The University of St. Thomas
Clinical Mental Health Counseling Programs
CMHC 6300 Human Diversity
Fall 2016

Instructor: Nevine Sultan, PhD, NCC, LPC

Office: School of Education Annex (1202 Colquitt Street)

Work Phone: 713-525-3194

Office Hours: Mondays, 3:45 pm – 5:00 pm; Wednesdays, 3:45 pm – 5:00 pm; and by appointment

E-mail: sultann@stthom.edu

Course Home Page: On Blackboard

Class Meeting: Wednesdays, 1:00 pm - 3:45 pm

Prerequisites: None

Course Description: This course introduces students to the study of cultural patterns, including multiple dimensions of difference. Theories of multicultural counseling, identity development, and social justice are addressed. The roles of counselors and other professional helpers in eliminating oppression and promoting the dignity of all persons are addressed.

Learning Outcomes: This course is designed to support the student in mastery of the following CACREP (2016) competencies:

SECTION 2: PROFESSIONAL COUNSELING IDENTITY
COUNSELING CURRICULUM (F)

2. SOCIAL AND CULTURAL DIVERSITY
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
   c. multicultural counseling competencies
   d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
   e. the effects of power and privilege for counselors and clients
   f. help-seeking behaviors of diverse clients
   g. the impact of spiritual beliefs on clients’ and counselors’ worldviews
   h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT
   i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
5. COUNSELING AND HELPING RELATIONSHIPS
   d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
   f. counselor characteristics and behaviors that influence the counseling process

7. ASSESSMENT AND TESTING
   m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS
C. CLINICAL MENTAL HEALTH COUNSELING

2. CONTEXTUAL DIMENSIONS
   j. cultural factors relevant to clinical mental health counseling

In addition to addressing the CACREP standards described above, this course is also designed to assist the student in her or his preparation for the National Counselor Examination (NCE) and licensure requirements for Licensed Professional Counselors (LPCs) in Texas (Socio-Cultural Family Issues).

This course also addresses the following Catholic social justice dimensions:

**The Principle of Human Dignity:** Every human being is invaluable and worthy of respect as a member of the human family.

**The Principle of Association:** The person is not only sacred but also social. By association with others, human persons achieve their fulfillment.

**The Principle of Human Equality:** Equality of all persons comes from their essential dignity; social and cultural discrimination in fundamental rights is not compatible with God’s design.

**Required Texts:**


**Required Articles/Readings Posted on Blackboard:**


**Recommended Texts:**


**Reserve Materials/Recommended Articles Posted on Blackboard:** The instructor may post additional readings on Blackboard.

**Methods of Instructions and Conduct of the Course:** This course supports student mastery of material through lecture, discussion, case study, and experiential learning.

**Course Assignments:**

**Cultural Immersion Project (25%):**

The purpose of this assignment is to empathically experience difference with an individual from another cultural/diversity group with the intention of relativizing cultural norms and enhancing respectful, non-judgmental interaction. It will be up to you to creatively facilitate the interview both within and beyond the parameters of these questions. Your process of inquiry should reflect awareness about the counseling profession and the role of a counselor. Please be sure to review informed consent with your
interviewee, and to secure a signed informed consent form and permission (if granted) to release contact information. A standardized informed consent form will be available on Blackboard.

Please follow these instructions:

- Select one of the topics/populations/groups below.
- Make contact with someone from that group. You may need to request a referral from someone you know, such as another class member, or a friend.
- Do some reading about the culture from at least two sources besides the related chapter(s) in your textbook, e.g., journal articles, book chapters, etc.
- Conduct a 50- to 60-minute interview with that person. Please address the following questions:
  1. What is your experience of being a member of your group?
  2. How does this membership impact your life socially, occupationally, politically, spiritually? In what other ways does it impact you?
  3. What is a desirable dimension of being in this group? What is a less desirable dimension?
  4. If you were going to see a counselor for the first time, what would you like your counselor to know about your group and its members?
   * In addition to these standardized questions, please either prepare additional questions informed by your reading or other information sources, or fluidly build additional questions based on the direction of your interview.
- Write an eight- to ten-page paper in which you address the following:
  - Describe your experience of being with this person, including observations and subjective experience
  - Include a biographical sketch of your interviewee gathered through the interview (one paragraph should be enough)
  - The content of the interview
  - Share—from a cognitive, emotional, physical, spiritual, and social-relational perspective—how interacting with this individual impacted you
  - Describe what you learned about your interviewee, and about her/his diversity group
  - Describe what you learned about yourself
  - Explain how you envision integrating some of your new knowledge into working with members of this particular diversity group, as well with members of other groups

