



COUN 522.51E
Counseling Diverse Populations

Course Syllabus:
Summer I 2024
June 3rd – July 3rd – 2024
Tuesdays & Thursdays 5:00pm – 9:30pm
CHEC

INSTRUCTOR INFORMATION

Instructor: Azadeh Mansour, Ph.D.
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Office Hours: By Appointment
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Preferred Method of Communication: Email / Schedule An Appointment
Communication Response Time: 24-48hours, Monday – Friday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

Sue, D.W. & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice*. (7th ed.). John Wiley & Sons

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

**Other readings as assigned (see required supplemental readings below).

Required Supplemental Readings

1. Baytiyeh, H. (2019). The implication of school culture on building a cohesive pluralistic society: evidence from Lebanon. *Improving Schools*, 22(2), 191-200.
<https://doi.org/10.1177/1365480218804084>
2. Chan, C. D., Cor, D. N., & Band, M. P. (2018). Privilege and oppression in counselor education: an intersectionality framework. *Journal of Multicultural Counseling and Development*, 46, 58-73. <https://doi.org/10.1002/jmcd.12092>
3. Corona, R., Rodriguez, V. M., McDonald, S. E., Velazquez, E., Rodriguez, A., & Fuentes, V. E. (2017). Associations between cultural stressors, cultural values, and Latina/o college students' mental health. *Journal of Youth Adolescence*, 46, 63-77.
<https://doi.org/10.1007/s10964-016-0600-5>

The syllabus/schedule are subject to change.



4. Foss-Kelly, L. L., Generali, M. M., & Kress, V. E. (2017). Counseling strategies for empowering people living in poverty: the I-CARE model. *Journal of Multicultural Counseling and Development, 45*, 201-213. <https://doi.org/10.1002/jmcd.12074>
5. Forrest, J., Lean, G., & Dunn, K. (2016). Challenging racism through schools: teacher attitudes to cultural diversity and multicultural education in Sydney, Australia. *Race, Ethnicity, and Education, 19*(3), 618-638. <https://doi.org/10.01080/136133242015.1095170>
6. Howarth, C., Wagner, W., Magnusson, N., & Sammut, G. (2014). "It's only other people who make me feel black": acculturation, identity, and agency in a multicultural community. *Political Psychology, 35*(1), 81-95. <https://doi.org/10.1111/pops.12020>
7. Ibrahim, F. A., & Dykeman, C. (2011). Counseling Muslim Americans: cultural and spiritual assessments. *Journal of Counseling and Development, 89*, 389-396.
8. Kam, B., Mendoza, H., & Masuda, A. (2019). Mental health help-seeking experience and attitudes in Latina/o American, Asian American, Black American, and White American college students. *International Journal for the Advancement of Counseling, 41*, 492-508. doi: <https://doi.org/10.1007/s10447-018-9365-8>
9. Kastrani, T., Deliyanni-Kouimtzis, V., & Athanasiades, C. (2017). Women as counseling and psychotherapy clients: researching the therapeutic relationship. *The European Journal of Counseling Psychology, 6*(1), 138-161. <https://doi.org/10.5964/ejcop.v6i1.130>
10. Mathews, J. J., Barden, S. M., & Sherrell, R. S. (2018). Examining the relationships between multicultural counseling competence, multicultural self-efficacy, and ethnic identity development of practicing counselors. *Journal of Mental Health Counseling, 40*(2), 129-141. <https://doi.org/10.17744/mehc.40.2.03>
11. Moe, J., Johnson, K., Park, K., & Finnerty, P. (2019). Integrated behavioral health and counseling gender and sexual minority populations. *Journal of LGBT Issues in Counseling, 12*(4), 215-229. <https://doi.org/10.1080/15538605.2018.1526156>
12. Neudachina, L. V. (2018). The role of culture in linguistic worldview formation. *Russian Linguistic Bulletin, 1*(13), 15-17. <https://doi.org/10.18454/RULB.13.05>
13. Peteet, J. R., Rodriguez, V. B., Herschkopf, A. M., Bett, J., Romo, S., Murphy, J. M. (2016). Does a therapist's worldview matter? *Journal of Relig Health, 55*, 1097-1106. <https://doi.org/10.1007/s10943-016-0208-9>
14. Pham, A. V., Goforth, A. N. Chun, J., Castro-Olivo, Costa, A. (2017). Acculturation and help-seeking behavior in consultation: a sociocultural framework for mental health service. *Journal of Educational and Psychological Consultation, 27*(3), 271-288. <https://doi.org/10.1080/10474412.2017.1287574>
15. Qi, S. (2018). Immigrant versus nonimmigrant 9th graders' use of school counseling services. *Journal of School Counseling, 16*(20), 1-34.

