



College of Education & Psychology • Department of Psychology & Counseling

COUN 5324: Cultural Diversity and Advocacy

Course Syllabus

Fall 2023

Asynchronous; Meets biweekly Mondays from 5:30-8:20 pm

Instructor:	Bonnie Stice, M.A., LPC Associate, NCC
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Office Location:	Zoom or via Phone

Welcome!

Welcome to COUN 5324! This semester, we will explore a variety of topics together, some of which may evoke emotional responses from you. Please trust that is a normal and expected part of the process.

My hope is that together we will learn within and beyond ourselves, expanding our ways of thinking and being. Know that our goal is not to reach a consensus in which we all agree. Instead, the goal of this course and the discussions it holds is to enrich your thinking, embracing complexity and ambiguity. If you feel challenged, we're doing it right! I invite you to work with me in co-creating an environment in which *our differences bind us together rather than separate us*. I invite you into a new way of being with one another.

Importantly, I acknowledge that I hold certain identities that carry societal power and that shapes how I show up in this course, particularly for conversations about culture. It is my job to address my own biases and embody an acceptance of all worldviews – meeting you with a nonjudgmental and curious attitude. I hope you'll consider doing the same. Thanks for being willing to embark on this journey of self and collective learning. Please feel free to reach out to me personally at any point in the semester.

Land Acknowledgements

UT Tyler stands on land that is the seized territory of the Wichita, Caddo, and Comanche people. I would like to open our semester by recognizing and respecting Indigenous peoples as traditional stewards of this land. This recognition is an expression of gratitude and appreciation, in addition to an acknowledgement of the forced removal of Indigenous people from these lands. It is vital to understand this history of colonialism, in addition to understanding its ongoing legacy. My hope is that through this acknowledgment, we may come to greater awareness as to our own contributions to colonialism and work to dismantle systemic forces that serve to oppress.

Catalog Description

Development of counseling skills and strategies based upon the special needs and characteristics of culturally and ethnically diverse clients. 3 hours.

Objectives of the Course

Counselors are tasked with developing the knowledge, awareness, and skills necessary to provide culturally sensitive services in a variety of clinical settings. **The goal of this course is to:**

- Facilitate growth and progress towards the development of a multicultural orientation in working with culturally diverse populations.
- Increase cultural self-awareness through reflection and exploration of your personal intersectional identities, identifying and better understanding your own culture.
- Increase your knowledge related to power, marginalization, systemic oppression, inequity, and more, developing a personal social justice agenda as a counselor.

Structure of the Course

Instructional methods include readings, lectures, journal entry feedback, videos, discussion, experiential activities, guest speakers, and case conceptualizations. This course is designed to be interactive, and you are invited to be an active participant.

Experiences Covered

Professional Counseling Orientation and Ethical Practice	CACREP Standard	Curriculum/Evaluation Outcomes
1. the role and process of the professional counselor advocating on behalf of the profession	2.F.1.d.	Journal, final case study, cultural news article/check the facts
2. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	2.F.1.e.	Journal, final case study, cultural news article/check the facts
3. strategies for personal and professional self-evaluation and implications for practice	2.F.1.k.	My cultural identity project, final self-evaluation
Social and Cultural Diversity	CACREP Standard	Curriculum/Evaluation Outcomes
1. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	2.F.2.a.	Journal, final case study
2. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	2.F.2.b.	Journal, final case study
3. multicultural counseling competencies	2.F.2.c.	Journal, final case study
4. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2.F.2.d.	Journal, my cultural identity project
5. the effects of power and privilege for counselors and clients	2.F.2.e	Journal, my cultural identity project, final case study (KPI)
6. help-seeking behaviors of diverse clients	2.F.2.f.	Journal, advocacy/engagement, project, final case study
7. the impact of spiritual beliefs on clients' and counselors' worldviews	2.F.2.g.	Journal, my cultural identity project
8. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	2.F.2.h.	Journal, final case study, advocacy/engagement project
Human Growth and Development	CACREP Standard	Curriculum/Evaluation Outcomes

1. systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f.	Journal, final case study, advocacy/engagement project
2. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i.	Journal, final case study, advocacy/engagement project
Counseling and Helping Relationships		CACREP Standard Curriculum/Evaluation Outcomes
1. counselor characteristics and behaviors that influence the counseling process	2.F.5.f.	Journal, my cultural identity project, final self-evaluation
Assessment and Testing		CACREP Standard Curriculum/Evaluation Outcomes
1. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	2.F.7.m.	Journal, final case study
Clinical Mental Health Counseling		CACREP Standard Curriculum/Evaluation Outcomes
1. cultural factors relevant to clinical mental health counseling	CMHC C.2.j.	Journal, final case study, advocacy/engagement project
2. strategies to advocate for persons with mental health issues	CMHC C.3.e	Journal, final case study, advocacy/engagement project

Note: KPI=Key Performance Indicator assessment

Readings & Materials

Required Textbooks:

Sue, D. W., & Sue, D. (2019). *Counseling the culturally diverse: Theory and practice* (9th ed.). Hoboken, NJ: John Wiley & Sons

Required Article Readings:

Burnes, D., Sheppard, C., Henderson, C. R., Wassel, M., Cope, R., Barber, C., & Pillemer, K. (2019). Interventions to reduce ageism against older adults: A systematic review and meta-analysis. *American Journal of Public Health*, 109(8). <https://doi.org/10.2105/ajph.2019.305123>

Croteau, J. M (1997). One struggle through individualism: Toward an antiracist white racial identity. *Journal of Counseling & Development*, 77 (1), 30-32. <https://doi.org/10.1002/j.1556-6676.1999.tb02411.x>

Day-Vines, N. L., Cluxton-Keller, F., Agorsor, C., Gubara, S., & Otabil, N. A. (2020). The multidimensional model of Broaching Behavior. *Journal of Counseling & Development*, 98(1), 107–118. <https://doi.org/10.1002/jcad.12304>

Day-Vines, N. L., Wood, S. M., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., & Douglass, M. J. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling & Development*, 85(4), 401–409. <https://doi.org/10.1002/j.1556-6678.2007.tb00608.x>

Foss, L. L., Generali, M. M., & Kress, V. E. (2011). Counseling people living in poverty: The CARE model. *Journal of Humanistic Counseling*, 50 (2), 161-171. <https://doi.org/10.1002/j.2161-1939.2011.tb00115.x>

Herlihy, B. J., Hermann, M. A., & Greden, L. R. (2014). Legal and ethical implications of using religious beliefs as the basis for refusing to counsel certain clients. *Journal of Counseling & Development*, 92(2), 148–153. <https://doi.org/10.1002/j.1556-6676.2014.00142>

- hooks, bell. (2000). Black Women: Shaping Feminist Theory. In *Feminist theory: From margin to center*. Essay, South End Press.
- King, K. M. (2021). "I Want to, But How?" Defining counselor broaching in core tenets and debated components. *Journal of Multicultural Counseling and Development*, 49(2), 87–100. <https://doi.org/10.1002/jmcd.12208>
- McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. *Independent School*, 49 (2), 31-36.
- Myers, J. E. (1992). Wellness, prevention, development: The cornerstone of the profession. *Journal of Counseling & Development*, 71(2), 136–139. <https://doi.org/10.1002/j.1556-6676.1992.tb02188.x>
- Nassar-McMillan, S. C., & Hakim-Larson, J. (2003). Counseling considerations among Arab Americans. *Journal of Counseling & Development*, 81(2), 150–159. <https://doi.org/10.1002/j.1556-6678.2003.tb00236.x>
- Oman, D., & Nuru-Jeter, A. M. (2018). Social identity and discrimination in religious/spiritual influences on health. In D. Oman (Ed.), *Why religion and spirituality matter for public health: Evidence, implications, and resources* (pp. 111–137). Springer International Publishing. https://doi.org/10.1007/978-3-319-73966-3_6
- Ortiz, S. O. (1999). You'd never know how racist I was, if you met me on the street. *Journal of Counseling & Development*, 77 (1), 9-12. <https://doi.org/10.1002/j.1556-6676.1999.tb02403.x>
- Ponzo, Z. (1992). Promoting successful aging: Problems, opportunities, and counseling guidelines. *Journal of Counseling & Development*, 71(2), 210–213. <https://doi.org/10.1002/j.1556-6676.1992.tb02202.x>
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44, 28–48.
Found here: <https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>
- Rothenberg, P. S., & Mayhew, K. S. (2014). *Race, class, and gender in the United States: An integrated study*. Worth Publishers.
- Toporek, R. L., Lewis, J. A., & Crethar, H. C. (2009). Promoting systemic change through the ACA Advocacy Competencies. *Journal of Counseling & Development*, 87 (3), 260-268. <https://doi.org/10.1002/j.1556-6678.2009.tb00105.x>
- Vereen, L. G., Wines, L. A., Lemberger-Truelove, T., Hannon, M. D., Howard, N., & Burt, I. (2017). Black existentialism: Extending the discourse on meaning and existence. *The Journal of Humanistic Counseling*, 56(1), 72–84. <https://doi.org/10.1002/johc.12045>

