


Brooklyn College – CUNY
School of Education
Department of School Psychology, Counseling, & Leadership
Graduate Program in School Psychology

SPCL 7922T
Multicultural Counseling & Consultation
Fall 2025

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Office Hours: Mondays, 11:30 a.m. – 12:30 p.m., 3:30 p.m. – 4:15 p.m.
Additional times by appointment
OER Course Website: <https://libguides.brooklyn.cuny.edu/spcl7922>
Brightspace Course Site: <https://brightspace.cuny.edu>
In-Person Sessions: Section M12 (10775): Mondays @ 12:50 – 3:20 p.m. in 5503 James
Section M4 (10774): Mondays @ 4:30 – 7:00 p.m. in 5503 James

Course Description

Critical examination of diversity issues related to intersectionality, privilege, and systemic oppression. This course interrogates the influence of racist, nativist, Eurocentric, individualist, heterosexual, patriarchal, cisgender, ableist, and sizeist dominant discourses on the emotional, social, and behavioral development of persons living within the United States. In-class exercises, Blackboard exercises, videos, discussions, and experiential activities will foster development of cultural humility, critical consciousness, and ability to implement social justice-oriented counseling and consultation strategies.

Course Objectives and Learning Outcomes

This course provides an in-depth study of the clinical skills necessary for school psychologists to work effectively with multilingual, multiracial, and culturally diverse populations. This experience-based course will develop multicultural competence, specifically awareness, knowledge, and skill related to cultural, racial, linguistic, ethnic, gender, sexual identity, ability, and socioeconomic factors that influence and shape behavior and development, including privilege and oppression in each of these areas. There is an emphasis on intersectionality. Personal history, literature, and films will be analyzed in the contexts of acculturation, identity, and systemic oppression. Current research and theoretical and applied knowledge in this field will be reviewed. Students will integrate theoretical and applied knowledge in written assignments and discussions.

Team-based learning methodology is integrated with online asynchronous learning activities to help students analyze real-life case scenarios in the context of the assigned readings. Experiential exercises and case discussions will be incorporated into the in-person class instruction. Mostly everything, including the readings and session task lists, needed for this course is on the OER course website, which is fully integrated into the Brightspace course site.

This course is divided into 14 modules:

- Module 1: Culturally Responsive Practice: Cultural Humility & Multicultural Counseling Competence
- Module 2: Multicultural Counseling Competence, Values, & Implicit Bias
- Module 3: Privilege, Oppression, & Social Justice
- Module 4: Race & Racial Identity Development
- Module 5: Racism, Racial Microaggressions, & White Privilege
- Module 6: Racial Trauma
- Module 7: Religious Oppression
- Module 8: Ethnocentrism, Nativism, Immigration, & Colorism
- Module 9: Immigrant Students, Emergent Bilinguals, Linguicism, & Bilingual Counseling
- Module 10: Classism, Advocacy, & Intersectionality
- Module 11: Gender, Cissexism, Sexism, & Intersectionality
- Module 12: Heterosexism & Intersectionality
- Module 13: Ableism, Sizeism, & Intersectionality
- Module 14: Film Case Conceptualization Presentations

Students completing this course will be able to:

1. **Demonstrate multicultural counseling competencies (awareness, knowledge, and skill) and recognize this as a life-long developmental process** (NASP Domain: 8).
ASSESSED: Application activities and discussions; Journals; Counselor Cultural Narrative; Cultural Immersion Experience; Film Case Conceptualization.
2. **Demonstrate knowledge of multiple racial, ethnic, and cultural populations in the U.S.** (NASP Domains: 7, 8).
ASSESSED: Application activities and discussions; “The House We Live In” Reflection Paper; Cultural Immersion Experience; Film Case Conceptualization; Quizzes
3. **Demonstrate knowledge of power, privilege, oppression, and intersectionality in society and its related school psychology and advocacy implications** (NASP Domains: 7, 8).
ASSESSED: Application activities and discussions; Discussion Board posts; Journals; Counselor Cultural Narrative; “The House We Live In” Reflection Paper; Film Case Conceptualization; Quizzes
4. **Apply multicultural counseling and consultation skills in a multicultural context appropriate to specific client situations and school environment, considering their own social locations and intersectionality at school** (NASP Domains: 2, 4, 6, 7, 8).
ASSESSED: Application activities and discussions; Film Case Conceptualization; Quizzes
5. **Critically reflect on the course material, including readings, films, discussions, and project experiences** (NASP Domain: 8).
ASSESSED: Application activities and discussions; Journals; Counselor Cultural Narrative; Cultural Immersion Experience; “The House We Live In” Reflection Paper; Film Case Conceptualization
6. **Recognize student diversity as a valued and respected strength, and the role of the school psychologist as advocate/leader/consultant/change agent** (NASP Domains: 2, 8).
ASSESSED: Application activities and discussions; Journals; Counselor Cultural Narrative; Cultural Immersion Experience; Film Case Conceptualization
7. **Demonstrate self-awareness regarding their own social status and cultural identity development and implications for counseling and consultation, as well as how their personal attitudes and values may interfere with effective counseling of clients who are racially and culturally different from themselves** (NASP Domain: 8).
ASSESSED: Application activities and discussions; Journals; Counselor Cultural Narrative; Cultural Immersion Experience; Film Case Conceptualization

8. Demonstrate improved ability to work productively on a team (NASP Domain: 2).

ASSESSED: Application activities; Peer Evaluation Forms

Teaching Method

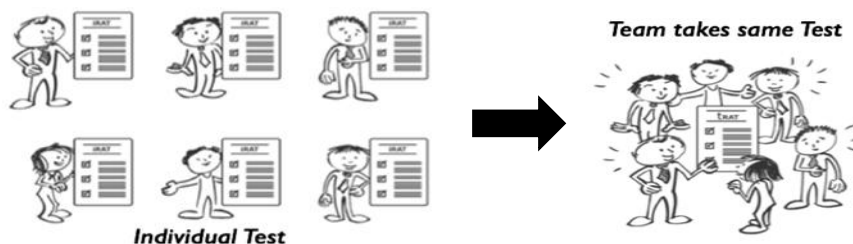
This course uses aspects of Team-Based Learning (TBL) pedagogy (www.teambasedlearning.org). TBL increases students' understanding of course concepts by using them to solve authentic, real-world problems and help them develop their workplace learning skills.

