Course: CPY 538: Psychosocial and Multicultural Theories and Issues in Counseling

Course Schedule: Fall Semester 2012
- **Tuesdays 4:00 – 6:30 pm** (CSS 232)

Instructor: Samuel Sanabria, Ph.D., LMHC, NCC
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Phone: (407) 646-2352
E-mail: ssanabria@rollins.edu
Office Hours: Tuesday 1 – 3:30
Thursday 1 – 3:30
By Walk-in or Appointment

**Course Description:** This course is designed to address the social and political context of counseling individuals, families, and groups with diverse identities and social locations. Other areas of investigation include the intersections of race, ethnicity, class, gender, sexual orientation, age, physical ability, and the impact of oppression. Intercultural communication patterns and multicultural counseling theory and practice are emphasized, along with the role of the counselor as an advocate, ally, and agent of social change. Prerequisite: CPY 525 or permission.

**Class Format:** This “immersion” class will be devoted to guided group discussion, mini-lectures on specific topics, experiential exercises, videos, and student projects and presentations, all geared toward raising consciousness and increasing competency in multicultural counseling/advocacy. Many activities aim to increase your knowledge about a range of identities and cultural groups and their contexts within U.S. society and internationally. Portions of the class and outside assignments are devoted to facilitating your development as a counselor and ally for clients from diverse groups.

**Course Objectives:** Course objectives as outlined by the 2009 CACREP Standards and program description for this course are:

**Professional Orientation and Ethical Practice**
Provide an understanding of advocacy processes needed to address institutional and social barrier that impede access, equity, and success for clients (Standard II.G.1.i);
Social and Cultural Diversity
a) Students will understand of cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
   a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (II.G.2.a);
   b. Attitudes, beliefs, understandings, and acculturative experiences, including specific
   c. Experiential learning activities designed to foster students’ understanding of self and culturally diverse clients (II.G.2.b);
   d. Theories of multicultural counseling, identity development, and social justice (II.G.2.c);
   e. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies (II.G.2.d);
   f. Counselors’ roles in developing cultural self-awareness, promoting cultural social justice,
   g. Advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (II.G.2.e); and
   h. Counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (II.G.2.f).

Clinical Mental Health Counseling
Students will:
   a. Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CMHC-C.8).
   b. Understand how living in a multicultural society affects clients who are seeking clinical mental health counseling services (CMHC-E.1).
   c. Understand the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client (CMHC-E.2).
   d. Understand current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders (CMHC-E.3).
   e. Understand effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling (CMHC-E.4).
   f. Understand the implications of the concepts internalized oppression and institutional racism, & the historical and current political climate regarding immigration, poverty, & welfare (CMHC-E.5).
   g. Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (CMHC-F.3).

Mindfulness
Students will understand and apply mindfulness practices in their clinical work and their own self development and self-care.

Additional Course Description Information
Welcome!
A significant step toward world peace and the elimination of human suffering involves the cultivation of a deep respect and appreciation for the ways we as human beings are similar and different. As counselors we actively engage in understanding and transforming ourselves while also supporting clients in their own
transformation processes. Our ethical code calls upon us to use our knowledge and skills to address the social/political conditions that contribute to human suffering. Generally speaking, we tend to connect around our similarities, yet we often harbor suspicion, fear, and even hate when confronted with "the other." Skillful and effective work as a counselor involves a lifelong commitment to the cultivation of acceptance, and even appreciation, for human difference—the development of a "beginner's mind" in approaching every interaction within the therapeutic context. Our commitment extends to ending suffering caused by the unskillful acts of individuals and by systemic and structural inequality.

This semester we will focus on the cultivation of mindfulness as an approach for working with the broad spectrum of clients who come to us trusting that we will competently and ethically offer our services. Mindfulness is a philosophical model and a set of practices devoted to the development of moment to moment awareness and the expansion of equanimity—the ability to remain "all in one piece," calm and emotionally accessible, when confronted with a range of experiences. This is especially important 1) when a client is sharing difficult or intense emotional material or presents as "different", therefore, potentially threatening to the counselor or 2) when we as counselors need to “hold” ambiguity and “not knowing.”

