other external devices or in the cloud), and pre-plan for internet interruptions and other technology/computer problems so that these will not be issues in test-taking situations or in submitting assignments.

COURSE OBJECTIVES:

The objective of this class is to provide students the opportunities for students to reflect and self-examine his or her beliefs and gain knowledge and skills in multicultural counseling. The course provides an understanding of issues and trends in a multicultural and diverse society.

The specific course objectives include:

1. The role and process of the professional counselor advocating on behalf of the profession.
2. Advocacy processes to address institutional and social barriers that impede access, equity, and success for clients.
3. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
4. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
5. Multicultural counseling competencies.
6. The impact of heritage, attitudes, beliefs, understandings, and acculturative experience on an individual's views of others.
7. The effects of power and privilege for counselors and clients.
8. Help-seeking behaviors of diverse clients.
9. The impact of spiritual beliefs on clients' and counselors' worldviews.
10. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
11. Approaches for assessing the conditions of the work environment on clients' life experiences.
12. Strategies for advocating for diverse clients' career and educational development and employment opportunities in the global economy.
13. Counselor characteristics and behavior that influence the counseling process.
14. Strategies to promote client understanding of and access to a variety of communities--based resources.
15. Cultural factors relevant to clinical mental health counseling.

16. School counselor roles as leaders, advocates, and systems change agents in K-12 schools.

STUDENT LEARNING OUTCOMES:

The student will:

1. Demonstrate how their cultural background and experiences have influenced their attitudes, values, and biases about psychological processes.
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.
3. Demonstrate knowledge and articulate their understanding of how oppression, discrimination, and stereotyping affect them personally, professionally, and institutionally, and actively seek a more culturally affirming professional identity.
4. Demonstrate knowledge about verbal and non-verbal communication style differences, and how their style may clash with or foster the counseling process with persons different from themselves.
5. Demonstrate specific knowledge and information about groups and discuss life experiences, cultural heritage, family systems, and historical background of identified culturally different clients.
6. Demonstrate how culture may affect psychological processes such as personality formation, vocational choices, psychological disorders, and help-seeking behaviors.
7. Demonstrate knowledge about sociopolitical and economic influences that may impact self-esteem and self-concept in the counseling process.
8. Examine relevant research regarding mental health issues and culturally appropriate interventions including indigenous helping practices and help-giving networks among communities.
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.
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.
11. Demonstrate knowledge about how to advocate at institutional and community levels on behalf of their clients.

COUNSELOR MARKETABLE SKILLS:

Graduates will be able to:

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- Demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
- Demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
- Demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

DISTANT LEARNING STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies about academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ACADEMIC INTEGRITY:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected. Examples of academic dishonesty include but are not limited to submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 20% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too like another source and you need to make corrections. You may need to change up some of the

wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly like another source.

ADA (Americans with Disabilities Act)

SRSU DISABILITY SERVICES:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities have the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator, Mary Schwartz Grisham, located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203; Fax: 432-837-8724.

LIBRARIES

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123). No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

ATTENDANCE POLICY:

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Because this is such an abbreviated weekend format course, attendance at and prompt arrival for ALL class sessions is required to pass this course. If unable to attend a class session, please contact the professor and know that you will be dropped from the course.

PARTICIPATION POLICY:

Since **EDSR 6318** is an online course, participation will be evaluated in Blackboard online

discussions. It is the student's responsibility to check the Discussion Board and Sul Ross's email DAILY for the duration of the course. For you to remain enrolled in **EDSR 6318**, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is the policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, and then selecting Discussion Board. Please follow the directions regarding your required response.

COURSE REQUIREMENTS:

Technology Requirements: Since the Counselor Education Program is predominately web-delivered, students are required to have their computers and internet that can handle the required technology, including audio, a camera, Chrome, Blackboard, Zoom, YouTube, and other applications. Not having the technology at your disposal at any time is not an excuse for failure to submit an assignment, join in a Zoom or Blackboard session, or take an exam.

