LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND COUNSELING

AT 550-==03==: DIVERSITY AND SOCIAL EQUITY
FALL 2021

Instructor: Marie Mellberg, MS, CRC, LPC (she/her)
Office: Virtual (Zoom)
Availability: by appointment
E-Mail: mariemellberg@lclark.edu
Credit: 2 cr.
Course Location: Online – Zoom, Class Website & Moodle
    Zoom: ==Meeting ID: 960 1300 3941==
        Password: 288590
    Class Website: https://sites.google.com/view/at550-dvrstysocequity-mellberg/home
    Moodle: https://moodle.lclark.edu/login/index.php
Course Meeting Times: ==Tuesdays 9:00 am - 12:00 pm==

COVID-19 RESPONSE STATEMENT

I want to acknowledge that we're operating in unusual circumstances this term. The current COVID-19 pandemic is affecting all of us in various ways, both big and small. Lewis & Clark is working to keep the community informed, and you are not alone. I've adjusted our course plans to accommodate remote teaching and I anticipate we may have to make additional changes as the term progresses and we learn what is working and what is not working for our course community. Please reach out if you have questions or concerns.

CATALOG DESCRIPTION

This course is intended to increase the student's understanding of the issues and dynamics in counseling across social and cultural lines. Students will explore the nature of society and culture and how these impact the counseling process. Students will broaden their scope of diversity awareness and knowledge including systems of power and privilege. Attention will be given to developing an understanding of the intersectionality of gender, class, race, and ethnicity in working with diverse populations in a counseling context.

COURSE OBJECTIVES

1. Addresses major societal concerns such as discrimination, and current approaches to alleviate these concerns
2. Apply cultural & social diversity theories and culturally responsive practices

3. Understand counselor's role in identity development, empowerment, collaboration, advocacy, and social justice when working with vulnerable and diverse communities
4. Support student's own cultural and social self-awareness to their view of others, including their cultural assumptions and biases.

This course is designed to prepare counselors in training to work in a diverse society. You will have the opportunity to examine your own cultural identity development, your own relationship with power, privilege, and oppression and how those will influence your counseling practice. It is important to understand that this course is about you and your self-awareness. The course will examine the evolution of the multicultural and social justice movement in the counseling profession, along with major issues and concerns. You will learn about multicultural theory as it relates to counseling. This course will cover the issues and concerns of several specific populations, including diverse racial groups, diversity in gender, ability status, sexual identity, religion, age, and other non-dominant populations.

CAAHEP STUDENT LEARNING OUTCOMES

SLO-C	Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity, or disability, and historical or current experiences within the dominant culture.
SLO-E	Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
SLO-K	Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.
SLO-N	Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.

CAAHEP CONTENT AREAS

Content Area	Description	Course Assessment
b.A.3	Value advocacy processes necessary to address barriers that block access and equity to mental health and related services for patients/clients	Lectures; Class discussions; Reflections; Photovoice project; Final exam
b.A.4	Recognize the need for collaboration and consultation within and among organizations, including interagency and inter-organizational collaboration	Lectures; Class discussions; Reflections; Photovoice project; Final exam
b.A.5	Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapist professional role, and continuing education	Lectures; Class discussions; Reflections; Photovoice project; Final exam
e.S.4	Facilitate ethical and culturally responsive group practices, including informed approaches for designing and facilitating diverse groups	Lectures; Class discussions; Reflections; Photovoice project; Final exam

h.S.2	Integrate contextual/ ecological factors bearing on human development such as cultural identities, spiritual, systemic within and outside family nucleus, physical, neurological, biological, and physiological	Lectures; Class discussions; Reflections; Photovoice project; Final exam
i.K.7	Understand a systems approach (family, community, political)	Lectures; Class discussions; Reflections; Photovoice project; Final exam
I.A.4	Acknowledge transference and countertransference	Lectures; Class discussions; Reflections; Final exam
i.A.5	Value consultation, collaboration, and inter-professional teamwork	Lectures; Class discussions; Reflections; Photovoice project; Final exam
j.K.2	Understand potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	Lectures; Class discussions; Reflections
j.A.3	Display sensitivity to the prevalence of mental illness and impact on individuals and society	Lectures; Class discussions; Reflections; Photovoice project; Final exam
j.A.4	Display sensitivity when considering the impact of crisis on individuals with mental health diagnoses	Lectures; Class discussions; Reflections
l.S.3	Recognize cultural, social, and co-occurring issues that affect assessment outcomes	Lectures; Class discussions; Reflections; Photovoice project; Final exam
m.A.2	Recognize cultural considerations used when conducting, interpreting, and reporting research	Lectures; Class discussions; Reflections; Final exam
n.K.1	Identify research addressing characteristics of help-seeking behaviors of diverse cultural and social groups and implications for responsive practice	Lectures; Class discussions; Reflections
n.K.2	Demonstrate an understanding of current issues and trends in a multicultural society	Lectures; Class discussions; Reflections; Photovoice project; Final exam
n.S.1	Plan strategies for identifying the impact of oppression and privilege on individuals and groups and eliminating barriers, prejudices, intentional and unintentional oppression, and discrimination	Lectures; Class discussions; Reflections
n.S.2	Make use of experiential learning activities (e.g., cultural genogram) designed to explore and develop student cultural and social self-awareness including self-assessment of attitudes, beliefs, and acculturative experiences	Lectures; Class discussions; Reflections; Photovoice project
n.S.3	Apply cultural and social diversity theories and competency models to an understanding of identity development, empowerment, collaboration, advocacy, and social justice	Lectures; Class discussions; Reflections; Final exam

n.A.1	Value strategies for collaborating with and advocating for wellness within diverse communities	Lectures; Class discussions; Reflections; Photovoice project; Final exam
n.A.3	Justify the role of arts in social justice, advocacy, and conflict resolution	Lectures; Class discussions; Reflections; Photovoice project
n.A.4	Contrast connections of student cultural and social self-awareness to their view of others, including their cultural assumptions and biases	Lectures; Class discussions; Reflections; Photovoice project; Final exam
p.A.1	Display cultural competence in consideration of unique characteristics of specific populations and settings	Lectures; Class discussions; Reflections; Final exam

GENERAL POLICIES

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX

NONDISCRIMINATION

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

TEACHING METHODS

The class is conducted in several ways, with lectures, projects, the use of media and most importantly, in a **self-reflective** format. **This course is reading & writing intensive.** These preferences allow for student contribution, small group work, and promote discourse with one another, which maintains a consistent focus on the process, where personal experiences serve as legitimate sites of knowledge and provide a place for consciousness raising and for students to increase personal reflection and self-awareness. Because of this variety, class participation is a critical component of the course. All students are expected to participate in class discussions (both in the large and small groups), and activities in a **meaningful way**. Because students may not share the same opinions and/or ideas on different topics in this class, it is important to respect the opinions and ideas of others. In considering respectful communication, students should

commit to understanding how institutional racism, structural inequity, prejudice, discrimination, bias, and privilege impact communication, particularly when discussing sensitive and challenging topics. It is expected that some of the class material will evoke strong emotions, and students should work toward self- and other-awareness with regard to the impact of course material related to equity and diversity. Students should strive to stay engaged, understand, and learn when respectfully presented with divergent perspectives or feedback related to insensitive or discriminatory comments, content, or assignments.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45-hour class (3 credits), 3.0 hours for a 30-hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship, and at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for themselves what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

TECHNOLOGY USE

In this course, we will be using:
- Zoom video conferencing (link above), for class meetings
- Class Website (link above), where class materials and required readings/videos will be posted
- Moodle (link above), where online discussion board will be used and a platform for assignment submission

Several internet service providers have announced free options for students affected by COVID-19 (e.g., Comcast, Charter).