Within the framework of mindfulness, we will begin to explore human differences as well as common ground. We will develop personal and professional competencies for working with culturally diverse populations, emphasizing counseling for liberation. Liberation counseling aims to support clients in accessing/developing “voice” as well as their strengths, resources, inner wisdom, and skills within contexts of relationships, communities, cultures, and societies.

A multicultural model of counseling recognizes the importance of social activism and advocacy on the part of the counselor as well as, in some cases, the client. Therefore, each student will develop and implement action plans based on your own self-discoveries and learning this semester.

As your professor, my hope is that we will make a commitment to really listen and understand the common humanity and diverging points of view that will be expressed over the course of the semester. In so doing, we can create and mindfully work to maintain a "place of safety and support" for the powerful processes in which we will engage. I welcome you to this learning community.

**Required Texts:**


**Films and videos** (Videos on reserve at Olin Library Circulation Desk)


Brokeback Mountain (2005). (Jake Gyllenhaal and Heath Ledger)

Please attend the film, **Street Paper** or **Shouting Secrets**, and one additional film of your choice during the Global Peace Film Festival (9/18 – 9/23).  http://www.peacefilmfest.org/

**Articles in Blackboard**


disorder in returning Iraq and Afghanistan war veterans: Implications for assessment and

faith development in gay, lesbian, and bisexual individuals. *The Journal of LGBT Issues in
Counseling*.

social class in counseling: The social class worldview model and modern classism theory. *Journal
of Multicultural Counseling and Development*, 32, 95-122.


collaboration. In L. H. Gerstein, P. P. Heppner, S. Ægisdóttir, S.A. Leung, & K. L.
Norsworthy (Eds.), *International Handbook of Cross Cultural Counseling: Assumptions and

gender-based violence and build systems of peace and justice. *Journal of Specialists in Group
Work*, 29(3), 259-283.


professionals: The mediating effects of self-awareness and mindfulness, *Journal of Multicultural

31, 44-51.


2005 ACA Code of Ethics: Download off [www.counseling.org](http://www.counseling.org)

ACA Advocacy Competencies: Download off
[www.counseling.org/Resources/Competencies/Advocacy_Competencies.pdf](http://www.counseling.org/Resources/Competencies/Advocacy_Competencies.pdf)

ALGBTIC Competencies: Download off
[www.counseling.org/Resources/Competencies/ALGBTIC_Competencies.pdf](http://www.counseling.org/Resources/Competencies/ALGBTIC_Competencies.pdf)
Multicultural Competencies and Standards: Download off www.counseling.org/Resources/

Required Assignments and Learning Experiences:

1. **Participation.** Due to the process-oriented, experiential nature of this course, your presence and participation are vital and essential to the success of the class. If you are going to be absent please call your professor prior to class so that the group can be informed that you will absent from the evening’s activities (see attendance policy on page 10) on page. **Please turn off cell phones, refrain from texting, and use computers only for note-taking.**

2. **Journal.** You will submit a typed **bi-weekly** journal, consisting of two parts:

   **Part A: Reflections.** On designated weeks (see course schedule), reflect on your thoughts, feelings, and experiences in relation to the previous week’s class, the course readings, and your outside activities/encounters connected to the course content. Please write about your process of becoming aware of privilege, power, oppression, and social location as a developing counselor, friend, parent, partner, etc. Include examples of how you see yourself changing as you journey through this course. This section of the journal will be evaluated based on the substance of your reflections and your having met the assignment requirements. Credit will be given for self-awareness, personal growth, thoughtful reflection, and relevance to the material under study. Please type before submitting. You should submit a **minimum** of **two double spaced typed pages** for this section.

   **Part B: Action/implementation of course learnings.** Based on the learning, discovery, and transformation you are experiencing throughout the semester, describe your weekly **thoughts, emotions, and, especially, actions** connected to implementing what you are learning. Your action section can, for example, focus on your efforts to learn more about and increase contact with members of groups who are different than you. You can include your efforts to be an ally to members of target groups. You can also focus your action plan on ways you are working to raise your own consciousness (internal) and actions you are taking in various situations or contexts (e.g. changing some of the ways you are raising your children or interacting with your partner or co-workers). Your efforts can be individually, family, and/or socially based and/or involve participation in group social action. I recommend that you also comment on your progress related to ongoing actions you are taking.

