

**Lewis & Clark College
 Graduate School of Education & Counseling
 Professional Mental Health Counseling &
 Professional Mental Health Counseling – Specialization in Addictions**

MHC550 Diversity & Social Justice | Syllabus Cover Sheet

Required Course Objectives

Professional Identity Standards (CACREP 2016 Standards)

- 2a multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- 2b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- 2c. multicultural counseling competencies
- 2d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others
- 2e. the effects of power and privilege for counselors and clients
- 2f. help-seeking behaviors of diverse clients
- 2g. the impact of spiritual beliefs on clients' and counselors' worldviews
- 2h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C2j. cultural factors relevant to clinical mental health counseling
- C2l. legal and ethical considerations specific to clinical mental health counseling
- C3e. strategies to advocate for persons with mental health issues

| Instruction Methods | |
|--------------------------------|---|
| Lecture | X |
| Small Group Discussion | X |
| Large Group Discussion | X |
| Course Readings | X |
| Group Presentation | X |
| Individual Presentation | |
| DVD/Video Presentation | X |
| Supervised Small Group Work | X |
| Individual/Triadic Supervision | X |
| Group Supervision | |
| Case Study | X |
| Debate | |
| Class Visitor/Guest Lecturer | |
| Off-Campus/Field Visit | |
| Other: | |

Lewis & Clark College
Graduate School of Education & Counseling

MHC 550-04 Diversity & Social Justice
Spring 2024

Fridays, 1.12-4.19 | 1pm-4:15pm | York 121

Credit: 3 semester hours

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(Business cell number, email is preferred
to schedule meetings)

Course 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. Particular attention is paid to students' understanding of themselves as cultural beings and their identities as helping professionals. This work is foundational for an introduction to methods and skills for working with clients who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental abilities.

Class Objectives

Create a collaborative, inquiry-based community of engaged, reflective, and self-directed scholars and future counselors involved in learning, discussing, understanding, and presenting on the dynamics of social and cultural forces.

Course Reading (Articles & Book Chapters from LC Library or Online Sources):

- Abe, J. (2020). Beyond cultural competence, toward social transformation: Liberation psychologies and the practice of cultural humility. *Journal of Social Work Education, 56*(4), 696-707.
- American Counseling Association. (2014). 2014 ACA code of ethics.
- Adames, H. Y., Chavez-Dueñas, N. Y., Sharma, S., & La Roche, M. J. (2018). Intersectionality in psychotherapy: The experiences of an AfroLatinx queer immigrant. *Psychotherapy, 55*(1), 73.
- Aggarwal, N. K., & Lewis-Fernández, R. (2020). An introduction to the cultural formulation interview. *Focus, 18*(1), 77-82.
- Anzaldúa, G. (2009). Disability & identity. In Anzaldúa, G. (Ed). *The Gloria Anzaldúa reader*. (pp. 298-302). Duke University Press.
- Anzaldúa, G. (2002). Preface:(Un) natural bridges, (un) safe spaces. In Anzaldúa, G. & Keating, A. (Eds.), *This bridge we call home: Radical visions for transformation*, (pp. 1-5). Routledge.
- Anandavalli, S. (2022). Not your fetish: Broaching racialized sexual harassment against Asian women. *Journal of Mental Health Counseling, 44*(4), 297-311.
- Awad, G. H., Martinez, M. S., & Amer, M. M. (2013). Considerations for psychotherapy with immigrant women of Arab/Middle Eastern descent. *Women & Therapy, 36*(3-4), 163-175.
- Bayne, H. B., & Branco, S. F. (2018). A phenomenological inquiry into counselor of color broaching experiences. *Journal of Counseling & Development, 96*(1), 75-85.
- Branco, S. F., & Bayne, H. B. (2020). Carrying the burden: Counselors of color's experiences of microaggressions in counseling. *Journal of Counseling & Development, 98*(3), 272-282.
- Branco, S. F., & Jones, C. T. (2021). Supporting black, indigenous, and people of color counselors: Considerations for counselor skills training and practice. *Journal of Mental Health Counseling, 43*(4), 281-300.
- Butler, S. K. (Host). (2022, March 23). Spirituality and religion in counseling (No S1 E29) [Audio podcast episode]. In *The voices of counseling*. American Counseling Association. <https://podcasts.apple.com/us/podcast/spirituality-and-religion-in-counseling/id1581474035?i=1000555069076>
- Cénat, J. M. (2020). How to provide anti-racist mental health care. *The Lancet Psychiatry, 7*(11), 929-931.
- Chang, D. F., Dunn, J. J., & Omid, M. (2021). A critical-cultural-relational approach to rupture resolution: A case illustration with a cross-racial dyad. *Journal of Clinical Psychology, 77*(2), 369-383.
- Collins, P. H. (2017). Intersectionality and epistemic injustice. In *The Routledge handbook of epistemic injustice* (pp. 115-124). Routledge.

