



COUN 522 COUNSELING DIVERSE POPULATIONS

COURSE SYLLABUS: Summer I 2016

Instructor: Kevin C. Snow, PhD, M.A., NCC, ACS
Office Location: Binnion 229B
Office Hours: By appointment
University Email Address: Kevin.Snow@tamuc.edu
Course Meeting Day/Time: TR 5:00p-9:00p Location: MPLX

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Culturally Alert Counseling: A comprehensive introduction, 2nd edition, by G. McAuliffe, 2013, Sage Publishing.

****Special Topics Readings:** additional readings will be assigned throughout the semester for some classes. These readings will come from current journals and related sources on topics relevant to weekly topics (including relevant national and international news items). These readings will be posted in Word or PDF format via eCollege for the assigned week under the Doc Sharing Tab. Please check eCollege for each week to locate these readings. All course readings must be done each week prior to class**

Optional

American Psychological Association (2011). *Publication manual of the American Psychological Association (6th Ed.)*. Washington, D.C.: American Psychological Association.

Course Description

522. *Counseling Diverse Populations*. Three semester hours. Emphasis on developing knowledge, skills, and attitudes for more effective counseling with persons different from the counselor regarding characteristics such as culture, race, gender, sexual orientation, physical disability, and religious

preference. Substantial attention is given to developing awareness of one's own values, attitudes, and beliefs as they relate to counseling in a diverse society. Provides an understanding of how diverse values and mores, interaction patterns, social conditions, and trends related to cultural and ethnic diversity affect counseling.

GENERAL COURSE INFORMATION

This course is a required course for all master's degree options. It appears on all plans leading to licensure as a professional counselor and certification as a school counselor in Texas. The course provides an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.

COURSE OBJECTIVES include, but are not limited to, the following:

Students will demonstrate understanding of:

1. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally; (2a)
2. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (2f);
3. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients; (2b)
4. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies; (2d)
5. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy, and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; (2e)
6. theories of multicultural counseling, theories of identity development, and multicultural competencies; (2c)
7. ethical and legal considerations related to social and cultural diversity.

CONTENT AREAS include, but are not limited to, the following:

- I. Multicultural and pluralistic trends
 - A. Characteristics
 - B. Concerns between and within diverse groups nationally and internationally;
- II. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;

- III. Counselor characteristics that influence helping processes including:
 - A. Age
 - B. Gender
 - C. Ethnicity
- III. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- IV. Diverse counselor and consultant characteristics and behaviors that influence the helping process including:
 - A. Age
 - B. Gender
 - C. Ethnic Differences
- IV. Counselors' roles in a diverse society
 - A. Social justice
 - B. Advocacy and conflict resolution
 - C. Cultural self-awareness
 - D. The nature of biases, prejudices
 - E. Processes of intentional and unintentional oppression and discrimination
 - F. Other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body
- V. Theories of multicultural counseling
- VI. Theories of identity development
- VII. Multicultural competencies
- VIII. Legal and ethical issues related to diversity.

TEXES COMPETENCIES THAT RELATE TO THIS COURSE (*TEXES is the state examination required for school counselor certification.*)

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors affecting Students)

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 005 (Developmental Guidance Program)

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

COURSE REQUIREMENTS

Instructional/Methods/Activities Assessments

Lecture, Discussion, In-Class Activities, Assignments, and Experiential Activities.

*All written assignments are to be uploaded to eCollege by the due date/time in the appropriate drop box. If not specified, due dates are by class time the day of the assignment listed on the course calendar. Late assignments are NOT accepted and will result in a grade of zero (extenuating circumstances may apply based on communication **in advance** with the professor). Furthermore, all written assignments, unless noted otherwise must be in full APA 6 formatting with a cover page and references if used. Please refer to the APA 6 style guide or the OWL at Purdue APA 6 website for guidance in APA writing:

<https://owl.english.purdue.edu/owl/resource/560/01/>

*****As this is a summer course, some extra flexibility may be required within the schedule to adjust things depending on class size and our needs to learn the material. In addition, we may have a field trip or two as part of the class session, which could require meeting off site within the Dallas area. Any field trip is replacement for a class session and therefore attendance is mandatory!!!*****