The rhythm of TBL

TBL courses have a recurring pattern of instruction that is typical of many flipped classrooms. Students prepare before class and then spend the bulk of class time solving problems together. Each session has a similar rhythm, opening with the Readiness Assurance Process that prepares the students for the activities that follow, and then moving to Application Activities that explore real-life case scenarios and apply concepts described in the readings.

Phase 1 - Pre-Class Preparation: Students are assigned preparatory materials to review before the start of each module. The preparatory materials can be articles, videos, blogs, podcasts, or PowerPoint slides. The preparatory materials highlight foundational vocabulary and the most important concepts the students need to begin problem solving, but not everything they need to know by module end.

Phase 2 - Readiness Assurance Test (RAT): Each session will begin with a five-question, multiple-choice quiz (RAT) taken at the beginning of class. The RATs hold students accountable for acquiring important foundational knowledge from the assigned readings that will prepare them to begin problem-solving during the class sessions. Students first complete the quiz individually (iRAT), and then repeat the same exact quiz with their team (tRAT).



iRAT Response Form

Instructions: Each question is worth 4 points. You should assign a total of 4 points on each line. If you are uncertain about the correct answer, you may assign points to more than one box.

| Q. # | A | B | C | D |
|------|---|---|---|---|
| 1 | | 4 | | |
| 2 | 2 | | 2 | |
| 3 | 1 | 1 | 1 | 1 |
| 4 | | 1 | 3 | |

Each question on the iRAT is worth 4 points. Students can "split" their points if they are unsure of the correct answer.

← If you know the answer, then you put all 4 points on your response choice.

← You can put this if you are evenly split between two choices.

← You can put this if you have no idea what the answer is.

← This is another possibility.

tRAT Scratch-Off Form

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)
 Name Team #3 Test # 2
 Subject _____ Total _____
SCRATCH OFF COVERING TO EXPOSE ANSWER

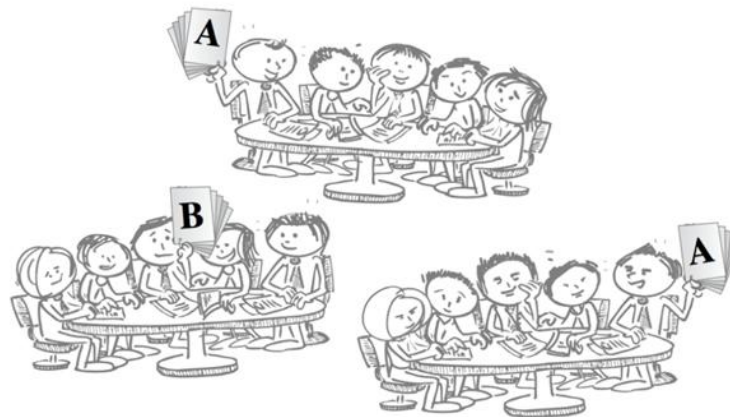
| | A | B | C | D | Score |
|-----|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|-------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 4 |
| 2. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 |
| 3. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4 |
| 4. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

© 2005 M.L. & B.B. Epstein Form# D008

The team takes the quiz together after the iRAT and decide on the correct answer. You keep scratching until you get the correct answer; find the star, and you are correct!

1 scratch = 4 points
 2 scratches = 2 points
 3 scratches = 1 point
 4 scratches = 0 points

Phase 3 - In Class Activities: Students and their teams use the foundational knowledge, acquired in the first two phases, to make decisions that will be reported during the whole-class discussions and subject to cross-team discussion and critique. The class will use a variety of methods to have students report their team's decision at the end of each activity. Sometimes students will hold up colored cards indicating a specific choice, sometimes they will write their answer on small whiteboards, sometimes they will display their work gallery style for the other teams to comment, and other times they will complete short worksheets or surveys, which will be randomly reported to the rest of the class.



(Information about TBL adapted and excerpted from: Jim Sibley's handout, *Introduction to Team-Based Learning*; *Three Keys to Using Learning Groups Effectively* by Larry Michaelsen; *Student Orientation Materials* by Dean Parmelee; and *The Essential Elements of Team-Based Learning* by Michaelsen & Sweet.)

Course Requirements

Class Attendance and Participation (10% of overall grade)

Students are required to keep up to date on class readings and assignments, and to be active team members. If students miss a class, they miss whatever their team did. The team process is critical to learning, and the content of each session will be reflected on the midterm and final exams. Most teams, in real life and here, will forgive a single absence for which students have a really good reason, and be less forgiving of multiple or casual absences. More than one absence and/or tardiness will affect the course grade (two points per absence and one point for lateness). Attendance is taken at the beginning of class, and it is expected that all students

will be present at the start of class. Brooklyn College abides to the state law regarding non-attendance because of religious beliefs. If you are unable to attend class due to religious reasons, please notify the professor in advance to make the necessary arrangements.

Midterm & Final Participation Self-Assessment: Twice during the semester, at the midpoint and at the end, students assess their level of class participation using the following Class Participation Rubric. Students evaluate their own level of participation and award points out of 100 using the criteria described below. *This will be completed using a google form; the link to the form is posted on Blackboard in the Assignments link.*

The self-assessment form will include the following items:

- The number of class participation points I believe I have earned
- Number of classes missed with reasons/explanations for absences
- Provide an explanation for your self-assessment. Please note that it is impossible for you to get a grade of 90 or above if you have missed more than one class during this marking period.

This self-assessment process provides an opportunity for students to get feedback from their professor on their level of class participation. It is the professor's assessment that is used for grading purposes; often there is consistency between the students' self-assessment and that of the professor; if there is a difference, then it provides an excellent opportunity for feedback.

| Class Participation Evaluation | Points |
|---|--------------|
| Consistently raises or facilitates discussion with peers and the instructor during whole-class discussions <i>in every class meeting</i> . Engages in integrative and higher order thinking in relation to the readings (e.g., integrates two or more pieces of information in the readings, integrates experience with readings, poses hypotheticals for the group based on readings). | 90-100 |
| Respectful attention to others' contributions; periodically (<i>at least every other class meeting</i>) shares comments on at least one topic discussed in readings and demonstrates understanding and relevance to classroom discussion. | 66-89 |
| Consistently present in class; attends and responds to others' contributions at personal level of experience but does not participate in classroom discussions. | 45-65 |
| Consistently present in class; makes no contribution to discussion; unresponsive to or argumentative with others. | Less than 45 |

Midterm Peer Evaluation (non-graded)

Each student will evaluate the contributions of all the other team members by completing a midterm peer evaluation using a google form link on Brightspace. The results will be disseminated anonymously to all team members by Prof. Elizalde-Utnick. The purpose of this evaluation is to give feedback to each team member to maximize team accountability.

