

School of Human Development and Organizational Studies
in Education Counselor Education Program
MHS 6428:
Multicultural Counseling
3 Credit Hours

Instructor: [REDACTED], PhD, LMHC (FL), LCP-MSHP (TN)

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Office Hours: By appointment.

E-Mail: [REDACTED]

Telephone: [REDACTED]

Class Time: Tuesday, 12:35pm – 3:50pm

Location: NRNA 1709

KNOWLEDGE AND SKILL OUTCOMES

This course is designed to acquaint students with an intersectional view of individuals and groups in order to work effectively across diverse populations and in a variety of settings. Special attention is given to various cultural groups and special populations, as well as how the person of the counselor can impact the counseling relationship. Emphasis is placed on personal explorations and development that will enhance awareness, knowledge, skills, advocacy and attitudes for more effective counseling interactions centered in a cultural humility framework.

A course in theories of counseling (e.g., MHS 6401 Counseling Theories) is a prerequisite to this course. Students are expected to be able to use basic or core counseling skills. Students who have not completed a course in counseling theories should consult with the instructor prior to official registration for this course.

Course Goals and Objectives

Through didactic, experiential, research, and multimedia learning approaches the following topics, skills, and techniques will be introduced:

1. Understanding and awareness of the specific skills that are most useful in facilitating work with clients,
2. Opportunities for application and practicing these skills, and
3. Opportunities for increased self-awareness and personal development.

COURSE DISCLAIMER

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or instructor. You as a student have autonomy in choosing what to feel and ultimately what you think about the content presented. In this course you will be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

The mission of this course, consistent with the professional standards for counseling practice, is to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner (i.e., supported by credible research) and not in an effort to persuade you as an endorsement of what you should personally believe. Additionally, as emerging counselors it is also important that we are able to hear subjective experience in order to develop rapport and design effective treatment for our clients. Therefore, course content will be presented in the context of implications for work as a counselor. Though you may choose, after careful reflection, to reject some of the content of the course, public (i.e., within large or small group discussions) rejection of the lived experiences of others is not appropriate. Rejection of a person's lived experience is a harmful counseling practice and thus not in line with professional standards.

REQUIRED TEXT BOOKS

All readings will be posted in corresponding modules on Canvas. Other Readings as Assigned.

METHODS OF INSTRUCTION AND CLASSROOM POLICIES

This course will be didactic, critical thinking and application based, and experiential in nature and the methods of instruction will consist of lectures, simulation exercises, large and small group experiences, and processing and dialogue of topics and experiences. The course employs a flipped classroom design, in that you will engage in most of the course content outside of class (utilizing Canvas modules), and our in class time will be used for large and small group discussion as well as activities and application.

Classroom Policies

Though we have reached a point where we can say we are in a post-pandemic period, there is recognition of the means in which we are reacclimating to the classroom (as COVID-19 placed burdens on each of us). We are also experiencing a heightened collective awareness of racism in this country, our institutions, and ourselves. The national engagement in conversations about violence against Black people, the xenophobia against Asian people, and the continued exploitation of Native people has presented opportunities both for advocacy and growth as well as continued trauma to populations that are already weary. We are all experiencing the circumstances in different ways, but I believe that this is a time that calls for flexibility.

That said, this particular course is designed for active engagement. You cannot (or at least

should not) be a passive observer. We are going to be talking about topics that are so critical and painful and enduring that we MUST treat them with urgency. It is my sincere hope and desire that you will read every reading. I also hope you will watch every video and complete every task with intentionality. I know this is a lot to ask, because this is not the only class you are taking. However, I believe this is perhaps the most important content you will learn as a counselor-in-training (I know, I'm biased, but I do believe this!).