   **The content of Part B will be highly influential in the grading process** and needs to be a **minimum of one half page (in addition to Part A).** This section will be evaluated based on your ideas and actions as described above in relation to demonstrated understanding of course readings/class activities, etc. Also, credit will be given for evidence of **implementation and action. This section is not what you plan to do in the future; it is what you are actually doing now, during this class, and how it is working/not working/need refinement, etc.**

   Please type your journal using Word or similar program.
3. **Videotaped group discussions** – Four assignments

Form a group of three. Read the assigned readings, make notes, and schedule a time to meet for 1 to 1.5 hours to discuss what you have read. Videotape the meeting and **turn in the video with the reading checklist** on the designated due date. Make sure I can see and hear everyone’s contributions to the discussion.

Use the following guidelines for the discussion:
1. Each person should make notes on each article/chapter/film and bring the notes to the discussion. Do not bring the book and do not come without notes.
2. Discuss each article separately or pair a very short piece with a relevant longer article. Identify which article(s) you are discussing each time you move on to the next one.
3. Use the following process for discussing each reading or film:
   a. What are the themes of the reading or film? Explain.
   b. Specifically what arguments/perspectives are presented by the author related to each theme? Elaborate.
   c. What do you think/feel about one or two of the perspectives expressed by the author(s)? What experiences or other information can you add to broaden and deepen the conversation?
   d. How does the film or reading relate to the counseling field and process?
   
   **Suggestions:** Initially, and for the bulk of the conversation, stay focused on the content of the reading(s)/film(s) and what points and perspectives the authors were presenting. Avoid long descriptions of examples or your own experiences. It is OK to bring in short examples, but you will run out of time if you do this too much and for too long. Your job is to show that you have read the articles by discussing the content and clearly demonstrating that you understand the concepts and ideas presented by the authors.
4. Make sure that each person contributes substantially to the discussion, rather than only making statements like “I agree, I disagree….. Please do not exceed the time limit.
5. You can use the facilities in the Cornell Counseling Clinic. On Friday, Saturday or Sunday get a key from Campus Safety. Be sure to do a test to make sure your equipment is working and taping. **Your group will not receive credit if the equipment wasn’t working or you don’t have a tape.**

4. **Application of Racial Identity Model** – After viewing the movie Malcom X you are to write a one to two page summary identifying Malcom X’s identity development using the Racial Identity Model and provide examples shown in the movie for each identified stage.

5. **Group project** (PowerPoint and/or Video Presentation)

The purpose of this assignment is to provide an opportunity for you to engage in a social action/advocacy project and to learn more about the lives, issues, diverse and common experiences, etc. of a particular group holding a target group identity or social location by “standing with” them.

The guidelines for the project are as follows:

1. As a group decide on whether you want to do an in-class presentation using PowerPoint or a video presentation that will be shown in class. The presentations are to be 25 to 30 minutes in length.
2. Identify a social issue within a community holding a particular cultural identity (different from anyone’s in your group) with whom you would like to ally for this project. Examples of social issues within a culture includes: society’s perception of people with foreign accents, racism found in the LGB community, crimes committed on undocumented immigrants, social stigma of humanists, etc. Be creative with your social issue. **Please get approval of your topic from the instructor (due by 4th week of class).**

3. Identify individuals in the community who are able and willing to share their experiences with your chosen topic. You will need to get permission of the individual to be videoed or photographed (for those groups doing PPP). Each group member will have an in-depth discussion with at least one person holding the identity of the community with whom you are collaborating. The purpose of the discussion is to foster deeper understanding between you and the person with whom you are sharing. The discussion needs to be guided by what you have learned this term. Please note: It is important that you select a community in which you will have access to. You may consult with the instructor for some assistance if you are having trouble.

You may interview individuals who do not identify with your chosen cultural group to ascertain their attitudes and beliefs regarding the social issue. This may provide more insight into the struggles encountered by the cultural group.

You may also present on any local, national, or international news reports associated with your topic.

4. Your presentation need to include **at least four multicultural theories** from the literature. You can tie the theory with a particular segment of your presentation.

