



COLLEGE OF HEALTH AND HUMAN SERVICES
SCHOOL OF INTERVENTION AND WELLNESS

**COUN 5/7160: Cultural Diversity in Counseling and School Psychology
Spring 2021**

Mondays, 4:00-6:45 pm
Online (BlackBoard Collaborate)

Instructor: Tanesha L. Walker, PhD, LPC, Assistant Professor

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<https://utoledo.webex.com/meet/tanesha.walker2>

Course Prerequisites: N/A

Semester Credit Hours: 3

Course Website: Blackboard Learn

Course Description

This course addresses sociocultural diversity, multicultural, and social justice concepts related to self and others. We will explore multicultural attitudes, knowledge, skills, and actions using an inclusive definition of multiculturalism. We will examine multiculturalism and social justice on individual, community, and systemic levels. This course addresses the cross-cultural theories, knowledge, beliefs and techniques required for providing effective services to culturally diverse populations. The course examines assumptions about cultural differences, which underlie counseling theories and therapies. Wellness, prevention, and advocacy will also be infused throughout the course.

Note: By participating in this course, students agree to endorse the professional ethical codes of their respective organizations (e.g., American Counseling Association, American School Counseling Association).

Purpose and Content Areas

The purpose of this course is to enhance and advance students' knowledge, skills, and sensitivity when exploring diversity and multiculturalism within a professional and personal framework. The course is intended to raise multicultural awareness (of self and others) and help students learn how to form culturally responsive and intentional professional relationships. This includes advancing students' abilities in working with diverse populations throughout the counseling process. Students will study the effects of sociocultural factors, privilege, oppression, and advocacy on the development and functioning not only of professional counselors and psychologists, but also clients, students, and communities we serve.

Course Format

This course will be taught in a synchronous, online format. Engaged pedagogical practices will be implemented, meaning students will be expected to take an active part, along with the instructor, in co-creating an effective learning environment that meets the needs of the class. Your learning in this course will be dependent on your engagement with readings, assignments, course discussions, and course participation.

Blackboard will be used as the primary tool for course engagement and enhancement. Students should have a computer or access to a computer running Windows XP, Vista, or 7, or a Macintosh with the latest system software and the ability to play audio and video. A high speed Internet connection with latest versions of Microsoft Internet Explorer or Mozilla Firefox are recommended as these two browsers appear to work best with Blackboard. If you have a problem accessing, reading, displaying, or playing any of the content on the Blackboard site, DO NOT contact your instructor. Instead, contact Learning Ventures (419.530.8835) for assistance.

Experiential Nature of the Course

The course is intended to raise multicultural awareness (of self and others) and help students learn how to form culturally responsive and intentional counseling relationships. Due to the experiential nature of this course, punctual attendance, promptness, and preparation are mandatory as they are crucial to your learning and your peers' learning. Being an effective, culturally competent, and culturally responsive professional requires students to examine themselves and their own attitudes, values, beliefs, biases, stereotypes, and assumptions. Sometimes, this can be challenging.

During the course we will address a number of sensitive issues about which you may feel very strongly. At times, you may also feel confused or uncertain about your feelings. One goal of the course is to turn discussions into learning opportunities, not just about issues, but also about yourselves. This objective depends on our ability to establish a safe and trusting environment for all to speak and share and explore their views and feelings. It is essential that you hear — and listen — to as many viewpoints as possible. To facilitate this, enrollment and continuation in this class means you agree to the following:

- ✓ **Confidentiality.** Information and remarks — particularly of a personal nature — shared in class are confidential. Only abstract ideas and issues should be discussed outside of class. You may choose to share your personal feelings and experiences outside of the class, but please honor others' disclosures and hide other participants' identifiable information.
- ✓ **Respect** the rights of others to see the world differently than you do.
- ✓ **Acknowledge** that racism, sexism, and other “isms” exist and are likely to surface from time to time. We have learned these “isms” involuntarily. In order to move beyond our stereotypes and prejudices, we need to allow them to surface. If you are too worried about being “politically correct,” you tend to not talk. Thus, we will welcome “mistakes,” risk taking, attempts to learn about other groups, and curiosity, accepting that “where we are presently is the only place we can be.”