16. Ramsay, N. J. (2014). Intersectionality: A model for addressing the complexity of oppression and privilege. *Pastoral Psychology*, 63, 453-469.
<https://doi.org/10.1007/s11089-013-0570-4>
17. Ratts, M. J., Singh, A. A., Nassar-McMillan, Butler, S. K., & McCullough. J. R. (2016). Multicultural and social justice counseling competencies: guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44, 28-48.
<https://doi.org/10.1002/jmcd.12035>
18. Rivas, M., & Hill, N. R. (2018). Counselor trainees' experiences counseling disability: a phenomenological study. *Counselor Education & Supervision*, 57, 116-131.
19. Wagner, N. J., Mullen, P. R., & Sims, R. A. (2019). Professional counselors' interest in counseling older adults. *Adultspan Journal*, 18(2) 70-84.
<https://doi.org/10.1002/adsp.12078>

Recommended Textbook

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Catalog Description of Course

COUN 522. Counseling Diverse Populations

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.

Student Learning Outcomes (SLOs):

Measurement 1 (Knowledge):

I. Research Paper. Through this assignment, students will explore various aspects of culture and their impact on counseling clients.

Measurement 2 (Skills):

I. Research Paper. In the application portion of this assignment, students will develop a multicultural-competent conceptualization of a hypothetical client and explore how the client's culture would impact the student's approach to treatment.

II. Treatment Plan. Students will use lecture notes and course readings to develop a thorough treatment plan for a fictional client based on their chosen counseling theory. Treatment plan will also include a consideration of the impact of client's worldview on treatment.

*All SLOs address the respective CACREP Standards evident in the syllabus.

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2016 CACREP Standards Addressed in COUN 522

Core Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	<ul style="list-style-type: none"> • Readings: Chapter 2 (Sue & Sue, 2016); Journal Article (Baytiyeh, 2019) • Lecture (Week 1) • Class Discussion and Discussions Assignment 	<ol style="list-style-type: none"> 1. Research Paper 2. Discussion Assignment 	<ol style="list-style-type: none"> 1. Research paper rubric 2. Discussions Rubric 	<ol style="list-style-type: none"> 1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	<ul style="list-style-type: none"> • Readings: Chapter 4, 11, & 12 (Sue & Sue, 2016); Journal Article (Ratts et al., 2016) • Lecture (Week 1-2) • Class Discussion and Discussions Assignment 	<ol style="list-style-type: none"> 1. Research Paper 2. Discussions Assignment 	<ol style="list-style-type: none"> 1. Research paper rubric 2. Discussions Rubric 	<ol style="list-style-type: none"> 1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
2.F.2.c. multicultural counseling competencies	<ul style="list-style-type: none"> • Readings: Chapter 2 (Sue & Sue, 2016); Journal Article (Mathews et al., 2018) • Lecture (Week 1) • Class Discussion and Discussions Assignment 	<ol style="list-style-type: none"> 1. Research Paper 2. Discussions Assignment 	<ol style="list-style-type: none"> 1. Research paper rubric 2. Discussions Rubric 	<ol style="list-style-type: none"> 1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	<ul style="list-style-type: none"> • Readings: Chapter 5 (Sue & Sue, 2016); Journal Article (Howarth et al., 2014) • Lecture (Week 1) • Class Discussion and Discussions Assignment 	<ol style="list-style-type: none"> 1. Research Paper 2. Discussions Assignment 	<ol style="list-style-type: none"> 1. Research paper rubric 2. Discussions Rubric 	<ol style="list-style-type: none"> 1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
2.F.2.e. the effects of power and privilege for counselors and clients	<ul style="list-style-type: none"> • Readings: Chapters 3 & 4 (Sue & Sue, 2016); Journal Articles (Chan et al., 2014) • Lecture (Week 1) • Class Discussion and Discussions Assignment 	<ol style="list-style-type: none"> 1. Treatment Plan 2. Discussions Assignment 	<ol style="list-style-type: none"> 1. Treatment plan rubric 2. Discussions Rubric 	<ol style="list-style-type: none"> 1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation

<p>2.F.2.f. help-seeking behaviors of diverse clients</p>	<ul style="list-style-type: none"> • Readings: Chapters 13-26 (Sue & Sue, 2016); Journal Articles (Foss-Kelly et al., 2017; Kam et al., 2019; Kastrani et al., 2017; Ibrahim & Dykeman, 2011; Moe et al., 2019; Pham et al., 2017; Qi, 2018; Rivas & Hill, 2018; Wagner et al., 2019) • Lecture (Week 3-4) • Class Discussion and Discussions Assignment 	<p>1. Treatment Plan 2. Discussions Assignment</p>	<p>1. Treatment plan rubric 2. Discussions Rubric</p>	<p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
<p>2.F.2.g. the impact of spiritual beliefs on clients' and counselors' worldviews</p>	<ul style="list-style-type: none"> • Readings: Chapter 10 (Sue & Sue, 2016); Journal Article (Peteet et al., 2016) • Lecture (Week 2) • Class Discussion and Discussions Assignment 	<p>1. Treatment Plan 2. Discussions Assignment</p>	<p>1. Treatment plan rubric 2. Discussions Rubric</p>	<p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
<p>2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</p>	<ul style="list-style-type: none"> • Readings: Chapters 1 & 7 (Sue & Sue, 2016); Journal Article (Forrest et al., 2016) • Lecture (Week 1 & 2) • Class Discussion and Discussions Assignment 	<p>1. Treatment Plan 2. Discussions Assignment</p>	<p>1. Treatment plan rubric 2. Discussions Rubric</p>	<p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
<p>5.C.2.j. cultural factors relevant to clinical mental health counseling</p>	<ul style="list-style-type: none"> • Readings: Chapters 6, 8 (Sue & Sue, 2016); Journal Article (Corona et al., 2017) • Lecture (Week 1-2) • Class Discussion and Discussions Assignment 	<p>1. Treatment Plan 2. Discussions Assignment</p>	<p>1. Treatment plan rubric 2. Discussions Rubric</p>	<p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>

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 and consultant 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.

TEExES Competencies Related to this Course (*TEExES 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.

Students will demonstrate understanding of:

1. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
2. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences;
3. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
4. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
5. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
6. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
7. ethical and legal considerations related to social and cultural diversity.

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 exams/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 course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. When we are not meeting face-to-face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lectures, discussion, activities, and workshops may be utilized during this course.

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.
2. Be open to feedback, as you will receive this throughout the program.
3. Prepare for classes. Complete any and all readings prior to class time.
4. Complete all assignments by the deadline.
5. Adhere to the university student code of conduct.
6. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.

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7. All writing assignments must be done according to APA 7th edition.
8. 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.
9. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
10. Deadlines are the last possible moment something is due—not the first moment to start.
11. Work ahead. I realize this may not always be possible; however, when you can, do so.
12. Be open to the process. This degree takes time, work, effort, and growth.

