

**Lewis & Clark College**  
**Professional Mental Health Counseling Program**  
**CPSY 550/ MHC 511**  
**Diversity and Social Justice / Cultural Foundations and Social Justice**  
**Syllabus Cover Sheet**

Required Objectives:

Professional Identity Standards (CACREP 2009 Standards)

- 2a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- 2b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- 2c. theories of multicultural counseling, identity development, and social justice;
- 2d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- 2e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- 2f. counselors' roles in eliminating biases, prejudices, and processes

Clinical Mental Health Standards (CACREP 2009 Standards)

- A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (2001-A4)
- B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
- E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
- E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
- E4. Understands 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.
- E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
- F2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

### Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but will not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.	Demonstrates self awareness and emotional stability. Immerging use of self in therapeutic process, uses supervision to continue growth.	Demonstrates self awareness, emotional stability and a beginning understanding of impact of self in relationships with clients, seeks assistance for continued learning	Demonstrates self awareness, emotional stability, and willingness to address/remediate problems.	Student demonstrates lack of self awareness or emotional instability that impedes learning or client care.	MHC 503/ MHCA 502 Professional Qualities/ Dispositions Evaluation  MHC 509/ MHCA 511: Professional Qualities/ Dispositions Evaluation	Self as Counselor (2 of 5)
Submission Method: Instructor Complete PQE in Taskstream						

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
PQE Critical Items: Openness to supervision	Seeks supervision from faculty, supervisors and peers. Utilizes supervision to grow	Complies with suggestions, requests and directives from faculty and supervisors	Responds to supervision from faculty and supervisors reluctantly, has difficulty with feelings of defensiveness	Refuses supervision or fails to comply with supervisor requests and directives	MHC 503/ MHCA502 And MHC511/CPSY 550  Professional Qualities/ Dispositions Evaluation	Self as Counselor (5 of 5)

Submission Method: Instructor Complete PQE in Taskstream	and develop.		s			
---	--------------	--	---	--	--	--

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
Students develop awareness of the effect of power, privilege, and difference and their own cultural attitudes, beliefs,	Demonstrate s strong awareness of own social locations and how attitudes, values and beliefs have been affected by it	Demonstrate s good awareness of own social locations and how attitudes, values and beliefs have been affected by it	Demonstrate s beginning awareness of own social locations and how attitudes, values and beliefs have been affected by it	Demonstrates little to no awareness of own social location and how attitudes, values and beliefs have been affected by it	MHC 511/ CPSY 550 Cultural self portrait or Culminating Cultural Activity	Multicultural Competence (1 of 4)
Submission Method: Student submission to Taskstream						

	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Program Objective Met
--	---------------	--------------	------------------	------------------	-----------------------

<p>PQE Critical items: Responsibility Item 5 Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. Integrity Items 3,4,5 Respect for others</p>	Score of 2: Meets	Score of 1: Emerging	Score of 0: Inadequate	<p>MHC 503/ MHCA502 AND MHC 511/CPSY 550</p> <p>Professional Qualities/ Dispositions Evaluation (PQE) Note: PQE is given for all students in these courses, and as needed when problems emerge in other courses</p>	Multicultural Competence (2 of 4)
Submission Method: Instructor completes PQE in Taskstream					

Multicultural Competence	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Program Objective Met
Goal 4 of 4					
<p>Learns strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.</p> <p>Submission Method: Instructor submits overall course grade to registrar AND Taskstream</p>	CPCE Score Average or Above or Score below average and Course grade 90-100%	CPCE score below average and course grade 0-90%	CPCE score below average and course grade below 80%	CPCE Score Average or Above OR MHC511/CPSY 550 CPCE score below average and Course grade of A	Multicultural Competence (4 of 4)

## Cultural Foundations

### CPSY 511

Ime Kerlee, LPC, PhD WGS

[ikerlee@lclark.edu](mailto:ikerlee@lclark.edu)

Office Hours: By Appointment

Lewis and Clark College

Graduate School of Education and Counseling  
Department of Counseling Psychology

**Course Information:**

*Time:* Monday, 1:00 – 4:15pm

*Location:* York Graduate Center, Room 116

*Credits:* 3 credit hours

*Pre-requisites:* MHCA 502, MHC 513

**Required Text:**

Sue, D.W. & Sue, D., (2012). *Counseling the Culturally Diverse: Theory and Practice*. 6<sup>th</sup> Edition, Wiley & Sons, New York, New York.