Your eight-to ten-page paper should show evidence of thoughtful reflection on your inner dialogue, and on any shared dialogue that was meaningful to you regarding the counseling profession, counselor training, the role of a counselor, and current issues within the profession. Please note that this is not an interview transcript assignment, but a description of your personal experience of the interview you facilitated. You may include quoted dialogue to enhance the presence of your writing. Please limit dialogue blocks to two or three brief exchanges illustrating your point. Hand in the signed informed consent form with your paper.

NOTE: You may not duplicate the core group(s) from your cultural immersion project in your cultural topics group presentation, or vice versa. The person you interview should not be a family member or
friend. This project requires weekly attention or you may struggle with completing the assignment successfully.

**Group Presentations on Cultural Topics (15%)**:

The purpose of this assignment is to enhance awareness about current diversity-related issues and events, and to demonstrate the ability to read and interpret research about the intersection of human diversity and counseling and present it to an audience in a professional and effective manner. As a small group (three minimum, five maximum), select one of the topics/populations/groups below (please speak with me if you are interested in intersecting two of these populations, e.g., military clients who are coming out; the creative possibilities are endless!). Prepare a 50-minute PowerPoint presentation that includes time for questions/comments. Your presentation should include the following:

- Information regarding some of the major characteristics of the group, e.g., norms, values, behaviors, and overall worldview, and their potential impact on the counseling process
- Critical historical and current experiences (such as social, economic, and political status/power in the United States and experiences of oppression/discrimination/marginalization/disenfranchisement) that have contributed significantly to the group’s identity, values, behaviors, worldview, and overall life experience, and their potential impact on the counseling process
- An in-depth analysis of the diversity issue/population under discussion
- Potential professional issues related to working with this group, e.g., communication styles, gender and sexuality values, attitudes towards professional help, etc.
- Discussion of interventions or methods for providing counseling services that target the issue/population and that may result in more effective work with members of this group
- Discussion of ethical and social justice considerations

Each student in the group is required to cite at least three (3) recent (2008 or later) references from peer-reviewed journals. Any references from non-peer-reviewed literature or published prior to 2008 will be considered supplemental to the three required articles. The information you present must be weighted in favor of the peer-reviewed literature published 2008 or later. The information provided must go beyond what is presented in your course textbook and other required reading. The presentation should be creative and informative, and should encourage class commentary. Please prepare handouts for your audience. You will each individually submit a copy of your group presentation with comprehensive References list, a copy of your group handout, and a PDF copy of each of the three peer-reviewed articles you used.

**Topics/Populations/Groups**:

- Clients from Asian and Pacific Island Heritages
- African American Clients
- Native American Clients
- Caucasian Clients
- Latina/o Clients
- Arab American Clients
- Multiracial Clients
Immigrant/Refugee/Internally Displaced/Asylee/Undocumented Clients
Former/Current Detainees or Prisoners
LGBTQIA Clients
Clients with Women’s/Men’s Issues
Elderly Clients
Clients with HIV/AIDS or Other Chronic/Terminal Illnesses
Clients with Physical, Cognitive, and Psychiatric Disabilities/Impairments
Clients with Invisible Disabilities
Clients with Sensory Impairments
Clients with Economic Disadvantage
Clients with Spiritual/Religious Challenges
Military Clients
Other?

Reflections (10%):

The purpose of this assignment is to process your interaction with various diversity issues and enhance your awareness of areas of personal and professional strength and growth. You will write four (4) reflections over the course of the semester, each worth 2% of your final grade. Each reflection will consist of two to three pages in which you express your response or reaction to a current diversity-related issue you read or learned about in one of the following contexts: (a) course readings, (b) readings from the professional (peer-reviewed) literature, (c) media or social media, (d) another individual. Describe your interaction with that content from each of your cognitive, emotional, physical, and spiritual perspectives. What personal attitudes, beliefs, biases, or values, may be influencing or informing your perception of your experience? What clinical strategies do you propose for addressing these issues? Please keep ethical and social justice considerations in mind as you reflect. In general, these reflections are open for you to explore, in more depth, the issues and content covered in this course, as well as the personal feelings and thoughts that emerge through your learning process.