Course Assessments

Assignment	Weight	Due Date
Professionalism, Preparation, & Participation	10	Ongoing
Journals & Discussion Board Posts	15	Ongoing
In the News & Check the Facts	10	Sign-Up Date
Advocacy in Action	20	See Course Schedule
Cultural Autobiography Presentation	20	See Course Schedule
Case Study & Treatment Plan (KPI)	20	See Course Schedule
Learning Review Meeting	5	Sign-Up Date
Final Grade:	A = 100-90	B = 89-80
	C = 79-70	D = <70

Assignments

Professional, Preparation, & Participation

Enrollment in this class is limited to graduate students who are preparing for professional careers; thus, attendance is required, and class participation is expected as just one component of professional responsibility. At all times, you are expected to demonstrate characteristics consistent with that of professional counselors (see Master's Student Handbook), engage in ethical behavior as defined in the American Counseling Association Code of Ethics, and adhere to UT Tyler's Academic Integrity Policy. As professionals, you are also responsible for coming to class prepared to discuss readings, making productive contributions to class discussions/activities, and attending respectfully to others when not contributing directly.

Please remember, professionalism includes using technology (e.g., laptops, tablets, smart phones) appropriately in class. Part of being a counselor is the ability to disengage from technological distractions to remain present in the moment. Students who do not meet expectations regarding professional responsibilities will be evaluated as such. This evaluation may be reflected in a grade reduction, competency concern report, and/or request for other remediation per Counseling Program policies.

Classroom Discussion Norms:

- Treat each other with respect, even when your opinion differs (this includes respecting the pronouns, names, and other identifying parts of an individual)
- Be open to healthy accountability (call-ins versus call-outs)
- Actively listen to others and avoid talking over (listen versus waiting to speak)
- Lean into using "I" statements. "You" statements put people on the defensive
- Help make this a space where **all** voices are heard – especially those that are marginalized and those attempting to grow – but avoid tokenizing (when someone of a minoritized identity becomes representative of that group)
- Consider the impact versus intent of what you say
- Make a personal commitment to learning about people who are different than yourself and about your own identities
- Every statement we make is value-laden – be open to inspecting those values and having your ideas challenged
- Accept discomfort as a normal part of this process – be open to being disturbed
- Assume the best in others – value each other and the contribution you bring – we are a community of learners
- Know thyself and your needs (triggers, supports/safe people, calming activities, resources, preference for facilitating healthy resolution)
- Be open to the possibility of change and welcome vulnerability

Journals

You will create journal entries throughout the semester. The purpose of the journaling process is to provide an opportunity for you to interact with course material, process class experiences, and self-reflect. This reflection process is essential to multicultural learning.

- Journals should include: Reflections on class processing (personal reactions, thoughts about material, integration of knowledge into worldview, etc.) and thoughts and reactions to the week's readings (questions, initial considerations, discussion points for class, etc.).

All journal entries are due on the weeks we meet via Zoom and must be posted no later than midnight the Friday of class week. Allot enough time for thoughtful, intentional, and integrative journal entries.

The first journal entry can be an initial reflection on the self as a cultural being, thoughts/feelings about the course, what "progress" will look like in developing a multicultural orientation, and a description of what might get in the way of that growth.