**Required Articles:**

Aggerwal, et. al (2014). The Development of the DSM V Cultural Formulation Interview Fidelity Instrument. *Journal Health Care of Poor Underserved*. 25(3) 1397-1417.

Anzaldúa, G. (2002). Now let us shift...The Path of Conocimiento ... Inner Work Public Acts. In Anzaldúa, G. and Keating, A (Eds) *This Bridge We Call Home* (pp. 540-578). New York: Routledge.

Arredondo, P. & Arciniega, G.M. (2001). Strategies and techniques for counselor training based on the Multicultural Counseling Competencies. *Journal of Multicultural Counseling & Development*, 29(4), 263-273.

Arredondo, P. (1999). Multicultural counseling competencies as tools to address oppression and racism. *Journal of Counseling & Development*, 77(1), 102-109.

Arredondo, P., Toporek, R., Brown, S.P., & Jones, J. (1996). Operationalization of the multicultural counseling competencies. *Journal of Multicultural Counseling & Development*, 24(1), 42-78.

Bassichis, M. (2011). "Reclaiming Queer and Trans Safety". In Chen, C., Dulani, J, and Piepzna-Samarasinha, L. *The Revolution Starts at Home: Confronting Intimate Violence in Activist Communities*. (Pp. 5-23) Southend Press, Boston, MA.

Mingus, M "interdependence" <https://leavingevidence.wordpress.com/2010/01/22/interdependency-exerpts-from-several-talks/>

McLaughlin, et al. (2012). Food Insecurity and Mental Disorders in a National Sample f U.S. Adolescents. *Journal of American Academic Child Adolescent Psych*, 51 (12), 1293-1303.

Nosworthy, K et al (201 ) Activism, Advocacy, and Social Justice in Feminist Multicultural Counseling

Psychology. In Enns, C & Williams, E (Eds). *The Oxford Handbook of Feminist Multicultural Counseling Psychology*. (Pp. 465-484) Oxford Univ Pr, Oxford, England.

Shin, R. (2015) The Application of Critical Consciousness and Intersectionality as Tools for Decolonizing Racial/Ethnic Identity Development Models in the Fields of Counseling/ Psychology. In Goodman, R & Gorski, P. (Eds). *Decolonizing "Multicultural" Counseling Through Social Justice*. (Pp. 11-22) Springer, New York, NY.

Smith, L (2015). *Queering Multicultural Competencies*. In Goodman & Gorski (pp. 23-40)

Smith, L & Chambers, C. (2015). *Decolonizing Psychological Practices in the Context of Poverty*. In Goodman & Gorski (pp. 73-84)

Sue, W.S., Arredondo, P., & McDavis, R.J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling & Development*, 70(4), 477-486.

Yamato, G. (1990). "Something About the Subject Makes it Hard to Name." In Anzaldúa, G. *Making Faces, Making Soul/ Haciendo Caras: Creative and Critical Perspectives by Women of Color*. (pp. 20-24). Aunt Lute, Philadelphia, PA

Additional readings and/or journal articles assigned will be placed on Moodle or emailed to your [lclark.edu](mailto:lclark.edu) email

### **Recommended Reading:**

Comas-Díaz, Lillian (2012). *Multicultural Care: A Clinician's Guide to Cultural Competence*. APA, Washington, DC.

Rastogi, M., & Wieling, E., (2005). *Voices of Color: First-Person Accounts of Ethnic Minority Therapists*, Sage Publications, Thousand Oaks, California.

### **Moodle:**

Other readings are available on Moodle, the Lewis & Clark online course program. Log on to [moodle.lclark.edu](http://moodle.lclark.edu) (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email once the moodle is set up. If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225, [consult@lclark.edu](mailto:consult@lclark.edu) or Maia Penchansky [maiap@lclark.edu](mailto:maiap@lclark.edu) or 503 – 768-6195.

### **Ethical Guidelines:**

Students will obtain and bring a current copy of the ACA Ethical Guidelines to class.

**Catalog Description:**

Development of diversity awareness and knowledge including systems of power and privilege. Introduction to methods/skills for working with clients who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability. Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs, biases, and prejudices.