Please cite your original source on a References list, as well as any other sources from which you may have sought further information. For example, if you reflect on an event or issue you first heard about on the news and then had a conversation with someone about this issue, please cite both your news source and your personal communication source, according to APA style.

NOTE: At the instructor’s discretion, you may be assigned specific reflection prompts or topics during the semester based on the course content. The instructor will notify the class of any prompts at least two weeks before the reflection is due.

Quizzes (5%):

There are two (2) quizzes, each consisting of one of two short essay options taken from the readings, class activities and discussions, and handouts. Due to the highly subjective nature of the content of this course, and unless otherwise indicated by the instructor, there will be no multiple choice, true/false, or fill-in-the-blank questions. Unless otherwise indicated by the instructor, all quizzes are completed in class on the date specified in the “Schedule of Class Sessions” section.
**Midterm Exam (15%):**

The midterm exam assesses your comprehension of the material covered in the first half of the course. Exam questions consist of five short essays, in addition to one of two long essay options, taken from the readings, class activities and discussions, and handouts. Unless otherwise indicated by the instructor, the midterm exam is completed in class on the date specified in the “Schedule of Class Sessions” section.

**Final Exam (15%):**

The final exam assesses your comprehension of the material covered throughout the duration of the course. Exam questions consist of five short essays, in addition to one of two long essay options, taken from the readings, class activities and discussions, and handouts. Unless otherwise indicated by the instructor, the final exam is completed in class on the date specified in the “Schedule of Class Sessions” section.

**Participation (15%):**

Actively and respectfully participate in class discussions and activities, at a graduate student level. The richness of the class depends on the unique life experiences, career plans, and contributions you bring.

**Grading:**

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<tr>
<th>Assignment</th>
<th>Rating Criteria</th>
<th>Points Assigned</th>
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| Cultural Immersion Project  | • Effective use of questions outside of those provided by instructor. Process of inquiry reflects awareness about counseling profession and role of a counselor (3 pts.)  
<pre><code>                     | • Evidence of informed consent of interviewee and permission (if granted) to release contact information (2 pts.)                                                                                       | 25              |
</code></pre>
<p>|                             | • Effective description of the interviewee through a biographical sketch (1 pt.)                                                                                                                                   |                 |
|                             | • Thoughtful reflection on your inner dialogue, and on any dialogue with your interviewee (regarding the counseling profession, counselor training, the role of a counselor, and current issues within the profession), that was meaningful to you (5 pts.) |                 |
|                             | • Thoughtful consideration of your cognitive, emotional, physical, spiritual, and social-relational experience of your interaction with the interviewee (5 pts.)                                                   |                 |
|                             | • Thoughtful consideration of what you learned about yourself and your interviewee (2 pts.)                                                                                                                         |                 |
|                             | • Thoughtful reflection on your plan to integrate your new knowledge into your clinical work with clients from diverse groups (2 pts.)                                                                          |                 |
|                             | • Appropriate use of APA 2010 style in an eight- to ten-page paper (5 pts.)                                                                                                                                     |                 |</p>
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| **Group Presentation on Cultural Topics** | • 50-minute presentation, +/- 2 minutes (1 pt.) (One-point deduction for each additional minute over or under 50-minute time limit)  
• Information regarding group characteristics, including norms, values, behaviors, & overall worldview, & potential impact on counseling process (2 pts.)  
• In-depth presentation of critical historical & current experiences that have contributed to group identity, values, behaviors, worldview, & life experience, & potential impact on counseling process (2 pts.)  
• In-depth analysis of diversity issue/population (4 pts.)  
• Thoughtful consideration of potential professional issues related to working with this group & interventions/services targeted to working with this group (4 pts.)  
• Creative, informative presentation that encourages class participation (2 pts.)  
• Information goes beyond that presented in course textbook & other required reading (2 pts.)  
• Handouts are included (1 pt.)  
• At least three recent (2008 or later) references from peer-reviewed journals per student (3 pts.) (individual score)  
• Information presented is weighted in favor of peer-reviewed literature published 2008 or later (2 pts.) (individual score)  
• Appropriate use of APA 2010 style in your presentation & references list (2 pts.)  
**CACREP 2. F. 2. a., b., c., d., e., f., g., h.; 2. F. 3. i.; 2. F. 5. d., f.; 2. F. 7. m.; 5. C. 2. j.** | **15** |
| **Reflections** | • Thoughtful exploration of interaction with various diversity issues from course readings, peer-reviewed literature, media/social media, or another individual (0.5 pts.)  
• In-depth description of holistic interaction with content, and of attitudes, beliefs, biases, or values informing your experience (0.5 pts.)  
• Thoughtful reflection on clinical strategies to address these issues, and ethical and social considerations (0.5 | **10** |
<table>
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<tr>
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<th>Rating Criteria</th>
<th>Points Assigned</th>
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</table>
| Reflections         | • Appropriate use of APA 2010 style in a two- to three-page reflection (0.5 points)  
                     • Four reflections total, 2.5 pts. each  
                     CACREP 2. F. 2. c., d., h.,; 2. F. 5. f. |                 |
| Quizzes             | • One of two short essay options per quiz  
                     • 2 in-class quizzes, 2.5 pts. each  
                     CACREP 4. B. & F.                        | 5               |
| Midterm Exam        | • Includes material covered in first half of course  
                     • Five short essay questions, 2 pts. each  
                     • One of two long essay options, 5 pts.  
                     CACREP 4. B. & F.                        | 15              |
| Final Exam          | • Includes material covered throughout course duration  
                     • Five short essay questions, 2 pts. each  
                     • One of two long essay options, 5 pts.  
                     CACREP 4. B. & F.                        | 15              |
| Participation       | • Active and respectful participation, at a graduate student level, in class discussion and other activities  
                     CACREP 2. D.                              | 15              |