ASSIGNMENTS/ASSESSMENTS

1. **Attendance and Participation (30 points)** - Regular Attendance to in-person classes and learning activities. Class participation may include various activities such as reviewing case studies, empirical articles, participation in various in-class small learning/discussion groups and educational activities aimed at enhancing the outlined weekly learning course objectives. If you are instructed to do any additional written/paper activity, it will be collected at the end of the class, these papers will be used to grade the class participation points at the end of the semester. The attendance will be noted during the in-person class. 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 an absence, particularly when a pattern of lateness emerges without justification. Students will demonstrate knowledge and understanding of key concepts through class discussions and in-class activities. Regular attendance, arriving to class on time, and reading the materials before class are expected. You are encouraged to actively participate in and out of class. Do not expect/rely on class lecture for your learning. This class requires you to be an active and critical thinker, to share your thoughts respectfully, to engage with material honestly and openly, and to participate in-class discussions and course reflections. This course is a foundational course for facilitating your counseling skills; thus attending, participating and experiential learning within and outside of the classroom are crucial. You will have many opportunities to contribute to the total learning experience through attendance, discussion and assigned activities. The following criteria will be used to determine participation and attendance points.

3-Exceeds Expectations (27-30 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 absences/no evident pattern of lateness.

2-Meets expectations (24-26 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. No more than one absence/no evident pattern of lateness.

1-Does Not Meet Expectations (0-23 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. Two or more absences.

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2. Discussion Assignments / Activities (40 points) – 10 points weekly for 4 weeks: 5 points for initial discussion response and 5 points for the follow-up reply feedback response in the weekly discussion assignments/activities; 40 points total in the semester - (see rubric).

You will need to participate in discussion assignments/activities. All discussions should be detailed, well thought out, and must be cited (class text, articles, and etc.). Statements such as ‘I agree with you,’ will not earn any points. You must explain why you agree with another student and provide support for your stand. The rubrics for both initial discussion response and follow-up reply feedback response are below. Weekly discussion assignments/activities are worth **10 points each (weekly for 4 weeks) – each discussion assignment is 5 points for initial discussion response and 5 points for follow-up reply feedback response.**

Please note, for discussions you are expected to give a thorough and thoughtful response utilizing scholarly resources (i.e., textbook, journal publications, credible websites, etc.).

When you are responding to your peers, Follow ABC

A: Acknowledge the contributions or validate their knowledge and experience

B: Build on the ideas of the classmate by adding your own thoughts or examples

C: Contribute to the discussion by asking a probing question that deepens understanding of the material and/or provide a supplemental resource

The goal of the discussion are to stimulate conversation surrounding research and program evaluation concepts, challenge any preconceived notions relevant to research and the counseling profession, and expand your thoughts on counselors’ role in research and program evaluation. The discussion assignments and activities are to facilitate student knowledge of facets of diversity and multicultural competency.

Discussion Rubric

	1 – Does Not Meet Expectation (0-1.5 points)	2 – Meets Expectation (1.6-3.3 points)	3 – Exceeds Expectations (3.4-5 points)
Initial Discussion Response Quality (5 points)	The initial discussion response is not complete, not stated in a clear manner OR is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Has not followed instructions. Not consistent with graduate level work.	The initial discussion response presents most elements of the question OR all elements discussed in a brief manner. Followed bare minimum of ABC instructions. Is evident of graduate level work.	The initial discussion response presents all elements of the question(s) discussed thoroughly and clearly. Followed the ABC while responding. It is evident of graduate level work.

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	1 – Does Not Meet Expectation (0-1.5 points)	2 – Meets Expectation (1.6-3.3 points)	3 – Exceeds Expectations (3.4-5 points)
Follow-Up Reply Feedback Response Quality (5 points)	Response is not complete, missing critical components OR feedback is not thoughtful. Has not followed instructions. Response is not consistent with graduate level work.	Response presents most elements in a brief manner. Followed base minimum of ABC instructions. Response is evident of graduate level work.	Response presents all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Response is evident of graduate level work.

3. **Treatment Plan Assignment (60 points)** - Viewing movie with diversity themes/emphasis that is at least 1 hour long and identifying one character for whom to develop an observationally driven Treatment Plan. In this Treatment Plan assignment, describe the help-seeking behaviors/characteristics of the character and what you think the presenting problem would be; the effect of power and privilege on the client; impact of spiritual beliefs on the observed fictional client and yourself; strategies that you would employ to eliminate barriers, prejudices, unintentional oppression and discrimination while working with the client; and cultural factors that would be relevant as you work with the fictional client. Please also apply your theory of choice.

