



EDC 8110-400 Multicultural Counseling

3 credit hours

Fall 2024

Thursdays 4-6:45 pm

UCG room 208

Professor: [REDACTED]

Office location: College of Education Suite- UCG

Phone: [REDACTED]

Email: [REDACTED] I do my best to respond to email inquiries within 24 hours, excluding weekends and university breaks/holidays.

Student hours: flexible and by appointment

College of Education Mission

The College of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

The College of Education is dedicated to enhancing the education and development of all students, particularly those in underserved communities. We not only shape the lives of individuals; we also help transform families and communities. We see a significant role for our college in the economic development of our state and nation, and we embrace Clemson's land-grant mission to better the lives of South Carolina's citizens.

College of Education Commitment to Diversity

The College of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities.

<http://www.clemson.edu/education/about/diversity-plan/index.html>

Accreditation and Assessment Practices

Clemson University and the College of Education are required to collect candidate performance data for national, regional, and state accreditation. This web-based assessment data management tool is used by the CoE in multiple ways and students will experience seamless assessments using embedded links in Canvas.

Course prerequisite: Consent of instructor.

Course description: Responsibility of counselors to all people regardless of race, sex, gender, socioeconomic status, subculture, etc.; content and theory related to counseling multicultural individuals/groups.

Technology, equipment, or skills required: Minimum technical requirements:

- Access to email and the Internet
- Ability to connect to Canvas. See Canvas System Requirements at CCIT webpage.
- Current version of an operating system and a word processing package.

Computer and internet access; collaborative learning environment (CLE), and email. All students are automatically assigned a Clemson University email account and web space upon receiving their userid and password. Your university email address is USERID@CLEMSON.EDU. As a student you should utilize your Clemson email account since all pertinent information from the professor, program and university are communicated through this medium. **If you prefer to receive all your email through your personal or work account, I suggest you forward your Clemson email to that specific account through the [Email Forwarding](#) function located at the [CCIT website](#).** Be aware however that other email systems may not allow mail to be successfully retrieved due to firewalls, size of attachments, etc. In other words, be aware that you forwarding mail from your Clemson account at your own risk.

Instructional strategies employed: Class discussion, experiential exercises, small group work, discussion boards, and individual research will be used in the delivery of the course.

Required Text and Materials:

McAuliffe, G. (2019). *Culturally Alert Counseling: A Comprehensive Introduction* (3rd ed.). Sage Publications, Inc.

Anthology. Anthology is the College of Education’s web-based assessment management system for continuous improvement efforts and accreditation reporting. This system collects assessment results and helps provide a clear and efficient method for evaluating learning outcomes in specified programs. Your Anthology account will be created for you, and you will access it with your Clemson username and password. For support or questions regarding Chalk & Wire please email coecw@clemsion.edu.

Objectives:

This course addresses the following CACREP 2016 Standards:

CACREP 2016 Standards	Learning Activities and Assessments
2.F.1 Professional Counseling Orientation and Ethical Practice	
e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Chapters 2-3 of text

2.F.2 Social and Cultural Diversity	
a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Land and Labor Acknowledgement; Class introduction activity; article (<i>Broaching the Subjects...</i>); weekly discussions (with or without panelists) related to cultural groups
b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Chapters 2-5 of text
c. multicultural counseling competencies	Discussion around MCSJCC Cultural Bias Project and Presentations; Final Cultural Identity Paper
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Cultural Bias Project; class introduction activity; Chapter 4 of text; weekly discussions (with or without panelists) related to cultural groups; Initial and final cultural identity papers; reflections 1-4
e. the effects of power and privilege for counselors and clients	Chapter 1 and 3 of text; Articles (<i>The Culture of Power</i> and <i>Unpacking the Invisible Knapsack</i>); class discussions; Cultural Bias Project
f. help-seeking behaviors of diverse clients	Read article (<i>Adapting Counseling Skills...</i>); Chapters 3-5 and 20 of text; weekly discussions (with or without panelists) related to cultural groups
g. the impact of spiritual beliefs on clients' and counselors' worldviews	Chapter 16 of text; Article (<i>Spiritual Bypass</i>)
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Cultural Bias Project; weekly discussions (with or without panelists) related to cultural groups
2.F.7 Assessment and Testing	
m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	Current Events Discussion; weekly discussions (with or without panelists) related to cultural groups; Chapter 20 of text