**Final Grade Distribution:**

- Cultural Immersion Project: 25%
- Group Presentation on Cultural Topics: 15%
- Reflections: 10%
- Quizzes: 5%
- Midterm Exam: 15%
- Final Exam: 15%
- Participation: 15%

**Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>94% - 100%</td>
<td>A</td>
<td>4.0</td>
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<tr>
<td>90% - 93%</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>84% - 86%</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80% - 83%</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77% - 79%</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>74% - 76%</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70% - 73%</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67% - 69%</td>
<td>D+</td>
<td>1.3</td>
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<tr>
<td>60% - 66%</td>
<td>D</td>
<td>1.0</td>
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<tr>
<td>0% - 59%</td>
<td>F</td>
<td>0</td>
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</tbody>
</table>
Formatting and Submission of Assignments:

All assignments required for this course are your personal and professional responsibility, and should reflect your highest effort and finest work. Correct spelling, proper grammar, and proper formatting are expected. Unless otherwise noted, all assignments should include a cover page and should be formatted in 12-point font with 1-inch margins following APA Style. The page count required for each assignment does not include Title Page and References.

Unless otherwise indicated, please submit all assignments electronically on Blackboard in Word format. Please do not hand in assignments/documents in any other format unless you have secured prior approval from the instructor. Additionally, no assignments will be accepted through email or by hard copy unless specified by the instructor. All assignments should be submitted by the due date, by class meeting time.

Late Assignment Policy:

All assignments are due at the beginning of class on the date identified in the “Schedule of Class Sessions” section. Ten percent (10%) of your grade for the assignment will be deducted for handing in the assignment past the beginning of class on the due date. Twenty percent (20%) of your grade for the assignment will be deducted for each calendar day that an assignment is late. Exceptions to this policy will be made at the instructor’s discretion based on extenuating factors reported by the student, and are not guaranteed. Requests for extra time on an assignment should be made at least one week prior to the assignment due date or immediately after the due date in the case of a documented emergency that could not be anticipated. All extension requests must be made in writing and approved in writing.

Attendance Requirements:

This course covers crucial material that directly influences your future as a counselor. Class attendance and punctuality are necessary for you to gain maximum benefit. Students are expected to attend all classes. Please contact the instructor before an absence, or in case of an emergency, as soon after the absence as possible. Students are responsible for making up any missed work and for obtaining information presented in a missed class.