5. Meet as a group upon completion of the project to debrief and discuss what you did and learned through this process. Plan an interesting way to convey some of key learnings/discoveries to your peers in the class. For groups doing a video presentation you can videotape your group debriefing and show it in class. This is to be separate than what you show as your video presentation. Please make this segment no longer than ten minutes. For those doing a PowerPoint Presentation you can individually present your learning and discoveries in class. This is also to be no longer than ten minutes.

6. Be prepared to have a class discussion after your presentation. You may engage the class with a learning activity and/or present the class with discussion questions. Make the discussion creative and engaging!!!!!!

To be turned in on the day you present your project:

1. A handout provided to class members (including an annotated bibliography of any literature used for the project) AND a summary of the major learnings and discoveries from completing the project (One packet per group).

2. Each group member will write a final six to eight page** paper describing:
   a. your contributions to the group project (one page or less)
   b. what you learned by completing this project, particularly about yourself and about working in solidarity with the group with whom you collaborated. Comment on your learnings and discoveries about “working across difference.” Refer back to course readings, activities, & discussions (five to six pages at minimum)
c. your final reflections on your journey through the course this term, including reflections on your growth and important insights about multicultural/social justice counseling and alliance/solidarity work (two to three pages at minimum).

**This paper will be in-lieu of a final exam, so make it good.**

The order of presentation (This is a guideline)
- Cultural issue chosen and the group’s thought process in selecting this topic.
- Learning objective for each group member.
- Introduction including historical context
- Multicultural theories associated with segments of presentation
- Discussions with participants (may include news reports)
- Summary of findings
- Groups final reflections

You may check out video recorders from the Olin Library. You may also use i-Movie in their media lab to edit your videos. You are free to use other editing software but i-Movie tends to be the most user friendly. Please plan accordingly since there are only 11 flip cameras and 8 video cameras available in the library. And you will only be able to check out the cameras for a 24hour period.

5. **In class exam.** You will have one in-class exam on **November 6**. Exam consists of 25 multiple choice questions and three short essays. A study guide will be handed out by the instructor two weeks prior to the exam.

**EVALUATION CRITERIA**

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<td>Journals</td>
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<td>Video discussions</td>
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<td>Application of Racial Identity Model</td>
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<td>Group project (PowerPoint or Video Presentation)</td>
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<td>Exam</td>
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**GRADING SCALE (Points)**

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Policies and Procedures:

Class Attendance/Participation
Attendance at each class meeting is considered a professional obligation and expected. If for some reason you cannot attend a class meeting, you are expected to notify the instructor, when possible, prior to the class. Students are responsible for all assignments, lectures, announcements, and class discussions even when not present. Failure to follow this procedure or missing class could result in the lowering of a final grade. Your final grade will be lowered one half of a letter grade for each unarranged absence (half a letter grade = about 4 points), and one letter grade for more than two absences (which may require repeating the course). Chronic tardiness will also result in the lowering of a final grade (2 equal 1 absence). Class will start on time and time agreements for class breaks will be honored. Absences cannot be “made up” due to the experiential nature of the course. Not all assigned readings will be reviewed in class; students are responsible for asking questions about material they do not understand.

Penalty for late work: Students will forfeit a half a letter grade for each day an assignment is turned in beyond the announced deadline.

Class Participation will be graded on appropriate professional participation in all of the following:

- Attendance at all class meeting times
- Completing all assigned readings prior to class
- Participation in class discussions
- Participation in all in-class assignments
- Any additional homework assignments
- Participation in all parts of class role-plays and treatment teams to further the experiential component of the course
- Appropriate professional participation in all of the above criteria
  - Professional participation includes students refraining from texting or use of phones, personal use of laptop computers, side conversations, passing notes, etc. If this behavior is witnessed by the professor, it will not be brought to the student’s attention and the student will find a reduction in their overall semester grade.

Format Guidelines
Unless otherwise indicated, assignments should be written in accordance with APA style 6th Edition. Specifically, assignments should:

- Contain an APA-style cover page
- Be typed, double-spaced, with 1” margins, and in 12-point Times New Roman Font
- Contain citations and references formatted according to the APA Publication Manual (6th ed.) guidelines
- Adhere to page length, formatting, and content guidelines – cover pages and reference pages may not be counted toward fulfilling the required page length (unless otherwise noted). Incorrectly completed assignments will be evaluated as such.
- Any additional format guidelines presented by the APA 6th edition publication manual
- Points will be deducted from the grade if this style format is not followed. To avoid penalty, please assume an abstract, a reference page, and correctly formatted citations are required!