- Crumb, L., Haskins, N., & Brown, S. (2019). Integrating social justice advocacy into mental health counseling in rural, impoverished American communities. *Professional Counselor*, 9(1), 20-34.
- Cruz, C., Greenwald, E., & Sandil, R. (2017). Let's talk about sex: Integrating sex positivity in counseling psychology practice. *The Counseling Psychologist*, 45(4), 547-569.
- Day-Vines, N. L., Cluxton-Keller, F., Agorsor, C., & Gubara, S. (2021). Strategies for broaching the subjects of race, ethnicity, and culture. *Journal of Counseling & Development*, 99(3), 348-357.
- 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.
- Dolmage, J. (2017). Disabled upon arrival: The rhetorical construction of disability and race at Ellis Island. In Davis, L. J. (Ed.), *The disability studies reader* (5th ed., pp. 43-70). Routledge.
- Englar-Carlson, M., & Kiselica, M. S. (2013). Affirming the strengths in men: A positive masculinity approach to assisting male clients. *Journal of Counseling & Development*, 91, 399-409. <http://dx.doi.org/10.1002/j.1556-6676.2013.00111.x>
- Erby, A. N., & White, M. E. (2022). Broaching partially-shared identities: Critically interrogating power and intragroup dynamics in counseling practice with trans people of Color. *International Journal of Transgender Health*, 23(1-2), 122-132.
- Galarza, J. (2013). Borderland queer: Narrative approaches in clinical work with Latina women who have sex with women (WSW). *Journal of LGBT Issues in Counseling*, 7(3), 274-291.
- Grayshield, L., Rutherford, J. J., Salazar, S. B., Mihecoy, A. L., & Luna, L. L. (2015). Understanding and healing historical trauma: The perspectives of Native American elders. *Journal of Mental Health Counseling*, 37(4), 295-307.
- Hargons, C. N., Malone, N., & Montique, C. (2022). Intersectionality in therapy for African American and Black women. In Shelton, King Lyn, M. M., & Endale, M. (Eds.). *A handbook on counseling African American women: psychological symptoms, treatments, and case studies* (pp. 1-19). Praeger.
- Keating, A. (2006). From borderlands and new mestizas to nepantlas and nepantleras. *Human architecture: Journal of the Sociology of Self-knowledge*, 4, 5-16.
- King, K. M., & Borders, L. D. (2019). An experimental investigation of white counselors broaching race and racism. *Journal of Counseling & Development*, 97(4), 341-351.
- Leblanc, S., & Kinsella, E. A. (2016). Toward epistemic justice: A critically reflexive examination of 'sanism' and implications for knowledge generation. *Studies in Social Justice*, 10(1), 59-78.
- Lee, E., & Bhuyan, R. (2013). Negotiating within whiteness in cross-cultural clinical encounters. *Social Service Review*, 87(1), 98-130.
- Lewis-Fernández, R., Aggarwal, N. K., Hinton, L., Hinton, D. E., & Kirmayer, L. J. (Eds.). (2016). DSM-5® handbook on the cultural formulation interview.
- 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.
- Sahu, A., Console, K., Tran, V., Xie, S., Yin, C., Meng, X., & Ridley, C. R. (2021). A case using the process model of multicultural counseling competence. *The Counseling Psychologist*, 49(4), 568-585.
- Shanmugaraj, N. (2022). Disidentifying from the "model minority": How Indian American women rearticulate dominant racial rhetorics. *Quarterly Journal of Speech*, 1-23.
- Stewart, T. J., & Breeden, R. L. (2021). "Feeling good as hell": Black women and the nuances of fat resistance. *Fat Studies*, 10(3), 221-236.
- Sue, D. W., & Sue, D. (2016). The superordinate nature of multicultural counseling and therapy. In Sue, D. W., & Sue, D. (Eds.). *Counseling the culturally diverse: Theory and practice*. (pp. 31-60c). Wiley.
- Tangen, J. L., & Felton, A. D. (2018). Spirituality and existentialism. In Gill, C. S. & Freund, R. R. (Eds.). *Spirituality and Religion in Counseling* (pp. 83-97). Routledge.
- Toporek, R. L. & Daniels, J. (2018). American Counseling Association Advocacy Competencies-Updated. Endorsed by ACA 2003 (Lewis, Arnold, House & Toporek) and Updated in 2018 (Toporek & Daniels). <https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf>
- Unnever, J. & Chouhy, C. (2021). Race, racism and the cool pose: Exploring black and white male masculinity. *Social Problems*, 68(2). Retrieved from https://www.researchgate.net/profile/James-Unnever/publication/345348020_Race_Racism_and_the_Cool_Pose_Exploring_Black_and_White_Male_Masculinity/links/5fabfeb5299bf18c5b650c90/Race-Racism-and-the-Cool-Pose-Exploring-Black-and-White-Male-Masculinity.pdf
- Watson, D. M. (2019). Counselor knows best: A grounded theory approach to understanding how working class, rural women experience the mental health counseling process. *Journal of Rural Mental Health*, 43(4), 150-163. <https://doi-org.library.lcproxy.org/10.1037/rmh0000120>
- Wright, A. J., & Constantine, K. (2020). Wright-Constantine Structured Cultural Interview [WCSCI]. New York, NY: New York University.