You are permitted to miss one class during the semester. Each absence thereafter will result in a two-percent (2%) deduction from your final grade. Two percent will also be deducted for students who consistently arrive to class late or leave class early (by 5 or more minutes). Two late arrivals or early departures will constitute one unexcused absence, i.e., a two-percent deduction.

Student Responsibilities:

1. Complete the assigned readings indicated on the “Schedule of Class Sessions” prior to each class meeting.
2. Complete and submit all assignments prior to class meeting by the deadline date.
3. Attend class regularly and participate actively, on a graduate student level, in all classroom activities (presentations, discussions, etc.). Your regular attendance and active participation in the class are critical to your own learning and to that of your peers, as well as to the overall success of the course.
4. Bring course textbooks and other required readings to each class meeting.
5. Check university email regularly for information and updates, etc. University email will be the instructor’s primary mode of communication with all students.
6. Communicate effectively and respectfully with instructor and with peers.

An Invitation:

This course is guided by the assumptions of dignity and respect for all persons in the classroom. Empathy, active listening, open exploration, respectful dialogue, and multicultural competence are counseling skills that can be included in all courses. Please schedule an appointment to speak with the instructor about any concerns related to learning styles and/or abilities, or any other issues that may impact your success in this course.

Academic Integrity and Standards of Conduct:

Academic Integrity
As a Catholic, Basilian university, integrity and honesty are integral components of UST’s core values. We support open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one’s own work, as well as respect for others, their work, and their basic human rights.

Students are expected to conduct themselves honestly on all academic assignments. University-wide information about academic integrity as well as procedures for addressing alleged violations can be found in the Graduate Catalog. Violations of academic integrity include, but are not limited to cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

Blackboard
Course materials are placed on UST’s content management system, Blackboard.

Recording Class Lectures
With the instructor’s permission, students may record class lectures for their private use only. No clinical case presentations or case studies offered in class may be recorded. The materials may not be given, loaned, or sold to others without the consent of the instructor. In addition, class lectures must be appropriately cited when used (see APA Manual).

Weather-Related Cancellations or Changes to Schedule
When UST closes due to a weather event, the University will place this information on local television and radio channels, and the university’s website. Missed classes will be made up, either through the rescheduling of the class time, or through a supplemental academic activity.

Learning Disabilities or Differences
To request academic accommodations due to a disability or difference, contact Counseling and Disability Services (713-525-2169). If you have a letter from Counseling and Disability Services indicating that you are eligible for academic accommodations, please present the letter to the instructor to arrange for the use of your accommodations. To ensure fairness to all students and maintain appropriate professional boundaries, instructors follow the guidance of the Counseling and Disability Services office in the provision of accommodations.

Writing Center
To request assistance with writing papers, contact UST’s Tutorial Services office, located on the second floor of Crocker Center.
Communication Devices
To avoid distracting the instructor and other students from their class work, please turn off all cell phones or other communication devices during class time. Please refrain from text messaging, e-mailing, or surfing the web in class.

Incomplete Grades
Incomplete grades will only be given for extreme emergencies, at the discretion of the instructor. A death in your family, extreme illness (not colds and flu), military activation, or other significant events outside of your control may be grounds for an Incomplete grade.

Withdrawal from Course
To withdraw from the course with a grade of ‘W’, the student must withdraw by the date reflected in the University’s academic calendar. Please consult the graduate catalog for more information.

Course Evaluation at the End of the Semester
Students are asked to evaluate the course and instructor at the end of each semester. This evaluation is extremely helpful in the improvement of our courses. Please participate in this important process.

IDEA Course Evaluation Dimensions (Discipline Code 5115 Mental Health Services)
CMHC 6300 Human Diversity