Clinical Mental Health Counseling	
5.C.2.j. cultural factors relevant to clinical mental health counseling	weekly discussions (with or without panelists) related to cultural groups, broaching, and advocacy efforts; reflections 1-4
5.C.3.e. strategies to advocate for persons with mental health issues	Chapter 3 of text; weekly discussions (with or without panelists) related to cultural groups

Student Learning Outcomes: This course provides an introduction to multicultural counseling. The purpose of this course is to develop awareness and knowledge of factors that influence individuals from diverse populations. Emphasis will be placed on populations whose racial, social, cultural backgrounds, physical abilities, or language differs from those of mainstream United States populations. Additional emphasis will be on becoming aware of one's own cultural background, beliefs, and values that may impact the multicultural counseling process.

Attendance policy: Students are expected to attend and participate in every class session, including both synchronous and asynchronous. Synchronous class sessions will occur face-to-face and asynchronous class sessions will require reading and activities in Canvas. When possible, students missing class for any reason should contact the instructor ahead of time.

Also, Clemson students are expected to wait 15 minutes if an instructor is late.

Learning Environment: Multicultural competence is built on personal awareness. Gaining awareness of our own cultural lenses (and how they influence what we see and how we respond) requires that each of us step outside our typical ways of understanding the world and the people in it. Often this can be more challenging than we first imagine. It is important that the classroom environment be one of respect and of honesty, not only with others, but with ourselves. Though it is not necessary for all of us to agree on every topic, it is important that we are able to share our differing perspectives, so that others can learn from our ideas and so that we can learn from others. Please do not hesitate to discuss personal responses to class discussions or material with the instructor, as related to your professional development.

As a courtesy to one another and to add to the atmosphere of respect, students are asked to keep their peers' comments, opinions, and personal experiences in confidence. We work to create an environment in which we hold our own and each other's feelings and experiences gently and with compassion.

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course. I strive to meet students' learning needs both in and out of class and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Materials and activities should be respectful of diversity including gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, religion, culture, perspective, and other

background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Assessment strategies employed:

- 1. Class participation and professional decorum (15 points)** The more involved you become, the more you will learn. Active reading of assigned material; being involved, prepared to question, discuss, and implement the material covered in the reading is expected. You are not expected to memorize the material you read, but to come to class ready to discuss it and ask questions about what you are struggling to understand. Your discussion should be on the level that it enhances your own and your classmates learning, and adds to the understanding of the subject matter. Participation grade will be based on your ability to do this. I realize that different personality types exist, but all members of the class are expected to participate in large class discussions. After each class you should submit your participation score based on the rubric below. I will use your score when determining your participation for the week.

1 = Present and participative

.5 = Present and non-participative

0 = Absent

- 2. Reflections (20 points total)** Students will engage in four reflective writing exercises about their readings, classroom experiences, and/or current events throughout the semester (5 pts each). These writings will be in the form reflection, analysis, and critical theory related to multicultural issues. The suggested due dates for each are listed throughout the course schedule, but reflections may be submitted at any time. Consider writing a reflection when you feel a strong reaction to a class session or a topic in the news. The instructor will provide feedback as needed and can address any concerns that arise. Minimum 1 page each. APA is not required as this should be informal, reflective writing.
- 3. Current Events Discussion (10 points)** You will be assigned one day during the semester to bring in a current event topic for discussion with your small group. The current event could be from the news, either local or national, or other situation reported online/social media and should relate to the topic of your assigned day.