- ***I expect regular attendance in class and small group.*** Please let me know if you need to miss a class. I know things happen! But, after two missed classes you may lose points for the course. The small group meetings are especially a pivotal part of the experience and you really need to make plans to consistently show up.
- ***I am not going to take off points for late project submissions.*** If you need to submit something late, please check in so that I can make sure I have time to grade it. As long as you do the work and I can grade it, you will get credit. The journals are an exception to this rule – I really do want those submitted on time since they provide important feedback to me as well as opportunities for you to interact with the material each week.
- ***I am not going to position myself as the expert.*** I have done some research, taken some courses, and read some stacks of really good books. I have had conversations and developed relationships with diverse people. I have counseled diverse clients. There are times I will be able to speak from my experience and my own knowledge. However, I am also a cis-gendered demi-sexual Christian White woman. Every fragment of knowledge I have gained has come from struggling against privileged identities, as well as receiving hard truths from very patient and sincere people in my life who are oppressed in various ways. There are some topics that I very much believe are unequivocal truths, such as the existence and impact of systemic and individual racism, sexism, heterosexism, classism, ableism, ageism, nationalism, etc. However, each and every one of you have your own histories, your own set of intersecting identities, and your own views of the world. We each hold some fragment of truth within us, and therefore I believe that by sharing ideas and engaging with each other we will get closer to the Truthfulness of things. So, in this class I do not want to have the last word or be seen as the ultimate authority. I want us all to learn to listen for our own individual truths and experiences, because that is exactly what we will need to be able to do with our clients.

Face to Face Instruction

Students should plan on attending class in person during the semester. Due to the flipped classroom modality and emphasis on small group discussions, Zoom/virtual attendance for the course will not be allowed. Please be mindful that attendance will be factored into final grade.

Confidentiality & Professionalism

As we are going to be engaging together, there are some things that can enhance our work together as a group. These guidelines, below, are intended to help us create rapport as a group and helps us all stay engaged. However, there may be times when someone needs to deviate from these guidelines for personal reasons. I only ask that you all regularly check in on your inner experiences to determine if you are engaging in the ways that will lead to further growth.

- **Please make an effort to silence cell phones and put them out of reach during class.**
Please try to refrain from texting or browsing on your computer during our brief class

meetings.

You are expected to comply with the ACA Code of Ethical Standards found at the following link:

http://www.counseling.org/Content/NavigationMenu/RESOURCES/ETHICS/ACA_Code_of_Ethics.htm

You are expected to abide by the University of Florida Academic Honor Code listed in the University Catalog: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

ADDITIONAL POLICIES AND PROCEDURES

UF Honesty Policy

As a result of completing the registration form at UF, every student has signed the following statement: “*I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University*” (see Student Handbook).

Additionally, the university’s policy regarding cheating, plagiarism, etc. states: “UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.”

Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>,
392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department,

392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

Academic Resources

E-learning technical support,

352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.

Career Resource Center,

Reitz Union, 392-1601.

Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support,

<http://cms.uflib.ufl.edu/ask>.

Various ways to receive assistance with respect to using the libraries or finding resources

DISABILITY ACCOMMODATION POLICY

Accommodating Students with Special Learning Needs:

The Individuals with Disabilities Education Act of 1992 (IDEA; 20 U.S.C Section 1400 et seq.), the American with Disability Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires the University of Florida provide “reasonable accommodations to any individual who advises us of a physical or mental disability.” Students wishing to receive some instructional accommodation because of a documented disability should meet with the professor to discuss accommodations. Please arrange a meeting with the professor during **the first two weeks** of the course.

In aligning with UF policy, the following can be helpful. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Course Assignments & Evaluation

Class participation. Since this course focuses on experiential learning of awareness, knowledge, and skills through lecture, discussion, activities, and small group processes, participation is essential to your learning.

Reflective Journals (5). Students will be required to develop, maintain and contribute to five (5) journals reflecting on the student’s experience in regard to their cultural awareness. Journals entries can and may reflect in class and out of class experiences. Students are strongly encouraged to be completely honest with journal entries. Submit to the journal area in Canvas. Journals are due prior to the start of class on the week they are due. There is no minimum or maximum length, but typically students write 1-2 pages double spaced.

Personal Cultural Development Portfolio

As counselors, we are not blank slates. We enter relationships with our own worldview, and with deeply embedded thoughts and beliefs. We are also a product of entrenched systems that segregate and divide: physically, cognitively, and socioeconomically. In order to be able to connect with and learn from others, you must first begin with confronting your own limitations and areas for growth. This portfolio will be built across the semester, as each assignment builds on the other. You will submit each part on the due date, but the final assignment will be a synthesis of what you have learned throughout all of the assignments. There is great freedom and flexibility in each assignment, as my main criteria is for you to identify your own areas of growth, and lean in to the growing pains associated with that area.