Each journal entry will be read by the course instructor. You will receive feedback such as questions to consider, comments related to the journal, points of additional reflection, etc. The assignment is designed to encourage personal growth, exploration, self-reflection, empathy cultivation, and greater depths of multicultural competence.

Journal entries will be 1-2 double-spaced pages in length. You are encouraged to write in the first person and in their personal tone of voice. Excellent journal entries will demonstrate authenticity, evidence of wrestling with the information, and stretching oneself to explore multiple perspectives. This assignment will be evaluated based on your demonstration of thoughtfulness and effort (free from grammatical error, evidence of editing). Additionally, your depth of insight, level of self-awareness, willingness to take risks in your self-reflection, growth of empathy, demonstration of knowledge integration, and application/integration of class material will be assessed.

Discussion Board Posts

On asynchronous weeks in which we do not meet via Zoom, please post to the discussion board for the appropriate week (labeled in Canvas). The purpose of the discussion board process is to provide an opportunity for you to interact with course material and process class experiences with your peers, engaging in enriching conversation in which you can learn from each other.

- Discussion posts should include: Thoughts and reactions to the week's readings (wonderings, considerations, discussion points for class, etc.) and at least one thought-provoking question for your peers to respond to.

All discussion posts are due on asynchronous weeks and must be posted no later than midnight the Friday of class week. You are required to respond to at least two of your peers by that Sunday at midnight.

Journal entries should be 1-2 paragraphs and always include a question for discussion. This assignment will be evaluated based on your demonstration of thoughtfulness and effort (free from grammatical error, evidence of editing), in addition to engagement with your peers.

In the News & Checking Facts

To increase awareness of cultural elements in today's society, you will monitor the news and select one news story with cultural themes to present to the class. The article can be relevant to any topic covered in class such as socioeconomic status, race, ethnicity, age, gender, religion, spirituality, physical ability, etc. You will lead a brief discussion surrounding the article as it relates to class relevant topics (maximum 7 minutes). You will turn in a written summary of the information below to the professor prior to the class period. Please include relevant citations and links. Signs up will take place within the first few weeks of class.

You are then required to find secondary information regarding the topic of your selected article. This may include statistical information behind the topic, current research that is relevant, or notable implications for counselors. Aim to pull from reputable sources such as peer-reviewed journals, government studies, or independent research firms. If you use an independent research firm, you must check to see who funds this research and review how this affects the information presented. You may also choose to evaluate the source of the article and its record for unbiased/biased information. The purpose of this assignment is to have you begin to address these difficult topics confidently, from a fact-based perspective, in addition to tying action to issues. **If your article of choice happens to have statistical information included, following this source and collecting more information as to its trustworthiness and veracity would be applicable, as well.**

- 1) Summarize the event described in the news article and why you selected it.
- 2) How does the article reflect themes from the course such as privilege, oppression, social (in)justice, advocacy, or the eradication of oppression? What can you and your classmates learn from this article?
- 3) Review the secondary information you found regarding the topic (or the statistical information included in the article) and discuss its source/implications.

This assignment will be evaluated on adherence to assignment guidelines, quality of content, depth of insight and thoughtfulness, demonstration of knowledge integration and application of class material.

Advocacy in Action

One goal of this course is to increase your awareness of systemic factors that impact clients of marginalized identities. For this course, you will engage in an advocacy act related to social justice for marginalized clients within the counseling field. This may take the form of advocating for marginalized clients, students, communities, populations, or social groups. Examples include lobbying or advocating politically for underrepresented groups, developing an awareness campaign, holding an event aimed at increasing awareness around a social justice issue, volunteering with an organization, etc.

Your advocacy experience should include **at least one advocacy experience throughout the semester**. Any project requires time dedicated to planning and preparation, the advocacy experiences, and reflection. Therefore, you are encouraged to begin preparing for this project early in the semester.

