



## LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND COUNSELING

### AT 550: DIVERSITY AND SOCIAL EQUITY FALL 2020

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**Instructor:** Marie Mellberg, MS, CRC, LPC

**Office:** Virtual (Zoom)

**Availability:** by appointment

**E-Mail:** [mariemellberg@lclark.edu](mailto:mariemellberg@lclark.edu)

**Credit:** 2 cr.

**Course Location:** Online – Zoom & Moodle

**Zoom: Meeting ID: 965 0793 5477**

**Password: 856114**

**Moodle:** <https://moodle.lclark.edu/login/index.php>

**Course Meeting Times:** Mondays 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.

I want to stress that this an emergency transition to remote teaching, and there are likely to be some glitches as we go forward. We're all in the same boat here. There may be some changes to the syllabus and some things we'll have to figure out as we go. When possible, I will make these changes with your input.

I am also fully aware that some of you may not have the ideal space or internet connection at home to participate in a remote class to the extent you might with a face-to-face class. You may have other constraints or issues with access or using digital materials. I am committed to working with you all to make sure the remote version of this course meets your needs as best as possible in these admittedly difficult circumstances.

I will be communicating course updates and requirements via Moodle & Email. Please be sure to check either Moodle or your Email to learn how we are moving forward. And if you have any personal concerns, please don't hesitate to reach out to me directly.

Please know I am available to you via email. My email is [mariemellberg@lclark.edu](mailto:mariemellberg@lclark.edu).

I understand that you may have a range of feelings, emotions, and reactions to the COVID-19 pandemic. I am here to make this transition as smooth as possible for all of us, understanding that we are living in, collectively, a very difficult time.

### **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.
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**CAAHEP CONTENT AREAS**

<b>Content Area</b>	<b>Description</b>	<b>Reinforce or Introduce</b>	<b>Course Assessment</b>
b.A.3	Value advocacy processes necessary to address barriers that block access and equity to mental health and related services for patients/clients	I	Lectures; Class discussions; Reflections; Photovoice project; Final presentation; Final exam
b.A.4	Recognize the need for collaboration and consultation within and among organizations, including interagency and inter-organizational collaboration	I	Lectures; Class discussions; Reflections; Photovoice project; Final presentation; 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	I	Lectures; Class discussions; Reflections; Photovoice project; Final presentation; Final exam
e.S.4	Facilitate ethical and culturally responsive group practices, including informed approaches for designing and facilitating diverse groups	I	Lectures; Class discussions; Reflections; Photovoice project; Final presentation; 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	I	Lectures; Class discussions; Reflections; Photovoice project; Final presentation; Final exam

i.K.7	Understand a systems approach (family, community, political)	I	Lectures; Class discussions; Reflections; Photovoice project; Final presentation; Final exam
I.A.4	Acknowledge transference and countertransference	R	Lectures; Class discussions; Reflections; Final exam
i.A.5	Value consultation, collaboration and inter-professional teamwork	R	Lectures; Class discussions; Reflections; Photovoice project; Final presentation; 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	R	Lectures; Class discussions; Reflections
j.A.3	Display sensitivity to the prevalence of mental illness and impact on individuals and society	I	Lectures; Class discussions; Reflections; Photovoice project; Final presentation; Final exam
j.A.4	Display sensitivity when considering the impact of crisis on individuals with mental health diagnoses	R	Lectures; Class discussions; Reflections
I.S.3	Recognize cultural, social, and co-occurring issues that affect assessment outcomes	I	Lectures; Class discussions; Reflections; Photovoice project; Final presentation; Final exam
m.A.2	Recognize cultural considerations used when conducting, interpreting, and reporting research	I	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	I	Lectures; Class discussions; Reflections