Treatment Plan Rubric
(Standards: 2.F.2.e; 2.F.2.f; 2.F.2.g; 2.F.2.h; 5.C.2.j.)

	1 – Does Not Meet Expectation (0-11.9 points)	2 – Meets Expectation (12-13.4 points)	3 – Exceeds Expectation (13.5-15 points)
Movie with diversity theme(s) – at least an hour long (15 points)	Student didn't follow directions and the chosen movie's theme(s) is/are not or are loosely related to diversity. The movie lasts less than an hour. Poor quality, not indicative of graduate level work.	Student identified and viewed a movie with diversity theme(s). However, the movie was so short and does not allow of character development analysis. Good quality indicative of graduate level work.	Student clearly followed directions and identified and watched a movie with rich diversity themes. In addition, the length of the movie far exceeded the minimum one-hour requirement. Exceptional quality indicative of graduate level work.

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<p>Character description - help seeking behaviors of the client and presenting problem (15 points)</p>	<p>Student fails to describe the characteristics of the main character. In addition, the character chosen was not a good fit to discuss diversity issues. The character's presenting problem was not clearly presented. Poor quality, not indicative of graduate level work</p>	<p>Student describes a few characteristics and help-seeking behaviors of the main character. However, the descriptions lack in detail. While the presenting problem is clearly, it is not explained in much detail and the student fails to make a case as to how the same is the presenting problem. Good quality indicative of graduate level work</p>	<p>Student's description of the character and self-seeking behaviors are detailed with examples to support own view. There is an in-depth analysis of character. In addition, the presenting problem is clearly presented with examples to support who and why that is so. Student cites research to support identification of the presenting problem. Exceptional quality indicative of graduate level work</p>
<p>Impact of spiritual beliefs, strategies for identifying and eliminating barriers and unintentional oppression and discrimination discussed; cultural factors relevant for working with the client addressed. (15 points)</p>	<p>There is little understanding on the counselors' role in working with the client. Student appears not be clear on how own and client's spiritual beliefs would impact the session, how to identify and eliminate barriers, and what cultural factors would be relevant working with the client. There is confusion of these concepts in the student's paper. Poor quality, not indicative of graduate level work.</p>	<p>Student demonstrates satisfactory understanding and application of course concepts in developing the treatment plan for an identified character. Impact of spiritual beliefs, strategies for identifying and eliminating barriers and unintentional oppression and discrimination discussed; cultural factors relevant for working with the client are discussing in considerable depth with thought-provoking examples. Good quality indicative of graduate level work.</p>	<p>Student demonstrates mastery of the main concepts presented in the course by discussing how own and client's spiritual beliefs would impact therapy, strategies for identifying and eliminating barriers and unintentional oppression and discrimination discussed; cultural factors relevant for working with the client correlate to therapy. In addition, student supports the same with an abundance of recent research. Exceptional quality indicative of graduate level work.</p>

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<p>Theory application (15 points)</p>	<p>Student is not clear on how she/he would apply theory in working with the client. There are errors in applying knowledge, skills, and strategies presented in the course. In addition, the student cites few or no research to support his/her writing. Poor quality, not indicative of graduate level work.</p>	<p>Student clearly identifies theory and how they would apply the same in working with the client. Student demonstrates mastery in applying culturally sensitive strategies discussed in the course. Further, a few citations are provided to support points. Good quality indicative of graduate level work.</p>	<p>Student demonstrates superior understanding and application of theory and multicultural concepts in the treatment plan. Clear theoretical approaches to diversity are discussed. Furthermore, a good number of citations are provided to anchor student's points in research. Exceptional quality indicative of graduate level work.</p>
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4. **Multicultural Action Project (MAP) - (40 points)** - This is a modified version of the MAP (Hipolito-Delgado, Cook, Avrus, & Bonham, 2011) assignment is a semester-long cultural immersion project that centers on providing learners with knowledge, skills, and awareness to work with a cultural population that is different from their own. **I would recommend students to start working on this project in the beginning of the semester, do not wait until the deadline.**

Learners will identify one community that is culturally different from their own and identify emotional, educational, and professional objectives for working with this community.