You will be asked to submit a proposal describing your advocacy plan to be approved by me by the date specified on the course schedule (1-2 paragraphs). All students will share their engagement/advocacy experience in a 3-4-page reflection paper describing their experience and resulting self-awareness. The paper should include:

- A description of the experience and goals and objectives that have been achieved or not achieved
- A discussion of your feelings or reactions to the experience
- Comments on how your experience was enhanced by concepts covered in class
- Comments on what you have learned about yourself – discuss in terms of knowledge, awareness, and skill
- The implications your experiences have on your practice as a counselor

Cultural Autobiography Presentation

You will build a presentation that examines your own cultural identity and your understanding of the impact that living in a multicultural society has on you as a counselor. Include in your presentation the following:

- a. Personal development: How has your own cultural self-awareness looked like over your lifetime? What factors, experiences, or cultural teachers have contributed to the development of your cultural identity? What is your personal/family experience of gender, ethnicity, sexual orientation, ability, etc.?
- b. Cultural genogram: Depict a genogram (be as creative as you would like) that includes at least 3 generations of your family. The genogram will include multiple aspects of identity including race, ethnicity, gender, social class, religion/spirituality, physical ability, sexual orientation, etc. Discuss how creating this has helped you learn about yourself as a cultural being and learn about your worldview.
- c. Impact of injustice: How has discrimination, racism, sexism, power, privilege, and oppression affected your life? How have your multiple identities intersected and/or caused friction within you?
- d. Advocacy: How you can advocate for cultural and social justice through the elimination of bias, prejudice, intentional discrimination, unintentional discrimination, and oppression through your work setting, in your community, and in the counseling profession?
- e. Self-reflection: Discuss specific ways your course work and experiences in this class, in the counseling program, and other experiences since you have been in the program have influenced your growth in multicultural competency. Where are your strengths, growth areas, and what will you do to continue to grow in cultural competencies?

Your presentation will occur electronically and be posted to the appropriate discussion board on Canvas. Please include a PowerPoint with voiceovers OR a video of you walking through the presentation. Presentation should last 10 minutes maximum and must include visual aids. This assignment will be evaluated on the quality of the presentation, quality of the genogram, depth of insight, and willingness to take risks and self-reflect.

You are also required to comment on at least two of your peers' presentations with thoughtful reflections.

Case Study & Treatment Plan

You will apply your understanding of multicultural counseling competence by writing a 5-7-page (not including title page or references) case conceptualization and treatment plan of a client.

This client will be fictional and made up by you. They should have identities that relate to your personal advocacy agenda as a counselor (refer to your advocacy/engagement project as reference). You first will write a vignette explaining the important factors about your client's life that contribute to their cultural identity and impact their journey to counseling. You will then describe how the client finds his/her way to counseling and provide both a conceptualization of the client as well as a treatment plan. Conceptualizations should include specific examples from your vignette as well as citations from academic sources. In describing the therapeutic setting, imagine you are a working counselor.

Respond to the following items in your conceptualization and treatment plan:

1. Describe your client's unique cultural identities (all factors) and their experience of systemic oppression or privilege (2.F.2.a)
2. Identify and describe how your client's unique cultural identity affects their help-seeking behaviors and perceptions of the mental health system (2.F.2.f)
3. Identify at least 3 multicultural counseling competencies relevant to your work with this client and provide examples of how to implement the competencies (2.F.2.c)
4. Describe how the degree of the client's privilege/power and counselor's privilege/power (you) impact the counseling relationship and their personal worldviews (2.F.2.e)
5. Formulate a counseling plan realistic for work in your intended counseling setting
 - a. Identify at least two specific, measurable counseling goals as your client is likely to describe them
 - b. Outline a counseling plan for working with the client in your setting. Support your response with citations from readings. Be sure to include:
 - type of service (individual, group, family) and anticipated number of sessions
 - counseling strategies (theory, interventions)
 - specific ways in which you will build a culturally responsive counseling relationship with your client and make your counseling approach responsive to the client's reality
 - adjunct services and/or referrals you may offer
6. Develop an advocacy plan for your client referring to the advocacy competencies in which you act with your client or on their behalf (2.F.2.e.)