Your current event discussion should last between 15-20 minutes. This is your opportunity to take some ownership of the class and bring in any topic that relates to the topic of the day. The more important the topic is in your life and work as a counselor, the more powerful the experience.

Presenter- By noon day before presentation (in your Canvas discussion group):

- provide the article or link to media
- highlight important details about the group that would be used for assessment, diagnosis, and treatment planning (use info from our text and/or readings and/or guest speakers to support)
- note the discussion prompts you will use to lead the conversation

Classmates- Before class:

- Review the article or media and discussion prompts

Presenter- When leading discussion:

- briefly describe the topic or situation
- explain relevant background related to your article and link it to cultural issues related to this course, highlighting important details about the group that would be used for assessment, diagnosis, and treatment planning (use info from our text and/or readings and/or guest speakers to support)
- use prompts to guide conversation

4. Initial and Final Cultural Identity Papers (15 points total): This assignment is designed to help you reflect on your development as a culturally competent counselor. Through reflective writing, you will summarize what you have learned this semester, including thoughts on your expectations for cultural competency, your growth as a multiculturally competent student, your thoughts on multiculturalism in general and your areas for continued growth and exploration as it relates to multiculturalism, counseling and your self-awareness. The emphasis of these papers is on deep reflection about yourself and your challenges in working with persons from diverse backgrounds. Each paper should be 3-5 pages.

- **Initial Cultural Identity Paper (7 points):** Reflect on these prompts: What does it take to become a multiculturally competent counselor? How does your approach to counseling and treatment connect to multicultural competency? What does it look like to be culturally competent with clients? How would you describe your current cultural identity development? Identify at least 2 goals for the semester.
 - Throughout the semester, I encourage you to reflect on these questions and what you are learning about YOURSELF in addition to how your identity as a counselor is framed by your understanding of culture and multicultural competency.
- **Final Cultural Identity Paper (8 points):** At the end of the semester, you will turn in a paper reflecting on what you have learned this semester about the realities of being a culturally competent counselor. Your feedback from the Intercultural Development Inventory and your work on the Intercultural Development Plan will inform the final paper. Describe your growth this semester, reflecting on your responses from the initial paper. How did your expectations from the beginning of the course change as a result of the readings, discussions, lectures, guest speakers and experiential activities? What challenges did you encounter in this course and how have you or do

you plan to address them as you continue to develop your identity as a counselor? Finally, discuss your progress on the two goals identified in the initial paper and then name two more goals to work towards during your time in the program.

- 5. Cultural Biases Project (40 points total)** There are several crucial components to developing cultural competency: openness to new ideas, people and cultures, willingness to examine and expose your biases and areas of resistance towards those who are different, and an ongoing process of challenging those resistances. The bias project is a semester long project that is designed to help you expand your multicultural knowledge while increasing your cultural sensitivity and awareness through exposure to a cultural group that differs from your own. These cultural groups include but are not limited to Caribbean-Americans, African Americans, Asians, Asian-Americans, Latinx-Americans, Native-Americans, Arab-Americans, LGBTQIA, Individuals with Disabilities, European-Americans, Older Adults, Men and Women.

Your Cultural Biases Project must be presented using APA format (including, double-spaced, 1" margins, page number in upper right-hand corner, references, etc. There is no need for an abstract page.

This is a five-part assignment that will combine into a final project worth a total of 40 points:

1. **Identify your biases (6 points):** Identify three biases or areas of resistance or hesitancy you have around specific cultural or ethnic groups (age, gender, race, ethnicity, sexual identity, geographical location, religion). I encourage you to use the Harvard Implicit Association Tests to help begin to identify your own biases (<https://implicit.harvard.edu/implicit/selectatest.html>). Write a 3–5-page paper in which you:
 1. Name each area of bias, hesitancy, or resistance.
 2. How did this bias/ hesitancy/resistance develop?
 3. How has it been maintained?
 4. How can it impact your work as a counselor or helping professional?