In the application portion of this assignment, students will experience connecting theory into practice immersing themselves within their chosen community.

Learners will participate in service learning and/or community service related to their community of choice. Possibilities include volunteering and providing services (not counseling services), participating in an advocacy project, or becoming a member of a community group. The direct action phase allows learners to interact with their chosen community in a cooperative setting. The professor must approve this activity. After the direct activity is completed, learners will write a 6-page summary and reflection paper (excluding title and reference page) on their MAP experience including:

- Title page (1 point)
 - Preconceived Ideas – How did your overall experience compare with initial preconceived notions? (2 points)
 - Counseling Literature – How did your overall experience compare with counseling literature? (text and other source/s) (5 points)
 - Interview a person who represents from the community or a counselor who works with the selected population and summarize the interview. The interview should be conversational in nature. Students will use culturally sensitive language and basic counseling skills for the interview (8 points)
 - Cognitive and Emotional Reactions (5 points)
 - Summary of Experience (6 points)
 - Practice as a Counselor – How will this experience inform your future as a practicing counselor? (5 points)
 - Personal Reflection – How does this experience inform you as an individual? (5 points)
 - Reference page (3 points)
5. **Research Paper - (40 points)** - Write a paper on multicultural characteristics among diverse groups either nationally or internationally. In your paper, include the impact of heritage, attitudes, beliefs, understandings, and cultural experiences on individual's views of others. Finally, choose a hypothetical client from one diverse group and discuss a theory and model of multicultural counseling you would use with the client to promote their cultural identity development, social justice, and advocacy. You can use these areas as your topics and/or subtopics while utilizing different levels of heading. The paper is 12 pages in length with minimum of 14 peer reviewed resources and must be written in APA format. In your paper, please utilize different levels of heading to ensure you address all the areas described above.

Research Paper Rubric
(Standards: 2.F.2.a; 2.F.2.b;2.F.2.c.;2.F.2.d.)

	1- Does Not Meet Expectations (0-7.9 points)	2- Meets Expectations (8-8.9 points)	3- Exceeds Expectations (9-10 points)
Discussion on multicultural characteristics among diverse groups either nationally or internationally (10 points)	Discussion demonstrates a lack of understanding of the topic and student is not clear multicultural characteristics among diverse group either nationally or internationally. Does not meet graduate level work.	Student clearly describes the topic and discusses multicultural characteristics among diverse groups either nationally or internationally. Work meets graduate level.	Student's discussion is superior. The topic is expounded in detail with research to support the same multicultural characteristics among diverse groups either nationally or internationally discussed, but examples are given to support the same. Work exceeds expectations.
Impact of heritage, attitudes, beliefs, understandings, and cultural experiences on individual's views of others (10 points)	Student is not clear impact of heritage, attitudes, beliefs, understandings, and cultural experiences on individual's views of others Work is below graduate level.	Impact of heritage, attitudes, beliefs, understandings, and cultural experiences on individual's views of others are clearly presented. Student cites research to support own points and examples are provided for support. Work meets graduate level.	Impact of heritage, attitudes, beliefs, understandings, and cultural experiences on individual's views of others are discussed with multiple research citations to support own points. Work is superior.
A hypothetical client from one diverse group and discuss a theory and model of multicultural counseling you would use with the client to promote their cultural identify development, social justice, and advocacy (10 points)	Student is not clear on a hypothetical client from one diverse group and did not discuss a theory and model of multicultural counseling she/he would use with the client to promote their cultural identify development, social justice, and advocacy. Work is below graduate level.	Student fairly presents a hypothetical client from one diverse group and, to some degree, discusses a theory and model of multicultural counseling she/he would use with the client to promote their cultural identify development, social justice, and advocacy. Work fairly meets graduate level.	Student clearly describes a hypothetical client from one diverse group and discusses, in much detail, a theory and model of multicultural counseling she/he would use with the client to promote their cultural identify development, social justice, and advocacy. Examples are given to support points. Additionally, there is clear evidence the student has sampled a variety of resources and the paper fundamentally relates to the purpose of the assignment. Superior work
APA Style/Grammar (10 points)	Substantial APA errors (> 6 errors). Poor quality, not Indicative of graduate level work	Some APA errors (3-4 errors). Good quality indicative of graduate level work.	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.