Students will:

- *Attend all virtual classes and participate in discussions and activities. Failure to attend a class will result in course failure.*
- *Complete reading assignments and study the material before class meetings.*
- *Complete out-of-class assignments and deliver in-class presentations.*
- *Take exams.*
- *Practice professional conduct and ethics.*
- *Practice respectful learning exchanges*

SUPPORTIVE STATEMENT:

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

PARTICIPATION/DISCUSSION:

As your instructor, I place heavy emphasis on Individual class participation. A major component of participation derives from the thirteen class session discussion points. The remaining

emphasis is based on your timely submission of your assignments and the substance of the content submitted.

The interactive component of this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills by drawing from your rich 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. I will be signed on at the designated time to ascertain any content clarity inquiries or other general information to enhance the substance of your comprehension of the material. This is an Asynchronous class, meaning you do not have to attend my weekly class sessions. However, you will be required to review the class recording for the chapter and write a narrative piece in the Collaborate Class Session: Discussion Board for a participation grade.

You will need high-speed Internet service, and the *Adobe Flash Player* loaded into your personal computer. *The IT department has suggested that you use Google Chrome as your web browser to alleviate technical difficulties.* I have placed a quick link to *Adobe Flash Player* for quick download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the virtual interactive weekly meetings. Each class session has a 100-point potential.

VIDEO REFLECTIONS:

Students will access the Video Reflection tab review the assignment and enter a minimum 3-paragraph reflective comment regarding the assignment. There will be thirteen (13) graded video/article reflection assignments with a 120-point potential, which equates to an "A". The rubric reflects four competencies with the following value ratings: Advanced (30 pt. value), Novice (20 pt. value), Student (10 pt. value), and Unacceptable (0 pt. value).

The comment must include your version of what theme or message the author is attempting to convey to his or her audience. Include any rationality, as perceived by the descriptive content; include your thoughts and emotion(s) you experienced while viewing the video, and perceptions of how the information might impact future activities. Please see the rubric below that I use to assess your skill level. You are welcome to enter a personal experience(s) recalled while viewing the video. In addition to the 3-paragraph reflection, include the core concepts for each theory.

The assignments mostly consist of short video clips but may consist of an article, or a guest person presentation. You will select the topic title (Example, VR 1, etc.) for the video clip assigned for the week. The video reflection clips are located under the Video/Article Reflections submenu. After selecting the title, it is required to select the thread title. Review the video clip and enter your reflection by selecting the "Reply" feature and enter your reflection. The following rubric is provided to guide your responses.

Competency Level	Advanced (30)	Novice (20)	Student (10)	Unacceptable (0)
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1. 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 one aspect of the author's intent and the offers rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent from his or her general perspective.	Student only restates the video or Text content.
2. 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 of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student is unable to identify any point of views.
3. Competency 3 Describe your thoughts and emotion(s) you experienced while viewing the video.	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 one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student only restates the video content.
4. Competency 4 Explain your perceptions of how the information might impact future activities.	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 one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student only restates the video content.

QUIZZES:

Weekly quizzes are designed to evaluate knowledge level comprehension for each class content reviewed. Each student will complete a quiz every week. The quizzes are intended to ensure you can grasp the content of the assigned reading. There is a total of thirteen (13) quizzes, and each quiz has a **100-point potential**, which equates to an "A". Each quiz will contain a different number of questions that correspond with the chapter or Video Reflection content and may consist of true and false, multiple choice, short answer questions. If you do

well on your quizzes, you will probably do well in the final exam. You will be allowed to use your quizzes to study for the final exam.

Students will be required to complete the quiz immediately after completing the video reflection, which is completed immediately after the class session. This will provide me with the opportunity to provide grading and feedback.

