



COUN 623: Race, Class, Gender Issues in Counseling

Course Syllabus:

Summer 2021

July 11-August 11

Online

Synchronous- Date will be chosen soon

INSTRUCTOR INFORMATION

Instructor: Edith Gonzalez. PhD, NCC

Office Location: BIN 223

Office Hours: Online, by appointment

University Email Address: edith.gonzalez@tamuc.edu

Preferred Method of Communication: Email

Communication Response Time: 48 hours M-F

Graduate Teaching Assistants: n/a

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

Robinson, T. (2017). *The convergence of race, ethnicity, and gender: Multiple identities in counseling*. : SAGE Publications

Grzanka, P. R. (2019). *Intersectionality: Foundations and frontiers*. : Routledge

Note: This course will use D2L as IT Learning Management System

Required Supplemental Readings

Chao, R. C. (2013). Race/ethnicity and multicultural competence among school counselors: Multicultural training, racial ethnic identity, and color-blind racial attitudes. *Journal of Counseling & Development*, 91, 140–151. <https://doi.org/10.1002/j.1556-6676.2013.00082.x>

Comstock, D. L., Hammer, T. R., Strentzsch, J., Cannon, K., Parsons, J., & Salazar, G. (2008). Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies. *Journal of Counseling and Development*, 86, 279–287. <https://doi.org/10.1002/j.1556-6678.2008.tb00510.x>

The syllabus/schedule are subject to change.

- Day-Vines, N. L., Wood, S. M., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., & Douglass, M. J. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling and Development*, 85, 401–409. <https://doi.org/10.1002/j.1556-6678.2007.tb00608.x>
- Hays, D. G., Dean, J. K., & Chang, C. Y. (2007). Addressing privilege and oppression in counselor training and practice: A qualitative analysis. *Journal of Counseling & Development*, 85, 317–324. <https://doi.org/10.1002/j.1556-6678.2007.tb00480.x>
- McCarthy, J. (2005). Individualism and collectivism: What do they have to do with counseling? *Journal of Multicultural Counseling and Development*, 33, 108–117. <https://doi.org/10.1002/j.2161-1912.2005.tb00009.x>

Recommended Textbook

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author

Catalog Description of Course

623. *Race, Class, Gender Issues in Counseling* - three semester hours

The multicultural counseling competencies (Arredondo et al., 1996) specify that culturally skilled counselors are expected to understand how factors such as gender, social class, age, sexual orientation, religion, and educational background intersect and interrelate with ethnicity, race, and culture in the lives of their clients, as well as their own lives. The primary purpose of this course is to explore the interconnections of race, class, and gender; including how they shape the structure of U. S. society, and in turn, the experiences of client and counselor. A conceptual framework for understanding race, class, and gender, and their intersection provides students with increased understanding of contemporary issues. Prerequisites: COUN 522: Counseling Diverse Populations or equivalent graduate level multicultural counseling course.

General Course Information

This course is an elective course for all master and doctoral degree options. This course provides students with an opportunity to explore the interconnections of race, class, and gender and how it is shaped by society.

Student Learning Outcomes

1. Identify multiple identities in an individual
2. Analyze society's influence on power and oppression
3. Explore clinical implications of working with individuals with multiple identities

Content Areas include, but are not limited to, the following:

- I. Multiple Identities
- II. Power and Oppression
- III. Counselors' roles in a diverse society
- VIII. Legal and ethical issues related to diversity.

The syllabus/schedule are subject to change.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This is an online class - it is important to schedule your time wisely. It is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how you spend that time will be different from student to student. You will be expected to participate and complete all online tasks via D2L

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. Online, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 7th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

ASSIGNMENTS/ASSESSMENTS

1. Class Attendance & Participation (10 points)

Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. The following criteria will be used to determine participation & attendance points:

The syllabus/schedule are subject to change.

Class Participation Rubric

3 – *Exceeds Expectations* (9-10 points)

Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness

2 – *Meets Expectations* (8 points)

Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness

1 – *Does Not Meet Expectations* (0-7 points)

Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident

2. Identity Quilt (20 points)

For this project, students will use everyday objects (e.g., magazine cut-outs, photos) to create an “identity quilt” that represents **the most salient aspects of their identity** (e.g., race/ethnicity, gender, sexual orientation, socioeconomic class, etc.). A recording of the project will be submitted on D2L.