2. **Annotated Bibliography (6 points):** Select one of your areas of resistance to explore in greater detail throughout the semester. Complete a 3-page annotated bibliography of 3 peer-reviewed articles (one page per article) from ACA professional journals (see link below for list of journals) related to the culture you have chosen. Please select articles that were published within the last 5 years unless it is considered a seminal article. One article should discuss culturally competent treatment of your chosen population, the second should address barriers and access to treatment for the population, and the third should address the impact of microaggressions and 'isms' on the mental health of members of the chosen population.

Visit this link for a list and description of ACA journals:

<https://www.counseling.org/publications/counseling-journals>

3. **Exposure Experiences and Write up (15 points):** This portion of the exercise will require you to confront your resistance/bias/hesitancy as a means towards expanding your openness to new ideas, people and cultures. This may create some discomfort, which is key in developing cultural sensitivity, a state of competency that exceeds cultural awareness. For this assignment, complete the exposures listed below and submit a log (date, time spent, event/speaker/interviewee, location, etc.). You'll describe the experiences in more detail for the summary paper.

- Watch a minimum of two media source, such as a film or television documentary told from the perspective of a member of the chosen group. Include the necessary information in your summary paper (titles, speakers, links, etc.).
- Attend a minimum of one group experience. Examples might be:
 - Volunteering at a nursing home
 - Attending a religious service
 - Attending a social event for students/communities of color*Include all necessary information related to the group experience in your summary paper (name, hosting organization, location, date, etc.)
- Engage in a minimum of two individual experiences- this could consist of one-on-one encounters such as interviews or dialogues. Include all necessary information related to the individual experience in your summary paper.

For section 3 (in 3-5 pages), describe the exposure activities, summarizing your interaction with the culture and the impact on your bias or area of resistance towards the chosen population. Please include information gained through the interview(s), activities participated in, key elements of learning, etc. The paper should be a documentation of your entire participation with and an understanding of your bias and growth gained from the direct participation component of the assignment. The paper should NOT include information gained from general research or be a research paper on the chosen culture.

4. **Presentation (10 points):** You will prepare a 20-minute class presentation on the culture you chose to explore for the project. The presentation should include general information about the culture (no more than five minutes), what you learned during your direct participation, and a discussion of your experience. Prepare for up to 10 minutes of Q&A after your presentation. Your presentation should be uploaded to Canvas prior to class on your presentation day. In addition, you will be present and participative during your peers' presentations.

5. **Final Submission (3 points)-** The final submission will consist of all written

assignments for this project (sections 1-3), along with a summary of your experience with your and your groups' presentations (no longer than 2 pages). Your final submission should take into account any feedback or instructions from the instructor on sections 1-3, as well as the summary of your presentation experience. The final submission should be between 10-15 pages.

Grading: Successful learning in multicultural counseling requires reflection, introspection, and self-examination. Your participation in class and your written assignments will determine the extent of your learning. Assignments in this course are divided into these general categories, which carry the following weight in your final grade calculations:

Class Participation and Professional Decorum	15
Initial Cultural Identity Papers	7
Final Cultural Identity Paper	8
Reflections	20
Current Events Discussion	10
Cultural Biases Project	40
Total	100

A = 90-100 B = 80-89 C = 70-79 F = <70

Four flex days will be offered this semester. You may use those flex days to turn assignments in past the due date. For example, you can use one extra day on four assignments or four extra days on one assignment. You do not need to notify me that you are taking a flex day. Beyond flex days, late work will be accepted up to one week from the original deadline, but will be subject to a grade penalty of 10% each day late. Late work submitted more than one week from the original deadline may receive a failing grade. All work must be submitted by the last day of the course; no extensions or late work will be accepted beyond that date. Please plan ahead.

Academic Integrity Policy

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

For graduate students, see the current [graduate student handbook](#) for all policies.