Other Readings

My teaching style is rooted in responding to the moment-to-moment needs of the class. This means adapting to the questions, conversations, and processes that develop in real-time during class. There may be other readings or learning materials assigned as themes emerge or events unfold. Additional required and optional content will be posted to Moodle.

Course Evaluations

Instructors must require students to complete course evaluations during class time following established guidelines of the Graduate School of Education and Counseling.

General Course Expectations

Departmental Attendance Policy:

Class attendance is expected and required as stated in the student handbook. **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), or 3.0 hours for a 30-hour class (2 credits). In cases of extreme hardship, a grade of incomplete may be given for an assignment or the entire course, at the discretion of the instructor. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met.

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. In addition, this course will follow the [COVID-19 safety protocols](#) as established by the college.

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). This contact is the necessary first step for receiving appropriate accommodations and support services. After you have submitted documentation and filled out paperwork for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible. Please discuss with me which accommodations will best support your learning in this class.

Mental Health & Medical Emergencies:

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. You may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficult concentrating and/or lack of motivation. Stress is a common part of the graduate school experience, and it often can be compounded by unexpected life changes outside the classroom. Please feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable.

Attendance:

If you need to miss a class, **email me prior to the class.** You may be assigned additional work for an excused absence. **Class starts at 9am; please be on time and ready to participate.** Lateness or missed class time will have an impact on your participation grade.