The syllabus/schedule are subject to change.

6. **Personal Reflection Journals (20 points)** - You will keep a weekly reflection journal applying class information/topics in personal reflection journals. Students will complete four journals over the course of the semester. Students will submit up to a one-page in length for the personal reflection journals.
- This reflection could for example include general topics that relate to workplace, home, school, or other settings. The journal could also reflect on what is watched/heard/trending in the media or through discussions with others. It may also be what is witnessed happening, say, on the streets. This will give you a chance to discover how course/class topics are alive in society's everyday experiences.

Personal Reflection Journal Rubric

	1 – Does Not Meet Expectation (0-1.5 points)	2 – Meets Expectation (1.6-3.3 points)	3 – Exceeds Expectations (3.4-5 points)
Personal Reflection Journal Quality (5 points)	Journal is not complete, not written in a clear manner or there is no connection between the experience and week's topic(s). It has several grammatical/APA errors; not consistent with graduate level work.	Journal is clearly written but lacks a clear connection between experience/event/occurrence and the week's readings/topics. It is evident of graduate level work with some grammatical/APA errors.	Journal is very well written with clear discussion on how the week's readings/postings relate to the event/experience/occurrence being discussed. It is evident of graduate level work with few to no grammatical/APA errors.

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
Attendance & Participation	30
Discussion Assignments/Activities	40
Treatment Plan Assignment	60
Multicultural Action Project	40
Research Paper	40
Personal Reflection Journals	20
Total	230

Points converted to percentages:

Total points possible = 230. Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 230. The resulting value is multiplied by 100 to yield a percentage. For example: $(210 \text{ [points earned]} / 230) \times 100 = 91\%$

****Assignments are due on the day noted in the syllabus. Late assignments will not be accepted.**

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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.

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

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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 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/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <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

The syllabus/schedule are subject to change.

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 submit an issue via email. Other support options can be found here:



<https://community.brightspace.com/support/s/contactsupport>

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.

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 48 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

Assignments are due on the day noted in the syllabus. Late papers will not be accepted. Unless noted otherwise in-class, assignments are due in D2L by 11:59pm on the day noted. Late assignments will have 10% deducted per day late from the final score if and when accepted with an excuse.

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.

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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>

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

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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

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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at Texas A&M University – Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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AI use policy as of May 25, 2023

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

**13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty**

FLEXIBLE COURSE OUTLINE / CALENDAR

Summer I 2024 Semester: June 3rd – July 3rd – 2024

The schedule/syllabus are subject to change at the discretion of instructor.

Date	Topic	CACREP Standards	Readings	Assignments
Week 1: 6/4	Course Introductions and Overview			Course Introduction and Overview
	Review Course Syllabus	2.F.2.a. 2.F.2.c. 2.F.2.h.	- Sue & Sue (2016) Chapters 1 and 2 : Cultural Competence....; The Superordinate Nature...	Class Discussions
&	Cultural Competence; The Superordinate Nature of Multicultural Counseling/Therapy		- Forrest et al. (2016): Counseling strategies... - Baytiyeh (2019): The implication of school culture....	
6/6	Competence for Counselors; Sociopolitical considerations of Trust & Mistrust	2.F.2.e.	- Sue & Sue (2016) Chapters 3 and 4 : Competence for Counselors...; Sociopolitical considerations ... -Chan et al. (2018): Privilege and oppression in counselor... -Ramsay (2014): Intersectionality....	Discussion Assignment / Activity (1) - Due 6/6 -Personal Reflection Journal (1) - Due 6/6
	The Impact of Systemic Oppression; Microaggressions in Counseling	2.F.2.d. 5.C.2.j.	-Sue & Sue (2016) Chapters 5 and 6 : The Impact of Systemic....; Microaggressions.... -Howarth et al. (2014): “It’s only other people who.... -Corona et al. (2017): Associations between cultural stressors...	