Required Texts & Readings

Sue, D. W., & Sue, D. (2015). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Extra readings will be provided and uploaded to Blackboard.

Recommended Text and Readings

Ratts, M. J., & Pedersen, P. B. (2014). *Counseling for multiculturalism and social justice: Integration, theory, and application* (4th ed.). Alexandria, VA: American Counseling Association.

Johnson, A. G. (2006). *Privilege, power, and difference* (2nd ed.). Boston, MA: McGraw Hill.
ISBN -13: 978-0-07-287489-1 ISBN-10: 0-07-287489-9

Additional Resources

Multicultural and Social Justice Counseling Competencies

<https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

American Counseling Association 2014 Code of Ethics

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Counseling Association Government Affairs/Public Policy

<http://www.counseling.org/government-affairs/public-policy>

Association for Adult Development and Aging

<http://www.aadaweb.org/>

Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling

<http://www.algbtic.org/>

Association for Multicultural Counseling and Development

<http://www.multiculturalcounseling.org/>

American Rehabilitation Counseling Association

<http://www.arcaweb.org/>

Association for Spiritual, Ethical, and Religious Values in Counseling

<http://www.aservic.org/>

ASGW Multicultural and Social Justice Principles for Group Workers:

http://www.asgw.org/pdf/ASGW_MC_SJ_Principles_Final_ASGW.pdf

Counselors for Social Justice

<http://counseling-csj.org/>

CACREP 2016 Standards and Objectives

Student Learning Outcomes	CACREP (2016) Standard	Evidence	Method of Assessment
Student will be able to demonstrate advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP 2.F.1.e);	Week 3	Group Social Justice/Advocacy Project
Students will understand multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.	Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (CACREP 2.F.2.a.);	Weeks 5, 6, 7, 9, 10	Group Social Justice/Advocacy Project Cultural Immersion Project
Students will be able to explain theories of	Theories of multicultural	Weeks 2-4	Cultural Identity Analysis

multicultural counseling, cultural identity development, and social justice and advocacy.	counseling, cultural identity development, and social justice and advocacy (CACREP 2.F.2.b.);		Group Social Justice/Advocacy Project
Students will learn and understand the multicultural counseling competencies.	Multicultural counseling competencies (CACREP 2.F.2.c);	Week 3	Cultural Immersion Project Group Social Justice/Advocacy Project
Students will learn and reflect on The impact of attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others.	The impact of attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others (CACREP 2.F.2.d.);	Weeks 2-4	Journals
Students will be able to identify help-seeking behaviors of diverse clients.	Help-seeking behaviors of diverse clients (CACREP 2.F.2.f.);	Weeks 5, 6, 7, 9, 10	Cultural Immersion Project Group Social Justice/Advocacy Project
Students will be able to recognize the impact of spiritual beliefs on clients' and counselors' worldviews.	The impact of spiritual beliefs on clients' and counselors' worldviews (CACREP 2.F.2.g.);	Week 7	Cultural Identity Analysis Journals
Students will be able to plan strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 2.F.2.h);	Weeks 3, 4, 11	Cultural Immersion Project Group Social Justice/Advocacy Project
Students will be able to plan strategies to promote client	Strategies to promote client understanding of and access to a variety	Weeks 5, 6, 7, 9, 10	Group Social Justice/Advocacy Project

understanding of and access to a variety of community-based resources.	of community-based resources (CACREP F.5.k.);		
Students will be able to understand cultural factors relevant to clinical mental health counseling.	Cultural factors relevant to clinical mental health counseling (CACREP 5.C.2.j).	Week 12	Group Social Justice/Advocacy Project Cultural Immersion Project

Methods of Instruction

This class will include multiple formats such as class discussion, readings, videos, experiential activities, and individual and/or group presentations. Consistent class participation and engagement will be expected and is an essential part of your learning process.

Course Requirements

1. Attend and participate in all class meetings.
2. Complete all assigned readings/media.
3. Participate in experiential exercises and class discussions.
4. Complete journal entries.
5. Complete all course assignments with quality ensured, in a timely manner.
7. Take risks with your learning and be open to growth – **This is highly important for your maximal gaining from this course.**
8. During this course, students are expected to understand and utilize multicultural counseling literature and to be familiar with technology such that they can generate work based upon resources gained from professional literature searches.