Portfolio Project 1: Personal Cultural Identity Presentation. All people are products of the dynamics of their own cultural background. In addition, their present attitudes, behaviors, and values are shaped by past learning and experiences. Do an analysis of your own cultural heritage within the context of the following questions/prompts. Create a powerpoint of words, images, etc. that expresses your cultural heritage. *Note: This activity*

can be difficult for some students, particularly for those with marginalized identities, because family histories are often meant to be kept within the family and not exposed. It can also be difficult for students who are adopted and may not be familiar with cultural heritage of their birth family. I am aware of and understanding of these nuances, and encourage you to discuss your own feelings around these dynamics in lieu of providing information that you or your family would be uncomfortable with. I will leave it to your discretion. I only ask that you fully engage in the activity for your own benefit.

1. Your ethnic and cultural background.
 - a. Begin your presentation by sharing your “Where I’m From” poem
 - b. Discuss what aspects/qualities of your ethnic/cultural background are prominent in your life (e.g., language, religion, character traits) and the childhood experiences that reinforced them.
 - c. Describe the childhood and adolescent experiences or relationships that shaped your view of people who are culturally different than you. What exposure did you have to people culturally different than you?
2. The cultural values you currently hold.
 - a. What cultural values do you currently hold (address time, activity, relational, basic human nature, religion)?
 - b. How do you plan to manage values conflicts with your clients?
1. Guiding questions for consideration (you do not have to include all of these – they are just to help you brainstorm what to include in your presentation!)
 - a. What generation in the United States do you represent? Are you and your siblings the first of your family to be born in this country? Were you foreign born?
 - b. Where did your ancestors migrate from? Within the United States? From outside the United States? Why?
 - c. Does your immediate family or extended family practice ethnic or cultural customs that you or they value or identify with? For example: foods, celebrations, traditions, social behaviors, manners, beliefs. What customs do you prize the most? Do you or your relatives speak your ethnic group language?
 - d. To what extent do you regularly interact with members of other cultural groups (ethnic, gender, social class, ability, gender identity, religion/spirituality)? Professionally? Socially? Do you worship with members of another ethnic group?
 - e. Consider the neighborhood(s) you have lived in. How would you describe the racial, ethnic, and SES make up of these neighborhoods? How did/does this make up impact your exposure to others who are culturally different?
 - f. How did you first come to understand that racism existed? What did you learn from this experience?
 - g. What was your parents' main advice to you about people from other cultural groups?
 - h. How would your parents have responded if, while in college, you had invited a member of a different ethnic group home with you for Thanksgiving?
 - i. How do you imagine your parents would respond, or have responded, if you announced plans to marry a member of a different cultural group from yourself?
 - j. How do you think you would respond, or have responded, if your college-age son or daughter announced plans to marry a member of a different cultural

group from yourself? Or teenager son/daughter decided to date a member of a different cultural group?

- k. As a professional counselor, how do you think your cultural background and attitudes will help you in working with culturally diverse clients? How will they hinder you in working with culturally diverse clients? What other influences will your background play in working with culturally diverse clients/students?
- l. Finally, reflect on and identify how your own intersecting identities might impact your experience of marginalization and privilege.

Portfolio Project 2: Identifying Cultural Competency Growth Areas. After reflecting in class and via the assigned readings up to this point, identify one cultural group that represents the greatest growth area for you in regards to exposure, lack of genuine relationships, lack of knowledge, etc. Reflect on the following questions in a brief prospectus for the final project.

- a. **Identifying the Area for Growth:** Describe how and why you decided upon this group/population. What social, political, or personal forces have contributed to your limited exposure? In what ways has limited exposure influenced your biases/presumptions? How does it impact your relationships? What has been the personal cost to you, as well as interpersonal cost to members of the population you may have interacted with?
- b. **Brainstorming an Experience:** Brainstorm some possible experiences that could lead to genuine and sustained connection with this group/population. Reflect on your fears, concerns, doubts, etc., as well as what you would hope to gain. (Note: You may or may not actually engage in an encounter, but I want to see you brainstorm ideas for how you can increase your relational exposure to individuals within this group).
- c. **Plan:** You should identify one book to read for the Portfolio 3 Book Review related to this population (see the end of the syllabus for recommended texts). You also should select one nonfictional movie or documentary that will help you connect with the lived experiences of the population. Please make sure that you select a resource that humanizes the group and that is not fully centered on oppression narratives. What I mean to say, is that I want the choice to be intentional to help you develop a deeper awareness of a population and that does not further reinforce supremacist narratives. For example, the CNN show “United Shades of America” is an excellent program that covers a number of groups within the U.S.