Identity Quilt Rubric

| | 1 – Does Not Meet Expectations (0-7.9 points) | 2 – Meets Expectations (8-8.9 points) | 3 – Exceeds Expectations (9-10 points) |
|---------------------------------------|--|---|--|
| Content (10 points) | Knowledge of content was not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework | N/A | Knowledge of content clearly identified/addressed with no missing detail; meets standards of doctoral level coursework |
| Presentation Style (10 points) | Information provided appears disorganized/disjointed; presenter appeared unrehearsed; proposal | Information provided appears fairly organized; presenter appeared rehearsed but | Information provided appears well organized; presenter appeared rehearsed; proposal |

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| | | | |
|--|---|--|---|
| | quality was inappropriate for doctoral level work; scholarly sources not utilized | missed one or two key points; proposal quality was appropriate for doctoral level work; scholarly sources utilized | quality was appropriate for doctoral level work; scholarly sources utilized |
|--|---|--|---|

1. Discussion Leader (20 points)

Students will lead a class discussion that (a) highlights the main points of the readings the week chosen and (b) includes a group questions to facilitate a class discussion. Signup sheet will be provided discussed the first day of class.

| | 1 – Does Not Meet Expectations (0-15.9 points) | 2 – Meets Expectations (16-17.9 points) | 3 – Exceeds Expectations (18-20 points) |
|--|--|--|---|
| Demonstration of Content/discussion questions (10 points) | Demonstration of content does not align or only tangentially aligns with textbook; presentation does not meet standards of doctoral level coursework | Demonstration of content mostly aligns with textbook but excludes one or two key considerations; presentation meets standards of doctoral level coursework | Demonstration of content completely aligns with textbook; presentation meets standards of doctoral level coursework |

3. Intersectionality Topic Presentation (40)

This presentation will focus on counseling with diverse populations based on individual identities. This project consists of an approximately **20 - 25 minute PowerPoint presentation**, demonstration and discussion on how to work with or supervise counselors who work with the chosen population. In addition, you will discuss legal and ethical implications and considerations. **You will seek approval on the topic by the instructor.**

Presentation Rubric

| Category | 1 – Does Not Meet Expectation (0 – 7.9 points) | 2 – Meets Expectation (8.0 – 8.9 points) | 3 – Exceeds Expectation (9.0 – 10.0 points) |
|----------------------------|---|--|---|
| Thoroughness and statement | Evidence of lack of strong preparation. Topic coverage is | Student is somewhat thorough in preparation – there is evidence that | Superior preparation for presentation is evident. There is an |

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| | | | |
|---|--|---|--|
| of problems/issues (10 points) | shallow and statement of problems/issues is not clear. Theories are not clearly identified. | the student made good effort to prepare. While the statement of problem/issues is included, it is not quite clear.. | overall thoroughness of topic coverage and the statement of the problem is clearly presented. |
| Discussion of legal and ethical implications and considerations (10 points) | Legal and ethical implications identified but not discussed. | Legal and ethical implications and considerations discussed, but no examples given for support. | Legal and ethical implications and considerations discussed in detail and examples provided for support. |
| Clinical Implications (10 points) | Clinical implications identified but not discussed. | Clinical implications and considerations discussed, but no examples given for support. | Clinical implications and considerations discussed in detail and examples provided for support. |
| Creative teaching and presentation skills (10 points) | Below average creativity in presentation and instructional methods. Student lack confidence in presentation and appears not be in control nor has a grasp of content. Time management is poor – is done in 15 or less minutes. | Average creativity with a few creative manner of delivering the presentation. Student is confident but may somewhat appear to struggle with content. Some examples are shared to bolster the presentation. Time management is fair – Presentation last more than 15 but less than 20 minutes. | Excellent creativity is evident from the presentation. Student makes a clear choice of method and presents the same in great detail. Student is confident and has a command of knowledge in the area. Many examples are shared to enhance understanding and application of knowledge. Presenter utilizes differentiated instruction. Time management is good – presentation last about 25 minutes. |

*Provide a handout for the class (upload in a separate online file).