Final Peer Evaluation (5%)

At the end of the term, it is necessary for all members of this class to assess the contributions that each member of the team made to the work of the team. **You will divide 100 points between your teammates** (not including you) based on the contributions they made to the team throughout the semester. This contribution should presumably reflect your judgment of such things as: 1) Preparation (*Were they prepared when they came to class?*); 2) Contribution (*Did they contribute productively to group discussion and work?*); 3) Respect of others' ideas (*Did they encourage others to contribute their ideas?*); and 4) Flexibility (*Were they flexible*

when disagreements occurred?). It is important that you raise the evaluation of people who truly worked hard for the good of the group and lower the evaluation of those you perceived not to be working as hard on group tasks. Students will submit their final peer evaluation via a google form link on Brightspace.

Quizzes – RATs (iRAT: 10%; tRATs: 5%)

Instead of cumulative exams, there are weekly quizzes (i.e., RATs, aka Readiness Assurance Tests) designed to assess your completion and basic understanding of the assigned readings (and videos, podcasts, etc.). Each in-person class session will begin with a 5-question quiz, first taken individually (iRAT) and then together as a team (tRAT). Please see the Teaching Method section of this syllabus for more information on the TBL RAT process. The lowest two RAT scores will be dropped; there are no make-ups for missed RATs.

Journal Entries (10%)

Students are expected to engage in a multi-level process of critical self-reflection, an important component of multicultural competence development. One effective strategy is e-journaling and posting on discussion board forums which allow for a deeper level of processing the course constructs. Asynchronous journaling gives students an opportunity to provide their thoughts, concerns, and opinions in a setting that they might feel more comfortable doing so in comparison to the in-person sessions. The instructor will provide feedback and can address any concerns that arise during this self-reflection process. Students should refer to the course outline and OER website for more details regarding topics and due dates.

Students will find each journal assignment described in the journal link on Blackboard. Students should reflect on each prompt and write their responses in clear language and fully supported with details and examples. The following grading rubric will be used: [Journal Rubric](#).

‘The House We Live In’ Film Reflection Paper (10%)

View this short student support video on how to get ready for this assignment: <https://youtu.be/F21LA8tvwvs>.

Watch Episode 3, The House We Live In of the film series, Race: The Power of An Illusion: <https://www-kanopy-com.brooklyn.ezproxy.cuny.edu/brooklyn/video/66397>

For your reflection paper, **integrate each of the following prompts in your paper**. You should review the [rubric](#) before writing your paper.

- Who was allowed to become a naturalized citizen before 1954 and who was not? What rights and privileges do citizens have that non-citizens do not have? What were the consequences for those denied citizenship?
- How did European “ethnics” become white? What changes made this possible?
- How did federal housing policies institutionalize segregation and wealth disparities?
- Why do property values go down when a neighborhood changes from white to nonwhite? Who plays a role in this?
- What happens to measures of racial disparities in places like education and welfare rates when groups of similar income AND wealth are compared?
- The film shows how government policies have created unfair advantages for whites in the past, resulting in a substantial wealth gap between whites and nonwhites. What examples of disparity exist in the community you grew up in and in the community that you live in today? Will the wealth gap go away if we ignore race?
- Central to the concept of the American Dream is the notion that anyone who works hard enough will be rewarded—that anyone can “pull themselves up by their bootstraps.” How has this been made

more difficult for people not defined as white? What is the long-term impact of that denial? What difference does access to financial resources make in terms of your life opportunities?

- Given that race is not biological, should we get rid of racial categories? Why might racial classifications still be useful? If we stop tracking racial information, how will we tell if disparities still exist?
- Critically reflect on this assignment. What were your thoughts and feelings as you watched the video?

Source: <http://newsreel.org/guides/race/race-guide-lores1.pdf>

Cultural Immersion Experience Paper (15%)

The purpose of this assignment is to help students fully understand a multicultural group of which they are not a member. Students will engage with a different multicultural group within or outside of their communities.

Your task is to connect with a group that meets the following three criteria:

1. That constitutes a unique “culture” or clear value system,
2. That is or has been disenfranchised or oppressed, AND
3. About which you have (potentially negative) preconceived ideas. This can include racial/cultural, sexual identity, religious/spiritual, economic, or ability diversity (formalized religious services different from your own; volunteer work at soup kitchens and homeless shelters, attending a religious ceremony (e.g, burial, rites of passage, social activity, etc.).

Paper Steps

- **Step 1:** Contact the group and interview a leader about how to interact with the group or find a “cultural guide” who can help you access the group appropriately. Interview that person about the group: why they gather, what it means to them. Ensure an informed consent form is used.
- **Step 2:** You will attend at least 1 gathering of people in this group, observing and interacting as appropriate. This meeting is to be attended ALONE – NOT with other students from this class or program unless they are your cultural guide.
- **Step 3:** After the experience, you will describe what you observed and learned about the experience/event and the cultural group and each of the following:
 1. Your reactions to the experience,
 2. Your thoughts and feelings about the group observed,
 3. Your thoughts and feelings about yourself in relation to the group observed, and
 4. What you need to consider to be an effective counselor with members of this population.

Your final paper product will be a 3- to 5-page Word document written in APA format. (See [Brooklyn College Library's guide on "Cite Your Sources: APA"](#)) Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation. Students should review the [paper grading rubric](#) prior to writing their paper.

Counselor Cultural Narrative (15%)

This critical reflective writing activity requires students to explore self in relation to attitudes and beliefs, and develop knowledge about personal cultural identity, development, and worldview (including key personal values). Students will address the impact of personal values, cultural identity, family history, and current lifestyle on their current sense of self, their future work as school psychologists, and their ability to work with different groups in counseling. Use all your course experiences to date (readings, other course materials, class dialogues, etc.) to inform your work on this project. Also, use the specific resources and prompts listed below as a guide for your personal cultural review and reflection.

Each prompt is to be integrated in your narrative. You are encouraged to utilize creativity, thoughtfulness, and intention in discussing your intersectionality and cultural identity. The **words and phrases in bold** below are supposed to be used as headers for each section of your paper.