1. Attendance, Readings, Homework Assignments, In-Class Activities, Participation.

Class attendance is mandatory and critical to your success in the course. Students are expected to attend class as scheduled. Students are also expected to arrive on time and stay for the entire class. Students are allowed 1 absences without penalty. If you are absent for any reason, please make arrangements with a classmate to get any missed notes or assignments. A person who does not participate in class, or only does so minimally, may lose additional points off their final grade. All readings ***MUST*** be done prior to class. You must be familiar with the material to engage in class discussions and activities- being an active member of class is key to success in

this course (if you are introverted, there are still many ways for you to participate and be active). Do not expect/rely on class lecture for your learning. My approach is that you are responsible for your own learning, but I am responsible for the learning environment. This class requires you to be an active and critical thinker, to share your thoughts respectfully, and to engage with the material honestly and openly (**missing more than 1 class or arriving late or departing early more than 1 time, or a combination of the two, will result in a drop in final letter grade**).

- 2. Personal Culture Essay:** Write a **3-5 page** APA 6 formatted essay discussing the following (include a cover page- not counted in the paper page count- follow APA 6 style and good writing styles). No references- focus on you and your response to these questions. Include the following:
1. Your ethnic and cultural background in detail.
 - a. Discuss the aspects/qualities of your ethnic/cultural background that are prominent in your life (e.g., language, religion, character traits or birth-related things, sexuality, family dynamics, heritage, social class, gender, education) and the past experiences that reinforced them. If you are uncertain about your ethnicity/culture explain this in detail and why you are uncertain (include any aspects that are prominent)
 - b. What unique ethnic or cultural things do you celebrate or participate in within your family or home? If none, explain why not in detail.
 - c. Describe the earliest memory you have where you knew you were "different" from another.
 - d. Describe other past experiences or relationships that shaped your view of people who are culturally different than you.
 - e. What is your current view of people who are culturally different than you?
 2. The cultural values you currently hold.
 - a. What cultural values do you currently hold (concerning time, activity, relational, basic human nature, religion)?
 - b. Which of these values might be different from common values of other ethnic groups you know about?

c. Review Appendix A in text (Cross-cultural counseling competencies). How do you plan to manage values conflicts with your clients? Relate your answer to the competencies.

3. Mid-Term: Ethnic Diversity in Counseling Paper. Select one of the Major Ethnic Groupings in your text (Chapters 6-12) different from your own ethnic group. In a **3-5 page paper** (APA 6, plus cover page), synthesize what you learned to answer the following questions. 1. What unique characteristics of this group are discussed in the chapter? 2. How would you work with those characteristics or other aspects of this ethnic group as someone who IS NOT a member of this group? 3. What fears, worries, concerns, or cautions do you have about working with this ethnic group AND your ability to counsel them effectively? 4. Identify one recent issue from the national or international news connected to this ethnic group and locate one peer-reviewed journal article from counseling or a related field from the past 5 years that could help you work with that issue with this group. Briefly explain the issue, summarize the article, and detail the information learned and how it might help in counseling for this issue. Use full APA 6 references, organize with headings.

4. Cultural Immersion Project. You will be asked to locate, visit, observe, and participate in a new cultural immersion experience. This activity must be pre-approved by the instructor and needs to involve **significant** interaction with members of a cultural group different from any cultural group you belong to (or are close to) and must represent a new experience for you. The first cultural group that pops into your mind that you say "I hope I don't have to work with them" is the BEST place to start- do your assignment with that group!!! Types of activities are open to discussion but must involve at least 2 hours (or more) of your time outside of this class. We will brainstorm in class for ideas. If you plan something with lots of observation but less direct participation, than you will be expected to engage for a longer period of time than 2 hours to match others commitment to the quality of this experience.