Learning Review Meeting

At the end of the semester, we will meet to discuss your experience throughout the course and your progress toward a multicultural orientation. This is meant to be a reflection on the knowledge, awareness, and skills you have acquired throughout the semester. You also will share identified areas for continued growth using specific examples. My hope is that you will demonstrate self-awareness, increased empathy, and a contextual understanding of a multicultural orientation and how it relates to clinical practice. This assignment will be evaluated based on the following: growth/progress towards multicultural competence and evidence of self-awareness (examples), depth of insight, growth of empathy, and instructor's evaluation of the above (based on this assignment and previously completed assignments in this class).

Course Policies

Due Dates

Assignments are considered late if they are not received by midnight on the day provided on the syllabus (with the exception of journals and discussion posts). If you are in need of an extension, please contact me to make arrangements before the assignment due date. Extensions will result in a reduction of points on the assignment equal to 10% of the total assignment grade per calendar day late. The need for multiple extensions throughout the course of a semester(s) may warrant a competency concern/report.

Writing Style and Citations

All sources used for all assignments must be cited in APA style (7th edition). Excellent papers will reference scholarly sources and reflect a depth of critical thought and a writing style commensurate with graduate-level work.

Canvas

We will be using Canvas as a course management tool this semester. You will be able to view announcements, download copies of class materials, write journals, and submit course assignments.

Absences

Prompt attendance at all class meetings is a professional responsibility. The rigors of graduate training in counseling involve more than simply the ability to earn an "A" or "B" in course material. Although you have busy, complex lives and setting priorities may often be challenging, as a counselor trainee, learning to balance responsibilities within the context of one's life is an essential part of developing into a competent and trustworthy clinician.

If necessary, you **may miss one class with a valid excuse** (such as illness or family emergency) and not face penalties related to your grade. You must let me know **as soon as possible** if you will be missing class. It is your responsibility to obtain all notes and handouts missed during their absence. Each absence beyond the first will result in a loss of 10 points from your total grade. Therefore, you are advised to save your absence for emergencies such as unforeseen illnesses. If you miss more than three classes, you will receive a failing grade. If you miss more than 1 hour of class, it is considered an absence. Chronic tardiness or early departure (arriving 15 minutes late or leaving 15 prior to the end of class) will result in the lowering of a final grade at my discretion. Students who miss more than one class period, for whatever reason, will be considered below professional expectations and should expect for their average to be reduced one letter grade. There is UT Tyler protocol if students need to miss an extended period of time, please consult me for more information.

Meets professional expectations	Below professional expectations	Significantly below expectations
<ul style="list-style-type: none"> 0-1 absences Rarely tardy or late from break Contributions reflect routine, careful preparation for class Attentive and respectful toward others when not contributing directly No concerns regarding personal characteristics Shows ethical integrity and adheres to ACA Code of Ethics No concerns regarding academic integrity 	<ul style="list-style-type: none"> 1-2 absences Frequent, minor tardiness Rarely contributes to class Contributions reflect occasional preparation for class Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texting, surfing, sidebars) Occasional or minor personal characteristic concerns If ethical violation present, concern is minor and student takes immediate action to remedy Minor, uninformed violations of academic integrity <p>Final grade adjustment of ½ - 1 letter grade, conference with instructor, and/or competency concern report filed with Counseling Program.</p>	<ul style="list-style-type: none"> 2-3 + absences Persistent, minor tardiness Recurrent, major tardiness Contributions are rare or not productive Contributions reflect lack of preparation for class Behaviors detract from safe, scholarly learning environment Serious concerns regarding personal characteristics Major ethical violation or inability to understand ethical concerns Major, intentional violations of Academic Integrity Policy <p>Final grade adjustment of 1-2 letter grades, conference with instructor, and/or competency concern filed with Counseling Program. Serious violations may require repeating course (e.g., 3+ absences), assignment of F in course (e.g., ethical or integrity concerns), or other remediation per competency concern report.</p>

Course Schedule

Note: This schedule may be modified at any time throughout the semester.