GENOGRAM:

A genogram is a family map or history that uses **special symbols** to describe relationships, major events, and the dynamics of a family over multiple generations. Mental health and medical professionals often use genograms to identify family patterns of mental, and physical health, and ancestral patterns that are critical for the counseling student to know. The student will benefit greatly from developing a historical diagram of his or her family origin; greater emphasis will be placed on the cultural, racial, and ethnic background. Having a genuine understanding of the familial historical background enhances a greater appreciation of the student's perceptive development.

The student's experience generating a genogram will help to appreciate his or her client's perspective. Sometimes, historical backgrounds have a hurtful experience that results in disruption of family and individual functioning dynamics and ultimately necessitates a person to seek counseling services. The student will develop his or her unique genogram and turn in the diagram at the designated due date. The development of a genogram will be an insightful and rewarding activity. Access Blackboard and retrieve the symbol chart to help you develop your genogram. There exist countless symbols for various indicators. However, you will only need to include identifiers that identify: Gender, D.O.B./Age, marital status, siblings, addiction, physical or mental illness, Interactional patterns, income, household living arrangement, immigrant status, race/ethnic group. The genogram has a 175-point potential, which equates to an "A".

Criteria	Superior (25 pts.)	Sufficient (20 pts.)	Minimal (10 pts.)	Unacceptable (0 pts.)
Genogram contains three (3) generations				
A clear and identifiable Legend included				
Relationships are clearly marked				
Medical health Indicators identified				

Marital Dynamics identified				
Education level identified				
Substance abuse or mental disorders identified				

MOVIE REFLECTION PAPER:

The reflection paper is intended to move a student from passive learning to active learning. Active learning enhances reasoning skills that are very important to a counselor. Like your video reflection forum entries, this assignment will enhance your counseling skills by grasping certain content while assessing your intrinsic processes.

I have provided students with a brief video explaining reflective learning and writing a reflective paper. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use an APA format to write this paper, and it must contain at least **six (6) pages, which includes content, the Title page, and Reference page(s)**. The writing lab has many writing resources that can assist you in understanding the mechanics involved in writing a reflective paper. Students may choose to either rent or purchase the movie for required viewing. The assignment has a 100-point potential.

Criteria	Superior (25 pts.)	Sufficient (20 pts.)	Minimal (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.	With a value of	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	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,

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			provided or are irrelevant to the assignment.	and/or unsupported. Examples, when applicable, are not provided.
Required Components ____ points	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	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 unclear and/or disorganized. 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 consists of 100 questions with a 2-point value for each question for a total of 200-point potential, which equates to an "A." The final exam consists of true/false, multiple-choice questions designed to assess comprehensive application, analysis, synthesis, and evaluative consideration of knowledge gained over the semester. The final exam primarily derives from weekly quizzes. The exam will be posted on Blackboard on the designated date, and each student will have four (4) hours to complete the exam.

EVALUATION/GRADING POLICY:

Your grade for this course will be determined by evidence of the quality of your learning as demonstrated by your performance on the following:

Participation/Discussion (13)	10%
Video Reflections (13)	20%
Quizzes (13)	20%
Genogram (1)	20%
Movie Reflection Paper/Presentation (1)	20%
Final Exam (1)	10%

Course Grade:	A	B	C	F
	91% - 100%	81% - 90%	71% - 80%	Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

If you make a C, you will retake the course.

Each student will be expected to stay in regular communication with their professor and will be required to respond to emails sent to your Sul Ross email and/or telephone calls initiated by the professor within two days.

ASSIGNMENT DESCRIPTIONS NOTE: **Late work is not accepted.**

Assignments will be adjusted as needed by the professor.