PROFESSIONAL STANDARDS

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior is essential. As a counselor-in-training, you are expected to be:

1) Open to learning
2) Flexible
3) Positive
4) Cooperative
5) Willing to use and accept feedback
6) Aware of your impact on others
7) Able to deal with conflict
8) Able to accept personal responsibility
9) Able to express feelings effectively and appropriately
10) Show initiative and motivation
11) Committed to human diversity

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint, show respect for the perspectives of others, and demonstrate cultural humility (see definition below*)

Cultural Humility definition: operates with a high level of commitment to self-reflection and self-critique regarding cultural features, usually demonstrated by curiosity, a willingness to learn about others, and a willingness to ask questions, correct errors, and make a sincere effort to learn.

REQUIRED TEXTS & READINGS

~ Weekly readings are to be completed ~

Please note that there are more readings assigned for some topics than for others.

Required Books:

American Counseling Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). American Psychological Association.

Anderson, S. K., & Middleton, V. A. (2018). *Explorations in diversity: Examining the complexities of privilege, discrimination, and oppression.* Oxford University Press. https://ebookcentral.proquest.com/lib/lewisclark/detail.action?docID=5165638

binaohan, b. (2014). *Decolonizing trans/gender 101*. Biyuti Publishing. https://1lib.us/book/5220885/5ec5af

David, E. J. R. (Ed.). (2014). *Internalized oppression: The psychology of marginalized groups.* Springer Publishing Company. https://ebookcentral.proquest.com/lib/lewisclark/reader.action?docID=1578291

DiAngelo, R. J. (2018). *White fragility: Why it's so hard for White people to talk about racism.* Beacon Press. https://ebookcentral.proquest.com/lib/lewisclark/reader.action?docID=6048775&ppg=1

Menakem, R. (2017). *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies*. Central Recovery Press. https://web-b-ebscohost-com.library.lcproxy.org/ehost/detail/detail?vid=0&sid=31d53d38-c5bf-4f7d-8204-cf869aa6a9e3%40sessionmgr103&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#AN=1700394&db=nlebk

Nario-Redmond, M. R. (2020). *Ableism: The causes and consequences of disability prejudice.* Wiley Blackwell. https://onlinelibrary-wiley-com.library.lcproxy.org/doi/epub/10.1002/9781119142140

Required Articles:

Ayan, S. (2018, May 15). *10 things you don't know about yourself.* Scientific American. Retrieved from https://www.scientificamerican.com/article/10-things-you-dont-know-about-yourself/

Cizek, E. (2020, June 4). *Dear White friends, I see right through your #BlackLivesMatter posts.* Medium. Retrieved from https://zora.medium.com/dear-white-friends-335d6088077

Clay, R. A. (2017). *Did you really just say that?* American Psychological Association. Retrieved from https://www.apa.org/monitor/2017/01/microaggressions

Clover, D. E. (2006). Out of the dark room: Participatory photography as a critical, imaginative, and public aesthetic practice of transformative education. *Journal of Transformative Education*, *4*(3), 275–290. https://doi.org/10.1177/1541344606287782

McIntosh, P. (1988). White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies. *Working paper No. 189, Wellesley Center for Research on Women*. Retrieved from https://www.collegeart.org/pdf/diversity/white-privilege-and-male-privilege.pdf

Stovall, N. (2019, November 8). *Whiteness on the couch*. Retrieved from https://longreads.com/2019/08/12/whiteness-on-the-couch/

Tier 1 Articles:

Abrams, Z. (2018, April). When therapists face discrimination. *Monitor on Psychology*, *49*(4). Retrieved from http://www.apa.org/monitor/2018/04/therapists-discrimination

Balidemaj, A., & Small, M. (2019). The effects of ethnic identity and acculturation in mental health of immigrants: A literature review. *International Journal of Social Psychiatry*, *65*(7–8), 643–655. https://doi.org/10.1177/0020764019867994

Bayne, H. B., & Branco, S. F. (2018). A phenomenological inquiry into counselor of color broaching experiences. *Journal of Counseling & Development*, *96*(1), 75–85. https://doi.org/10.1002/jcad.12179

Berger, L. K., Zane, N., & Hwang, W.-C. (2014). Therapist ethnicity and treatment orientation differences in multicultural counseling competencies. *Asian American Journal of Psychology*, *5*(1), 53–65. https://doi.org/10.1037/a0036178

Bonilla-Silva, E. (2018). The central frames of color-blind racism. *Racism without racists: Color-blind racism and the persistence of racial inequality in America* (pp. 73-99). Rowman & Littlefield. Retrieved from https://1lib.us/book/2329868/5c9e61

Branco, S. F. & Bayne, H. B. (2020). Carrying the burden: Counselors of color's experiences of microaggressions in counseling. *Journal of Counseling and Development, 98*(3), 272-282. https://doi.org/10.1002/jcad.12322

Brooks, S. (2019). Black feminism in everyday life: Race, mental illness, poverty, and motherhood. In D. Hernández & B. Rehman (Eds.), *Colonize this! Young women of color on today's feminism* (2nd ed., pp. 104-116). Seal Press. Retrieved from https://1lib.us/book/5267484/551993

Brown, T. (2008). Race, racism, and mental health: Elaboration of critical race theory's contribution to the sociology of mental health. *Contemporary Justice Review, 11*(1), 53-62. https://doi.org/10.1080/1028258070185040

Cahill, C., Cerecer, D.A.Q., & Bradley, M. (2010). "Dreaming of...": Reflections on participatory action research as a feminist praxis of critical hope. *Affilia, 25*(4), 406-416. https://doi.org/10.1177/0886109910384576

Casado Pérez, J. F. & Carney, J. V. (2018). Telling of institutional oppression: Voices of minoritized counselor educators. *Counselor Education and Supervision, 57*(3), 162-177. https://doi.org/10.1002/ceas.12108

Chan, C. & Howard, L. C. (2020). When queerness meets intersectional thinking: Revolutionizing parallels, histories, and contestations. *Journal of Homosexuality, 67*(3), 346-366. https://doi.org/10.1080/00918369.2018.1530882

Cianconi, P., Lesmana, C. B. J., Ventriglio, A., & Janiri, L. (2019). Mental health issues among indigenous communities and the role of traditional medicine. *International Journal of Social Psychiatry*, *65*(4), 289–299. https://doi.org/10.1177/0020764019840060

Collins, P. H. (2019). Relationality within intersectionality. *Intersectionality as critical social theory*. Duke University Press. Retrieved from https://muse.jhu.edu/book/69118

Collins, P. H. (2000). Black feminist thought. In L. Back & J. Solomos (Eds.), *Theories of race and racism: A reader* (pp. 404-420). Routledge. Retrieved from https://b-ok.cc/book/735229/a43df6

Congress, E. P. (2005). Cultural and ethical issues in working with culturally diverse patients and their families. *Social Work in Health Care*, *39*(3–4), 249–262. https://doi.org/10.1300/j010v39n03_03

Day-Vines, N. L., Cluxton-Keller, F., Agorsor, C., Gubara, S., & Otabil. N. A. A. (2020). The multidimensional model of broaching behavior. *Journal of Counseling & Development, 98*, 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

Drustrup, D. (2020) White therapists addressing racism in psychotherapy: An ethical and clinical model for practice. *Ethics & Behavior, 30*(3), 181-196. https://doi.org/10.1080/10508422.2019.1588732