Professionalism & Ethics:

As a future professional counselor, you are expected to maintain a capacity for openness to points of view, theories, experiences, and perspectives that are different from your own and to demonstrate the ability to engage in thoughtful, respectful, and open dialogue with people who carry or hold other perspectives. You will work to understand other perspectives and demonstrate the ability to balance your own worldviews and judgements with accountability to professional knowledge and behavior. Your behavior in class should be consistent with the role of a professional counselor colleague. Students must always adhere to the current ACA Code of Ethics.

Participation:

Because this class will operate in a seminar format, your active participation is required. Participation will be evaluated on your active engagement and the quality of your contributions to class and small group discussions. The point of our discussions each week is to allow a place and time to process what you are learning in a supported, respectful context. It will be more challenging for some than for others. The goal is not to reach some pre-conceived level of insight, but rather to explore your own understanding as you challenge yourself and each other to expand that insight together. You are expected to adhere to the ground rules established by the class during the first class session and to demonstrate growth in exploring topics of social justice & diversity

Readings and Discussion:

All assigned readings are to be completed prior to the beginning of class. You are invited to interact with the texts and expected to come with informed opinions about what you have read. Fun and engaging discussions depend on your thoughtful preparation and also on your willingness to take risks in the moment, which will help cultivate a climate of openness and intellectual humility.

Please keep eating and/or drinking during lecture, discussions, and other class activities to a minimum to reduce unnecessary distractions.

Assignment Evaluation

All your work will be evaluated on depth, effort, professional quality, completeness, and timeliness. Please take advantage of electronic tools to check spelling and grammar, but don't underestimate the value of a final proofreading! Punctuation is also important and may alter the meaning or interpretation of your work if not used appropriately. When used, citations should be in APA format following the styles indicated in *APA's Publication Manual*, 7th Edition.

Assignment extensions may be granted **with prior approval**; please contact me in a timely fashion if you believe you would benefit from an extension. For extension requests, you must submit the work accomplished to date on the assignment due date and provide me with a clear plan about when you will submit the finished assignment. Otherwise, the assignment grade for late assignments will be lowered at the rate of one letter grade per day.

Assignment Submission

All assignments will be submitted through Moodle unless indicated on the assignment sheet. All assignments are due by 11:59pm on the due date listed on the syllabus.

Please name your files using the following convention: **FirstInitialLastName_AssignmentTitle.pdf**

Grading (Points)

| | | | | | | | | | | | | | | | |
|---|--------|----|-------|----|-------|---|-------|----|-------|----|-------|---|-------|---|-------------|
| A | 94-100 | A- | 90-93 | B+ | 87-89 | B | 83-86 | B- | 80-82 | C+ | 77-79 | C | 74-76 | F | 73 or below |
|---|--------|----|-------|----|-------|---|-------|----|-------|----|-------|---|-------|---|-------------|

Participation (30 pts)

On-going

In addition to one point per class session for attendance (total of 14 pts), your participation will be assessed by the following:

| Area | Distinguished (4) | Proficient (3) | Emerging (2) | Unacceptable (1) |
|-------------------------------------|---|--|---|--|
| Preparation (4 pts) | <p>Reading completed and student is prepared to discuss;</p> <p>On time and able to be present</p> | <p>Reading often complete and student is often prepared to discuss</p> <p>Mostly on time and able to be present</p> | <p>Reading seldom completed or prepared to discuss;</p> <p>Infrequently on time and/or present</p> | <p>Rarely, or does not, prepare or complete readings and is not on time or present</p> |
| Engagement (4 pts) | <p>Initiates contributions (in small or large groups) more than once in a class period;</p> <p>Consistently builds on others comments instead of offering only individual comments;</p> <p>Consistently stays actively engaged in class dialogue and activities</p> | <p>Initiates contributions (in small or large group) once per class period;</p> <p>Occasionally builds on others' comments instead of offering only individual comments;</p> <p>Mostly actively engaged in class dialogue and activities</p> | <p>Initiates contributions occasionally (in small or large group);</p> <p>Infrequently builds on others' comments;</p> <p>Infrequently engaged</p> | <p>Rarely, or does not, contribute during class;</p> <p>Rarely, or does not, build on others' comments and is rarely engaged</p> |
| Contribution (4 pts) | <p>Willing to be unsure or risk partially formed ideas;</p> <p>Comments are regularly thoughtful or insightful and deepen dialogue</p> | <p>Occasionally risks partially formed ideas;</p> <p>Comments are frequently thoughtful or insightful</p> | <p>Usually does not risk partially formed ideas;</p> <p>Comments are sometimes thoughtful or insightful</p> | <p>Contributes rarely or comments not relevant to discussion</p> |
| Self/Other Awareness (4 pts) | <p>Takes responsibility for own thoughts and reactions;</p> <p>Balances frequency of own comments with others;</p> <p>Actively creates and invites space for quieter students;</p> <p>Expresses frequent verbal appreciation for others in learning community;</p> <p>Acknowledges missteps and perspective shifts and credits person who facilitated shift</p> | <p>Largely takes responsibility for own thoughts and reactions;</p> <p>Mostly balances frequency of own comments with others;</p> <p>Occasionally creates or invites space for quieter students;</p> <p>Expresses occasional verbal appreciation for others in learning community</p> <p>Sometimes acknowledges missteps and perspective shifts or credits person with shift</p> | <p>Rarely takes responsibility for thoughts and reactions;</p> <p>Difficulty balancing frequency of own comments with others;</p> <p>Dominates class discussion, or interrupts others;</p> <p>Does not usually express verbal appreciation and/or does not acknowledge missteps or perspective shifts</p> | <p>Does not take responsibility for thoughts and reactions;</p> <p>Frequently shuts down other students, or otherwise creates a hostile classroom environment for others</p> <p>Does not express verbal appreciation or acknowledge missteps or perspective shifts</p> |

Student-Led Discussions (15 pts)

Various

In small groups, you will facilitate class discussion based on the readings due for that week. **This is not meant to be a group presentation.** Rather, it is an opportunity for you to guide your peers through exploring the readings, engage them in dialogue, and help one another make clinical application of the material. If visuals are provided, they should be supplemental.

You should be prepared to have questions that generate discussion where necessary, but the idea is that you help facilitate the flow of the class dialogue. Thus, this will require that you have a thorough understanding of the content and ways of supporting, naming, and challenging emerging group dynamics during the discussion.

Each group member is also responsible for completing a [Group Project Evaluation form](#), which can be found on the course's Moodle page. Unless details are disclosed that are in violation of college policies, all evaluation information that you share on this form will be kept confidential. **Submit the form via the Moodle assignment submission at the top of the class Moodle page.**

Social Justice Essay & Reflection (20 pts)

Due 2/2

This essay invites you to discuss your relationship to social justice. The essay should be a minimum of **4 pages, double-spaced, 1" margins, APA format.** You will be graded on the thoughtfulness of your essay, depth of your reflection, and ability to adhere to the assignment guidelines.

Briefly summarize how your social locations/positionality (without using these words!) may influence your view of social justice in the introduction to the paper. In the body of the paper, you are asked to describe and examine your own background related to social justice, as well as your current and future relationship to social justice.

Here are some guiding questions:

What does social justice mean to you personally?

Why is it important to you and how do you connect with this topic? How did it become important to you?

What SJ areas of growth do feel you need to work on in the immediate term? **Be specific...**

What scares or worries you? What keeps you going or nourishes you?