<table>
<thead>
<tr>
<th>Item</th>
<th>Minor</th>
<th>Important</th>
<th>Essential</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>X</td>
<td>Gaining factual knowledge</td>
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<tr>
<td>2</td>
<td></td>
<td>X</td>
<td>Learning fundamental principles</td>
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<td>3</td>
<td></td>
<td>X</td>
<td>Learning to apply course material</td>
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<td>4</td>
<td></td>
<td>X</td>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field</td>
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<td>5</td>
<td></td>
<td>X</td>
<td>Acquiring skills in working with others as a member of a team</td>
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<td>6</td>
<td></td>
<td>X</td>
<td>Developing creative capacities</td>
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<td>7</td>
<td></td>
<td>X</td>
<td>Gaining a broader understanding and appreciation of intellectual/cultural activity</td>
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<td>8</td>
<td></td>
<td>X</td>
<td>Developing skill in expressing oneself orally or in writing</td>
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<td>9</td>
<td></td>
<td>X</td>
<td>Learning how to find and use resources for answering questions or solving problems</td>
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<td>10</td>
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<td>Developing a clearer understanding of, and commitment to, personal values</td>
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<tr>
<td>11</td>
<td></td>
<td>X</td>
<td>Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
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<tr>
<td>12</td>
<td></td>
<td>X</td>
<td>Acquiring an interest in learning more by asking questions and seeking answers</td>
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</table>
## Schedule of Class Sessions (subject to change):