1. **Identity Overview, Marginalization, & Oppression:** How do you culturally identify? Include the identities (e.g., woman) and identity intersections (e.g., low income, queer, Chinese woman) you view as most salient and describe why these are most salient for you. Describe yourself in terms of each component of the ADDRESSING Framework. In what areas do you hold privilege? In what areas do you experience marginalization? How does intersectionality impact your experiences with privilege and oppression?
2. **Photo Snapshot:** When you look at a photograph of yourself, what do you think others see in terms of your cultural (e.g., ethnicity, race) background based purely on your physical features? What do you see about yourself? What “-isms” are involved in this photo self-assessment? (insert photo into your paper)
3. **Gender:** When did you recall learning about your gender? How did you learn this? What gender assumptions/biases are common in your cultural and family group? How do you identify at present time regarding your gender, and how does it differ from when you were younger?
4. **Sexual Orientation:** When do you remember learning what your sexual orientation is and how did you learn this? How is sexual orientation regarded in your cultural group? How did your family help shape your attitudes about sexual orientation?
5. **Religion:** When did you find out what religion your family practiced, if any? How did your family feel about people who had a different religion? Did you have similar feelings? How would you describe your current religion/spiritual orientation?
6. **Class:** What were you taught about your family’s socioeconomic status throughout your life? Was social class (yours or others) openly discussed, observed, assumed, etc.? Did you often interact with those whose SES background differed from your own? Describe a critical incident that made you aware of your social class.
7. **Ethnicity:** How often did your family talk about your ethnic heritage and in what context? Discuss what messages (verbal and nonverbal) you received about your cultural or ethnic background and what childhood experiences reinforce them. What message did you receive about other cultural or ethnic groups?
8. **Experience of Difference:** Discuss your earliest recollections of learning that people are “different.” Discuss how you realized you or others were “different” and how it impacted you. Describe the childhood and adolescent experiences or relationships that shaped your view of people who are culturally different than you. What is your current view of people who are culturally different than you? Describe some experiences that may have influenced you to change the way that you view people who are culturally different than you.
9. **Race and Racism:** How do you identify when it comes to race? What did your family teach you about race (explicitly and/or implicitly)? Give examples. Using the racial identity development theory that fits your racial identification, describe your life experiences (give examples) as you moved along each of the stages. Which stage were you in during your teenage years? Why? Give examples. Which stage are you in right now? Give examples. Do you remember any significant shifts in the developmental stages of this identity? How is this course impacting your racial identity development? Give examples. How did you first come to understand that racism existed? What did you learn from this experience?
10. **Current Cultural Values:** What cultural values do you currently hold? Are they similar to or different than those of your family? Which of these values will be different from the common values of other cultural groups? What has been the major source of information that has shaped your perceptions of different groups of people? How have these values impacted your worldview?

11. **Current Biases:** What biases are you currently aware of? How do you plan to manage your biases when working with your clients/students? What cultural/racial groups do you think that you will have the most difficulty working with and why? The least difficulty and why?
12. **Anti-Bias Work and Self-Development:** What are the implications of these answers for your work with clients from both similar and dissimilar cultural backgrounds? With clients which you might have the most difficulty working with, what are your plans to prepare for working with them? Describe your strategies and plan for advocacy and anti-bias work that you plan to engage in.

You should review the [rubric](#) before you write your paper. The paper will vary in length based on an individual's personal history and experiences; however, this assignment is considered a comprehensive personal review and reflection. Your writing will be evaluated for its reflective nature and your shared understanding of multiple cultural elements, characteristics, and dynamics included in this course.

Film Case Conceptualization Paper (10%) and Presentation (10%)

Films can help foster growth in students' multicultural competencies. This project will help students apply the theoretical and applied constructs learned in this course to a virtual culturally diverse client based on the chosen film. It is recommended that you preview the film to make the best choice for your multicultural competence learning. Students should review the [rubric](#) prior to writing this paper. It is best to structure your paper using headings that are listed in the rubric: Background Description; Case Selection Variables & Counseling Concerns; Personal Strengths & Weaknesses; Multicultural Counseling Strategies; Self-Reflection. Each prompt is to be integrated in your narrative, under each appropriate heading.

Step-by-Step Procedure for Film Case Conceptualization:

1. Choose a movie from the list provided and clearly state the name of the film in your paper. (If interested in movies not listed, consult the instructor for permission.)
2. Select a character who could have experienced the most intense challenges or situations.
3. Pretend the character is your counseling client.
4. Specify the demographics of the client (i.e., using the ADDRESSING Framework). If some of the details of the demographics are vague in the film, give a rough estimate (e.g., middle age) based on your professional judgment.
5. Describe your reasons for choosing the person as a client.
6. Elaborate what issues or concerns the client could encounter. The client's demographics should be factored in.
7. In relation to this client, examine your personal strengths and weaknesses (due to any personal demographics, developmental stage of racial/cultural identity, motives, values, assumptions, preconceived notions, biases, any of the -isms addressed in class).
8. Describe counseling strategies you would utilize in your sessions with this client, based on the readings and class session content.
9. Examine how and why your strengths and weaknesses could affect the service you provide to this client, and how you will overcome the challenges you personally encounter working with this client.
10. Reflect on this assignment. How did this assignment impact on your learning? What aspects of this assignment were challenging? What aspects were helpful? What did you enjoy the most about it? The least? What suggestions do you have for other films and for this assignment?

Films/Mini-Series/Series: *Always Be My Maybe; Amistad; American History X; American Son; Amreeka; Antwone Fisher; Big Time Adolescence; Black or White; Boys Don't Cry; Boyz in the Hood; El Norte; English Vinglish; Freedom Riders; Freedom Writers; Gattaca; Higher Learning; Hue: A Matter of Color; Incendies; Just Mercy; Love, Simon; Mi Familia/My Family; Minari; Moonlight; My Flesh and Blood; My Life in Pink (Ma Vie en*

Rose); *My Name is Khan*; *Pariah*; *Saving Face*; *Schindler's List*; *Selma*; *Stateless*; *The Abominable Crime*; *The Hate U Give*; *The Invisible Thread*; *The Namesake*; *The Wedding Banquet*; *This Is Us*; *Time: The Kalief Browder Story*; *Towelhead*; *Trembling Before G-d*; *When They See Us*; *Years and Years*.

This assignment is excerpted/adapted from: Shen, Y.-J. (2015). Cultivating multiculturally competent counselors through movies. *Journal of Creativity in Mental Health*, 10, 232-246. DOI: 10.1080/15401383.2014.959679.