(Note: In the past, I have asked students to take steps that will lead to building genuine connections and relationships with the population of interest. Due to COVID-19, I am modifying the assignment since close personal contact is not permitted. However, please do consider the intent of this request in terms of finding an internal motivation to broaden your own relational connections. The intent is to avoid a one-time experience, as well as to avoid feeling voyeuristic entering another group, but rather to engage in sustained relational growth. If you feel it would be ingenuine or impossible to make these connections in your life, I hope you will reflect on what is keeping you from this growth and the power of divisive social systems at work in your own life.)

Portfolio Project 3: Personal Growth Book Review. Once you have identified your area of personal growth, you should select a book to read (nonfiction) related to that area. There is a list of suggested readings in the Appendix of the syllabus. All of the books in the Appendix are approved resources. If you choose a book not on this list it must be approved by the instructor ahead of time. The book review should be 2-4 pages in length and contain reflections on the following:

- a. In what ways did this book inform/enhance your understanding or awareness?
- b. What messages were particularly difficult to process/accept and why?
- c. How do you think reading this book will impact your work as a counselor, both now as you are learning and in the future when you work with clients?

Be sure to include details from the book within your reflection. should be clear that you read the book in full.

Portfolio Project 4: Final Project Reflection. At the end of the semester, you will submit a final project reflection in which you will reflect on the experiences of engaging in your proposed project. Reflections should be 3-6 pages in length. The primary purpose of the paper is to reflect critically on your experience, but you should also include citations from the course materials when applicable. In other words, you should connect your own subjective experience with what you have learned from course texts, articles, etc. Reflection papers should contain the following components:

- a. Describe your cultural competency engagement. Include an analysis of your thoughts and feelings throughout the process. What did you learn about yourself (including what personal biases/ethical issues might be involved for you) and your culture; what did you learn about the cultures to which you have gotten exposed?
- b. Assess the outcomes of your engagement in your cultural competency experience. What growth did you witness in yourself? In what ways did you achieve what you set out to accomplish? In what ways did engagement in the process show you areas for future growth and development?
- c. Consider the limitations and implications of your experience. What would you advise another student if he/she was going to engage in a similar process? What might have interfered in your own progress? What did/could have optimized the experience? Also consider the implications of these exposures for you as a mental health provider (such as how you would go about providing counseling services to someone from this culture, can also reference appropriate scientific literature).

Discussion Questions. During each class we will spend some time in small and large group discussion to process the readings. Each student will prepare one question based on the readings and videos/podcasts for that week. I will give every student a notecard pack at the beginning of the semester, and each week you will write at least one question for your group and/or the large group, and use the back of the card to write the answer as you understand it. Students will take turns asking their questions to the other group members. If there is not enough time for all group members to ask a question each week, that person will begin the questions the following week.

Please note that the portfolio assignments must follow APA manuscript formatting, title page, abstract, proper headings, in-text citations, and reference page(s). As graduate students, the expectations for scholarly and applicable written communication is high. Students must include all the basic components within written assignments.

STUDENT PERFORMANCE EVALUATION SUMMARY

Grading – Buckle up, this is different!

“From birth onward, humans, in their healthiest states, are active, inquisitive, curious, and playful creatures, displaying a ubiquitous readiness to learn and explore, and they do not require extraneous incentives to do so. This natural motivational tendency is a critical element in cognitive, social, and physical development because it is through acting on one’s inherent interest that one grows in knowledge and skills.” – Ryan & Deci, in “Ungrading”

This semester I am going to be employing some of the practices of ungrading, which is designed to a) acknowledge the arbitrary and subjective nature of grades and b) help you connect with your own needs for growth and intrinsic motivations rather than fixating on points or grades. There are some activities, assignments, and expectations for engagement within the course:

Assignments and Activities
Participation
Reflective Journals (5)
Small Group Attendance
Portfolio 1: Personal Cultural Identity
Portfolio 2: Prospectus
Portfolio 3: Book Review
Portfolio 4: Final Reflection

Each of these tasks will have deadlines, and if you meet the deadline I will provide written feedback on your work. Throughout the semester, you will monitor yourself alongside the expectations for the course. This includes attendance, engagement during class and small group discussions, and the quality of your work. You will be asked to reflect often on your own growth and how you are taking ownership of your learning.