Assignments

Discuss any potential problems about grades, late assignments, absences, etc., with the instructor as soon as possible. Do not wait until after the assignment is submitted to try and resolve difficulties. All assignments are due by 4 pm on the date listed on the schedule.

1. Attendance and Participation (15 points)

Attendance: Due to the experiential nature of this course, punctual attendance, promptness, and preparation are mandatory. In addition, students are expected to attend the entire duration of class each day class is held. Students who cannot attend regularly due to other commitments should consider taking this course at a more appropriate time. If you anticipate an absence over the course of the semester, please discuss this with the instructor to receive prior approval. Please provide the date when you would expect to be absent as soon as you know about this possibility. If, due to an emergency or pre-scheduled significant activities, you anticipate being late for certain class(es), contact the instructor immediately. Failure to notify the instructor ahead of time may constitute an unexcused absence or lateness. More than one absence may result in lowering of your course grade.

NOTE: One unexcused absence is the maximum allowed for this course. Unexcused absences or chronic tardiness will not only impact a student's grade for this particular course requirement/assignment, but also the final grade for this course (i.e., student's grade may be lowered a grade level).

Only two total absences (i.e., excused and unexcused) will be allotted for this course. Anything more than two will automatically result in one drop in letter grade.

Participation: Since issues of diversity and identity are dynamic, they are best addressed through active discussion. You will have the opportunity to engage one another in discussion about the readings, your field experiences, and your personalization of the course materials. In order to fully benefit from the learning process your active participation in this course is required. For this course, active participation includes but is not limited to:

- Attending class and completing assigned readings before class meetings
- Contributing relevant, constructive, and culturally-sensitive comments to class discussion
- Performing experiential activities and field experiences
- Posting questions on a course discussion board
- Completing all assignments on time

Participation can be done during class or in an online format on Blackboard discussion board.

2. Reflective Journals (15 points)

Three journals are required for the duration of the course. See course schedule for due dates for journal entries.

Students are required to keep reflective journal entries (a total of 3 journals are required based on the course layout; each worth 5 points). Journals should focus on your personal reactions, thoughts, feelings, and insights into issues/moments from readings, discussions, videos, or other relevant content of the week. Students are allowed to use direct quotes or terms from the readings/media/course lecture which stand out to you or provoke your thoughts/feelings/reactions. However, limit direct quotes to 10% (or less) of your entire writing; focus on your reactions to the quotes which are impactful for you.

Students are invited to be fully transparent in journaling their feelings and experiences. Students will be provided with 5-10 minutes at the end of certain classes to jot down key words/things/quotes to facilitate later writing. Students will submit weekly journals by the due dates specified in the course schedule outlined at the end of this syllabus.

Keep each journal within 2 double-spaced pages (no less than one and a half pages), 1-inch margin on all sides, using times new roman 12-point font size. Redundant writing may affect your grade negatively. Grades will be assigned by the instructor based on the quality and depth of students' reflections. Confidentiality will strictly govern this assignment (i.e., only the instructor will have access to students' journals). Although no rigid rubrics will be used for this assignment, students should refer to the following prompts in writing each journal entry:

1. What happened? (i.e., event/moments/readings/discussion/videos etc. which seem to be salient to you; keep it succinct; no more than 1 paragraph)
2. How was the experience for you? (i.e., your personal feelings/reactions to the event/moments/readings/discussion/videos etc.)
3. What did you gain from the experience? How do you feel this influences your level of self-awareness and why?
4. How does this impact your understanding of others?

Students are allowed to embed pictures/illustration/drawings into their journals if they effectively support students' delivery of content. The pictures/illustration/drawings will NOT be counted as a portion of the required length of text. Students' do not have to strictly follow the APA writing style; however, should attend to their writing and the overall readability of their journals.