Elliot, G. R. (2011). When values and ethics conflict: The counselor's role and responsibility. Alabama Counseling Association Journal, 37(1), 39-45. Retrieved from https://files.eric.ed.gov/fulltext/EJ954289.pdf

Erevelles, N. (2014). Crippin' Jim Crow: Disability, dis-location, and the school-to-prison pipeline. In: Ben-Moshe L., Chapman C., Carey A.C. (eds) *Disability incarcerated*. Palgrave Macmillan. https://doi.org/10.1057/9781137388476_5

Fanon, F. (1952). The Black man and psychopathology. *Black skin, White masks*. Grove Press. Retrieved from https://b-ok.cc/book/2758165/9fa30c

Fanon, F. (2000). The fact of Blackness. In L. Back & J. Solomos (Eds.), *Theories of race and racism: A reader* (pp. 257-266). Routledge. Retrieved from https://b-ok.cc/book/735229/a43df6

Fonagy, P., & Campbell, C. (2019). Supporting the social triad. A commentary on "keeping culture in mind: A systematic review and initial conceptualization of mentalizing from a cross-cultural perspective." *Clinical Psychology: Science and Practice*, *26*(4). https://doi.org/10.1111/cpsp.12305

Freire, P. (2005). Chapter 1. In M. G. Ramos (Trans.). *Pedagogy of the oppressed* (4th ed., pp. 43-69). Bloomsbury. (Original work published 1921). Retrieved from https://1lib.us/book/647366/8a0791

Gorski, P. C. & Goodman, R. D. (2015). Introduction: Toward a Decolonized Multicultural Counseling and Psychology. In R. D. Goodman & P. C. Gorski (Eds.), *Decolonizing "multicultural" counseling through social justice* (1st ed., pp. 1-10). Springer. https://doi.org/10.1007/978-1-4939-1283-4

Green, A. E., Price-Feeney, M., Dorison, S. & Pick, C. J. (2020). Self-reported conversion efforts and suicidality among US LGBTQ youths and young adults, 2018. *American Journal of Public Health, 110*(8), 1221-1227. Retrieved from https://ajph.aphapublications.org/doi/10.2105/AJPH.2020.305701

Haskins, N. H., Phelps, R. E. & Crowell, C. (2015). Critically examining Black students' preparation to counsel White clients. *Journal of Counselor Preparation and Supervision, 7*(3), 57-83. http://dx.doi.org/10.7729/73.1077

Hickey, J., Pryjmachuk, S., & Waterman, H. (2019). Reciprocity membership: A potential pathway towards recovery from mental illness in a Middle Eastern context. *Transcultural Psychiatry*. https://doi.org/10.1177/1363461519892369

Hocoy, D. (2005). Art therapy and social action: A transpersonal framework. *Art Therapy: Journal of the American Art Therapy Association, 22*(1), 7-16. https://doi.org/10.1080/07421656.2005.10129466

hooks, B. (1994). Theory as liberatory practice. *Teaching to transgress* (pp. 59-75). Routledge. Retrieved from https://1lib.us/book/2640893/97f509

Jampel, J. B. (2010). When hearing clients work with a deaf therapist. *Psychotherapy: Theory, Research, Practice, Training, 47*(2), 144-150. https://doi.org/10.1037/a0019753

Jenkins, C. D., Savitsky, D., Mahon, M. M., Dockery, G. N. & McBride, M. (2020). Advocacy in action for sexual, affectional, intersex, and gender expansive identities. *Journal of LGBT Issues in Counseling, 14*(4), 374-392. https://doi.org/10.1080/15538605.2020.1827478

Kim, J. M. (2006). Ethnic minority counselors as cultural brokers: Using the self as an instrument to bridge the gap. *American Counseling Association; VISTAS Online*. https://www.counseling.org/docs/default-source/vistas/ethnic-minority-counselors-as-cultural-brokers-using-the-self-as-an-instrument-to-bridge-the-gap.pdf?sfvrsn=23dd7e2c_10

Landor, A. M., Simons, L. G., Simons, R. L., Brody, G. H., Bryant, C. M., Gibbons, F. X., Granberg, E. M., & Melby, J. N. (2013). Exploring the impact of skin tone on family dynamics and race-related outcomes. *Journal of Family Psychology*, *27*(5), 817–826. https://doi.org/10.1037/a0033883

Lefevor, G. T., Janis, R. A., Franklin, A., & Stone, W.-M. (2019). Distress and therapeutic outcomes among transgender and gender nonconforming people of color. *The Counseling Psychologist*, *47*(1), 34–58. https://doi.org/10.1177/0011000019827210

Lorde, A. (2007). The master's tools will never dismantle the master's house. *Sister outsider: Essays and speeches*. Crossing Press. Retrieved from https://1lib.us/book/2325476/6847f5

Luterman, S. (2015, November 16). *Advice for Therapists from a Neurodiversity Advocate*. NOS Magazine. http://nosmag.org/neurodiversity-for-therapists-is-not-an-oxymoron/

MacLeod, B. P. (2013). Social justice at the microlevel: Working with clients' prejudices. *Journal of Multicultural Counseling and Development*, *41*(3), 169-184. https://doi.org/10.1002/j.2161-1912.2013.00035.x

McCullough, R., Dispenza, F., Parker, L. K., Viehl, C. J., Chang, C. Y., & Murphy, T. M. (2017). The counseling experiences of transgender and gender nonconforming clients. *Journal of Counseling & Development, 95*(4), 423-434. https://doi.org/10.1002/jcad.12157

Meer, S. & Mir, G. (2014) *Muslims and depression: The role of religious beliefs in therapy. Journal of Integrative Psychology and Therapeutics, 2*(1), 2. https://doi.org/10.7243/2054-4723-2-2

Meyer, O. L., & Zane, N. (2013). The influence of race and ethnicity in clients' experiences of mental health treatment. *Journal of Community Psychology*, *41*(7), 884–901. https://doi.org/10.1002/jcop.21580

Moore, L. F. Jr., Gray-Garcia, L. "Tiny," & Thrower, E. H. (2016). Black & blue: Policing disability & poverty beyond occupy. In P. Block, D. Kasnitz, A. Nishida, & N. Pollard (Eds.), *Occupying disability: Critical approaches to community, justice, and decolonizing disability* (pp. 295-318). Springer. Retrieved from https://1lib.us/book/2679490/0f26dd

Myers, K., Morse, A. & Wheeler, J. (2015). When unchecked biases lead to imposition of values*: The case for counseling ethics. *American Counseling Association; VISTAS Online*. https://www.counseling.org/docs/default-source/vistas/ethnic-minority-

counselors-as-cultural-brokers-using-the-self-as-an-instrument-to-bridge-the-gap.pdf?sfvrsn=23dd7e2c_10

Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The impact of racial microaggressions on mental health: Counseling implications for clients of color. *Journal of Counseling & Development*, *92*(1), 57–66. https://doi.org/10.1002/j.1556-6676.2014.00130.x

O'Keefe, V. M., Wingate, L. R., Cole, A. B., Hollingsworth, D. W., & Tucker, R. P. (2015). Seemingly harmless racial communications are not so harmless: Racial microaggressions lead to suicidal ideation by way of depression symptoms. *Suicide and Life-Threatening Behavior*, *45*(5), 567–576. https://doi.org/10.1111/sltb.12150

Rainey, V. R., Flores, V., Morrison, R. G., David, E.J.R. & Silton, R. L. (2014) Mental health risk factors associated with childhood language brokering, *Journal of Multilingual and Multicultural Development, 35*(5), 463-478, https://doi.org/1080/01434632.2013.870180

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*(1), 28–48. https://doi.org/10.1002/jmcd.12035