Counselor Education AI Policy

The use of generative AI tools in college classrooms is hotly contested. On the one hand, generative AI tools can be powerful learning tools. On the other, the large language models that underpin tools such as Chat-GPT and GPT-4 have been trained using biased data and have been known to replicate biases and factual errors of their source material in their responses. Counselor education instructors will explore the benefits and drawbacks of generative AI tools

and will work together with students in each course to craft a policy on their use. All community members will need to abide by the policies decided by the group. It is a violation of university policy to misrepresent work that you submit by characterizing it as your own, such as submitting responses to assignments that do not acknowledge the use of generative AI tools.

Accessibility

Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and are encouraged to request accommodations through SAS (Student Accessibility Services) as soon as possible. To request accommodations through SAS, please see this link: www.clemson.edu/academics/student-accessibility-services/how-to-register/requesting-accommodations. You can also reach out to SAS with questions by calling 864-656-6848, email CUSAS@clemson.edu or visiting SAS at the ASC Suite 239. Contact the office for the most updated drop-in schedule if you would prefer not to schedule an appointment.

The Clemson University Title IX Statement Regarding Non-Discrimination

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy or related conditions (including pregnancy, childbirth, termination of pregnancy, lactation, recovery from the foregoing, or medical conditions related to the foregoing), national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sex discrimination (including sex-based harassment and sexual violence) as mandated by Title IX of the Education Amendments of 1972. This Title IX policy is located on the Access Compliance and Education website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Assistant Vice President of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-3181 and her email address is alesias@clemson.edu. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues. *Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.*

Emergency Preparation

Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from [Clemson University Public Safety](#).

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

1. Familiarize yourself with all possible exits, safer locations, and other key information on the emergency evacuation maps in this building, and those that you visit regularly.

2. Make a plan for how you would Run, Hide, and Fight in case of an [active threat](#) in this building, and those that you visit regularly. For example:
 - a. Run – what are all the possible exits in this building, and the routes to them?
 - b. Hide – what are the potential hiding locations in this room and building that are out of sight of doors and windows, how do you lock the door(s), how would you barricade the door(s) and windows, where do you turn off the lights?
 - c. Fight – What tools are available in this room and building, should you have to fight?
3. Ensure you are signed up for [emergency alerts](#). Alerts are only sent when there is a potential threat to safety, a major disruption to campus services, and once-monthly tests.
4. Download the [Rave Guardian app](#) to your phone.
(<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
5. Learn what you can do to [prepare yourself](#) for the hazards that affect our locations.
(<http://www.clemson.edu/cusafety/EmergencyManagement/>)

The following is information regarding UCG safety/security

- UCG is under the jurisdiction of the Greenville City Police Department (911 for emergencies) and the Greenville Technical College Police Department ([864-250-8911](tel:864-250-8911))
- UCG is open from 8:00am to 9:00pm (Monday through Thursday), 8:00am to 5:00pm (Friday); during this time, a Greenville Technical College Safety Officer is on-site at McAlister Square
- The Greenville City Police Department has a "Police Sub-Station" in the Publix on the property at McAlister Square
- UCG has administrative/library and technical support staff on site from 8:00am to 9:00pm (Monday through Thursday), 8:00am to 5:00pm (Friday)
- The Greenville Technical College Safety Officer can be called to escort students to the parking lot after dark if necessary
- There are emergency phones on the second floor of UCG that immediately call Greenville Technical College Dispatch when the headset is picked up
- Each University "store-front" suite and the UCG reception desk all have emergency buttons that instantly call Priority1 Security who calls Greenville Technical College Police to respond if the button is pushed
- UCG has numerous internal and external high definition security cameras and a 1 Terabyte security recording system
- All entrance and exit doors at UCG function the same from 8:00am to 9:00pm (Monday through Thursday), 8:00am to 5:00pm (Friday)
- UCG is also open from 8:00am to 5:00pm on Saturday and the library only from 1:00pm to 5:00pm Sunday.