Please write this essay without using the following words (or any similar words) to express yourself:

| | | | |
|-------------------|--------------------|--------------------|-------------------|
| Activist/activism | Diversity | Justice/injustice | Safe Space |
| Ally | Dominance/dominant | Minoritized | Silence/silencing |
| Appropriation | Ethnocentrism | Mysogyny | Stereotype |
| Assumptions | Equity | Other/othering | Social justice |
| Bias | Gentrification | Oppression | Society/social |
| Bigotry | Globalization | Patriarchy | "Splaining" |
| Change agent | Guilt | Prejudice | Supremacy |
| Collusion | Hegemony | Phobic/phobias—all | System/systemic |
| Colonialism | Institutional | Positionality | Tolerance |
| Discrimination | Intersectionality | Power | Woke |
| Disenfranchised | Isms of any kind | Privilege | Xenophobia |

Then, write a **brief reflection** of your experience doing this activity. This reflection should be **no more than 3 pages, single-spaced, 1" margins, APA format.** Your final paper should be a **minimum of 7 pages** total to cover both parts of the assignment (outlined above).

Broaching Demonstration Video (30 pts; see rubric)

Due 4/3

Broaching describes a counselor's actions to address racial, ethnic, and cultural issues, intentionally and directly to clients' relevant presenting concerns (Day-Vines, 2021). Moreover, these actions often include addressing clients' multiple dimensions of identity, and intersections of marginalization. This video assignment will assess for: (a) willingness to take risks to broach race, class, culture, and identity content with the client in a role-play with a peer, and (b) depth of self-evaluation and analysis in the reflection of the role-play session.

You will be given a case study to read over with a class partner. Meet outside of class with your partner, in person or over Zoom, to record a counseling demonstration using your best broaching skills.

The session should be 18-20 minutes long and should not go over the 20-minute limit. This recording should be a snapshot in time of the session, so there is no need to have a proper session opening/closing. The goal should not be to squeeze an entire counseling session into 20 minutes, but to focus more on broaching skills with the client. Counseling skill execution will not be evaluated, though that may be commented on during the verbal feedback. **Note: Taking risks, rather than perfection in execution is what is being evaluated.**

You will sign up for an individual feedback session to view and evaluate your broaching skills. Below are two links provided, one for in-person meeting, and one for a Zoom meeting. You will be responsible for bringing a copy of your session video to the feedback session. Click on one of the links below to schedule your broaching feedback meeting:

In Person Sessions: <https://calendly.com/k8madden/in-person-feedback-sessions-clone>

Zoom Sessions: <https://calendly.com/k8madden/video-feedback-session>

| | Distinguished (27-30pts) | Proficient (23-26pts) | Emerging (19-22pts) | Unacceptable (0-18pts) |
|-------------------------------|---|---|---|---|
| <i>Final Video Evaluation</i> | <p>Repeatedly attempted broaching skills, including various dimensions of client identity, and intersections of client marginalization throughout video.</p> <p>Demonstrated exceptional willingness to take necessary risks throughout video.</p> <p>Broached first, consistently, instead of waiting for client to bring up aspects of their own identities.</p> <p>Demonstrated significant depth and accuracy in self-evaluation and analysis of the session.</p> | <p>Attempted broaching skills more than three times. Broached a variety of identities and/or intersections of marginalization.</p> <p>Demonstrated significant willingness to take necessary risks.</p> <p>Mostly broached first, and occasionally waited for client to bring up aspects of their own identities.</p> <p>Demonstrated some depth and accuracy in self-evaluation and analysis of the session.</p> | <p>Attempted broaching skills 2 or fewer times. Did not broach a variety of identities or intersections.</p> <p>Demonstrated little willingness to take necessary risks, or stayed in comfort zone.</p> <p>Attempted to broach first, but mostly the client brought up aspects of their own identities.</p> <p>Self-evaluation and analysis of the session lacked some depth and/or accuracy.</p> | <p>Did not attempt broaching skills.</p> <p>Unwilling to take broaching risks.</p> <p>Waited for client to bring up aspects of their own identities.</p> <p>Self-evaluation and/or analysis of the session was not present.</p> |

Course Schedule

Our schedule will remain flexible and these pages will be updated on Moodle as needed.