Part 1: Complete Cultural Activity Proposal: You must seek approval for the experience in this assignment. To accomplish this, you will answer a questionnaire (below) proposing your activity for this assignment. Answer each question in brief, but thorough details (1 page minimum). The instructor reserves the right to refuse the proposed activity, or ask for a more detailed response. If the initial proposal is not approved or needs significantly modified, you will redo

and resubmit the proposal after consultation with the instructor. This is done to ensure the quality, quantity, and sensitivity of the immersion experience rather than to be a harsh grader, etc. I want to be certain you get an in-depth experience that is new for you and sensitive to the cultural group you will be interacting with. The more "intimate" the experience the more cautious we need to be and the less time involved (at least 2 hours minimum).

Cultural Immersion Activity Proposal Questions

1. Explain the cultural group you have selected and how they are different from you.
2. Explain why you selected this cultural group?
3. Explain in brief, but thorough, detail the type of activity or experience you plan to immerse yourself in. Please specifically explain the time commitment involved and what activities you expect to engage in for the immersion experience.
4. Explain why you chose this activity or experience?
5. List 4 learning goals/objectives for yourself for the immersion experience.

Part 2: Presentation: You will prepare a **15 minute** presentation to share with the class about your cultural group and what you have learned (using Power Point, Prezi, or some other format). Please be creative in your presentation and use graphics to illustrate, etc. The presentation should summarize the paper and address what you learned from this experience and address items 1-5 from the proposal at the minimum. This should also include an overview of the group and activity you engaged in and your reaction to and self-reflections from the experience. **Presentation time may be adjusted, depending on size of class.**

- 5. Final Paper: Immersion Experience Paper:** You will write a **6-10 page** paper (APA 6 style, with a cover page, references not required) detailing the cultural immersion experience and the cultural group, what you did on the experience, who you met and talked to (respect confidentiality please!), how this cultural group differed from you, why you chose them, what expectations, fears, concerns, etc. you had going into the experience, how those expectations were or were not met, and what you learned about yourself from the experience and how you can apply that to working with this group as a counselor. This paper should be very thorough in your discussion and emphasize personal self-reflections and address all the points above. Grammar,

writing, and technical formatting issues will be closely graded (use spell check, proofread, consult APA 6 style guides, etc.). The quality of your writing and your degree of self-disclosure and personal reflections are very important. Be thorough!

6. Pop Quizzes: the instructor reserves the right to give pop quizzes if it appears as if students are not reading the materials. Pop quizzes will not be announced in advance and final grades will be adjusted based on the number of pop quizzes. Each pop quiz will be worth 10 points- no make-up will be offered if student is not present in class. You and I both would prefer not to have these be necessary, so please read, think critically, discuss, share, participate, etc.

7. Special Topics Readings: additional readings will be assigned throughout the semester for some classes. These readings will come from current journals and related sources on topics relevant to weekly topics (including relevant national and international news items). These readings will be posted in Word or PDF format via eCollege for the assigned week under the Doc Sharing Tab. Please check eCollege for each week to locate these readings. All course readings must be done each week prior to class. Not every week may have a special topic reading, but check!!!!

Final Grade = 200 points

Attendance, readings, participation	15 points
Personal Culture Essay	45 points
Mid-Term: Ethnic Diversity Paper	50 points
Cultural Immersion Proposal	10 points
Cultural Immersion Presentation	20 points
Final: Immersion Experience Paper	60 points

GRADING

Grading Scale

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 59 > = F

Interaction with Instructor Statement

Good communication is essential to the counseling profession and to getting the most out of your education. If you have any special needs, questions, concerns, or personal issues that impact the class and/or your attendance in

class, please let me know in as much advance as possible. I cannot help unless I am aware, but do not wait until the last minute to communicate with me. Therefore, if you need to reach me the best way to do so is via email using your official university email (or email me through eCollege). I make every effort to return emails within 24-48 hours, M-F. I check email many times a day. Please be respectful of my free time on weekends and evenings, and understand any email sent after Fridays at 5pm may not be answered until the following Monday. In particular, do not wait until the last minute or weekends to contact me about assignments with pending deadlines. It is your responsibility to manage your time appropriately and plan for all assignments.

Use of Technology, Cell Phones, Computers, Etc.