**Course Purpose & Objectives:**

- Develop an awareness of attitudes, beliefs, understandings of acculturative experiences; identify biases regarding various social groups and the similarities and differences within and between groups
- Demonstrate an understanding of the role and relationships of the individual cultural identity development verses group cultural identity
- Increase knowledge and identify multicultural and pluralistic trends within and among diverse groups
- Demonstrate culturally appropriate counseling interventions when working with diverse clients
- Use advocacy to address institutional and societal barriers that impede human development; able to identify micro/macro-level strategies to address social, political and economic barriers of human development
- Operationalize the multicultural competencies and culturally appropriate intervention strategies
- Demonstrate an understanding of how living in a multicultural society effects clients seeking mental health counseling, career counseling, and students in a school setting
- Understand the counselor's role as a change agent and advocate; understand ethical and legal issues that may arise as they relate to multicultural and social justice advocacy.

**CACREP Counseling Objectives & Student Learning Outcomes:**

- II.G.2.a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- II.G.2.b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- II.G.2.c. Theories of multicultural counseling, identity development, and social justice;
- II.G.2.d. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- II.G.2.e. Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- II.G.2.f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

**CACREP Addiction Counseling Objectives & Learning Outcomes:**

- AC.E1. Understands how living in a multicultural society affects clients with addictions
- AC.E2. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with addictions
- AC.E3. Knows public policies on local, state, and national levels that affect the quality and accessibility of addiction services
- AC.E4. Understands effective strategies that 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 addiction counseling

**Ground Rules** (Adapted from those by Margaret Anderson, University of Delaware):

Given the nature of this course, the following rules are intended to promote an atmosphere that will facilitate the learning process as well as respect the experiences of different groups in the classroom and the larger society. The class can agree to revise these rules and add others, but all students must commit themselves to the final set of rules by the end of the first class. These principles will guide our class discussions and interactions.

1. Acknowledge that oppression exists in our society.
2. Acknowledge that one of the key elements of oppression is that we are all systematically taught misinformation about race, ethnicity, and gender. This is true for both majority and minority group members.
3. While we cannot be blamed for the misinformation that we have learned, we can and will be held responsible for repeating misinformation after we have learned otherwise.
4. We will actively pursue information about racial, ethnic, and cultural groups. However, the basis for this information will not be on societal learned myths or stereotypes about these groups.
5. We will share information and ideas with members of the class and we will never demean, devalue, or “put down” people for their experience.
6. We each have an obligation to combat actively the myths and stereotypes about diverse populations so that we can break down the barriers that impede group cooperation.
7. We will assume that all of us, regardless of our racial identity, nationality, sex, class, or cultural background, have been influenced by the racism, sexism, and heterosexism of our society and that individuals can actively change.
8. We will create a safe atmosphere for open discussion. At times, members of the class may wish to make comments that they do not want repeated outside of the classroom. If so, the student will preface his or her remarks with a request that the class will agree not to repeat the remarks.
9. We will try to see the world through the experiences of people who have different perspectives than our own. This will mean not assuming that one’s own perspective is the only or best way to see and think.



**Class Assignments/Grading:**

1. Attendance.

You **must attend and participate in all classes**. If an emergency requires that you miss a class or any portion of a class, you must contact the instructor as soon as possible and a make up assignment will be required. The instructor will determine the exact content of this makeup assignment. **More than one absence may lead to a failure to complete requirements for credit.**

2. Participation.

Each week there will be an assignment related to the readings. You may be given questions to consider and be prepared to discuss, you may develop questions, there may be an activity to complete and share with classmates, or you may need to be prepared to discuss your 12-step meeting attendance and diversity experiences on assigned dates. Well prepared students make for the best class discussions!

3. Weekly Journal. (15 points)

You will be required to keep a weekly journal. In your weekly journal, entries will capture your intellectual, personal and/or experiential discoveries made in class (from group discussion, class activities, etc.), from the weekly reading assignments or even from things you come across in popular culture. Please use this as an opportunity to discuss your reactions or reflections of course discussions or dialogue. This is also an opportunity to reflect about your own cultural identity development and discoveries.

The journals should be typed; 1-2 pages in length per entry, and are due twice in the semester. The first compilation of journals is due **February 26<sup>th</sup>** (6 entries) the final compilation of journals is due **April 16<sup>th</sup>** (7 entries). There will be a total of 13 entries in the entire journal. These do not need to be APA formatted. Journal entries are not graded for specific content but rather for depth. The purpose of journaling is to carve out time for intentional reflection on class discussion and readings. Through intentional reflection we can work towards a deeper understanding and integration of course material.