Presentation: Students will present their film case. The duration of the presentations should be 10-15 minutes. The presentation should provide: a description of the film client and reasons for selecting this client; counseling concerns; counseling strategies you would utilize in your sessions with this client; challenges you would personally encounter with this client and strategies for overcoming those challenges. Presenters also need to facilitate at least 5 minutes of discussion at the end of the presentations by using prompts. The use of PowerPoint or Google Slide presentations is required; the slide presentation should be saved as a PDF file and uploaded to Brightspace on the day of the presentation. Students should review the [presentation rubric](#) while planning their presentation.

OER Readings, Videos, & Podcasts

Students are expected to have completed all the readings for each class and be prepared to engage in team activities and class discussion regarding the assigned material. All the readings are available online (Open Educational Resources – OER) at no cost to students. *The readings are available on the course website:*

<https://libguides.brooklyn.cuny.edu/spcl7922>

It is highly encouraged that students take hand-written (better than typed) notes with each reading, as this fosters a deeper cognitive processing of the material and ultimately better retention when the notes are reviewed.

The assigned readings consist of the following:

1. Anderson, S. M. (2020, September). Gender Matters: The Perceived Role of Gender Expression in Discrimination Against Cisgender and Transgender LGBTQ Individuals. *Psychology of Women Quarterly*, 44(3), 323-341. Downloaded from: <https://doi-org.brooklyn.ezproxy.cuny.edu/10.1177/0361684320929354>
2. Anderson, R. E., & Stevenson, H. C. (2019). RECASTing racial stress and trauma: Theorizing the healing potential of racial socialization in families. *American Psychologist*, 74(1), 63-75. <http://dx.doi.org/10.1037/amp0000392>
3. Bagliery, S., & Lalvani, P. (2020a). Exploring Meanings of Disability. In *Undoing ableism: Teaching about Disability in K-12 Classrooms* (pp. 50-70). Downloaded from: <https://ebookcentral.proquest.com/lib/brooklyn-ebooks/reader.action?pq-origsite=primo&ppg=61&docID=5888603>
4. Bagliery, S., & Lalvani, P. (2020b). Understanding Ableism in Society. In *Undoing ableism: Teaching about Disability in K-12 Classrooms* (pp. 71-92). Downloaded from: <https://ebookcentral.proquest.com/lib/brooklyn-ebooks/reader.action?pq-origsite=primo&ppg=61&docID=5888603>
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6. Calogero, RM; Tylka, TL; Mensinger, JL; Meadows, A., & Daniélsdóttir, S. (2018). Recognizing the Fundamental Right to be Fat: A Weight-Inclusive Approach to Size Acceptance and Healing from Sizeism. *Women and Therapy*. Downloaded from: https://ore.exeter.ac.uk/repository/bitstream/handle/10871/36645/Calogero_Women%20%26%20Therap_y_2018_fat%20as%20fundamental%20right_accepted%20manuscript.pdf?sequence=1&isAllowed=y

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The assigned podcast consists of the following:

Proximity. Beyond Allyship. <https://podcasts.apple.com/us/podcast/beyond-allyship/id1506647081?i=1000476376158>

The films and video clips add a special experience to the course, and they are coordinated with the readings. All students must view the films when assigned. The course website has numerous posted videos. These videos fill in the gaps from the readings and/or highlight theoretical and practical constructs mentioned in the readings. It is highly encouraged that students view all the posted videos. Some of the videos are also assigned for the quizzes (see course calendar for details). The Film Case Conceptualization assignment draws the case material from an additional film from a list of selected films (see assignment for further information).

Course Evaluation

| Evaluation: Each Assignment’s (Task’s) Percent of Overall Course Grade | | |
|--|----------------------------|------|
| ASSIGNMENT/TASK (Total %) | INDIVIDUAL | TEAM |
| Class Participation (10%) | 10% (Midterm 5%; Final 5%) | -- |

| | | |
|---|----------|---------|
| Final Peer Evaluation (5%) | -- | 5% |
| Quizzes (15%) | iRAT 10% | tRAT 5% |
| Journal Entries (10%) | 10% | -- |
| The House We Live In Paper (10%) | 10% | -- |
| Cultural Immersion Experience Paper (15%) | 15% | -- |
| Counselor Cultural Narrative Paper (15%) | 15% | -- |
| Film Case Conceptualization Paper (10%) | 10% | -- |
| Film Case Presentation (10%) | 10% | -- |

*Students are expected to meet all appropriate/applicable criteria. Failure to meet the criteria will result in an administrative meeting with the instructor and/or School Psychology Program Coordinator to determine how the inability to meet professional standards of conduct impacts the student's standing in the course and/or program. All assignments are due on the dates indicated on the course calendar. *Grades on assignments will be lowered the designated number of points per day late.*

Grading Contract

| | | | |
|-----------|-----------|-----------|---------|
| A+: 100+ | B+: 87-89 | C+: 76-79 | F: 0-69 |
| A: 94-100 | B: 83-86 | C: 72-75 | |
| A-: 90-93 | B-: 80-82 | C-: 70-71 | |

Policy on Late Submissions/Incompletes

Timely submission of work is an important professional attribute. All assignments are due on the dates indicated on the course calendar. Work submitted late will be marked down accordingly at the discretion of the instructor. The only exception is when the student contacts the instructor *before* the assignment is due, and the instructor agrees to provide an exception to the due date based on the student's extenuating circumstances. Assignments not submitted on the due date with no advance notice to the instructor will be penalized as specified in the assignment instructions (see individual rubrics). *Grades on assignments will be lowered the designated number of points per week/day late, as measured by the beginning of the class period in which the assignment was due. If an assignment is not submitted by the end of the course, an additional five points will be deducted per assignment, on top of the late penalty.*

Faculty Council has determined the following policy for Incomplete Grades: *A grade of Incomplete (INC) may be given at the discretion of the instructor when 1) a student has satisfactorily completed most, but not all, course requirements, and 2) a student provides to the instructor evidence documenting the extenuating circumstances that prevent the completion of course requirements by the end of the semester. Candidates receive grades of incomplete (INC) only when a situation beyond their control prevents them from completing course work.* It is important to note that grades of INC will only be given if the instructor determines the grade is appropriate given the unusual extenuating circumstances *and such circumstances are documented by the student.* *An incomplete grade in a course that is a prerequisite for another course must be cleared before the candidate can enter the next course.* Final assignments not submitted on the due date at the end of the semester are given a grade of zero.