SCHEDULE/DUE DATES:

The professor reserves the right to adjust assignments as needed. Some assignments may be added, and others dismissed. Be flexible. **Students are required to complete one module per week.**

PROPOSED COURSE OUTLINE

DATE	TOPIC, ASSIGNMENT DUE AND READINGS
Jan 15	<p>Introduction & Orientation:</p> <p>We will all meet virtually through Collaborate from 6:00 pm to 7:00 pm on the first day ONLY to review the class process, assignments, and due dates.</p> <p>This is an ASYNCHRONOUS course, which means it is not mandatory to meet virtually. However, I will sign on every Thursday from 06:00 pm to 7:00 pm to review material for the corresponding assignments and answer any questions; you are welcome to sign on and you will NOT be required to complete a discussion board entry. However, you will be required to complete a discussion board entry after reviewing the recorded class session on a weekly basis if you choose not to attend virtually for the week.</p> <p><u>MANDATORY Collaborate Meeting on Thursday, 6:00 p.m. – 7:00 p.m.</u></p>
Jan 22	<p>Module 1:</p> <p>Reading Assignment: Ch 1 The Culturally Competent Counselor</p> <p>Quiz 1: Ch 1 The Culturally Competent Counselor</p> <p>Video Reflection 1: Challenges and Rewards of a Culturally Informed Approach to Mental Health</p> <p>Discussion 1</p> <p>Collaborate Class Recording: Discussion Board Entry #1</p> <p>Professor Available via Collaborate Meeting: Thursday 6:00 p.m. – 7:00 p.m.</p>
Jan 29	<p>Module 2:</p> <p>Reading Assignment: Ch 2 Cultural Identity Development</p> <p>Quiz 2: Ch 2 Cultural Identity Development</p> <p>Video Reflection 2: Shaping our Identity and Culture, How Culture Drives Behaviors Julien S. Bourrelle</p> <p>Discussion 2</p>

	<p>Collaborate Class Recording: Discussion Board Entry #2</p> <p>Professor Available via Collaborate Meeting: Thursday 6:00 p.m. – 7:00 p.m.</p>
Feb 05	<p>Module 3:</p> <p>Reading Assignment: Ch 3 Social Justice Counseling</p> <p>Quiz 3: Ch 3 Social Justice Counseling</p> <p>Video Reflection 3: Building Cultural Competence</p> <p>Discussion 3</p> <p>Collaborate Class Recording: Discussion Board Entry #3</p> <p>Professor Available via Collaborate Meeting: Thursday 6:00 p.m. – 7:00 p.m.</p>
Feb 12	<p>Module 4:</p> <p>Reading Assignment: Racism</p> <p>Quiz 4: Racism</p> <p>Video Reflection 4: Implicit Bias and Microaggressions</p> <p>Discussion 4</p> <p>Collaborate Class Recording: Discussion Board Entry 4</p> <p>Professor Available via Collaborate Meeting: Thursday 6:00 p.m. – 7:00 p.m.</p>
Feb 19	<p>Module 5:</p> <p>Reading Assignment: Ch 5 Gender and Sexism</p> <p>Quiz 5: Ch 5 Gender and Sexism</p> <p>Video Reflection 5: Sexism</p> <p>Discussion 5</p> <p>Collaborate Class Recording: Discussion Board Entry #5</p> <p>Professor Available via Collaborate Meeting: Thursday 6:00 p.m. – 7:00 p.m.</p>