At midterm, I will meet with each of you individually for 5 minutes to gauge how you feel you are progressing in the course. If you feel like you aren’t meeting your learning goals, we can discuss what might be needed for the remainder of the semester.

At the end of the semester, we will have another meeting. I’ll have you bring in your final portfolio and a grading sheet where you will grade yourself on each of the assignments and activities. We can discuss the grade you have selected, and if I think you have been too hard on yourself, I reserve the right to raise your grade.

It is my hope that your attitude towards the class will be one where you look forward to engaging, and you do the readings and consume the materials because you feel there is relevance to you and your work. I know life happens, though, and that you have other courses to invest in. Under this system, you can choose to engage at a different grade level for this course as an intentional choice, and that is ok. An A is not everything. I hope that more so than chasing a grade, you find yourself with an internal sense of urgency to understand others and prepare for work as a counselor serving diverse populations. I’m rooting for each of you!

CONTENT AREAS AND TENTATIVE SCHEDULE

Multicultural		
Schedule	Readings Discussed	Assignments Due
Week 1 8/27	<p>Introduction to Each Other & the Course Activities: Overview of course & syllabus; Norms setting; Meet in Small Group</p> <p>CACREP: 2.F.2.a; 2.F.2.b.; 2.F.2.d.; 2.F.2e.</p>	Review Syllabus
Week 2 9/3	<p>Setting the Stage Watch: The danger of a single story; The danger of silence Readings: Canvas articles: “Privileged Identity Exploration”; “Respect Differences?” article; “What if I talk about racism wrong?” chapter Activities: Social Media challenge (post to discussion board); Write Journal 1 (due next week)</p> <p>CACREP: 2.F.2.a; 2.F.2.b.; 2.F.2.d.; 2.F.2e.</p>	
Week 3 9/10	<p>Facilitating the Relationship: Understanding Racism</p> <p>Watch: Naming Racism; Healing Racial Trauma Readings: Canvas articles - Chp 1 “Can we talk” from Tatum; Margolin “Unpacking the Invisible Knapsack” Activities: Write your “Where I’m From” poem and work on Portfolio 1 (due next week)</p> <p>CACREP: 2.F.2.a; 2.F.2.b.; 2.F.2.d.; 2.F.2e.</p>	Due: Journal 1
Week 4 9/17	<p>Facilitating the Relationship: Racial Identity Development Watch: Multiracial identity; Janet Helms video on White Racial Identity Readings: On canvas: Tatum chapter 4 “Why are all the Black kids sitting together in the cafeteria”; Helms “Toward a theoretical explanation of the effects of race on counseling: A Black and White model” Activities:</p> <p>CACREP: 2.F.2.a; 2.F.2.b.; 2.F.2.d.; 2.F.2e.</p>	Portfolio 1: Personal Cultural Identity Discussion board post
Week 5 9/24	<p>Facilitating the Relationship: Self Awareness and Intersectionality</p> <p>Watch: Kimberle Crenshaw Ted Talk; Effective Allyship: A Transgender Take on Intersectionality Readings: Ratts et al., 2015 (MSJCC)*; Racial Healing Handbook, Chp 8 Activities: Personal Cultural Identity presentations in small group; Complete Racial Healing Handbook, Chp. 8 prompts;</p>	