n.K.2	Demonstrate an understanding of current issues and trends in a multicultural society	I	Lectures; Class discussions; Reflections; Photovoice project; Final presentation; 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	I	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	I	Lectures; Class discussions; Reflections; Photovoice project; Final presentation
n.S.3	Apply cultural and social diversity theories and competency models to an understanding of identity development, empowerment, collaboration, advocacy, and social justice	I	Lectures; Class discussions; Reflections; Final exam
n.A.1	Value strategies for collaborating with and advocating for wellness within diverse communities	I	Lectures; Class discussions; Reflections; Photovoice project; Final presentation; Final exam
n.A.3	Justify the role of arts in social justice, advocacy, and conflict resolution	I	Lectures; Class discussions; Reflections; Photovoice project; Final presentation
n.A.4	Contrast connections of student cultural and social self-awareness to their view of others, including their cultural assumptions and biases	I	Lectures; Class discussions; Reflections; Photovoice project; Final presentation; Final exam

p.A.1	Display cultural competence in consideration of unique characteristics of specific populations and settings	I	Lectures; Class discussions; Reflections; Final exam
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## 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](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://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 also 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
- Moodle (link above), where required readings/videos/podcasts will be posted, as well as for online discussion, 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:**

Anderson, S. K., & Middleton, V. A. (n.d.). *Explorations in diversity: Examining the complexities of privilege, discrimination, and oppression*. Oxford University Press.

Diangelo, R. J. (2018). *White fragility: Why it's so hard for White people to talk about racism*. Beacon Press.

Menakem, R. (2017). *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies*. Las Vegas, Nv Central Recovery Press.

Marbley, A. F. (2011). *Multicultural counseling: Perspectives from counselors as clients of color*. Routledge.  
<https://ebookcentral.proquest.com/lib/lewisclark/detail.action?docID=668766>

Nario-Redmond, M. R. (2020). *Ableism: the causes and consequences of disability prejudice*. Hoboken Wiley Blackwell.

*Publication Manual of The American Psychological Association*. (2019). American Psychological Association.

### **Required Articles:**

Babu, C. (2017, January 18). *Why I left my white therapist*. (n.d.). Wwww.Vice.Com. Retrieved from [https://www.vice.com/en\\_us/article/d7pa5j/why-i-left-my-white-therapist](https://www.vice.com/en_us/article/d7pa5j/why-i-left-my-white-therapist)

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>
- 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>
- 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>
- Cizek, E. (2020, June 4). *Dear White Friends, I See Right Through Your #BlackLivesMatter Posts*. Medium. <https://zora.medium.com/dear-white-friends-335d6088077>
- 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>
- 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](https://doi.org/10.1300/j010v39n03_03)
- 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>
- 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, New York. [https://doi.org/10.1057/9781137388476\\_5](https://doi.org/10.1057/9781137388476_5)
- 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>
- 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, New York, NY. <https://doi.org/10.1007/978-1-4939-1283-4>
- Hickey, J., Prymachuk, 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>

- 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](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)
- 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>
- Luna, C. (2019, April 19). *Super fat erasure: 4 ways smaller fat bodies crowd the conversation*. (n.d.). Thebodyisnotanapology.Com. Retrieved from <https://thebodyisnotanapology.com/magazine/super-fat-erasure-how-smaller-fat-bodies-crowd-the-conversation/>
- MacLeod, B. P. (2014, January 27). *Addressing clients' prejudices in counseling - Counseling Today*. Counseling Today. <https://ct.counseling.org/2014/01/addressing-clients-prejudices-in-counseling/>
- 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>
- 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>
- 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>
- 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](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)
- Pajer, N. (2020, July 2). *12 Ways Black Therapists Personally Deal with Racial Trauma*. HuffPost; The Huffington Post. [https://www.huffpost.com/entry/black-therapists-racial-trauma-self-care\\_1\\_5efb7f03c5b6acab2847eb18](https://www.huffpost.com/entry/black-therapists-racial-trauma-self-care_1_5efb7f03c5b6acab2847eb18)
- 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>