Sabry, W., & Vohra, A. (2013). Role of Islam in the management of Psychiatric disorders. *Indian Journal of Psychiatry*, *55*(6), 205. https://doi.org/10.4103/0019-5545.105534

Shin, R. Q. (2015). The application of critical consciousness and intersectionality as tools for decolonizing racial/ethnic identity development models in the fields of counseling and psychology. In R. D. Goodman & P. C. Gorski (Eds.), *International and cultural psychology. Decolonizing "multicultural" counseling through social justice* (pp. 11-22). Springer. https://doi.org/10.1007/978-1-4939-1283-4_2

Singh, A.A., Appling, B. & Trepal, H. (2020), Using the Multicultural and Social Justice Counseling Competencies to decolonize counseling practice: The important roles of theory, power, and action. *Journal of Counseling & Development, 98*, 261-271. https://doi.org/10.1002/jcad.12321

Smith, L. C. & Shin, R. Q. (2015) Negotiating the intersection of racial oppression and heteronormativity. *Journal of Homosexuality, 62*(11), 1459-1484. https://doi.org/10.1080/00918369.2015.1073029

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ASSIGNMENTS AND COURSE REQUIREMENTS

1. **Punctuality, Internet Etiquette & Participation (90 points)**
   Students need to be **on time** to class and from breaks, and to actively participate to honor the importance of making good use of class time. A great deal of our class time will be conducted as a professional dialogue and through activities. We will engage each other. Your participation and positive contribution are valued and important to the success of the class. Participation is a critical component of this course and students are expected to engage in all online activities, which may include but is not limited to, discussion forums, synchronous meetings, and collaborative projects. **Attendance during synchronous class meetings in mandatory**. If there is an extenuating circumstance and a student is unable to attend a class, they must contact the professor *before the class begins*. It is also the student's responsibility to arrange for any missing work because of the unexpected absence. It is recommended that students identify other members in the class that they can use as a resource for class notes and assignments in the event of an absence.

   ➔ **GRADING RUBRIC: Punctuality + Internet Etiquette + Participation (90 points** [*10 points per day*]**)**

PUNCTUALITY, INTERNET ETIQUETTE & PARTICIPATION 10 POINTS TOTAL *(per day)*			
	No Pass	**Satisfactory**	**Exemplary**
Punctuality & Internet Etiquette	**(0 points)** Not present for class or camera not on during class time and/or 10+ min late for class	**(1-3 points)** ≤ 5 min late for class, and has camera on during class time	**(4-5 points)** On time for class, return from breaks on time, and has camera on during class time
Participation	**(0 points)** No active participation	**(1-4 points)** Participation is sufficient for thoughtful dialogue that relates to the discussion, active participation in group activities, and completion of in-class assignments	**(5 points)** Participation is engaging for thoughtful, insightful, and meaningful dialogue that relates to the discussion. Strong self-awareness is demonstrated in the ability to speak up more, if regularly quiet, or to speak up less, if regularly outspoken. Being cognizant of held privileges and the amount of "space" taken during class discussions/activities. There is active participation in all group activities, and completion of all in-class assignments

2. **Weekly 6-Page Reflection Papers (300 points)**
   Based on the required readings, class materials, and discussion (including *your beliefs, relation to and/or perceptions of the material –* **this is not a summary of what you read, it is a self-reflection** *of what you read/watched/experienced*), each week you will be required to submit a **six-page (minimum), double-spaced, reflection paper (with APA 7th ed. in-text citations [*referencing all required weekly readings*], with a cover page & reference page) DUE *NO LATER THAN 11:59 PM* in Moodle on *SUNDAY OF***

EACH WEEK. Please check spelling and grammar before submitting and make sure it is in **PDF format**!

➔ **GRADING RUBRIC: Weekly 6-page Reflection Papers (double-spaced)**
   (300 points [*30 points per reflection - 8 points for content, 6 points for APA formatting, 3 points for references/citations, 3 points for writing & grammar, 5 points for page length*]**)**

WEEKLY REFLECTION PAPER 30 POINTS TOTAL *(per paper)*				
	Needs Improvement	**Emerging**	**Proficient**	**Exemplary**
Content	**(0-2 points)** Content is missing insight and/or thoughtfulness and/or lacks an understanding of the concepts in the readings	**(3-4 points)** Content is thoughtful and demonstrates an understanding of the concepts in the readings	**(5-6 points)** Content is insightful and thoughtful and demonstrates an understanding of the concepts in the readings and how it relates to you and your life/experience	**(7-8 points)** Content is comprehensive, insightful, and thoughtful, and demonstrates a deep understanding of concepts in the readings and how it relates to you and your life/experience
APA Formatting (do not include an Abstract)	**(0 points)** No/Limited use of the 'Student Paper' formatting guidelines of APA 7th ed.	**(1-3 points)** Follows the 'Student Paper' formatting guidelines of APA 7th ed. with some errors	**(4-5 points)** Follows the 'Student Paper' formatting guidelines of APA 7th ed. with minimal errors	**(6 points)** Follows the 'Student Paper' formatting guidelines of APA 7th ed. with no errors
References / Citations	**(0-1 points)** No/Limited use of references / citations	**(2-3 points)** Includes some references/citations and includes sufficient detail and/or includes relevant information	**(4-6 points)** Includes MOST references/citations AND information is meaningfully integrated in how it relates to you and/or your life/experience	**(7-8 points)** Includes ALL references/citations AND information is meaningfully integrated in how it relates to you and/or your life/experience

Writing & Grammar (including spelling, punctuation, and capitalization)	(0 points) Numerous grammatical errors throughout	(1 points) Some grammatical errors	(2 points) Minimal grammatical errors	(3 points) No grammatical errors
Page Length Requirement	(0 points) Less than 5 full pages (double-spaced)	(1-4 points) Is, at least, 5 full pages but less than the required full 6 pages (double-spaced)		(5 points) Meets or exceeds the full 6-page requirement (double-spaced)

3. **Weekly Photo Reflections (72 points)**
   During this course you will be participating in a 4-part Photovoice experience. This experience will allow you to express your cultural worldview and your perspective of the world through a camera lens. This is a *qualitative, action research technique*. ***Both photos & descriptions for each topic are to be submitted as one PDF document (per topic)*** due ***BY THE BEGINNING OF EACH CLASS*** in **Moodle Discussion Board**.
   A. **PART ONE:** During this course you will take two and submit **two photos per topic** *(8 topics = 16 photos)* based on each week's topic that represents your understanding of that topic and how it relates to ***you and your life*** (you are not to interview anyone and, if you photograph anyone, you need to make sure you have their consent). Photos are to not be altered in any way (no filters, photoshop, edits, manipulations, etc.) and ***no screenshots***.
   B. **PART TWO:** You will write a brief written description (1 paragraph) addressing **these questions** *for each photo (16 photos = 16* descriptions*)*:
      ● What's going on in the photo? How does it relate to the topic for the week? [you may want to point out a particular activity or relationship in the photo] What challenges are being highlighted here? How are they being addressed successfully or unsuccessfully?
      ● Please tell me more about the people and/or objects in the photo. Why did you want to focus on them? What does this photo not show?
      ● Tell me more about why you took this picture. How does this relate to or not relate to you and/or your life?
   C. **PART THREE:** due ***BY THE BEGINNING OF EACH CLASS*** in **Moodle Discussion Board**, you will need to "Start a New Thread" and upload your weekly photos & descriptions (combined in one PDF document).
   D. **PART FOUR:** By ***NO LATER THAN 11:59 PM*** in **Moodle on** *SUNDAY OF EACH WEEK*, you are to submit a ***minimum*** *of 5 meaningful comments*. ***There needs to be at least one comment for each person's weekly photos submission - so make sure that y'all pay attention to what your classmates have commented on so we can make sure that everyone has an opportunity to have their photos acknowledged!***