Quality of Writing

The form as well as the content of your written work will be a part of your evaluation and grade. Correct grammar, punctuation, spelling and organization and clarity of thought will be assessed. Please contact the Brooklyn College Learning Center, 951-5821, located in 1300 Boylan Hall, for assistance with writing. The instructor is also available to consult with you about your writing. **There will be no re-writes for any papers.**

Students with Special Needs

The Graduate Program in School Psychology is committed to creating an institutional climate in which students with disabilities can thrive. To receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services (CSDS). The Center for Student Disability Services (CSDS) is committed to ensuring students with disabilities enjoy an equal opportunity to participate at Brooklyn College. Students who have a documented disability or suspect they may have a disability are invited to schedule an interview by calling (718) 951-5538 or emailing Josephine.Patterson@brooklyn.cuny.edu. If you have already registered with CSDS, email Josephine.Patterson@brooklyn.cuny.edu or testingcsds@brooklyn.cuny.edu to ensure accommodation emails are sent to your professor.

Professional Standards of Conduct for School Psychologists

Faculty members are bound by the ethical code to ensure that graduates entering the field meet high standards. The Program is committed to ensuring that qualified candidates meeting professional standards of conduct and training will enter the profession. The Professional Standards of Conduct for School Psychologists is an instrument for program faculty to raise a concern about students' professional and personal development so that the issues can be resolved following college procedures. These procedures may include, but are not limited to, advisement, consultation, and counseling.

Structured Evaluation Methods: Each semester, teaching faculty evaluate students using the [Professional Standards of Conduct form](#) to indicate whether students' professional and personal development meet minimal standards for professional school psychology. If a student receives a rating of "0" in any area, indicating that there is a serious concern to be addressed, the professor and/or program coordinator will meet with the student to develop a plan to address the problem, as well as a method and timeline to evaluate progress. In the unlikely case that there is no adequate progress in the area of concern, dismissal from the program may follow. Faculty also meet regularly and discuss student progress and concerns. Such faculty discussions are designed to problem-solve areas of concern and plan for support to students. Faculty advisors are alerted whenever there are problematic patterns of behavior resulting in faculty concern.

Policy on Academic Integrity

The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Cheating is any misrepresentation in academic work. Plagiarism is the representation of another person's work, words, or ideas as your own. It includes submitting a paper previously written for another course.

CUNY Policy on Academic Integrity:

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. Academic integrity is at the core of a college or university education. Faculty assign essays, exams, quizzes, projects, and so on both to extend the learning done in the classroom and as a means of assessing that learning. When students violate the academic integrity policy (i.e., "cheat"), they are committing an act of theft that can cause real harm to themselves and others including, but not limited to, their classmates, their faculty, and the caregivers who may be funding their education. Academic dishonesty confers an unfair advantage over others, which undermines educational equity and fairness. Students who cheat place their college's accreditation and their own future prospects in jeopardy.

Definitions and Examples of Academic Dishonesty.

1.1 Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, artificial intelligence (AI) systems, or communication during an academic exercise. Example of cheating include:

- Copying from another person or from a generative AI system or allowing others to copy work submitted for credit or a grade. This includes uploading work or submitting class assignments or exams to third party platforms and websites beyond those assigned for the class, such as commercial homework aggregators, without the proper authorization of a professor. Any use of generative AI tools must be in line with the usage policy for specific assignments as defined in the course of the syllabus and/or communicated by the course instructor.
- Using artificial intelligence tools to generate content for assignments or exams, including but not limited to language models or code generators, without written authorization from the instructor.
- Unauthorized collaboration on assignments or examinations.
- Taking an examination or completing an assignment for another person or asking or allowing someone else to take an examination or complete an assignment for you, including exams taken on a home computer.
- Submitting content generated by another person or an AI tool or any other source as solely your own work as your own, including, but not limited to, material obtained in whole or in part from commercial study or homework help websites, or content generated or altered by AI or digital paraphrasing tools without proper citation.
- Fabricating and/or falsifying data (in whole or in part).
- Giving assistance to acts of academic misconduct/dishonesty.
- Altering a response on a previously graded exam or assignment and then attempting to return it for more credit or a higher grade without permission from the instructor.
- Submitting substantial portions of a paper or assignment to more than one course for credit without permission from each instructor.
- Unauthorized use during an examination of notes, prepared answers, or any electronic devices such as cell phones, computers, smart watches, or other technologies to copy, retrieve, generate or send information.

1.2. Plagiarism is the act of presenting ideas, research or writing that is not your own as your own. Examples of plagiarism include:

- Copying another person's or an AI tool's actual words or images without the use of quotation marks and citations attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting & pasting" from various sources without proper attribution.
- Unauthorized use of AI-generated content; or use of AI-generated content, whether in whole or in part, even when paraphrased, without citing the AI as the source.

Students should read the complete text of the [CUNY Policy on Academic Integrity](#) (see 2024 updated policy). *If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation. Students should be aware that faculty may use plagiarism detection software.*

A Note on the Use of AI Tools, such as ChatGPT:

- The use of AI tools is not permitted for reflective exercises (such as reading reflections or any other experiential exercises) and for writing entire sentences/paragraphs for any of the assigned papers.

- The use of AI tools (e.g., ChatGPT, etc.) is allowed for the following activities when writing course projects:
 - Brainstorming ideas and organizing thoughts for a project
 - Refining research questions
 - Exploratory research for a paper
 - Grammar/style/expository writing checks
- Any use of AI tools outside of the allowed parameters will be considered a violation of academic integrity and will be subject to penalties spelled out in the Policy on Academic Integrity.

Academic dishonesty in this course is grounds for disciplinary action which may include failure in the assignment and/or class.

Bereavement Policy

Students experiencing a death in their immediate family should contact their professor, as well as refer to the College's bereavement policy from the Division of Student Affairs:

<http://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php>

Nonattendance Due to Religious Beliefs

Students who are absent due to a religious holiday need to make up the work to get credit for the class session. Please see CUNY's policy for religious observance accommodations:

http://www.brooklyn.cuny.edu/web/off_registrar/2022-2023_Graduate_Bulletin.pdf

Sexual and Gender-based Harassment, Discrimination, and Title IX

Brooklyn College is committed to fostering a safe, equitable and productive learning environment. Students experiencing any form of prohibited discrimination or harassment on or off campus can find information about the reporting process, their rights, specific details about confidentiality of information, and reporting obligations of Brooklyn College employees on the Office of Diversity and Equity Programs website. Reports of sexual misconduct or discrimination can be made to Public Safety (719.951.5511), the New York City Police Department (911 or a local NYPD precinct), Ivana Bologna, Title IX Coordinator (718.951.5000, ext. 3689), or Michelle Vargas, Assistant Director of Judicial Affairs, Division of Student Affairs (718.951.5352).