This assignment will be graded, according to: a) overall writing quality (structure; flow; spelling; wording); b) content (relevance to the context of this course and content covered in particular classes; depth of students' reflection); c) transparency (i.e., to what extent the content reflects students' true

experiences/reactions/feelings etc.); and d) critical thinking and multicultural sensitivity (i.e., reflect the efforts made by students in getting to know self and others in-depth).

3. Cultural Identity Analysis (15 points)

The purpose of this experiential learning activity is to strengthen students' understanding of self, and to explore how students' identities and cultures may affect their role as a professional counselor, school counselor, or school psychologist. Students are asked to list all the aspects of their personal constellation of identity, including but not limited to gender, SES, spirituality, sexual orientation, race/ethnicity, cultural heritage, education/academic status, physical characteristics, and family dynamics. Also students are required to use an identity model to discuss one aspect of their identity and where they might fall based on that model. Rank order how close each identity is to students' Core Self at the current stage of their life. Students may submit this analysis using an approved format of their choice (e.g., paper, presentation via Prezi or Powerpoint, art representation, etc). Be creative with this project. Several prompting questions to elicit information for this project include:

- 1) What did you learn about yourself? Any surprises?
- 2) How did you become aware of this particular part of your identity?
- 3) Social messages about this part of your identity; what did others say about this identity?
- 4) How would this help/not help you advocate for yourself and others like you?
- 5) How may your cultural/identity orientation affect your ability to work with people who are different from you on this diversity construct?
- 6) How might your different cultural identifications affect your role as a professional counselor?

Students may incorporate concepts from the text and readings in completing this assignment. Confidentiality will strictly govern this assignment (i.e., only the instructor will have access to students' self-analysis paper)

Note: Grade for this assignment will be S/U (satisfactory or unsatisfactory) and counts for 15% of final grade of the course. Students earning a "U" for this assignment will schedule an individual meeting with the course instructor and will be asked to re-do this assignment until a "S" is achieved.

4. Cultural Immersion Experience (30 points)

The purpose of this experiential learning activity is to foster students' understanding of self and others. This is a multi-part assignment. You are to select a sociocultural group that you experience implicit or explicit bias with. It can be a sociocultural group on campus or in the community. This can include but not limited to racial/cultural, sexual identity, religious/spiritual, age, economic, language, or ability diversity. You can take one of the biases assessments to determine where those biases lie. Implicit bias assessments can be found through <https://implicit.harvard.edu/implicit/>. If you find another assessment you would like to use, please discuss with professor before using for this assignment. **Students must communicate their choice of group to the instructor before beginning the immersion experience to determine whether the group is appropriate for the assignment, by the due date specified in the course schedule.** Students will participate in a minimum of 1-hour interaction with members of the chosen group. Due to the COVID-19 global pandemic, students will be allowed to engage virtually in an online experience and/or watch a documentary on the chosen group. Students will write a reflection on the content and process of your experience. If the initial interaction is less than one hour, students are asked to make an additional interaction with people in this group. This experience should challenge your comfort zone, biases, and previous assumptions. Students are encouraged to go beyond the observation level and to interact with the people (i.e., do things together with people in the group). **Detailed guidelines for this assignment will be provided and uploaded to Blackboard.** Students should demonstrate consistently professional demeanors when communicating with groups of interest. **Students are highly recommended to start this assignment early in the spring semester, otherwise, it will be challenging to accomplish this task.**

NOTE: For those students enrolled at the 7000-level, you will also complete a brief literature review about your chosen population. It will be no less than six (6) pages of text and will include a minimum of six (6) professional references. Acceptable examples include peer-reviewed journals (e.g., *Journal of Counseling and Development*, *Journal of Multicultural Counseling and Development*, *School Psychology Review*, *Counseling and Values*, *Journal of Humanistic Counseling*, *Professional School Counseling*), non-governmental or governmental organization reports (e.g., U.S. Census findings), your textbook, and other professional counseling texts. You may include information such as a description of the group; customs; privilege and oppression dynamics; major historical events related to the group; perceptions, misperceptions, and stereotypes; strengths of the group; barriers for the group, etc. **If you are enrolled at the 5000-level, you do not need to complete the literature review.**