3. Cultural Self-Portrait, Family Tree Exploration. (30 points)

Students will generate a narrative and creative cultural portrait of themselves based on a cultural genogram and narrative we will discuss in class. Please utilize your own knowledge (discovered self-awareness and reflection of your own cultural identity and beliefs), talk with your immediate and extended family members, your partners, community supports, etc. The following questions may help guide the written portion of your cultural self-portrait, family tree exploration:

- Who am I as a cultural being? What is my cultural profile?
- How have the different dimensions of diversity influenced who I am as a person?
- How does my culture influence my relationships?
- How do I think that my cultural background and attitudes will help me in working with culturally diverse clients?

- How do I think that my cultural background and attitudes will hinder me in working with culturally diverse clients?

Reflect on each of these questions thoughtfully and thoroughly. The Cultural Self-Portrait narrative should integrate personal examples and reflections.

An 8-10 page paper **APA style** will be due on **March 12<sup>th</sup>**. Feel free to get creative and add additional creative materials, visual aids, etc. to the Appendix (all materials in the Appendix are *not* counted as part of the 8-10 required pages; please see the APA Style guide for assistance in proper use of an Appendix).

#### 4. SNAP Food Challenge. (10 points)

Poverty has been called the ‘great equalizer’ in that it does not discriminate between race, ethnicity, age, gender, religion, sexual orientation, or any other category of difference. *The Supplemental Nutrition Assistance Program* (SNAP) makes a difference in the lives of millions of American across the country that without this vital support might find it more challenging to feed themselves and their families. However, research shows that the amount budgeted for individuals (about \$4 per day) still poses a threat of hunger. Your assignment for one week is to take the SNAP/food stamp challenge. For the week of March 9 – 15<sup>th</sup>, I challenge you to live on a food budget of \$28 for the entire week. In other words, ANYTHING you eat would be accounted for by this \$28.

Please also review critiques of this challenge. If you grew up with or currently experience food insecurity, please feel free to modify this assignment to talk about what food insecurity means to you and how this assignment may or may not impact your sense of connection or difference from your peers.

Submit a 500-word reflection on your experience. **Written reflection does not need to be APA style.** Written reflection is due **March 19<sup>th</sup>**.

**For more information on the SNAP Challenge:** <http://frac.org/initiatives/snapfood-stamp-challenges/>

#### 5. Social Advocacy Group Project (35 points)

A. You will be assigned a group of 3-4 at the beginning of the term. Work together to identify an agency, school, or group with whom you want to work and think may benefit from advocacy related to either mental health or addictions counseling as it relates to diversity and multiculturalism. Look to the literature to support the need for advocacy and then interview at least 2 community members currently working with the group you have identified to test and/or modify your hypothesis; at least one of those people needs to be a member of the identity group for which your advocacy is focused. The purpose of this assignment is to synthesize knowledge about oppression, advocacy and the relationship to the counseling profession. Identify a specific issue of a multicultural population/group that reflects a

dynamic oppression such as lack of/limited access to mental health counseling, education, other services and/or opportunities.

Some examples of a “critical issue” could be:

- Investigation of, and advocacy for, access for differently-abled clients, students or citizens to mental health or educational services
- Investigation of, and advocacy for, underrepresented students in gifted and talented programs
- Investigation of, and advocacy for, access to mental health services for people who have committed felonies and served prison time.
- Investigation of, and advocacy for, access to outpatient/residential addiction treatment programs for low income and/or uninsured individuals

B. Construct an Advocacy Plan:

- Select and describe a school, institution, agency or community facility as a target site for your project.
- Collect information from the target site that you will use to identify a systemic problem/oppression that prevents student, client, and/or family success.
- Develop a **realistic** advocacy plan based on your assessment of the systemic problem/oppression. Remember, the plan must be **appropriate to the multicultural population that it serves and whenever possible center their specific goals or stated desires**. Your advocacy plan should include:
  - A clear statement of the problem/issue (supported by evidence, literature, interviews from your target site, etc.).
  - A discussion of systematic and cultural attitudes towards the problem/issue.
  - Identification of target for advocacy. Where will you be advocating and to whom?
  - Specific plan, timeline, tactics, strategies, resources needed/available, etc.
  - A discussion of possible solutions to the problem/issue.
  - Identify potential obstacles to your advocacy plan. What might be some barriers to change and how do you plan to address these?