➔ **Weekly Photo Reflections & Discussion Board**

	(72 points [9 points per topic – 2 points for photos, 2 points for descriptions & 5 points for discussion board posts])			
	Needs Improvement	**Emerging**	**Proficient**	**Exemplary**
Photos	**(0 points)** Photos are missing or both of them are screenshots from the internet	**(.5 points)** Both photos are included and one of them is a screenshot from the internet and/or one or both photo(s) is/are vaguely related to the topic	**(1 point)** Both photos are included and are related to the topic	**(2 points)** Both photos are included, are related to the topic, and relates to you and/or your life
Descriptions	**(0 points)** Descriptions are missing or both descriptions are missing identifying information and/or lacks an understanding of the topic	**(.5 points)** One or both descriptions include some identifying information, are thoughtful and demonstrate an understanding of the topic	**(1 point)** Both descriptions include sufficient identifying information, are insightful and thoughtful and demonstrate an understanding of the topic and how it relates to you	**(2 points)** Both descriptions are comprehensive, insightful, and thoughtful, and demonstrate a deep understanding of the topic and how it relates to you
Discussion Board	**(0 points)** Does not meet minimum discussion post requirement and/or does not relate to the topic/discussion	**(3 points)** Meets some of the minimum discussion post requirement and/or some posts are thoughtful and relate to the topic/ discussion	**(4 points)** Meets most of the minimum discussion post requirement and all posts are thoughtful, insightful and relate to the topic/ discussion	**(5 points)** Meets or exceeds the minimum discussion post requirement and all posts are thoughtful, insightful, engaging and meaningfully relate to the topic/ discussion

4. **Final Exam** (38 points total)
    There will be a final exam, in Moodle, that covers information regarding the Cultural Competencies in various counseling ethics codes covered in class. It will be a combination of true/false and essay questions and due ***NO LATER THAN 11:59 PM* in Moodle on *SATURDAY* after last class**

** All assignments are to be submitted electronically as a PDF **
** Anything turned in after the deadline time is considered late and 5 grade points will be deducted for every day the assignment(s) is/are late. **

EVALUATION AND GRADING

Assignment	Point Value
Punctuality, Internet Etiquette & Participation	90
Weekly 6-Page Reflection Paper	300
Weekly Photo Reflections & Discussion Board	72
Final Exam	38
Total Points in the Course:	**500**

*** BECAUSE OF THE SKILL DEVELOPMENT NATURE OF THIS COURSE, IT IS REQUIRED THAT STUDENTS COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS.***

FINAL GRADING

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	

COURSE OUTLINE

Class Date	Topic	Required Readings	Assignments Due
Week 1 **NO CLASS** 9/07/21	Class & Poverty in the U.S. ~ Quiz Equity & Diversity in the U.S. ~ Quiz Who Said It? ~ Quiz Woke Olympics and Social Justice Arrogance in the Context of Higher Education	**REQUIRED BOOK** • APA (2019) 　○ *Chapter 5: Bias-Free Language Guidelines* **REQUIRED ARTICLES** • Clover (2006) *Out of The Dark Room: Participatory Photography as A Critical, Imaginative, and Public Aesthetic Practice of Transformative Education* 　○ Highlighted Parts • McIntosh (1988) *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies*	
Week 2 9/14/21	Intro & Group Agreements Intersectionality	**REQUIRED BOOKS** ● Anderson & Middleton (2018) 　○ *Preface: How This Book of Stories Began* 　○ *Section 1: Stories of White Privilege, White Racial Identity, Whiteness, and Intersectionality* ● binaohan (2014) 　- *1: Introduction* 　○ *1.1: Motivation* 　○ *1.2: What to Expect/How This is Written* 　○ *1.3: About Me* 　○ *1.4: Language* 　　▪ *1.4.1: On 'Trans Feminine'* 　　▪ *1.4.2: Update on 'Trans Feminine'* ● David (2014) 　○ *Preface* ● DiAngelo (2018) 　○ *Introduction: Can't Get There from Here*	**- DUE TODAY -** ***(Class Website)*** ● 3 Quizzes: "Equity & Diversity Quiz", "Class & Poverty Quiz" & "Who Said It Quiz" **DUE THE BEGINNING OF CLASS** ***(Moodle)*** ● 6-Page (double-spaced) Reflection Paper #1 **DUE THE BEGINNING OF CLASS** **- DUE THIS SUNDAY -** ***(Moodle)*** ● 6-Page (double-spaced) Reflection Paper #2 **DUE NO LATER THAN 11:59 PM**

		● Menakem (2017)
		    ○ *Do Not Cross This Line*
		    ○ *Watch Your Body*
		    ○ *Acknowledging Our*
		      Ancestors
		    ○ *Our Bodies, Our Country*
		
		● Nario-Redmond (2019)
		    ○ *Section 1: Introduction:*
		      Defining Ableism
		
		TIER 1 ARTICLES
		(Choose at least 1)
		● Brown (2008) *Race, Racism, and Mental Health: Elaboration of Critical Race Theory's Contribution to the Sociology of Mental Health*
		
		● Cahill (2010) *"Dreaming Of...": Reflections on Participatory Action Research as A Feminist Praxis of Critical Hope*
		
		● MacLeod (2013) *Social Justice at The Microlevel: Working with Clients' Prejudices*
		
		● Shin (2015) *The Application of Critical Consciousness and Intersectionality as Tools for Decolonizing Racial/Ethnic Identity Development Models in The Fields of Counseling and Psychology*
		
		● Talwar (2010) An intersectional framework for race, class, gender, and sexuality in art therapy
		
		● Zappa (2017) *Beyond erasure: The ethics of art therapy research with trans and gender-independent people*	

Week 3	Important Terms	**REQUIRED BOOKS**	**- DUE TODAY -**

9/21/21	Oppression & Privilege	● Anderson & Middleton (2018)
		  ○ Section 2: Stories of Ethnic Complexities, Privilege, and Intersectionality
		  ○ Section 3: Stories of Assumed Privilege
		
		● binaohan (2014)
		  - *2: What is 'Transgender'?*
		    ○ *2.1: The Word and its Origins*
		    ○ *2.2: Current Irrelevant Debates*
		      ▪ *2.2.1: Transsexual vs. Transgender*
		      ▪ *2.2.2: Sexual orientation vs. Gender*
		      ▪ *2.2.3: Dysphoria as Defining Quality of Being Trans*
		
		● David (2014)
		  ○ *Chapter 1: What Is Internalized Oppression, and So What?*
		
		● DiAngelo (2018)
		  ○ *Chapter 1: The Challenges of Talking to White People About Racism*
		
		● Menakem (2017)
		  ○ *Chapter 1: Your Body and Blood*
		  ○ *Chapter 2: Black, White, Blue, and You*
		
		● Nario-Redmond (2019)
		  - *Section 2: The Evolutionary and Existential Origins of Ableism*
		
		TIER 1 ARTICLES
		(Choose at least 1)
		● Balidemaj & Small (2019) *The Effects of Ethnic Identity and Acculturation in Mental Health of Immigrants: A Literature Review*
			(Moodle)
			● PhotoVoice #1 –
			  ○ 2 Photos & 2 Descriptions about "Intersectionality" **DUE THE BEGINNING OF CLASS**
			
			- DUE THIS FRIDAY -
			(Moodle)
			● Discussion Board Posts about "Intersectionality" **DUE NO LATER THAN 11:59 PM**
			