Presentation schedule may be adjusted due to size of class

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4. Weekly Journals (10 points each; 50 points total)

Students will complete a weekly reflection journal as it relates to the topic discussed that week. Students will write a 2-3 pages, double-spaced response to the following prompt:

“What attitudes, feelings, beliefs, and reactions did you experience this week while reading discussion the materials this week? What did you internal thoughts did you have while participating in the class group discussion? How can you apply what you learned this week to counselor education and supervision?”

| | 1 – Does Not Meet Expectations | 2 – Meets Expectations | 3 – Exceeds Expectations |
|-----------------------------------|--|------------------------|---|
| Weekly Journal (10 points) | Response was not submitted. (0 points) | N/A | Journal was turned in by deadline (10 points) |

5. Conference Proposal Draft (Doctoral Students; 25 points)

Doctoral students enrolled in this course will be required to submit a draft of a conference proposal (see Appendix A). Additionally, doctoral students will identify which conferences they will be submitting the proposal.

Conference Proposal Rubric

| | 1 – Does Not Meet Expectations | 2 – Meets Expectations | 3 – Exceeds Expectations |
|----------------------------|--|--|---|
| Content (20 points) | Knowledge of content was not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework (0-15.9 points) | Knowledge of content mostly identified/addressed with 2-3 missing details; meets standards of doctoral level coursework (16-17.9 points) | Knowledge of content clearly identified/addressed with no missing detail; meets standards of doctoral level coursework (18-20 points) |

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| | | | |
|--|--|-----|--|
| Conference Identified for proposal (5 points) | Conference not identified (0 points) | N/A | Conference Identified (5 points) |
|--|--|-----|--|

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

| Assignment/Assessment | Point Value |
|---|--------------------|
| Class Attendance & Participation | 10 |
| Identity Quilt | 20 |
| Discussion Leader | 20 |
| Intersectionality Topic Presentation | 40 |
| Weekly Journals | 50 |
| Conference Proposal (Doctoral Students) | 25 |

| | |
|-------|----------------------------|
| Total | 140/165(doctoral students) |
|-------|----------------------------|

Total points possible = 140/165(doctoral students). Your Final Grade is determined adding the point values earned from each assignment and then dividing by 140/165(doctoral students). The resulting value is multiplied by 100 to yield a percentage. For example: $(120 \text{ [points earned]} / 140) \times 100 = 86\%$

Assignments are due on the day noted in the syllabus. Late assignments will have 10% deduction per day late from the final score. **I will not accept late discussion/response postings**

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

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Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|-------------------------------|------------------------------|--------------------------------|
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® Chrome™ | Latest | N/A |
| Apple® Safari® | Latest | N/A |

Tablet and Mobile Support

| Device | Operating System | Browser | Supported Browser Version(s) |
|----------|------------------|-------------------|--|
| Android™ | Android 4.4+ | Chrome | Latest |
| Apple | iOS® | Safari, Chrome | The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of |

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| | | | |
|---------|------------|-----------------------------|--|
| | | | June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser. |
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

- 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
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>

The syllabus/schedule are subject to change.

- Apple Quick Time <http://www.apple.com/quicktime/download/>
- 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.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support Need Help? Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

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Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

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 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

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.

Campus Concealed Carry Statement

The syllabus/schedule are subject to change.



Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Course Calendar

| Date | Topic | CACREP Standard(s) | Readings | Assignments |
|-------------|--|---------------------------|--|--|
| Week 1 | <ul style="list-style-type: none"> -Course Introduction and Overview -Review Syllabus -Intersectionality Objectivity: On Knowledge and Violence -The Interactional Self and Society -Multicultural Counseling -Diversity -Conceptualization of the Self -Images of Diversity -Identities as Status -Assumptions of Hierarchical Socialization Patterns | | <ul style="list-style-type: none"> -Grzanka (2019) Introduction -Grzanka (2019) Unit III: Identities -Robinson-Wood (2017) Chapter 3: Multiple Identities Defined -Robinson-Wood (2017) Chapter 4: Identity as Status -McCarthy (2005) Individualism and collectivism: What do they have to do with counseling? | |
| Week 2 | <ul style="list-style-type: none"> -Social Construction of Race -Race and Science -Origins of Racial Groups -On Race, Ethnicity, and Differences -The One-Drop Rule -The Fluidity of Race -Racial Socialization -Multiracial and Biracial Identity Development -Research and Biracial and Multiracial Populations | | <ul style="list-style-type: none"> -Robinson-Wood (2017) Chapter 12: Converging Race -Robinson-Wood (2017) Chapter 13: Converging Bi-racial and Multiracial Identities -Chao (2013) Race/ethnicity and multicultural competence among school counselors: Multicultural training, racial ethnic identity, and color-blind racial attitudes -Day-Vines et al. (2007) Broaching the subjects of race, ethnicity, and culture during the counseling process. | <p>Identity Quilt Due</p> <p>Intersectionality Presentation Topic due.</p> |
| Week 3 | <ul style="list-style-type: none"> -Social Construct of Gender -Undoing Gender -Sex and Gender Roles | | <ul style="list-style-type: none"> -Robinson-Wood (2017) Chapter 14: Converging Gender | |