As a group, you will turn in **one written paper** of your advocacy plan (10 pages, maximum). **All of the above bullet pointed questions/statements must be addressed in this paper.** However, feel free to provide additional information as desired or needed to support and clarify your plan. This paper should adhere to APA style format.

Additionally, provide a **concise, bulleted handout representing your advocacy plan to your classmates and present your proposal for change/advocacy in class**. Each group will be given approximately 45 minutes to present their advocacy plan to the class. Groups will present over the course of two class sessions.

All group papers are due on **April 9<sup>th</sup>**. Groups will sign up for class presentations on either **April 9<sup>th</sup>** or **April 16<sup>th</sup>**.

### Grading Summary:

Attendance & Participation	N/A
Weekly Journal	15
Cultural Self-Portrait	40
SNAP Food Challenge	10
Social Advocacy Group	35
<b>Total Possible Points</b>	<b>100</b>

**Grading:** This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook ([http://www.lclark.edu/graduate/student\\_life/handbook/registration\\_policies/index.php#system](http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system)) and is the point equivalent of that grading scale (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0).

Thus, grades for the course are determined by the following percentages:

A = 94-100 A- = 90-93 B+ = 87-89

B = 84-86 B- = 80-83 C+ = 77-79

C = 74-76 C- = 70-73

F = Below

### **ASSIGNMENTS TURNED IN LATE WILL HAVE 5 POINTS A DAY SUBTRACTED FROM THE TOTAL SCORE**

Below 80%: As graduate students, you are expected to do the work as assigned and described. If you are unable to complete the work at an acceptable level of performance you will be asked to complete the work again or to complete alternative tasks. A grade of B or above is considered acceptable performance for the class.

### **Students with Disabilities:**

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

### **Weekly Course Schedule**

Week	Class Discussion Topic	Date	Readings	Assignments Due
------	------------------------	------	----------	-----------------

1	-Introductions -Syllabus review -Why multiculturalism?	1/11/16		
2	<b>NO CLASS – MLK DAY</b>	1/18/16		
3	-Theoretical models and approaches -Implications for clinical practice	1/25/16	<i>Anzaldúa (2002), Yamato (1990) Comas-Díaz (2012) ch. 1 Sue, Arredondo, &amp; McDavis (1992)</i>	Harvard Implicit Bias Exams <a href="https://implicit.harvard.edu/implicit/selectatest.html">https://implicit.harvard.edu/implicit/selectatest.html</a>
4	-Politics of Counseling & Psychotherapy -Sociopolitical considerations	2/1/16	<i>S &amp; S: Ch. 2 &amp; 3</i>	
5	-Cultural identity development models	2/8/16	<i>S &amp; S: Ch. 11-12 Shin (2015) Arredondo (1999)</i>	
6	-Barriers to multicultural counseling -Culturally appropriate intervention	2/15/16	<i>Comas-Díaz (2012) ch 2-3 Arredondo, Toporek, et. al. (1996)</i>	
7	-Multicultural Treatment Tools & EBTs	2/22/16	<i>S &amp; S ch 8-9 Aggerwal et al (2014)</i>	
8	-Non-western and indigenous methods of healing - Multicultural Competencies	2/29/16	<i>S &amp; S: Ch. 10 Sue, Arredondo, et. al. (1992)</i>	<b>DUE: Journal compilation #1</b> <b>Video: Healing the Soul Wound in Class</b>
9	- Gender & Sexuality	3/7/16	<i>Bassichis (2014) Smith (2015) S &amp; S ch 22 Cass TBA</i>	<b>Video: Luna Merbruja; QTPoC client panel</b>
10	- Re-Examining Competence	3/14/16	<i>TBA</i>	<b>DUE: Cultural self-portrait</b>
11	-Introduction to class and classism -SNAP debriefing and discussion	3/21/16	<i>Smith &amp; Chambers (2015) McLaughlin et al (2012)</i>	<b>DUE: SNAP written reflection</b>
12	<b>NO CLASS – SPRING BREAK</b>	3/28/16		
13	-Introduction to social justice -Counselor advocacy and social justice	4/4/16	<i>Norsworthy, Abrams, &amp; Lindau 2013 Mingus</i>	
14	-Social Advocacy Project Presentations	4/11/16		<b>DUE: Social advocacy group paper</b>

15	-Social Advocacy Project Presentations	4/18/16		<b>DUE: Journal compilation #2</b>
16	-Class wrap-up, review, Q & A	4/25/16		<b>Potluck! Please bring a dish to share 😊</b>