E-mail and Blackboard
All e-mail communication and dissemination of information from the professors will be via your Rollins e-mail
account. Students are responsible for checking this account. This course instruction is accompanied by the online “BlackBoard” system. Students are responsible for checking Blackboard for information, assignments, reading materials, course updates and other information and resources.

Confidentiality
In order to provide safety for individuals in the class and to protect the confidentiality of class members, students are expected to refrain from discussing all information shared outside of class. Attending this class signifies a contract to respect another's vulnerabilities. A classmate’s personal information or disclosures should be treated with all the obligations and standards of professional confidentiality. Avoid discussing specific information outside of class unless you are speaking directly with the person who was involved in the exchange.

Respect for Individual Differences
The Graduate Studies in Counseling program endorses a learning climate that represents diversity and individual differences and encourages the open-minded exploration of differences among individuals. We do not expect all graduates of our program to think the same way, but we do expect that while they are students they will be accepting of differences and strive to understand how other peoples’ perspectives, behaviors, and world views are different from their own.

Self Disclosure
Although it is likely that you will be asked to disclose thoughts and feelings that are personal in nature in class, please remember that you are in charge of what you choose to disclose in front of classmates. You do not have to reveal any information that you choose not to reveal. I consider confidential any information that you disclose within your journals and papers or privately in conversations with me. Many students completing this class are emotionally impacted by the experience. Please feel free to consult with me along the way if you need further clarification or to process your experiences.

Instructor Availability
If, at anytime, you wish to discuss any issue related to the class with me, particularly those related to your performance in this class, please do not hesitate to contact me. I am very willing to set up an appointment with you at a time outside my posted office hours. Please don’t wait until it is too late to help make this course a successful and rewarding learning experience for you. Your suggestions and ideas are always welcome, both during class and outside of class. E-mail is the best method for reaching me.

Incomplete Policy
Students who are unable to complete course requirements within the time limitations of the semester are responsible for initiating and working out an arrangement with the professor prior to the end of the term in order to receive an “incomplete.” An agreed upon plan for completion must be submitted in writing identifying a date when work will be completed. If the incomplete is not resolved by the end of the following term, the grade will turn into an “F.” The contract can be located on the counseling program website (see “Forms and Publications” link).

Academic Honor Code
Students are expected to become familiar with and comply with the Rollins College Academic Honor Code as published in the Graduate Catalog and the Student Handbook, and with the ethical guidelines of our professional associations (e.g., American Counseling Association). Failure to perform in a reliable, competent and ethical manner may necessitate a review by the faculty and student remediation, suspension, or dismissal. Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to
act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.

Material submitted electronically must also contain the pledge implying compliance with the code.

Students with Disabilities
Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) - Thomas P. Johnson Student Resource Center, 1000 Holt Ave., Winter Park, FL, 37289. Appointments can be scheduled by calling 407-646-2354 or email: gridgeway@rollins.edu.

Reminder: It is likely that we will all be disclosing thoughts and feelings that are personal in nature during the semester. Attending this class signifies a contract to respect one another’s vulnerabilities and to avoid discussing specific classmates’ disclosures outside class (particularly with people not in the class) unless you are talking directly with that person. It is fine to discuss what you are learning in general terms as long as identifying information is not disclosed.

Also, most students completing this class are emotionally impacted by the experience. We will be checking in during class to see how everyone is doing. Please feel free to consult with me along the way if you need further clarification or to process your experiences. And have fun!