Feb 26	<p>Module 6:</p> <p>Reading Assignment: Ch 7 Social Class and Classism</p> <p>Quiz 6: Ch 7 Social Class and Classism</p> <p>Video Reflection 6: The Culture of Poverty Part 1, 2, and 3</p> <p>Discussion 6</p> <p>Collaborate Class Recording: Discussion Board Entry #6</p> <p>Professor Available via Collaborate Meeting: Thursday 6:00 p.m. – 7:00 p.m.</p>
Mar 05	<p>Module 7:</p> <p>Reading Assignment: (Article) Social Innovation: Integrating Micro, Meso, and Macro Level Insights from Institutional Theory</p> <p>Quiz 7: (Article) (Article) Social Innovation: Integrating Micro, Meso, and Macro Level Insights from Institutional Theory</p> <p>Video Reflection 7: Bronfwnbrenner 5 level systems; Epic vs Epic; Constructivism</p> <p>Discussion 7</p> <p>Collaborate Class Recording: Discussion Board Entry #7</p> <p>Professor Available via Collaborate Meeting: Thursday 6:00 p.m. – 7:00 p.m.</p>
Mar 9 - 13	Spring Break
Mar 19	<p>Module 8:</p> <p>Reading Assignment: Ch 9 Individuals and Families of African Descent^{[L][SEP]}</p> <p>Quiz 8: Ch 9 Individuals and Families of African Descent^{[L][SEP]}</p> <p>Video Reflection 8: Did Slavery Affect Your Family?</p> <p>Discussion 8</p> <p>Collaborate Class Recording: Discussion Board Entry #8</p> <p>Professor Available via Collaborate Meeting: Thursday 6:00 p.m. – 7:00 p.m.</p>

Mar 26	<p>Module 9:</p> <p>Reading Assignment: Ch 10 Individuals and Families of Arab Descent</p> <p>Quiz 9: Ch 10 Individuals and Families of Arab Descent</p> <p>Video Reflection 9: PAH – Mental Health in Muslim Community</p> <p>Discussion 9</p> <p>Collaborate Class Recording: Discussion Board Entry #9</p> <p>Professor Available via Collaborate Meeting: Thursday 6:00 p.m. – 7:00 p.m.</p>
Apr 02	<p>Module 10:</p> <p>Reading Assignment: Ch 11 Individuals and Families of Asian Descent</p> <p>Quiz 10: Ch 11 Individuals and Families of Asian Descent</p> <p>Video Reflection 10: Torn between two Cultures- Caroline Chou</p> <p>Discussion 10</p> <p>Collaborate Class Recording: Discussion Board Entry #10</p> <p>Professor Available via Collaborate Meeting: Thursday 6:00 p.m. – 7:00 p.m.</p>
Apr 09	<p>Module 11:</p> <p>Reading Assignment: Ch 12 Individuals and Families of Latin American and Latino Descent</p> <p>Quiz 11: Ch 12 Individuals and Families of Latin American and Latino Descent</p> <p>Video Reflection 11: Mistakes Professionals Make with Hispanic Clients</p> <p>Discussion 11</p> <p>Collaborate Class Recording: Discussion Board Entry #11</p> <p>Professor Available via Collaborate Meeting: Thursday 6:00 p.m. – 7:00 p.m.</p>
Apr 16	<p>Module 12:</p> <p>Reading Assignment: Ch 13 Counseling Individuals and Families of Native American Descent</p> <p>Quiz 12: Ch 13 Counseling Individuals & Families of Native American Descent</p>

	<p>Video Reflection 12: Exploring Indigenous Culture, Traditions, and Spiritual Beliefs: The North American Indian Tribes; 2) Native Policy</p> <p>Discussion 12</p> <p>Collaborate Class Recording: Discussion Board Entry #12</p> <p>Professor Available via Collaborate Meeting: Thursday 6:00 p.m. – 7:00 p.m.</p>
Apr 23	<p>Module 13:</p> <p>Reading Assignment: Ch 16 Spiritual Diversity</p> <p>Quiz 13: Ch 16 Spiritual Diversity</p> <p>Video Reflection 13: Spiritual Diversity and Psychotherapy</p> <p>Discussion 13</p> <p>Collaborate Class Recording: Discussion Board Entry #13</p> <p>Professor Available via Collaborate Meeting: Thursday 6:00 p.m. – 7:00 p.m.</p>
Apr 30	<p>Module 14:</p> <p>Genogram Presentations: You are welcome to present virtually at this time or submit a recorded version of your presentation for a grade.</p>
May 04	<p>Module 15:</p> <p>Movie Reflection Paper Due</p> <p>Final Exam Due</p>