	Write Journal 2 CACREP: 2.F.2.a; 2.F.2.b.; 2.F.2.c. ; 2.F.2.d.; 2.F.2e.	
Week 6 10/1	Facilitating the Relationship: Broaching and Assessment Watch: Listen to the irresistible podcast “Destigmatizing Mental Health” Readings: Hays et al. article; Day-Vines et al. (2018) article; DSM 5 Cultural Formulation Interview Optional reading: Bayne & Branco (2016) Activities: (Watch case study in large group); Portfolio 2 due next week CACREP: 2.F.2.a; 2.F.2.c. ; 2.F.2.d.; 2.F.2e.; 2.F.2.f.	Due: Journal 2
Week 7 10/8	Broaching and Beyond: Listening to, Learning from, and Talking about Race and Nationalism Watch: “What if you were an immigrant” Readings: Chung et al., article *; “How to Get Your Green Card”; Santiago-Rivera & Altarriba article; Awad et al. article Activities: Angie Eun-Ju Park Case Study: Watch the brief clip CACREP: 2.F.2.a; 2.F.2.c. ; 2.F.2.d.; 2.F.2e.; 2.F.2.f.; 2.F.2.h	Portfolio 2: Prospectus
Week 8 10/15	Broaching and Beyond: Listening to, Learning from, and Talking about Age and Ability Watch: “I’m not your inspiration”; “What does old look like” Read: Fullen article; Disability Visibility chapters; Ableist language list Activities: Emily Case Study: Watch the brief clip CACREP: 2.F.2.a; 2.F.2.c. ; 2.F.2.d.; 2.F.2e.; 2.F.2.f.; 2.F.2.h	Due: Journal 3
Week 9 10/22	Broaching and Beyond: Listening to, Learning from, and Talking about Sexual and Gender identity Watch: “How to talk (and listen) to transgender people”; “Why kids need to learn about gender and sexuality” Read: Wynn & West-Olatunji (2009); SAIGE competencies; Read “I’m a Black Trans Woman, and Celebrating my 36 th Birthday Felt Like a Milestone”; (Optional) Bayne et al. (In press); Activities: CACREP: 2.F.2.a; 2.F.2.c. ; 2.F.2.d.; 2.F.2e.; 2.F.2.f.; 2.F.2.h	Portfolio 3: Book Review
Week 10 10/29	Broaching and Beyond: Listening to, Learning from, and Talking about Social Class/Classism Watch: “Classism and Poverty in Education”	

	<p>Readings: “Pathways Out of Poverty Needs Assessment”; Clark et al. article; “How School Taught Me I Was Poor”</p> <p>Activities:</p> <p>CACREP: 2.F.2.a; 2.F.2.c. ; 2.F.2.d.; 2.F.2e.; 2.F.2.f.; 2.F.2.h</p>	
Week 11 11/5	<p>Broaching and Beyond: Listening to, Learning from, and Talking about Native Legacies</p> <p>Watch: “A Conversation with Native Americans on Race”; Cultural Humility Podcast: “Indigenization of Mental Health services – Coming Home”</p> <p>Read: Healing and Mental Health for Native Americans; Wisdom of the Native Americans; (Optional) The Blackfoot Wisdom that Inspired Maslow’s Hierarchy</p> <p>Activities:</p> <p>CACREP: 2.F.2.a; 2.F.2.c. ; 2.F.2.d.; 2.F.2e.; 2.F.2.f.; 2.F.2.h</p>	Due: Journal 4
Week 12 11/12	<p>Broaching and Beyond: Listening to, Learning from, and Talking about Spirituality and Religion and Political identity</p> <p>Watch: “The Moral Roots of Liberals and Conservatives”; “It’s Time to Reclaim Religion”</p> <p>Read: Frame chapters; Bayne et al. article; Traditional Indigenous Beliefs are a Powerful Tool for Understanding the Pandemic”</p> <p>Activities:</p> <p>Guest speaker:</p> <p>CACREP: 2.F.2.a; 2.F.2.c. ; 2.F.2.d.; 2.F.2e.; 2.F.2.f.; 2.F.2.h</p>	
Week 13 11/19	<p>Broaching and Beyond: Social Justice Frameworks</p> <p>End of Semester meetings (scheduled in 5 min slots)</p> <p>Watch: TBD</p> <p>Read: ACA Advocacy Competencies*, Ratts & Hutchens article*</p> <p>Activities: TBD</p> <p>CACREP: 2.F.2.a; 2.F.2.c. ; 2.F.2.d.; 2.F.2e.; 2.F.2.f.; 2.F.2.h</p>	Due: Final Portfolio with Reflection
Week 14 11/26	Thanksgiving Break	
Week 15 12/3	<p>Conclusions and Commitments to Future Action</p> <p>Class potluck</p>	

APPENDIX A

CACREP (2016) STANDARDS COVERED IN THIS COURSE

This course is designed to meet the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) (2016) professional standards listed below:

Standard	How Standard is Covered (lecture, assignment, etc.)
2.F.2. SOCIAL AND CULTURAL DIVERSITY	
2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Lecture Portfolio Journals
2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Lecture
2.F.2.c. multicultural counseling competencies	Lecture Journals Portfolio
2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Lecture Portfolio Journals
2.F.2.e. the effects of power and privilege for counselors and clients	Lecture Journals Portfolio
2.F.2.f. help-seeking behaviors of diverse clients	Lecture
2.F.2.g. the impact of spiritual beliefs on clients' and counselors' worldviews	Lecture Portfolio
2.F.2.h strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Lecture Journals

APPENDIX B

CACREP (2016) KEY PERFORMANCE INDICATOR Evaluation of Professional Education (PE)

This course measures the following CACREP (2016) key performance indicators:

KPI	Assignment	Unsatisfactory	Developing	Accomplished	Exceptional
KPI 2.1 Multicultural counseling competencies (2F.2c) (FEAPS 2f, 2h)	Personal Diversity Experience	The candidate has not explicitly demonstrated multicultural competencies. Little activity and reflection related to diversity and equity are present.	The candidate has explicitly demonstrated multicultural competencies. Limited activity and reflection related to diversity and equity are present.	The candidate has explicitly demonstrated multicultural competencies. Consistent activity and reflection related to diversity and equity are present.	The candidate has explicitly and systemically demonstrated multicultural competencies. Concerted activity and reflection related to diversity and equity are present. The candidate articulates and models the value and purpose of multicultural competencies.
KPI 2.2: The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (2F.2d) (FEAPS 2d, 3d)	Personal Cultural Identity Paper	The candidate lacks awareness of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on their view of others.	The candidate has limited awareness of the impact of heritage, attitudes, beliefs, and acculturative experiences on their view of others.	The candidate demonstrates awareness of the impact of heritage, attitudes, beliefs, and acculturative experiences on their view of others and is able to articulate an appropriate level of sensitivity to others.	The candidate demonstrates awareness of the impact of heritage, attitudes, beliefs, and acculturative experiences on their view of others and is able to consistently articulate and model an appropriate level of sensitivity to others in various situations.

Appendix: Reading List Suggestions

Note: This is NOT an exhaustive list! These texts do not reflect the substantial diversity in contributions among these topics.

Race/Racism

[*So You Want to Talk about Race*](#), Ijeoma Oluo

[*How to be an Antiracist*](#), Ibram X. Kendi

Unpacking Whiteness

[*White Fragility*](#), Robin D'Angelo

[*White Rage*](#), Carol Anderson

[*Me and White Supremacy*](#), Layla F. Saad

[*A Race is a Nice Thing to Have*](#), Janet Helms

[*My Grandmother's Hands*](#), Resmaa Menakem

Classism

[*Limbo: Blue Collar Roots, White Collar Dreams*](#), Alfred Lubrano

[*Nickeled and Dimed: On \(Not\) Getting by in America*](#), Barbara Ehrenreich

African American Experiences

[*Why are all of the Black Kids Sitting Together in the Cafeteria? And Other Conversations about Race*](#), Beverly Tatum

[*I'm Still Here: Black Dignity in a World Made for Whiteness*](#), Austin Channing Brown

[*My Grandmother's Hands*](#), Resmaa Menakem

Asian American Experiences

[*Is Lighter Better? Skin Tone Discrimination Among Asian Americans*](#), Joanne Rondilla & Paul Spickard

Arab American Experiences

[*How Does it Feel to be a Problem? Being Young and Arab in America*](#), Moustafa Bayoumi

Disability

[*Disability Visibility*](#), Alice Wong

Religion

The Faith Club: A Muslim, a Christian, a Jew – Three Women Search for Understanding, Rayna Idliby, Suzanne Oliver, & Priscilla Warner

LGBTQ+

Beyond the Gender Binary, Alok Vaid-Menon

Tomorrow Will be Different, Sarah McBride

Bulletproof Faith: A Spiritual Survival Guide for Gay and Lesbian Christians, Candace Chellew-Hodge

Native/Indigenous Experiences

The Wisdom of the Native Americans, Kent Nerburn

Latinx American (Immigrant) Experiences

The Book of Isaias: A Child of Hispanic Immigrants Seeks His Own America, Daniel Connolly