5. Group Social Justice/Advocacy Project (25 points)

Students will work in groups of four or five (assigned by instructor) and collaborate to generate an educational project about a specific social justice CURRENT issue. Students should aim for this project to be informative and showcase evidence of advocacy. Professional literature will inform the presentation. Students are expected to consider if they have a client who is faced with this issue and how they might use their role as a counselor to advocate for this client. Multicultural and social justice counseling competencies are encouraged to be considered for this project. Students will share their projects and what they learned with the class. A minimum of 10 professional references is required. Students must secure instructor approval of the scope and nature of the project prior to completion (see date in syllabus grid). Late topic submissions will result in the assignment's grade being lowered by one letter grade each day until it is submitted and approved. **Group project guidelines will be posted on Blackboard.**

Additional Policies

All written assignments that are submitted (e.g., journals, papers) will be submitted via Black Board by due dates as specified in the course schedule. Any late submission will receive point deductions (i.e., 1-day late will result in one lowered letter grade; more than three hours late will be considered as 1-day late; late submission for 3 days/or more will not be accepted unless written permission has been granted by the instructor in advance).

Evaluation and Grading

A letter grade consistent with students' performance on the elements of this course, including conduct, will be awarded upon completion of the requirements for this course. Ultimately, student grades and evaluation will be at the discretion of the instructor. Late assignments will receive point deductions. Grades may be reduced further if students violate the University Class Attendance Policy. In addition, students may not pass/complete this course without completing/submitting all of the required assignments. Grades will be announced only through the usual University procedures.

In this course, final grades will be assigned based upon the total possible points as follows:

A	95-100	C	73-75.99
A-	90-94.99	C-	70-72.99
B+	86-89.99	D+	66-69.99
B	83-85.99	D	63-65.99
B-	80-82.99	D-	60-62.99

Attendance and Participation 15 points
Reflective Journal 15 points
Cultural Identity Analysis 15 Points
Cultural Immersion 30 Points
Group Social Justice/Advocacy Project 25 Points

Total 100 Points

C+	76-79.99	F	59.99 or less
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Class Policies

1. Privacy, Confidentiality, and Professionalism

It is important to distinguish that this is an educational setting and not a therapeutic counseling setting. Thus, confidentiality is not guaranteed. However, despite these caveats, it is important to strive for privacy, dignity, and respect for both the process and content of the information shared in class. The ability to demonstrate respect of others in this course is an important barometer of how you will relate to co-workers and clients in practice.

2. Cheating and Plagiarism

Any students found cheating on a test or assignment or any students who represent the work of another person as their own on any of the elements of this course will be subject to penalties ranging from a grade of zero (0) on the assignment to an F in the course to expulsion from the University. All students are subject to the University Policy Statement on Academic Dishonesty in the current Catalog and the Department Policy on Plagiarism which is posted on the Department website. Review your Student Handbook for further details as well.

Academic dishonesty will not be tolerated. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should consult with the instructor.

3. Electronic Devices

Alerts from cell phones, tablets, computers, or other electronic devices are disruptive to the learning environment. Students are required to silence these devices during class. However, if you are in the midst of an emergency situation and must be reachable, silence the device, sit near the door, leave the room with the minimum possible disturbance before answering the emergency call, and return to class promptly. Please notify the instructor of the emergency before class.

Use of these devices for purposes such as web surfing, texting, and social media is strictly prohibited during class. Students violating this policy may be asked to leave the class and/or may be withdrawn from the course. The ability to return to class will be determined by conference between the student and the instructor. Recording of classes may be considered only with instructor permission.

4. Communication Policy

Students are expected to login and regularly check their UT student email accounts on a regular basis for information about this course. Failure to do so may affect your grade in this course. All email communications about this class should be sent to and from official UT email addresses. Communications from personal email accounts may be blocked by UT spam filters.

5. Policy on Late or Unfinished Assignments

All assignments are due on the date indicated on the class syllabus. Late assignments are subject to a grade penalty. A grade of PR will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately and keep the instructor aware of the situation. A grade of I or "incomplete" is also awarded sparingly, and at the instructor's discretion following a written request from a student along with a written explanation of special circumstances that warrant an "Incomplete." If a grade of "Incomplete" is awarded, the late assignments must be received by the end of the last week of classes of the next semester (not finals week) of the academic year or the "Incomplete" will automatically change to F. No assignments will be accepted after this date.