			- DUE THIS SUNDAY -
			(Moodle)
			● 6-Page (double-spaced) Reflection Paper #3 **DUE NO LATER THAN 11:59 PM**

		● Bayne & Branco (2018) *A Phenomenological Inquiry into Counselor of Color Broaching Experiences* ● Collins (2019) *Relationality Within Intersectionality* ● Day-Vines et al. (2007) *Broaching the Subjects of Race, Ethnicity, and Culture During the Counseling Process* ● Day-Vines et al. (2020) *The Multidimensional Model of Broaching Behavior* ● Hocoy, D. (2005). *Art therapy and social action: A transpersonal framework* ● Myers et al. (2015) *When Unchecked Biases Lead to Imposition of Values: The Case for Counseling Ethics* ● Whyte et al. (2013) *Understanding Deaf People in Counseling Contexts* **TIER 2 ARTICLES** *(Choose at least 1)* • Baldwin (1985) *White Man's Guilt* • Fisk (2017) *Save Your Mixed Tears and Other Tips for Mixed Living* • Gray (2017) *Finding Therapy Isn't Easy for Queer and Trans People of Color* • Luterman (2015) *Advice for Therapists from a Neurodiversity Advocate*	

		• Tugend (2018) *The Effect of Intersectionality in the Workplace*	

Week 4
 	
9/28/21
	Intent vs. Impact	**REQUIRED BOOKS**
		● Anderson & Middleton (2018)
		  o *Section 4: Stories of Socioeconomic Privilege and Classes and Complexities*
		
		● binaohan (2014)
		  - *3: Coming Out*
		    o *3.1: The Closet as Myth*
		    o *3.2: Closet as Empire*
		    o *3.3: The Closet as Reified White Worldview*
		
		● David (2014)
		  o *Chapter 2: The Internalized Oppression of North American Indigenous Peoples*
		
		● DiAngelo (2018)
		  o *Chapter 2: Racism & White Supremacy*
		  o *Chapter 3: Racism After the Civil Rights Movement*
		
		● Menakem (2017)
		  o *Chapter 3: Body to Body, Generation to Generation*
		  o *Chapter 4: European Trauma and The Invention of Whiteness*
		
		● Nario-Redmond (2019)
		  - *Section 3: Justifying Ableism: Ideologies and Language*
		
		TIER 1 ARTICLES
		(Choose at least 1)
		● Bonilla-Silva (2018) *The Central Frames of Color-Blind Racism*
		
		● Brooks (2019) *Black Feminism in Everyday Life: Race, Mental Illness, Poverty, and Motherhood*
			- DUE TODAY -
			(Moodle)
			● PhotoVoice #2 –
			  o 2 Photos & 2 Descriptions about "Oppression & Privilege" **DUE THE BEGINNING OF CLASS**
			
			- DUE THIS FRIDAY -
			(Moodle)
			● Discussion Board Posts about "Oppression & Privilege" **DUE NO LATER THAN 11:59 PM**
			
			- DUE THIS SUNDAY -
			(Moodle)
			● 6-Page (double-spaced) Reflection Paper #4 **DUE NO LATER THAN 11:59 PM**

		● Casado Pérez & Carney (2018) *Telling of Institutional Oppression: Voices of Minoritized Counselor Educators* ● Collins (2000) *Black Feminist Thought* ● Haskins et al. (2015) *Critically Examining Black Students' Preparation to Counsel White Clients* ● Hickey et al. (2019) *Reciprocity Membership: A Potential Pathway Towards Recovery from Mental Illness in A Middle Eastern Context* ● hooks (1994) *Theory as Liberatory Practice* **TIER 2 ARTICLES** ***(Choose at least 1)*** • Babu (2017) *Why I Left My White Therapist* • Feng (2019) *5 Ways People with Thin Privilege Can Fight Body Terrorism* • Harriot (2019) *#NotAllHistorians: Some White People Are Upset That The New York Times' 1619 Project Isn't Centered in Whiteness* • Slaughter (2019) *7 Things I Wish People Knew About Being A Fat Woman*	
Week 5 10/05/21	Gender & Sexual Diversity	**REQUIRED BOOKS** ● Anderson & Middleton (2018) 　○ *Section 5: Stories of Sexual Identities, Gender, and Cisgender* ● binaohan (2014)	**- DUE TODAY -** ***(Moodle)*** ● PhotoVoice #3 – 　○ 2 Photos & 2 Descriptions about "Intent vs Impact" 　**DUE THE BEGINNING OF CLASS**

		- 4: Transition o *4.1: Socially* o *4.2: Medically* ● David (2014) o *Chapter 3: Internalized Oppression and Alaska Native Peoples: "We Have to Go Through the Problem"* ● DiAngelo (2018) o *Chapter 4: How Does Race Shape the Lives of White People* o *Chapter 5: The Good/Bad Binary* ● Menakem (2017) o *Chapter 5: Assaulting the Black Heart* o *Chapter 6: Violating the Black Body* ● Nario-Redmond (2019) *- Section 4: Cultural and Impairment-Specific Stereotypes* **REQUIRED ARTICLE** ● Clay (2017) *Did You Really Just Say That* **TIER 1 ARTICLES** ***(Choose at least 1)*** ● Berger et al. (2014) *Therapist Ethnicity and Treatment Orientation Differences in Multicultural Counseling Competencies* ● Branco & Bayne (2020) *Carrying the Burden: Counselors of Color's Experiences of Microaggressions in Counseling* ● Meer & Mir (2014) *Muslims and Depression: The Role of Religious Beliefs in Therapy*	**- DUE THIS FRIDAY -** ***(Moodle)*** ● Discussion Board Posts about "Intent vs Impact" **DUE NO LATER THAN 11:59 PM** **- DUE THIS SUNDAY -** ***(Moodle)*** ● 6-Page (double-spaced) Reflection Paper #5 **DUE NO LATER THAN 11:59 PM**

		● Meyer & Zane (2013) *The Influence of Race and Ethnicity in Clients' Experiences of Mental Health Treatment* ● Nadal et al. (2014) *The Impact of Racial Microaggressions On Mental Health: Counseling Implications for Clients of Color* ● O'Keefe et al. (2015) *Seemingly Harmless Racial Communications Are Not So Harmless: Racial Microaggressions Lead to Suicidal Ideation by Way of Depression Symptoms* **TIER 2 ARTICLES** **(Choose at least 1)** • Jones (2020) *The Violence of White (And Non-Black POC) Apologies* • Park (2020) *Non-Black People of Color Need to Start Having Conversations About the Anti-Blackness in Our Communities* • Pérez (2020) *As Non-Black POC, We Need to Address Anti-Blackness*	

Week 6
 	
10/12/21
	Aging & Disability	**REQUIRED BOOKS**
		● Anderson & Middleton (2018)
		  ○ *Section 6: Stories of Ageism, Sexism, and Heterosexism*
		
		● binaohan (2014)
		  - *5: The (White) History of Transgenderism and Its Evolution (In Modern Times)*
		    ○ *5.1: White American History*
		    ○ *5.2: The Genesis of an Imaginary Community*
			- DUE TODAY -
			(Moodle)
			● PhotoVoice #4 –
			  ○ 2 Photos & 2 Descriptions about "Gender & Sexual Diversity" **DUE THE BEGINNING OF CLASS**
			
			- DUE THIS FRIDAY -
			(Moodle)
			● Discussion Board Posts about "Gender & Sexual Diversity" **DUE NO LATER THAN 11:59 PM**

		o *5.3: Some Thoughts on History*
		
		 ● David (2014)
		   o *Chapter 4: Internalized Oppression Among Pacific Island Peoples*
		