The instructor reserves the right to modify the schedule and grading policy as needed
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<td>Sept. 11 Counseling and therapy as political</td>
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<td>Move: Malcolm X and Summary</td>
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<td>Oct. 9 Counseling Racial/Ethnic Minority Group</td>
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<td>Asian Descent and Pacific Islanders</td>
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<td>Oct. 16 Counseling Racial/Ethnic Minority Group</td>
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<td>Oct. 23 Gender and oppression</td>
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<td>International focus on gender</td>
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<td>People with disabilities and oppression</td>
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<td>Nov. 27</td>
<td>Multicultural counseling applications</td>
</tr>
<tr>
<td></td>
<td>Group projects (2 groups)</td>
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<tr>
<td>Dec. 4</td>
<td>Multicultural counseling applications, cont’d</td>
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<tr>
<td></td>
<td>Group projects (2 groups)</td>
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<td></td>
<td>Culminating Experience</td>
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</table>
# COURSE OUTLINE/SCHEDULE
## Reading Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapters</th>
<th>Parts (Sections)</th>
<th>Articles and Videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 4</td>
<td>1,2</td>
<td></td>
<td>Coleman; Ishii</td>
</tr>
<tr>
<td>Sept. 11</td>
<td>3,4,13</td>
<td>I(2,11); II(1-4); III(9); IV(1,2,14); VI(9); VII(Any 4 chapters); VIII(1,10,11)</td>
<td>Hansen</td>
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<tr>
<td>Sept. 18</td>
<td>10,11</td>
<td>I(1,3); II(8)</td>
<td>Day-Vines; Fraga; Scott</td>
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<tr>
<td>Sept. 25</td>
<td>14,18</td>
<td>IV(7,13,15,21); V(7,8,16); VI(8,13,17); VIII(3,9)</td>
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<td>Oct. 2</td>
<td>15</td>
<td>IV(5); VI(1)</td>
<td>Hays</td>
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<td>Oct. 9</td>
<td>16</td>
<td>III(6,7); IV(3,11,12); V(10); VI(2,3,10)</td>
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<tr>
<td>Oct. 16</td>
<td>17</td>
<td>III(1,4,5); V(9); VI(4,6,7)</td>
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<tr>
<td>Oct. 23</td>
<td>25</td>
<td>I(5); II(5,6); IV(4,6,8); V(11,12,13); VI(12,16,18,22); VIII(4)</td>
<td>Carroll; Erickson; Norsworthy</td>
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<tr>
<td>Oct. 30</td>
<td>23</td>
<td>I(6,7,8); II(7); IV(22); VI(15,19,21,25); VIII(2)</td>
<td>Hermann; Kocet</td>
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<td>Nov. 6</td>
<td>19,21,22</td>
<td>III(2,3,8); IV(9,10,19,20); V(18); VI(5)</td>
<td>Nassar-McMillan; Norsworthy</td>
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<td>Nov. 13</td>
<td>9,20</td>
<td>I(4); VI(11)</td>
<td>Hall; Schlosser</td>
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<td>Nov. 20</td>
<td>12,24,26</td>
<td>I(9,10); II(9); IV(16,17,18); V(1-5,17); VI(26); VIII(5-7)</td>
<td>Liu; Peters; Richards</td>
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<tr>
<td>Nov. 27</td>
<td>5,6,7,8</td>
<td>None</td>
<td>Jones</td>
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<tr>
<td>Dec. 4</td>
<td>None</td>
<td>None</td>
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</tbody>
</table>
Make sure to check Blackboard for announcements and additional reading.

Suggested Reading List (Books):

**Asian American**


**African American**


**Hispanic**


Fraxades, J. *The lonely crossing of Juan Cabrera*.


Native American


Moon, W.L.H. *Blue highways: A journey into America*. Fawcett Crest.


Gender


Affectional Orientation


**Multicultural**


**Suggested movie list:**

*African-American:* Boyz N the Hood; Driving Miss Daisy; The Color Purple; Long Walk Home; Guess Who’s Coming to Dinner; Roots I & II, Finding Forester

*Asian-American:* Dim Sum; Come See the Paradise; Wedding Banquet; Joy Luck Club.

*Hispanic:* Milagro Bean Field War; Mi Familia; Ballad of Gregorio Cortz; Born in East L.A.

*Native American:* The Mission; Never Cry Wolf; Pow Wow Highway; Thunderheart, Smoke Signals, Hoop Dreams.

*People with disabilities:* Children of a Lesser God; If you can see what I can hear; Patch of Blue; My Left Foot.

*Gay/Lesbian:* Bird Cage, Weekend, Brokeback Mountain, Sum of us, A Single Man

*Transgendered:* Priscilla, Queen of the Dessert, Transamerica