6. Disruptive Student Conduct

Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process. Disruptive class behavior for this purpose is defined by the instructor and graduate assistants. Such behavior includes, but is not limited to, verbal, physical, or sexual threats/abuse, repeated obscenities, unreasonable interferences with class discussion, and persisting in disruptive personal interactions with other class members, the instructor, teaching assistants or other individuals involved with this course. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor, graduate assistants, or classmates outside of class.

7. **ADA Compliance and Ability Policy**

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or if you believe you have a disability and want to find out about requesting academic accommodations/adjustments in this course please contact Student Disability Services via the following means:

Rocket Hall 1820; 419.530.4981; studentdisabilitysvcs@utoledo.edu

The University of Toledo provides educational opportunities to people with disabilities and complying with the ADA, Section 503 and Section 504 of the Rehabilitation Act of 1973 (“the Rehabilitation Act”) and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. UT Policy Number 3364-50-03.

8. **Statement of Diversity and Inclusion**

In concert with the University of Toledo’s values and expectations, the students, faculty and staff within the College of Health and Human Services uphold the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse students, faculty and staff; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities. Hence, all students enrolled in this course will be expected to:

- Be considerate of the thoughts and ideas of others
- Demonstrate accountability, integrity and honor in all course-related activities
- Promote a collaborative and supportive educational environment
- Treat every individual with kindness, dignity, and respect regardless of:
 - Gender
 - Race / Ethnicity
 - Religion
 - Sexual Orientation
 - Gender Identity, Gender Expression
 - Impairment(s) / Disability(ies)
 - Political Views
 - Social Class / Socioeconomic Status
 - Linguistic Diversity
 - Nationality / Country of Origin
 - Other Element(s) of Uniqueness

You can visit the University of Toledo’s web-page on diversity and inclusion at <http://www.utoledo.edu/diversity/>.

9. **Non-discrimination Policy**

The University of Toledo is committed to a policy of equal opportunity in education, employment,

membership and contracts, and no differentiation will be made based on race, color, religion, sex, age, national origin, sexual orientation, veteran status or the presence of a disability. The University will take affirmative action as required by federal or state law. Anyone who feels they may have been discriminated against or harassed can file a complaint by contacting: The Office of Institutional Diversity 419.530.2508 Individuals can also file a complaint anonymously via EthicsPoint Inc. by calling: 888.416.1308. More information on this option is online: <https://secure.ethicspoint.com/domain/media/en/gui/15496/index.html>

10. Cultural / Religious policy

If you have cultural or religious commitments that may conflict with the requirements of this course, please discuss potential options with the instructor.

11. Drop / Withdrawal

Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

12. Student Evaluations

At the conclusion of the academic term, students will have an opportunity to evaluate the instructor and the course. This is done anonymously and used as a means to improve instruction, course content, and the overall curriculum. Your comments, suggestions, and feedback are taken seriously and contribute significantly to course and program improvement. You are strongly encouraged to complete a course evaluation.

13. Licensure

The Ohio Counselor, Social Worker, and Marriage and Family Therapist Board will only accept courses in which the student earns a grade of B- or higher. Courses with grades of C+ or lower will not be counted toward licensure (OCSWMFT Rule 4757-3-01(J)(1)). Students are advised to contact the appropriate professional agencies to familiarize themselves with requirements and changes.

14. Course Changes

The course syllabus provides a general plan for the course; deviations may be necessary and will be delivered via your UT student email accounts. The course schedule, requirements, procedures, contents, etc., are subject to change by the instructor once the course is underway.

15. Night Watch (Safety Escort)

People who feel uncomfortable traveling alone on campus during evening hours can utilize the Escort Service that operates from 7 p.m. to 3 a.m., Sunday to Thursday, and 7 p.m. to 10 p.m., Fridays and Saturdays, when school is in session. To request an escort, students should call 419.530.3024. (On-campus ext. 3024.) An escort will be sent to their location and accompany them to any parking lot or campus building.

16. Emergencies

If on campus, dial ext. 2600 or 419.530.2600. If off campus, dial 911.