Date	Topic	Readings & Assignments Due*	Class Meeting	Due
<u>Week 1</u> Aug. 21	Introductions Syllabus Review	Myers, 1992	5:30-8:20 pm	DUE: Journal 1
<u>Week 2</u> Aug 28	Multicultural Orientation Power, Privilege, and Oppression	Sue et al. 1, 2, 3 McIntosh, 1990 Croteau, 1997	Asynchronous	DUE: Discussion Post 1
<u>Week 3</u> Sept 4	Intersectionality Racial/Cultural Identity Development	Sue et al. 6, 7, 8 hooks, 2000 Ortiz, 1999 Crenshaw	NO CLASS MEETING – Labor Day	DUE: Journal 2
<u>Week 4</u> Sept 11	Social Justice Advocacy Systemic Oppression	Sue et al. 5 Toporek, Lewis, & Crethar, 2009 Rothenberg Part 6 (Race & Gender Issues in US Law): select one reading of your choice Advocacy Competencies & Social Justice Counseling Competencies Ratts et al., 2016	Asynchronous	DUE: Advocacy in Action Project Proposal DUE: Discussion Post 2
<u>Week 5</u> Sept 18	Therapeutic Relationship Microaggressions	Sue et al. 4 Decolonizing Mental Health	5:30-8:20 pm	DUE: Journal 3
<u>Week 6</u> Sept 25	Communication Styles Worldviews/Identity Culturally Competent Assessment	Sue et al. 9, 10, 11	Asynchronous	DUE: Discussion Post 3
<u>Week 7</u> Oct 2	Broaching Cultural Ruptures	King, 2021 Day Vines et al., 2007 Optional: Day Vines et al., 2020	5:30-8:20 pm	DUE: Journal 4
<u>Week 8</u> Oct 9	Cultural Autobiography Presentations		Asynchronous – post biography online w/ voiceovers	DUE: Cultural Autobiography DUE: Discussion Post 4
<u>Week 9</u> Oct 16	Impact of Socioeconomic Status Spirituality and Religion	Sue et al. 18, 23 ASERVIC Spiritual and Religious Competencies Hidden Rules Among Classes Oman & Nuru-Jeter, 2018 Foss et al., 2011	5:30-8:20 pm	DUE: Journal 5
<u>Week 10</u> Oct 23	Sexual Identity Gender Older Adults	Sue et al. 20, 21 Herlihy et al., 2014 ALGBTIC Competencies Ponzo, 1992 Burnes et al. (2019)	Asynchronous	DUE: Discussion Post 5

		An Ally's Guide to Terminology MAP Gender & the Brain		
<u>Week 11</u> Oct 30	Ability Status Body Size Socioeconomic Status	Sue et al. 24 Implicit Bias Test (Weight) Respectful Disability Language Burnes et al. (2019) Rothenberg Part 1 (Social Construction of Difference): select one reading of your choice from readings 3-8	5:30-8:20 pm	DUE: Journal 6
<u>Week 12</u> Nov 6	Black Culture Indigenous American/Native American Culture	Sue et al. 12, 13 Vereen et al. 2017	Asynchronous	DUE: Discussion Post 6
<u>Week 13</u> Nov 13	Latinx Culture AAPI Culture	Sue et al. 14, 15	5:30-8:20 pm	DUE: Journal 7 DUE: Case Study & Treatment Plan
<u>Week 14</u> Nov 20	National Native American Heritage		NO CLASS MEETING – Holiday	
<u>Week 15</u> Nov 27	Middle Eastern Culture Multiracial Identities Immigrants and Refugees Environmental Justice	Sue et al. 16, 17, 19 Nassar-McMillan & Hakim-Larson, 2003	5:30-8:20 pm	DUE: Journal 8 DUE: Schedule Learning Review Meeting DUE: Advocacy in Action
<u>Week 16</u> Dec 4	Finals Week	Learning Review Meeting (scheduled by 11/29)	Individual Meetings	

*Unless otherwise specified, all digitally submitted assignments are due by midnight on the listed day.

Syllabus Addendum

Academic Integrity and Academic Dishonesty

Academic Honesty and Academic Misconduct: The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in the course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in the course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and for educational purposes. Course recordings should not be shared outside of the course in any form without permission.

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in all courses. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), The University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities.

If a student has a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, the student is encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact the student when the application has been submitted and schedule an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services/>

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- UT Tyler Counseling Center (903.566.7254)