- Severson, A. (2019, June 6). *Why I'm trading body positivity for fat acceptance*. Healthline; Healthline Media. <https://www.healthline.com/health/fat-acceptance-vs-body-positivity>
- 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](https://doi.org/10.1007/978-1-4939-1283-4_2)
- Stovall, N. (2019, November 8). *Whiteness on the couch*. Retrieved from <https://longreads.com/2019/08/12/whiteness-on-the-couch/>
- Talwar, S. (2010). An Intersectional Framework for Race, Class, Gender, and Sexuality in Art Therapy. *Art Therapy: Journal of the American Art Therapy Association*, 27(1), 11-17. <https://doi.org/10.1080/07421656.2010.10129567>
- Yeh, J. C., Walsh, J., Spensley, C., & Wallhagen, M. (2016). Building inclusion: Toward an aging- and disability-friendly city. *American Journal of Public Health*, 106(11), 1947–1949. <https://doi.org/10.2105/AJPH.2016.303435>
- Zappa, A. (2017). Beyond erasure: The ethics of art therapy research with trans and gender-independent people. *Art Therapy: Journal of the American Art Therapy Association*, 34(3), 129-134. <https://doi.org/10.1080/07421656.2017.1343074>

## 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 is 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 as a result of unexpected absences. 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
<b><i>Punctuality &amp; Internet Etiquette</i></b>	<b>(0 points)</b> Not present for class or camera not on during class time and/or 10+ min late for class	<b>(3 points)</b> ≤ 5 min late for class, and has camera on during class time	<b>(5 points)</b> On time for class, return from breaks on time, and has camera on during class time
<b><i>Participation</i></b>	<b>(0 points)</b> No active participation	<b>(4 points)</b> Participation is sufficient for thoughtful dialogue that relates to the discussion, active participation in group activities, and completion of in-class assignments	<b>(5 points)</b> 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 (225 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 7<sup>th</sup> 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 SATURDAY 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)**  
 (225 points [25 points per reflection - 6 points for page requirements & format, 8 points for all references/citations, 3 points for writing & grammar, 8 points for content])

<b>WEEKLY REFLECTION PAPER</b> 25 POINTS TOTAL (per paper)				
	<b>Needs Improvement</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
<b><i>Content</i></b>	<b>(0 points)</b> Content is missing insight and/or thoughtfulness and/or lacks an understanding of the concepts in the readings	<b>(6 points)</b> Content is thoughtful and demonstrates an understanding of the concepts in the readings	<b>(7 points)</b> Content is insightful and thoughtful and demonstrates an understanding of the concepts in the readings and how it relates to you	<b>(8 points)</b> Content is comprehensive, insightful and thoughtful, and demonstrates a deep understanding of concepts in the readings and how it relates to you
<b><i>Page Requirements &amp; Format</i></b>	<b>(0 points)</b> Does not meet minimum page requirement and/or does not follow the formatting guidelines and/or no/limited use of APA 7 <sup>th</sup> ed. Student Paper format.	<b>(3 points)</b> Meets the minimum page requirement and some of the formatting guidelines and follows APA 7 <sup>th</sup> ed. Student Paper format with some errors	<b>(5 points)</b> Meets the minimum page requirement and most of the formatting guidelines and follows APA 7 <sup>th</sup> ed. Student Paper format with minimal errors	<b>(6 points)</b> Meets or exceeds the minimum page requirement and all of the formatting guidelines and exemplary use of APA 7 <sup>th</sup> ed. Student Paper format with no errors
<b><i>References/ Citations</i></b>	<b>(0 points)</b> No/limited use of references/citations	<b>(2 points)</b> Includes some references/citations and includes sufficient detail and/or includes relevant information	<b>(6 points)</b> Includes most references/citations and information is meaningfully integrated	<b>(8 points)</b> Includes all required references/citations and information is meaningfully integrated throughout
<b><i>Writing and Grammar</i></b>	<b>(0 points)</b> Numerous grammatical errors throughout	<b>(1 points)</b> Some grammatical errors	<b>(2 points)</b> Minimal grammatical errors	<b>(3 points)</b> No grammatical errors

### 3. Weekly Photo Reflections (32 points)

During this course you will be participating in a 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.**

**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 turn in a brief written descriptions (paragraph) addressing **these questions for each photo** (16 photos = 16 descriptions):

- What’s going on in each 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 each 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?