Class Decorum

The following rules are intended to improve the quality of the classroom and enhance learning for all. These are expectations to be adhered to in every class:

- No cell phone calls, call answering, texting during the class sessions.
- When using email to contact the professor, use a professional writing style. Use an appropriate salutation, valediction, and signature. Your email is considered professional communication, as it will be in the schools.
- Please attend the class sessions *prepared* by completing assigned readings, arriving *on time*, and following class discussions attentively.

Other Important Considerations

- "Late adds" will not be accepted after the deadline to add a class (except for acknowledged College error).

- All students should read the section entitled “Academic Regulations and Procedures” in the Brooklyn College *Graduate Bulletin* for a complete listing of academic regulations of the College. These may be found on the Academic Calendars, Course Schedules, and Bulletins page of the Registrar’s website.

Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term, they will be clearly spelled out, clarified, and distributed as addendums to the syllabus.

National Association of School Psychologists (NASP) Domains of Practice Addressed by Course

- *Consultation and Collaboration* (Domain 2)
- *Mental and Behavioral Health Services and Interventions* (Domain 4)
- *Services to Promote Safe and Supportive Schools* (Domain 6)
- *Family, School, and Community Collaboration* (Domain 7)
- *Equitable Practices for Diverse Student Populations* (Domain 8)

Mission of the Graduate Program in School Psychology

The Brooklyn College School Psychologist Graduate Program strives to meet our urban community’s need for highly competent, self-reflective, and compassionate school psychologists. The program is committed to improving the educational experiences, and addressing the mental health needs, of all children in our richly diverse schools.

Program Goals

The Graduate Program in School Psychology’s training goals are consistent with ethical guidelines of the National Association of School Psychologists and the American Psychological Association. A program of training and extensive field experiences develops the following competencies:

1. Proficiency in psychoeducational assessment related to school difficulties and learning disorders with the ability to translate these results into appropriate models of service delivery.
2. Proficiency in psychological assessment related to behavior, personality, and mental disorders with the ability to translate these results into appropriate models of service delivery.
3. Proficiency in implementation of prevention strategies, and direct and indirect intervention approaches to serve all students’ needs, particularly those with disabilities and the ability to evaluate the results of service outcomes.
4. The ability to engage in collaborative practice and implement a range of contextually appropriate consultative services.
5. Familiarity with the organization of schools, including general and special education, and developmentally appropriate curriculum approaches for children with diverse educational needs.
6. An understanding of research methodologies and the ability to implement applied research in complex urban school environments.
7. A capacity for critical self-reflection to gain insight on self and others for the purpose of evaluating and improving service delivery and nurture a strong commitment to ethical guidelines of professional practice.

8. An understanding of the full range of diversity in the human condition, including racial, cultural, ethnic, linguistic, socioeconomic, gender, sexual orientation, individual differences/disabilities, and a willingness and capability to work with all populations.
9. A commitment to promote school policies and ethical practices that advance social justice and expand opportunities for all children.
10. A capacity to use technology to develop and enhance school psychology practice.

School of Education Mission Statement

The School of Education at Brooklyn College prepares teachers, administrators, counselors, and school psychologists to serve, lead and thrive in the schools and agencies of this city and beyond. Through collaborative action, teaching and research, we develop our students' capacities to create socially just, intellectually vital, aesthetically rich, and compassionate communities that value equity and excellence, access and rigor. We design our programs in cooperation with Liberal Arts and Sciences faculties and in consultation with local schools to provide our students with the opportunity to develop the knowledge, proficiencies and understandings needed to work with New York City's racially, ethnically, and linguistically diverse populations. We believe that teaching is an art that incorporates critical self-reflection, openness to new ideas, practices, and technologies, and that focuses on the individual learner's needs and promotes growth. Our collective work is shaped by scholarship and is animated by a commitment to educate our students to the highest standards of professional competence.

School of Education Conceptual Framework

The [School of Education's Conceptual Framework](#) offers an overview of the salient themes culled from our mission statement. The themes that follow are integrated into the course:

[Collaboration](#)

[Critical Self-Reflection and Reflective Practice](#)

[Social Justice](#)

[Diversity](#)

SPCL 7922T Course Calendar: Schedule of Topics and Assignments

| SESSION | MODULE/TOPIC | PRE-CLASS SESSION TASKS | NASP DOMAINS |
|--|--|---|--------------|
| 1 9/8 | MODULE 1: CULTURALLY RESPONSIVE PRACTICE: CULTURAL HUMILITY & MULTICULTURAL COUNSELING COMPETENCE. Introduction and overview of course. Group norms and rules. Understanding the constructs of multicultural counseling: Cultural humility and multicultural counseling competence (MCC) – Awareness, knowledge, and skills – and their historical context within the field. Isabel Wilkerson: America's 'caste' system. QUIZ: RAT#1 | READINGS: Lopez & Elizalde-Utnick ; Wilkerson VIDEO: Make Your Reading Count ; Speak Up GETTING TO KNOW YOU QUESTIONNAIRE: See Brightspace (BrS) Announcement for link BrS DISCUSSION BOARD: "Please Introduce Yourself" BrS JOURNAL #1: "Exploring Cultural Messages & Heritage" | 4, 8 |
| 2 9/15 | MODULE 2: MULTICULTURAL COUNSELING COMPETENCE, VALUES, & IMPLICIT BIAS. Essential qualities of the multicultural counselor. ADDRESSING Framework. Our worldview and intrapersonal communication: types of thinking styles. Our belief systems, biases, and privilege. Intersectionality. QUIZ: RAT#2 | READINGS: Jun (Ch. 2) ; Proctor VIDEOS: Implicit Bias Defined ; Intersectionality 101 BrS JOURNAL #2: "Exploring the Implicit Association Test" | 4, 8 |
| SEPTEMBER 22 - NO CLASS – HOLIDAY | | | |
| 3 9/29 | MODULE 3: PRIVILEGE, OPPRESSION, & SOCIAL JUSTICE. Intersectionality. Privilege and oppression. Microaggressions and implicit bias. QUIZ: RAT#3 <i>The House We Live In Reflection Paper DUE: Saturday, October 4</i> | READINGS: Prilleltensky ; Nadal VIDEOS: Peggy McIntosh & White Privilege, How Microaggressions are like Mosquitos, and Black Customer Racially Profiled BrS JOURNAL #3: "Exploring Privilege, Microaggressions, & My Social Interaction Patterns" | 4, 8 |
| 4 10/6 | MODULE 4: RACE & RACIAL IDENTITY DEVELOPMENT. Race. Racial identity development. Developing a nonracist and antiracist racial identity. Understanding color blindness. QUIZ: RAT#4 | READINGS: Sue ; Helms Phase 1 & Phase 2 BrS JOURNAL #4: "Exploring Whiteness & Racism" | 4, 8 |
| OCTOBER 13 - NO CLASS – HOLIDAY – CLASS MEETS TOMORROW (CONVERSION DAY) | | | |
| 5 10/14 TUESDAY | MODULE 5: RACISM, RACIAL MICROAGGRESSIONS, & WHITE PRIVILEGE. Racism and white privilege. Racial microaggressions. Impact of color blindness on systemic racism. Systemic oppression. Addressing clients' experiences of racism. QUIZ: RAT#5 | READINGS: Sue ; Collins VIDEO: 13th Amendment ; Systemic Racism Explained ; Colorblind: ReThinking Race BrS JOURNAL #5: "Anti-Black and Anti-Asian Racism" | 4, 8 |