Students may only use computers or other electronic devices to take notes in class or for research during in-class assignments at the professor’s discretion. No cell phones are to be used in class! The professor reserves the right to ban all technology if students abuse this policy. Students who are caught texting or using their cell phone or other electronic devices for non-academic reasons in class may be asked to turn over the devices to the instructor or may be asked to leave the class. Students are held to the highest professional standards in class and this extends to use of technology. If a student has a job where they are on call or will need to take a call for other emergency purposes, they are expected to discuss this with the professor prior to each class session. Students who use technology-assisted devices due to a disability, please see ADA policy below

COURSE OUTLINE/CALENDAR

Class #	Date	Topic	Readings/Assignments Due
1	6/7/16	Course Introduction; How to Select a Cultural Immersion Group & Activity Culture and Diversity Defined; Cross-Cultural Competencies	Review syllabi, course requirements, & engage in opening activities; APA Writing Review Read Ch. 1 & Special Topics Reading: Updated Multicultural & Social Justice Competencies & Updated Multicultural Guidelines for the Counseling Profession (2 articles under Doc Sharing on eCollege)
2	6/9/16	Culture: Clarifications and	Read Ch. 2

		Complications Equity, Advocacy, & Social Justice; Advocacy Competencies	Read Ch. 3 & Appendix B
3	6/14/16	Ethnicity	Read Ch. 4 Special Topics Reading: Immigration's Growing Impact on Counseling Personal Culture Essay Due
4	6/16/16	Conceptualizing Race & Racism	Read Ch. 5 Special Topics Reading: Culturally Incompetent Therapy: When Therapists Do Harm
5	6/21/16	Social Class	Read Ch. 13; Submit Immersion Experience Proposal
6	6/23/16	Individuals with Disabilities	Read Ch. 17 Special Topics Reading: CRCC Code of Ethics
7	6/28/16	Men & Women: Gender & Sex	Read Ch. 14 Special Topics Reading: Counselors for Social Justice Ethics Code Mid-Term Assessment: Turn in Ethnic Diversity Paper
8	6/29/16	LGBTQQIA Clients	Read Ch. 15 Special Topics Reading: LGBTQQIA Competencies & Transgender Competencies
9	7/5/16	Religion & Spirituality	Read Ch. 16 Special Topics Reading: ASERVIC Competencies & Inclusive Definition of Spirituality article
10	7/7/16	Last Class: Presentations Reflections, Catch Up, and Closure Activities.	Presentations Bring a song, video, or some other creative expression to class to share that sums up your feelings about cross cultural counseling competency after taking this class. Final: Cultural Immersion Paper

The instructor reserves the right to amend this document as necessary.

COURSE AND UNIVERSITY PROCEDURES & POLICIES

ADA Statement for Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<http://www.albion.com/netiquette/corerules.html>

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Cheating, plagiarizing, or other unacceptable conduct behaviors (see Code of Student Conduct for full list of such behaviors) will be handled severely according to professor's discretion and university policy to include a failing grade on the assignment, an "F" for the course, or submission to the disciplinary committee- any combination of these responses or others listed in the code of conduct will be taken on such behavior occurs.

Professional Conduct

Students are expected to adhere to the Code of Ethics of the American Counseling Association. Any behavior, which is deemed unethical, will be grounds for review of the student by the program faculty.

UNIVERSITY CLOSING DUE TO WEATHER

Check <http://www.tamu-commerce.edu/><http://www.tamu-commerce.edu/> regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - sound card, which is usually integrated into your desktop or laptop computer
 - speakers or headphones.
- Depending on your course, you might also need a:
 - webcam
 - microphone

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at:
<http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number

4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

CACREP Standards Addressed in Course

CMHC Standard	Course	Learning Activity or Assignment	Assessment
	COUN 522		
E1.	x	Lecture, Readings, & in Class Activities specific to Chps. 1-5, 13-19 & select readings from Chps. 6-12 of McAuliffe text, Special Topics articles, various Competencies and Ethics Codes, Cultural Immersion Activity	Personal Culture Essay, Ethnic Diversity Paper, Cultural Immersion Project (proposal, presentation, & paper), in class qualitative review of discussions & activities