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Session Topics</th>
<th>Required Reading (complete prior to class meeting)</th>
<th>Assignment (due by class time)</th>
<th>Competencies</th>
</tr>
</thead>
</table>
| 1    | 8/24 | • Welcome, introductions, course overview  
      • Syllabus review  
      • Questions re: assignments & expectations  
      • How do you define diversity?  
      • How do you define multicultural competence?  
      • Discussion | • Syllabus (in class)  
      • What does it mean to be a culturally-competent counselor? (Ahmed et al., 2011) (BB) (in class) | | CACREP  
      2. F. 2. a., d., & h.  
      2. F. 5. f.  
      5. C. 2. j. |
| 2    | 8/31 | • Multiculturalism & social justice  
      • Common threads between multicultural, feminist, & social justice paradigms  
      • Five forces in counseling & psychology  
      • Discussion | • Ch. 1 & 2 (RP)  
      • In search of common threads (Crethar et al., 2008) (BB) | | CACREP  
      2. F. 2. b.  
      2. F. 3. i.  
      2. F. 5. d. |
| 3    | 9/7  | • Dimensions of identity  
      • Exploring definitions of privilege & oppression  
      • Dynamics of oppression  
      • Clinical implications  
      • Addressing privilege & oppression  
      • Discussion | • Ch. 3 (RP)  
      • Addressing privilege & oppression in counselor training & practice (Hays et al., 2007) (BB) | REFLECTION 1 DUE | CACREP  
      2. F. 2. e. |
| 4    | 9/14 | • Counselor-Advocate-Scholar model  
      • Worldview & identity development  
      • Becoming a culturally competent counselor  
      • Discussion | • Ch. 4 & 5 (RP)  
      • Challenges & promises of becoming a culturally competent counselor (Arredondo et al., 2008) (BB) | | CACREP  
      2. F. 2. b.  
      5. C. 2. j. |
| 5    | 9/21 | • Using appropriate terminology  
      • Developing multicultural & advocacy competence  
      • Addressing resistance to multiculturalism & social | • Ch. 6, 7, 8, & 9 (RP)  
      • MSJCC (Ratts et al., 2015) (BB) (skim through) | Complete MCSA Survey | CACREP  
      2. F. 2. b. & c.  
      2. F. 5. d. & f.  
      2. F. 7. m. |
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<td>justice</td>
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<td>CACREP</td>
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<td>• Do we need multicultural counseling competencies?</td>
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<td>2. F. 2. a., b., d., e., f., &amp; h.</td>
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<td>• Exploring the RESPECTFUL model</td>
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<td>• MCSA Survey results</td>
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<td>5. C. 2. j.</td>
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<td>• Discussion</td>
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<td>6</td>
<td>9/28</td>
<td>• Addressing racism</td>
<td>• Ch. 10 &amp; 11 (RP)</td>
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<td></td>
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<td>• Counseling Asian &amp; Pacific Island heritage clients</td>
<td>• White privilege &amp; male privilege (McIntosh, 1988) (BB)</td>
<td>Quiz 1 (in class)</td>
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<td>• Defining &amp; identifying white &amp; male privilege</td>
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<td>• Clinical implications</td>
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<td>• Discussion</td>
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<td>7</td>
<td>10/5</td>
<td>• Addressing racism</td>
<td>• Ch. 12, 13, &amp; 14 (RP)</td>
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<td>• Counseling Native American clients</td>
<td>• The trauma of racism (Bryant-Davis &amp; Ocampo, 2005) (BB)</td>
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<td>2. F. 2. a., b., d., e., f., &amp; h.</td>
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<td>• Counseling Latino/a clients</td>
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<td>• Counseling multiracial clients</td>
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<td>• Traumatic impact of racism</td>
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<td>• Clinical implications</td>
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<td>• Discussion</td>
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<td>• Midterm exam review</td>
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<td>8</td>
<td>10/12</td>
<td>MIDTERM EXAM IN CLASS</td>
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<td>9</td>
<td>10/19</td>
<td>• Addressing heterosexism &amp; transgender oppression</td>
<td>• Ch. 15 &amp; 16 (RP)</td>
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<td>• Working with LGBTQIA clients</td>
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<td>2. F. 2. a., b., d., e., f., &amp; h.</td>
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<td>• Exploring internalized oppression</td>
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<td>• Discussion</td>
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<td>5. C. 2. j.</td>
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<tr>
<td>10</td>
<td>10/26</td>
<td>• Addressing sexism &amp; classism</td>
<td>• Ch. 17 &amp; 18 (RP)</td>
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<td>CACREP</td>
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<td>• Counseling women</td>
<td>• Relational-cultural theory (Comstock et al., 2008) (BB)</td>
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<td>2. F. 2. a., b., d., e., f., g., &amp; h.</td>
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<td>• Counseling &amp; poverty</td>
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<td>• Discussion</td>
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<td>5. C. 2. j.</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Session Topics</td>
<td>Required Reading (complete prior to class meeting)</td>
<td>Assignment (due by class time)</td>
<td>Competencies</td>
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<tr>
<td>11</td>
<td>11/2</td>
<td>Texas Counseling Association Conference – NO CLASS</td>
<td></td>
<td>REFLECTION 3 DUE</td>
<td>2. F. 2. d., e., &amp; h. 2. F. 5. f.</td>
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<td>An individual activity will be posted on Blackboard</td>
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<tr>
<td>12</td>
<td>11/9</td>
<td>• Processing last week’s individual activity</td>
<td></td>
<td>GROUP 1 PRESENTATION DUE</td>
<td>CACREP 2. F. 2. a., b., c., d., f., &amp; h. 2. F. 3. i. 2. F. 5. d., &amp; f. 2. F. 7. m. 5. C. 2. j.</td>
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<td>• Groups 1 &amp; 2 presentations</td>
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<td>GROUP 2 PRESENTATION DUE</td>
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<td>• Discussion</td>
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<tr>
<td>13</td>
<td>11/16</td>
<td>• Groups 3 &amp; 4 presentations</td>
<td></td>
<td>GROUP 3 PRESENTATION DUE</td>
<td>CACREP 2. F. 2. a., b., c., d., f., &amp; h. 2. F. 3. i. 2. F. 5. d., &amp; f. 2. F. 7. m. 5. C. 2. j.</td>
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<td>NOTE: If there is no fourth group, the instructor will prepare an activity</td>
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<td>GROUP 4 PRESENTATION DUE</td>
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<td>• Discussion</td>
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<td>14</td>
<td>11/23</td>
<td>THANKSGIVING – NO SCHOOL</td>
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<td>CULTURAL IMMERSION PROJECT DUE</td>
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<td>15</td>
<td>11/30</td>
<td>• Discussion</td>
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<td>REFLECTION 4 DUE</td>
<td>CACREP 2. F. 2. g. 2. F. 3. i.</td>
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<tr>
<td></td>
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<td>• Engaged spirituality</td>
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<td></td>
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<td>• Enhancing multicultural awareness &amp; knowledge through mindfulness</td>
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<td></td>
<td>• Exploring other multicultural awareness- &amp; knowledge-enhancing spiritual practices</td>
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<td>• Final exam review</td>
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<tr>
<td>16</td>
<td>12/7</td>
<td>FINAL EXAM IN CLASS</td>
<td>Final exam (in class)</td>
<td>CACREP 4. B. &amp; F.</td>
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</tr>
</tbody>
</table>

This is the instructor’s best estimate, prior to the beginning of the course, of how the course will proceed. The instructor reserves the right to amend the schedule during the course of the term, as needed.

**Key:**

RP: Ratts & Pedersen textbook  
BB: On Blackboard