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|--------|---|--|--|--|
| | <ul style="list-style-type: none">-Gender and Emotion, the Body, and Experiences in Therapy-Gender Identity Models-Narrative Questions-The Importance of a Focus on LGBT issues-Counseling LGBT Racial and Ethnic Minorities-Pragmatism | | <ul style="list-style-type: none">-Robinson-Wood (2017) Chapter 15: Converging Sexuality-Grzanka (2019) Unit VII: Violence and Resistance- | |
| Week 4 | <ul style="list-style-type: none">-Invisibility of Class as a Variable in Counseling-Intersections of Class-Class: An Identity Construct-Middle-Class Bias in Counselor Training and Ethical Standards-The Fluidity of Class-Classism-Transnational interventions | | <ul style="list-style-type: none">Robinson-Wood (2017) Chapter 16: Converging Socioeconomic Class-Grzanka (2019) Unit VIII: Nations, Borders, and Migrations | |
| Week 5 | <ul style="list-style-type: none">-Social Justice and Empowerment-Power and Powerlessness-Social Justice and the Therapeutic Process-Feminist Therapy and Social Justice-Patient Navigation-Political Diffractions | | <ul style="list-style-type: none">Robinson-Wood (2017) Chapter 19: Converging Social Justice in Diversity Practice-Grzanka (2019) Unit IX: Politics, Rights, Justice-Comstock, Hammer, Strentzsch, Cannon, Parsons, & Salazar (2008) Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies | <p>Topic Presentations Due</p> <p>Conference Proposals Due (Doctoral Students)</p> |



The syllabus/schedule are subject to change.

Appendix A

Submission Title:

Submission Type (50 minute session, Roundtable, poster)

If the focus of your session is any of the following, please check as many appropriate boxes as apply to your session. If none apply, please select, “Not Applicable.”

- Ethics
- Pedagogy
- Research
- Supervision
- Clinical
- Not Applicable

Please select the topic area(s) that best describes your proposal as it relates to counselor education and/or supervision (select up to two).

- Assessment
- Career Development and Counseling
- Counseling Theory/Practice and the Counseling Relationship
- Counselor Professional Identity and Practice Issues
- Group Dynamics and Counseling
- Human Growth and Development
- Research and Program Evaluation
- Social and Cultural Foundations
- Wellness and Prevention

Learning Objectives

Learning Objective 1

Learning Objective 2

Learning Objective 3

Program Summary for Publication in Conference Program

Program Description. Please include rationale, program goals, and delivery method. All presentations, particularly those related to teaching or supervision client diagnosis, evaluation, or treatment, must provide evidence that information presented is clinically sound and in accordance with accepted professional practice, ethical guidelines, and current research. A space for references is provided in the next question.

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References cited in your proposal.

Discuss the evidence/research base for your presentation, and whether you're presenting original research.

Please discuss how your proposal aligns with counselor education and/or supervision.

Ethical Codes Addressed

Please discuss the expertise of the presenters and explain why they are qualified to make the proposed presentation. Do not include any identifying details.

Which of the following will you utilize during your presentation? If you are applying for a poster, please check, "does not apply."

Case Study

Experimental/Active Learning

Handouts

Lecture

Multimedia PowerPoint/KeyNote etc.

Participant Discussion

Role-Play

Does not apply

Target Audience and Application

The syllabus/schedule are subject to change.