E2.	x	Lecture, Readings, & in Class Activities specific to Chps. 1-5, 13-19 & select readings from Chps. 6-12 of McAuliffe text, Special Topics articles, various Competencies and Ethics Codes, Cultural Immersion Activity	Personal Culture Essay, Ethnic Diversity Paper, Cultural Immersion Project (proposal, presentation, & paper), in class qualitative review of discussions & activities
E3.	x	Lecture, Readings, & in Class Activities specific to select readings from Chps. 6-12 of McAuliffe text, Special Topics articles, various Competencies and Ethics Codes, Cultural Immersion Activity	Personal Culture Essay, Ethnic Diversity Paper, Cultural Immersion Project (proposal, presentation, & paper), in class qualitative review of discussions & activities
E4	x	Lecture, Readings, & in Class Activities specific to select readings from Chps. 6-12 of McAuliffe text, Special Topics articles, various Competencies and Ethics Codes, Advocacy Competencies	Personal Culture Essay, Ethnic Diversity Paper, Cultural Immersion Project (proposal, presentation, & paper), in class qualitative review of discussions & activities
E5.	x	Lecture, Readings, & in Class Activities specific to Chps. 1-5, 13-19 & select readings from Chps. 6-12 of McAuliffe text, Special Topics articles, various Competencies and Ethics Codes, Cultural Immersion Activity	Personal Culture Essay, Ethnic Diversity Paper, Cultural Immersion Project (proposal, presentation, & paper), in class qualitative review of discussions & activities
E6	x	Lecture, Readings, & in Class Activities specific to select readings from Chps. 6-12 of McAuliffe text, Special Topics articles, various Competencies and Ethics Codes	Personal Culture Essay, Ethnic Diversity Paper, Cultural Immersion Project (proposal, presentation, & paper), in class qualitative review of discussions & activities
F3.	x	Lecture, Readings, & in Class Activities specific to Chps. 1-5, 13-19 & select readings from Chps. 6-12 of McAuliffe text, Special Topics articles, various Competencies and Ethics Codes, Cultural Immersion Activity	Personal Culture Essay, Ethnic Diversity Paper, Cultural Immersion Project (proposal, presentation, & paper), in class qualitative review of discussions & activities
K4.	x	Lecture, Readings, & in Class Activities specific to Chps. 1-5, 13-19 & select readings from Chps. 6-12 of McAuliffe text, Special Topics articles, various Competencies and Ethics Codes	Personal Culture Essay, Ethnic Diversity Paper, Cultural Immersion Project (proposal, presentation, & paper), in class qualitative review of discussions & activities
Core Standard	Course	Addressed in Course	

II. G. 2A.	COUN 522	Lecture, Readings, in Class Activities specific to Chp.1-19, Special Topics Readings, Ethnic Diversity Paper, Various Competencies and Ethics Codes, and infused within every lesson
II. G. 2B.	x	Lecture, Readings, in Class Activities specific to Chp.1-19, Special Topics Readings, Ethnic Diversity Paper, Various Competencies and Ethics Codes, Cultural Immersion Project, and infused within every lesson
II. G. 2C.	x	Lecture, Readings, in Class Activities specific to Chp.1-19, Special Topics Readings, Ethnic Diversity Paper, Various Competencies and Ethics Codes, and infused within every lesson
II. G. 2D.	x	Lecture, Readings, in Class Activities specific to Chp.1-19, Special Topics Readings, Ethnic Diversity Paper, Various Competencies and Ethics Codes, and infused within every lesson
II. G. 2E.	x	Lecture, Readings, in Class Activities specific to Chp.1-19, Special Topics Readings, Ethnic Diversity Paper, Various Competencies and Ethics Codes, and infused within every lesson
II. G. 2F.	x	Lecture, Readings, in Class Activities specific to Chp.1-19, Special Topics Readings, Ethnic Diversity Paper, Various Competencies and Ethics Codes, and infused within every lesson