		 ● DiAngelo (2018)
		   o *Chapter 6: Anti-Blackness*
		
		 ● Menakem (2017)
		   o *Chapter 7: The False Fragility of the White Body*
		   o *Chapter 8: White-Body Supremacy and the Police Body*
		
		 ● Nario-Redmond (2019)
		   - *Section 5: Hostile, Ambivalent, And Paternalistic Attitudes and Interactions*
		
		 TIER 1 ARTICLES
		 (Choose at least 1)
		 ● Chan & Howard (2020) *When Queerness Meets Intersectional Thinking: Revolutionizing Parallels, Histories, and Contestations*
		
		 ● Cianconi et al. (2019) *Mental Health Issues Among Indigenous Communities and The Role of Traditional Medicine*
		
		 ● Congress (2005) *Cultural and Ethical Issues in Working with Culturally Diverse Patients and Their Families*
		
		 ● Drustrup (2020) *White Therapists Addressing Racism in Psychotherapy: An Ethical and Clinical Model for Practice*
		
		 ● Green et al. (2020) *Self-*
			- DUE THIS SUNDAY -
			 (Moodle)
			 ● 6-Page (double-spaced) Reflection Paper #6 **DUE NO LATER THAN 11:59 PM**

AT 550-02		*Reported Conversion Efforts and Suicidality Among US LGBTQ Youths and Young Adults, 2018* ● Jenkins et al. (2020) *Advocacy in Action for Sexual, Affectional, Intersex, and Gender Expansive Identities* ● Smith & Shin (2015) *Negotiating the Intersection of Racial Oppression and Heteronormativity* **TIER 2 ARTICLES** ***(Choose at least 1)*** • Cherry (2020) *William Dorsey Swann: Ex-Slave Fought for Queer Freedom in 1880s As America's First Drag Queen* • Ishkamewe (2018) *The 2 is Separate: Decolonizing Justice Through Two-Spirit Sovereignty* • Martinez (2020) *Here's A Reminder That Pride Was Built on A Riot Led by Black LGBTQ People* • Stallings (2020) *When Black Women Go from Office Pet to Office Threat*	

Week 7
 	
10/19/21
	White Supremacy	**REQUIRED BOOKS**
		● Anderson & Middleton (2018)
		  ○ *Section 7: Stories of Differently Abled and Ableism*
		
		● binaohan (2014)
		  - *6 The Pathology of Being Transgender*
		    ○ *6.1: The Colonial Origins of Transgender Pathology*
		    ○ *6.2: Fe/Male Socialization*
		      ■ *6.2.1: Initial Thoughts*
		      ■ *6.2.2: Further Thoughts*
			- DUE TODAY -
			(Moodle)
			● PhotoVoice #5 –
			  ○ 2 Photos & 2 Descriptions about "Aging & Disability" **DUE THE BEGINNING OF CLASS**
			
			- DUE THIS FRIDAY -
			(Moodle)
			● Discussion Board Posts about "Aging & Disability" **DUE NO LATER THAN 11:59 PM**

		● David (2014)
		   ○ *Chapter 5: Self-Hatred, Self-Doubt, and Assimilation in Latina/o Communities: Las Consecuencias de Colonización y Opresión*
		
		● DiAngelo (2018)
		   - *Chapter 7: Racial Triggers for White People*
		   - *Chapter 8: The Results: White Fragility*
		
		● Menakem (2017)
		   ○ *Chapter 9: Changing the World Begins with Your Body*
		   ○ *Chapter 10: Your Soul Nerve*
		   ○ *Chapter 11: Settling and Safeguarding Your Body*
		
		● Nario-Redmond (2019)
		   ○ *Section 6: Contending with Ableism from Internalized Ableism to Collective Action*
		
		REQUIRED ARTICLE
		● Stovall (2019) *Whiteness on the Couch*
		
		TIER 1 ARTICLES
		(Choose at least 1)
		● Erevelles (2014) *Crippin' Jim Crow: Disability, Dis-Location, and the School-to-Prison Pipeline*
		
		● Freire (2005) *Chapter 1 – Pedagogy of the Oppressed*
		
		● Kim (2006) *Ethnic Minority Counselors as Cultural Brokers: Using the Self as An Instrument to Bridge the Gap*
		
		● Moore et al. (2016) *Black & Blue: Policing Disability & Poverty Beyond Occupy*
		
		● Rainey et al. (2014) *Mental*
			- DUE THIS SUNDAY -
			(Moodle)
			● 6-Page (double-spaced) Reflection Paper #7 **DUE NO LATER THAN 11:59 PM**

		Health Risk Factors Associated with Childhood Language Brokering ● Washington (2006) *Infection and Inequity: Illness as Crime* ● Witten (2016) *The Intersectional Challenges of Aging and of Being A Gender Non-Conforming Adult* **TIER 2 ARTICLES** *(Choose at least 1)* • Dittmann (2003) *Fighting Ageism* • Jefferson (2017) *Addressing How We Talk About Aging Never Gets Old: "Whatever You Do, Don't Say Elderly"* • Piepzna-Samarasinha (2020) *Cripping the Resistance: No Revolution Without Us* • Severson (2019) *Why I'm Trading Body Positivity for Fat Acceptance* • Zapata (2020) *Decolonizing Mental Health: The Importance of An Oppression-Focused Mental Health System*	
Week 8 10/26/21	Community & Collaboration	**REQUIRED BOOKS** ● Anderson & Middleton (2018) ○ *Section 8: Stories of Gender, Race, and Identity Development* ● binaohan (2014) - *7: Discrimination* ○ *7.1: The Pervasive Culture of Transmisogyny (and Cissexism, I Guess)* ○ *7.2: Anti-Discrimination Laws*	**- DUE TODAY -** *(Moodle)* ● PhotoVoice #6 – ○ 2 Photos & 2 Descriptions about "White Supremacy" **DUE THE BEGINNING OF CLASS** **- DUE THIS FRIDAY -** *(Moodle)* ● Discussion Board Posts about "White Supremacy" **DUE NO LATER THAN 11:59 PM** **- DUE THIS SUNDAY -**

		○ *7.3: Trans Bathroom Panic*	*(Moodle)*● 6-Page (double-spaced) Reflection Paper #8 **DUE NO LATER THAN 11:59 PM**

○ *7.3: Trans Bathroom Panic*

● David (2014)
○ *Chapter 6: Internalized Racial Oppression in the African American Community*

● DiAngelo (2018)
○ *Chapter 9: White Fragility in Action*
○ *Chapter 10: White Fragility and the Rules of Engagement*

● Menakem (2017)
○ *Chapter 12: The Wisdom of Clean Pain*
○ *Chapter 13: Reaching Out to Other Bodies*
○ *Chapter 14: Harmonizing with Other Bodies*

● Nario-Redmond (2019)
  - *Section 7: Interventions to Reduce Prejudice*

TIER 1 ARTICLES
(Choose at least 1)
● Fanon (1952) *The Black Man and Psychopathology*

● Fanon (2000) *The Fact of Blackness*

● Fonagy & Campbell (2019) *Supporting the Social Triad. A Commentary On "Keeping Culture in Mind: A Systematic Review and Initial Conceptualization of Mentalizing from A Cross-Cultural Perspective"*