Tentative Course Schedule:*subject to change at discretion of instructor and with email notification*

Date	Topic(s)	Assignments *Readings due before class *Assignments due at midnight	CACREP
Aug. 22	Land and Labor Acknowledgement Expectations and Introductions Multicultural and Social Justice Counseling Competencies Course Overview and Syllabus Review	Chapter 1 Scan through and have available in class- articles on Canvas (<i>Multicultural and Social Justice... and Adapting Counseling Skills...</i>) <i>*these readings do not have to be completed before the first class</i>	2.F.2.a,b,c,d,f,h 5.C.2.j 5.C.3.e
Aug. 29	Culture: Clarifications and Complications Social Justice and Advocacy	Chapters 2 and 3 Read article on Canvas (<i>The Culture of Power</i>) Reflection 1 (suggested)	2.F.1.e 2.F.2.e 5.C.2.j 5.C.3.e
Sept. 5	Ethnicity Conceptualizing Race and Racism Introduction to the IDI	Chapters 4 and 5 Read article on Canvas (<i>Broaching the Subjects...</i>) Initial cultural identity paper due	2.F.2.a,d,f,h 5.C.2.j 5.C.3.e
Sept. 12	Latino/a Americans	Chapter 11 Read article on Canvas (<i>Addressing Ethnic...</i>) Current Event Discussion Complete IDI Sign up for individual IDI debrief between Sept. 19- Oct. 31	2.F.2.a,d,f,h 5.C.2.j 5.C.3.e

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Sept. 19	Individuals with Disabilities Military Populations	Chapters 17 and 19 Cultural bias project step 1 due Current Event Discussion	2.F.2.a,d,f,h 5.C.2.j 5.C.3.e
Sept. 26	East & Southeast Asian Americans South Asian Americans IDI Group Debrief	Chapters 7 and 12 Reflection 2 (suggested) Current Event Discussion	2.F.2.a,d,f,h 5.C.2.j 5.C.3.e
Oct. 3	African Americans	Chapter 6 Current Event Discussion	2.F.2.a,d,f,h 5.C.2.j 5.C.3.e
Oct. 10	White Americans of European Descent	Chapter 9 Read article on Canvas (Peggy McIntosh, <i>White...</i>) Current Event Discussion	2.F.2.a,d,f,h 5.C.2.j 5.C.3.e
Oct. 17	Fourth Annual J.A. and Mattie De Laine Lecture Clemson University, Madren Center Ballroom Reception at 5 Speaker and presentation at 6	Cultural bias project step 2 due	2.F.2.a,d,f,h 5.C.2.j 5.C.3.e
Oct. 24	Gender Lesbian, Gay, and Bisexual Clients	Chapters 14 and 15 Reflection 3 (suggested)	2.F.2.a,d,f,h 5.C.2.j 5.C.3.e
Oct. 31	ASYNCHRONOUS Native Americans Social Class	Chapter 8 and 13 Last day for individual IDI debrief (sign up in advance)	2.F.2.a,d,f,h 5.C.2.j 5.C.3.e

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Nov. 7	ASYNCHRONOUS Middle Eastern/North African Ancestry	Chapter 10 Cultural bias project step 3 due	2.F.2.a,d,f,h 5.C.2.j 5.C.3.e
Nov. 14	Religion and Spirituality	Chapter 16 Read article on Canvas (<i>Spiritual Bypass</i>) Reflection 4 (suggested) Current Event Discussion	2.F.2.a,d,f,g,h 5.C.2.j 5.C.3.e
Nov. 21	The Practice of Culturally Alert Counseling	Chapter 20 Cultural bias presentations All reflections due	2.F.2.a,d,f,h 2.F.7.m 5.C.2.j 5.C.3.e
Nov. 28	THANKSGIVING BREAK		
Dec. 5	Class wrap-up and Cultural Potluck	Cultural bias presentations	2.F.2.a,b,c,d,f,h 5.C.2.j 5.C.3.e
Dec. 12	NO CLASS MEETING Final Exam Day	Final cultural bias project due Final cultural identity paper due	