| OCTOBER 20 - NO CLASS – HOLIDAY – CLASS WILL MEET ON FRIDAY - ASYNCHRONOUS (CONVERSION DAY) | | | |
|--|--|--|----------------------|
| <p>6 10/24 FRIDAY asynchronous session with assignments due</p> | <p>MODULE 6: RACIAL TRAUMA. Racial trauma and its cumulative effects. Levels of trauma: individual, historical, cultural, & collective. Individual and collective racial healing activities. RECAST: Racial Encounter Coping Appraisal & Socialization Theory. QUIZ: RAT#6 <i>Cultural Immersion Paper DUE: Saturday, Oct. 25</i></p> | <p>READINGS: Anderson & Stevenson; Sue et al. (Optional: Malott) VIDEO: Weaponizing Whiteness; Lecture Video BrS JOURNAL #6: “Responding to Discriminatory Racial Encounters”</p> | <p>4, 8</p> |
| <p>7 10/27</p> | <p>MODULE 7: RELIGIOUS OPPRESSION. Spiritual diversity and counseling. Religious privilege and oppression. QUIZ: RAT#7 <i>DUE by the morning of Sunday, November 2: Midterm Class Participation Self-Assessment and Midterm Peer Evaluation</i></p> | <p>READINGS: Magaldie-Dopman VIDEOS: Religious Privilege; Religion and Sexuality BrS JOURNAL #7: “Exploring Spirituality and Privilege, Islamophobia, & Anti-Semitism”</p> | <p>4, 8</p> |
| <p>8 11/3</p> | <p>MODULE 8: ETHNOCENTRISM, NATIVISM, IMMIGRATION, & COLORISM. Ethnocentrism. Nativism. Emigration and immigration. Counseling immigrants and refugees. Acculturation crisis and resolution. Colorism in immigrant groups. QUIZ: RAT#8</p> | <p>READINGS: Chavez-Duenas; Song et al. VIDEOS: What Would You Do?; What It's Like to Grow Up Undocumented BrS JOURNAL #8: “Migration Stories & Colorism”</p> | <p>4, 8</p> |
| <p>9 11/10</p> | <p>MODULE 9: IMMIGRANT STUDENTS, EMERGENT BILINGUALS, LINGUICISM, & BILINGUAL COUNSELING. Children of immigrants and immigrant students. English language learners and emergent bilinguals. Linguicism. Intersections. Bilingual counseling. QUIZ: RAT#9 <i>Counselor Cultural Narrative Paper DUE: Saturday, November 15</i></p> | <p>READINGS: Elizalde-Utnick & Guerrero; Perez-Rojas; Sanyal VIDEOS: Broken English; Family and Immigration; 8 Confessions BrS JOURNAL #9: “Code-Switching”</p> | <p>2, 4, 6, 7, 8</p> |
| <p>10 11/17 On Zoom</p> | <p>MODULE 10: CLASSISM, ADVOCACY, & INTERSECTIONALITY. Social construction of class and classism. Intersections of race, ethnicity, and class. QUIZ: RAT#10 Practicum Meeting @ 4:30 p.m. on Zoom</p> | <p>READINGS: Wages (Classism & Poverty); Foss-Kelly; Marisol Case VIDEOS: Why Women Are Paid Less; Gentrification Explained; A Tale of Two Zip Codes BrS JOURNAL #10: “Exploring My Economic Background & Classism”</p> | <p>4,8</p> |

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| 11 11/24 | MODULE 11: GENDER, SEXISM, & INTERSECTIONALITY. Social construction of gender. Sexism and Cissexism. Hegemonic masculinity. Intersections of race, ethnicity, and gender. Misogynoir. QUIZ: RAT#11 | READINGS: Jun (Ch. 5&6); Anderson; Bailey & Trudy; Ecklund VIDEOS: Serena Williams and Misogynoir; Beyond the Binary BrS JOURNAL #11: "Exploring My Gender & Misogyny/Misogynoir" | 4, 8 |
| 12 12/1 | MODULE 12: HETEROSEXISM & INTERSECTIONALITY. Heterosexism. Heteronormativity. Social construction of heterosexism. LGBTQ definitions. Conducting culturally competent intake interviews with LGBT youth. QUIZ: RAT#12 Film Case Conceptualization Paper DUE: Saturday, December 6 | READINGS: McDermott; Nadal et al.; Solomon; Nathan Case VIDEOS: What Does Queer Really Mean?; The Asexuality Spectrum BrS JOURNAL #12: "Exploring My Sexual Identity & Heterosexism" | 4, 8 |
| 13 12/8 | MODULE 13: ABLEISM, SIZEISM, & INTERSECTIONALITY. Social construction of ableism and able-bodied privilege. Sizeism and intersectionality. Intersections of race, ethnicity, gender, sexual attraction, class, and dis/ability. QUIZ: RAT#13 | READINGS: Baglieri & Lalvani; Calogero et al. VIDEOS: Psychology and Disability; Sizeism; Fat, Black, and Woman BrS JOURNAL #13: "Exploring Ableism & Sizeism" | 4, 8 |
| 14 12/15 | MODULE 14 FILM CASE CONCEPTUALIZATION PRESENTATIONS. The students will conduct their presentations. | DUE today: Film Case Conceptualization Presentation Slides Final Class Participation and Peer Evaluation Forms | 8 |
| 15 12/22 | MODULE 14 FILM CASE CONCEPTUALIZATION PRESENTATIONS. The students will conduct their presentations. | | 8 |