Tentative Class Schedule

Class	Date	Topic	Readings and Assignments Due
1	1/18	Happy MLK Jr. Day!	NO CLASS
2	1/25	<p>Introductions; Getting to know each other; Course overview/Syllabus</p> <p>Introduction to Multicultural Training and Counseling</p> <p>Video: <i>The Danger of a Single Story</i></p>	<p>Syllabus</p> <p>Bring one thing that represents who you are</p> <p>Sue & Sue: Ch. 1 and 2</p>
3	2/1	<p>Foundations of Multicultural Counseling Competence and Social Justice in Counseling</p> <p>Multicultural and Social Justice Counseling Competencies</p> <p>Advocacy Competencies</p>	<p>Sue & Sue: Ch. 3, 4, and 5</p> <p>Ratts, Singh, Nassar-McMillan, Butler, & McCullough (2015)</p> <p>ACA Advocacy Competencies</p>
4	2/8	<p>Barriers to Multicultural Counseling</p> <p>Identity Development</p> <p>Terminology</p>	<p>Sue & Sue: Ch. 7, 8, 11, and 12 R & P Ch. 6</p> <p>Journal 1 DUE</p>
5	2/15	<p>Ableism: Considerations of Ability</p> <ul style="list-style-type: none"> <i>Guest speaker: Enjie Hall (Director of Campus) in Accessibility and Student Disability Services at UT</i> <p>Classism: Considerations of Social Class</p>	<p>Sue & Sue: Ch. 22 R & P Ch. 18 Anastasiou et al. (2016) Artman (2010)</p> <p>Sue & Sue: Ch. 25 Foss, Generali, & Kress (2011)</p>
6	2/22	<p>Sexism: Considerations for Counseling Men and Women</p> <ul style="list-style-type: none"> <i>Guest Speaker: Dr. Kipp Pietrantonio, University of Texas Southwestern Medical Center</i> <p>Heterosexism and Transgender Oppression</p> <ul style="list-style-type: none"> <i>Guest Speaker: Dr. Clark Ausloos, Palo Alto University</i> 	<p>Sue & Sue: Ch. 26</p> <p>R & P Ch. 17</p> <p>Sue & Sue: Ch. R & P Ch. 15, 16</p> <p>Cultural Identity Analysis DUE</p>

7	3/1	Ageism: Considerations for Counseling Older Adults Addressing Spirituality in Counseling	Sue & Sue: Ch. 24 Sue & Sue: Ch. 10, 19, and 21 R & P Ch. 19 Immersion Experience Population DUE Journal 2 DUE
8	3/8	Racism and Ethnocentrism: Considerations for Counseling African American, American Indian, or Asian American Individuals <ul style="list-style-type: none"> • <i>Dr. Ciara Dennis-Morgan, Minority Behavioral Health Group, Akron OH</i> Intersectionality	Sue & Sue: Ch. 14, 15, 16 R & P Ch. 10, 11, 12, 13, 14 Group Project topics DUE
9	3/15	Racism and Ethnocentrism: Considerations for Counseling Latinx, Multiracial, or Immigrant/Refugee Individuals Colorism	Sue & Sue: Ch. 17, 18, 20
10	3/22	Microaggressions Privilege, Power, and Stereotyping	Sue & Sue (2013) Ch. 11 Tummala-Narra (2007) Sue & Sue Ch. 6 Ratts (2017) “Toxic White Feminism” article “Privileged” article Journal 3 DUE
11	3/29	INSTRUCTIONAL BREAK	NO CLASS
12	4/5	Multicultural Evidenced-Based Practice Culturally Competent Assessment Broaching	Sue & Sue: Ch. 9 and 13 Day-Vines et al., (2007)
13	4/12	Burn out and Wellness Considerations Processing Immersion Experience Course Wrap-Up	Vaccaro & Mena, 2011 Gorski & Chen, 2015 Immersion Project Due

14	4/19	Group Work Day!	
15	4/26	Group project presentations	Group Project Due (ALL Groups)
16	5/3	Finals Week: Group project presentations	

NOTE: *Class schedules and topics are subject to change at the instructor's discretion.*