● Gay (2014) *The Politics of Respectability & The Racism We All Carry*

● Jampel (2010) *When Hearing Clients Work with A Deaf Therapist*

		● Landor et al. (2013) *Exploring the Impact of Skin Tone on Family Dynamics and Race-Related Outcomes* ● Lefevor et al. (2019) *Distress and Therapeutic Outcomes Among Transgender and Gender Nonconforming People of Color* **TIER 2 ARTICLES** *(Choose at least 1)* ● Bouazzaoui (2019) *When You're White-Passing, White People Treat You Like The 'Acceptable Ethnic'* ● Hunter (2005) - *Chapter 5: The Beauty Queue: Advantages of Light Skin* ● Hunter (2005) - *Chapter 6: The Blacker the Berry: Ethnic Legitimacy and Skin Tone* ● Morris (2020) *"Anti-Blackness" Shows How Racism Can Be Specifically Damaging for Black People* ● Severson (2019) *Why I'm Trading Body Positivity for Fat Acceptance* ● Smith (2018) *Why Are Black Women Suffering From PTSD?* ● Torres (2020) *How to Securely Document Racism You Experience at Work*	

Week 9
 	
11/02/21
	Decolonization	**REQUIRED BOOKS**
		● Anderson & Middleton (2018)
		  ○ *Section 9: Stories of Allies Activists and Personal Compassion*
		
		● binaohan (2014)
		  ○ *7.4: Family*
			- DUE TODAY -
			(Moodle)
			● PhotoVoice #7 –
			  ○ 2 Photos & 2 Descriptions about "Community Collaboration" **DUE THE BEGINNING OF CLASS**

		o *7.5: Bullying and Trans Kids*
		o *7.6: Religion*
		o *7.7: Passing*
		
		● David (2014)
		  o *Chapter 7: Asian Americans and Internalized Oppression: Do We Deserve This?*
		  o *Chapter 8: Girls, Women, and Internalized Sexism*
		
		● DiAngelo (2018)
		  o *Chapter 11: White Women's Tears*
		
		● Menakem (2017)
		  o *Chapter 15: Mending the Black Heart and Body*
		  o *Chapter 16: Mending the White Heart and Body*
		  o *Chapter 17: Mending the Police Heart and Body*
		
		● Nario-Redmond (2019)
		  - *Section 8: Beyond Contact: Promoting Social Change and Disability Justice*
		
		TIER 1 ARTICLES
		(Choose at least 1)
		● Lorde (2007) *The Master's Tools Will Never Dismantle the Master's House*
		
		● McCullough et al. (2017) *The Counseling Experiences of Transgender and Gender Nonconforming Clients*
		
		● Sabry & Vohra (2013) *Role of Islam in the Management of Psychiatric Disorders*
		
		● Walker (2011) *Racial Identity Development and Psychological Adjustment in Biracial Individuals of Minority/Minority Racial Group Descent*
			- DUE THIS FRIDAY -
			(Moodle)
			● Discussion Board Posts about "Community Collaboration" **DUE NO LATER THAN 11:59 PM**
			
			- DUE THIS SUNDAY -
			(Moodle)
			● 6-Page (double-spaced) Reflection Paper #9 **DUE NO LATER THAN 11:59 PM**

		● Wynter (2003) *Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation—An Argument* ● Yeh et al. (2016) *Building Inclusion: Toward an Aging- and Disability-Friendly City* **TIER 2 ARTICLES** ***(Choose at least 1)*** • Bernstein (2020) *Worried About a Difficult Conversation? Here's Advice from A Hostage Negotiator* • Luna (2019) *Super Fat Erasure: 4 Ways Smaller Fat Bodies Crowd the Conversation* • MacLeod (2014) *Addressing Clients' Prejudices in Counseling* • Oliver (2019) *The History of Juneteenth, The Holiday That Celebrates the End of Slavery* • Photographers Without Borders (2020) *What is Decolonization and Why it's Essential for Telling Meaningful, Diverse Stories* • Whyte (2018) *White Allies, Let's Be Honest About Decolonization*	

Week 10
 	
11/09/21
	Multicultural Counseling
	
	Course Wrap-Up
	
	Your Commitment to Combat Racism
		REQUIRED BOOKS
		● binaohan (2014)
		  - *8: Trans IDs Only White Ppl Are Now Learning Exist*
		    ○ *8.1: Whiteness as Default*
		    ○ *8.2: Genderqueer and Non-Binary IDs*
		      ▪ *8.2.1: Transitionary Genders*
			- DUE TODAY -
			(Moodle)
			● PhotoVoice #8 –
			  ○ 2 Photos & 2 Descriptions about "Decolonization"
			  DUE THE BEGINNING OF CLASS
			  (Class Website)
			● Your Commitment to Combat Racism **DUE BY 11:59 PM**

AT 550-02			

■ *8.2.2: Pronouns (Really Not That Difficult)*
   ■ *8.2.3: Gender Variant or Gender Non-Conforming?*
   o *8.3: Crossdressers*
   o *8.4: Intersex*
      ■ *8.4.1: Trans Ppl Using Intersex Bodies as Rhetorical Points*
      ■ *8.4.2: Intersex Ppl Capitalising on the Medicalisation of Gender*
   o *8.5: The Binary*
      ■ *8.5.1: Binarism and Colonialism*
      ■ *8.5.2: Binaryism: Myths and Realities*
      ■ *8.5.3: On Nonbinary 'Invisibility'*
   o *9.1: Final Thoughts*

● David (2014)
   o *Chapter 9: Internalized Oppression and the Lesbian, Gay, Bisexual, and Transgender Community*
   o *Chapter 10: Disability and Internalized Oppression*

● DiAngelo (2018)
   o *Chapter 12: Where Do We Go from Here?*

● Menakem (2017)
   o *Chapter 18: Body-Centered Activism*
   o *Chapter 20: Cultural Healing for African Americans*
   o *Chapter 21: Whiteness Without Supremacy*
   o *Chapter 23: Healing Is in Our Hands*

   REQUIRED ARTICLES
● Ayan (2018) *10 Things You Don't Know About Yourself*

● Cizek, (2020) *Dear White Friends, I See Right Through*

- DUE THIS FRIDAY -
(Moodle)
● Discussion Board Posts about "Decolonization" **DUE NO LATER THAN 11:59 PM**

- DUE THIS SATYRDAY -
(Class Website)
● Final Exam **DUE BY 11:59 PM**

- DUE THIS SUNDAY -
(Moodle)
● 6-Page (double-spaced) Reflection Paper #10 **DUE NO LATER THAN 11:59 PM**

Your #Blacklivesmatter Posts

TIER 1 ARTICLES
(Choose at least 1)
● Elliot (2011) *When Values and Ethics Conflict: The Counselor's Role and Responsibility*

● Gorski & Goodman (2015) *Introduction: Toward A Decolonized Multicultural Counseling and Psychology*

● Ratts et al. (2016) *Multicultural and Social Justice Counseling Competencies: Guidelines for The Counseling Profession*

● Singh et al. (2020) *Using the Multicultural and Social Justice Counseling Competencies to Decolonize Counseling Practice: The Important Roles of Theory, Power, and Action*

● Trahan & Lemberger (2014) *Critical Race Theory as A Decisional Framework for The Ethical Counseling of African American Clients*

● Washington & Henfield (2019) *What Do the AMCD Multicultural and Social Justice Competencies Mean in The Context of Black Lives Matter?*

TIER 2 ARTICLES
(Choose at least 1)
• Abrams (2018) *When Therapists Face Discrimination*

• Greig (2015) *Understanding the Stressors and Types of Discrimination That Can Affect*

		Multiracial Individuals: Things to Address and Avoid in Psychotherapy Practice • Hasan (2019) *How More People of Color Are Finding Therapists Who Look Like Them* • Pajer (2020) *12 Ways Black Therapists Personally Deal with Racial Trauma* • Topps (2018) *I'm Choosing My Next Therapist by Race—Here's Why*	