| Week | Date | In Class Topics & Activities | Readings Due | Assignments Due |
|-------------|-------------|--|--|-------------------------|
| 1 | 1/12 | Intros & Class Expectations; (Un)Learning Concepts; and Class Agreements | | |
| 2 | 1/19 | Theories for Social Change; Cultural Humility Frameworks; | <i>Abe (2020)</i> <i>Anzaldúa (2002)</i> <i>Keating (2006)</i> | |
| 3 | 1/26 | What is Intersectionality? Epistemic Justice/Injustice; Epistemic Resistance and Ableism, Sanism, & Mental Health Activism | <i>Collins (2017)</i> <i>Leblanc & Kinsella (2016)</i> | |
| 4 | 2/2 | Multicultural & Social Justice Frameworks; Power, Privilege, Oppression; Racial Identity Development | <i>Sue & Sue (2016)</i> <i>Ratts et al. (2016)</i> | Social Justice Essay |
| 5 | 2/9 | Understanding Whiteness in Clinical Encounters; Process Model of Multicultural Counseling; Supporting BIPOC Counselors | <i>Lee & Bhuyan (2013)</i> <i>Sahu et al. (2021)</i> <i>Branco & Bayne (2020)</i> <i>Branco & Jones (2021)</i> | |
| 6 | 2/16 | Multicultural and Intersectional Applications in Counseling and Assessment | <i>Adames et al. (2018)</i> <i>Hargons et al. (2022)</i> <i>Galarza (2013)</i> | |
| 7 | 2/23 | Identity & Disidentification; Activism vs Resistance | <i>Shanmugaraj (2022)</i> <i>Stewart & Breeden (2021)</i> <i>Anzaldúa (2009)</i> | |
| 8 | 3/1 | Historic Trauma; Immigration, Acculturation, and Acculturative Stress; Historical Racialization & Disability Construction | <i>Grayshield et al. (2015)</i> <i>Dolmage (2017)</i> <i>Awad et al. (2013)</i> | |
| 9 | 3/8 | Religion/Spirituality; Integrating Sex Positivity; Gender | <i>Tangen & Felton (2018)</i> <i>Cruz et al. (2017)</i> <i>Englar-Carlson & Kiselica (2013)</i> <i>Unnever & Chouhy (2021)</i> <i>Podcast:</i> <i>Butler (2022)</i> | |

| Week | Date | In Class Topics & Activities | Readings Due | Assignments Due |
|-------------------------------------|-------------|--|---|---------------------------------|
| 10 | 3/15 | Broaching Race, Class, Culture; Broaching Frameworks, Strategies & Interventions; White Counselors Broaching Race and Racism | <i>Day-Vines et al. (2007)</i> <i>Day-Vines et al. (2021)</i> <i>King & Borders (2019)</i> | |
| 11 | 3/22 | Broaching Applications— Trans PoC, Racialized Sexual Harassment Against Asian Women; Counselors of Color Broaching Experiences | <i>Erby & White (2022)</i> <i>Anandavalli (2022)</i> <i>Bayne & Branco (2018)</i> | |
| 3/29 NO CLASS - SPRING BREAK | | | | |
| 12 | 4/5 | Class & Social Justice Applications in Rural Impoverished Communities | <i>Crumb et al. (2019)</i> <i>Watson (2019)</i> | Broaching Demonstration due 4/3 |
| 13 | 4/12 | ACA Advocacy Competencies Cultural Concepts of Distress Cultural Formulation Interview Structured Cultural Interview | <i>Toporek & Lewis (2018)</i> <i>Aggarwal & Lewis-Fernández (2020)</i> <i>Lewis-Fernández et al. (2016)</i> <i>Wright & Constantine (2020)</i> | |
| 14 | 4/19 | Structural Racism & Anti-Racist Approaches to Mental Health; Rupture & Repair Class wrap-up & review | <i>Cenat (2020)</i> <i>Chang et al. (2021)</i> | |