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<p>Week 2: 6/11</p> <p>&</p>	<p>Barriers to Counseling; Communication Styles</p>	<p>2.F.2.h. 5.C.2.j.</p>	<p>-Sue & Sue (2016) Chapters 7 and 8: Barriers to Counseling...; Communication Styles... -Forrest et al. (2016): Challenging racism through schools... -Corona (2017): Associations between cultural stressors...</p>	<p>Class Discussions</p> <p>Discussion Assignment / Activity (2) - Due 6/11</p>
<p>6/13</p>	<p>Multicultural Evidence-Based Practice; Non-Western Indigenous Methods of Healing</p>	<p>2.F.2.g.</p>	<p>-Sue & Sue (2016) Chapters 9 and 10: Multicultural Evidence-Based...; Non-Western... -Peteet et al. (2016): Does a therapist's world...</p>	<p>Treatment Plan Due 6/13</p>
	<p>Racial, Ethnic, Cultural Identity Attitudes; Racial Identity Development</p>	<p>2.F.2.b.</p>	<p>-Sue & Sue (2016) Chapters 11 and 12: Racial Identity Development ... -Ratts et al. (2016): Multicultural and social justice...</p>	



Week 3: 6/18	Counseling African American	2.F.2.f.	-Sue & Sue (2016) Chapter 14 and 15 : Counseling African...; American Indians...	Class Discussions Discussion Assignment / Activity (3) - Due 6/18 Personal Reflection Journal (2) - Due 6/18
&	Counseling American Indians and Alaskan Natives			
6/20	Counseling Asian Americans and Pacific Islanders	2.F.2.f.	-Sue & Sue (2016) Chapters 16 and 17 : Counseling Asian...; Counseling Latinx... -Kam et al. (2019): Mental health help- seeking experience...	Research Paper Due 6/20
	Counseling Latinx Populations			
	Counseling Multiracial Populations	2.F.2.f.	-Sue & Sue (2016) Chapters 18 and 19 : Counseling Multiracial...; Counseling Arab Americans... and... -Ibrahim & Dykeman (2011): Counseling Muslim Americans	
	Counseling Arab Americans and Muslim Americans			



<p>Week 4: 6/25</p>	<p>Counseling Immigrants and Refugees</p>	<p>2.F.2.f.</p>	<p>-Sue & Sue, 2016) Chapters 20 and 21: Counseling Immigrants...; Counseling Jewish... - Qi (2018): Immigrant versus nonimmigrant...</p>	<p>Class Discussions</p>
<p>&</p>	<p>Counseling Jewish Americans</p>	<p>2.F.2.f.</p>	<p>-Sue & Sue (2016) Chapters 22 and 23: Counseling Sexual...; Counseling Individuals with Disabilities... -Moe et al. (2019): Integrated behavioral health... -Rivas & Hill (2018): Counselor trainees’ experiences...</p>	<p>Discussion Assignment / Activity (4) - Due 6/25</p> <p>Personal Reflection Journal (3) - Due 6/25</p>
<p>6/27</p>	<p>Counseling Older Adults</p>	<p>2.F.2.f.</p>	<p>-Sue & Sue, 2016) Chapters 24 and 25: Counseling Older...; Counseling Individuals... -Foss-Kelly et al. (2017): Counseling strategies... -Wagner et al. (2019): Professional counselors’ interest...</p>	<p>Multicultural Action Project (MAP) Due 6/27</p>
	<p>Counseling Individuals Living in Poverty</p>	<p>2.F.2.f.</p>	<p>-Sue & Sue, 2016) Chapter 26: Counseling Women... - Kastrani et al. (2017): Women as counseling and...</p>	



Week 5: 7/2	Course Wrap-Up			-Personal Reflection Journal (4) - Due 7/2
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