→ **GRADING RUBRIC: Weekly Photo Reflections (2 photos + 2 captions)**  
(32 points [2 points for photos, 2 points for captions - 4 points per topic])

<b>WEEKLY PHOTOS (2) &amp; CAPTIONS (2)</b> <b>4 POINTS TOTAL (per topic)</b>				
	<b>Needs Improvement</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
<i>Photos</i>	<b>(0 points)</b> Photos are missing or both of them are screenshots from the internet	<b>(.5 points)</b> Both photos are included and 1 of them is a screenshot from the internet and/or 1 or both photo(s) is/are vaguely related to the topic	<b>(1 point)</b> Both photos are included and are related to the topic	<b>(2 points)</b> Both photos are included, are related to the topic and relates to you and/or your life
<i>Descriptions</i>	<b>(0 points)</b> Descriptions are missing or both descriptions are missing identifying information and/or lacks an understanding of the topic	<b>(.5 points)</b> 1 or both descriptions include some identifying information, are thoughtful and demonstrate an understanding of the topic	<b>(1 point)</b> Both descriptions include sufficient identifying information, are insightful and thoughtful and demonstrate an understanding of the topic and how it relates to you	<b>(2 points)</b> Both descriptions are comprehensive, insightful and thoughtful, and demonstrate a deep understanding of the topic and how it relates to you

**4. Final Presentation & Discussion Board Posts (10 points total)**

Combining the photos and descriptions (with no alterations) taken from each weeks’ topics, create a PowerPoint/Slideshow presentation that depicts your journey through this

class and the topics covered. You will upload the presentation on a Moodle discussion board on the final day, along with any final thoughts you may have about your experience with the project and what you learned about yourself through this journey (**this will be done via Moodle along with discussion afterwards via the discussion board**).

**A. Part One:** By **NO LATER THAN 11:59 PM in Moodle on LAST DAY OF CLASS**, you will need to create a "subject" and upload your presentation. Your presentation is to be a PowerPoint/SlideShow (in PDF format) of all of your photos (use your original photos with no alterations in any way – no filters, photoshop, edits, manipulations, etc). You are to also include your captions of each photo (use your original caption - do not add to it, this is supposed to show your "journey" through the topics). *You are encouraged to be creative with it, just do not alter the originals.*

**B. Part Two:** By **NO LATER THAN 11:59 PM in Moodle on THURSDAY** after the last day of class, you are to submit a *minimum of 5 meaningful comments*. **\*\*There needs to be at least one comment for each presentation - 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 presentation acknowledged!**

➔ **Final Presentation/Discussion Board**

(10 points [5 points for PowerPoint/Slideshow & 5 points for discussion board posts])

<b>FINAL PRESENTATION &amp; DISCUSSION BOARD POSTS</b>				
<b>10 POINTS TOTAL</b>				
	<b>Needs Improvement</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Presentation</b>	<b>(0 points)</b> Presentation is missing	<b>(3 points)</b> Presentation has most photos and descriptions and/or photos/ descriptions are not in order	<b>(4 points)</b> Presentation includes all photos and descriptions	<b>(5 points)</b> Presentation includes all photos and descriptions and is done creatively
<b>Discussion Board</b>	<b>(0 points)</b> Does not meet minimum discussion post requirement and/or does not relate to the presentation/ discussion	<b>(3 points)</b> Meets the minimum discussion post requirement and some posts are thoughtful and relate to the presentation/ discussion	<b>(4 points)</b> Meets the minimum discussion post requirement and all posts are thoughtful, insightful and relate to the presentation/ discussion	<b>(5 points)</b> Meets or exceeds the minimum discussion post requirement and all posts are thoughtful, insightful, engaging and meaningfully relate to the presentation/ discussion

**5. Final Exam (43 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 FRIDAY 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	225	
Weekly Photo Reflections	32	
Final Presentation & Discussion Board	10	
Final Exam	43	
Total Points in the Course:		400

**\*\* 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
<b>Week 1</b> 9/07/20	<b>- NO CLASS -</b>		
<b>Week 2</b> 9/14/20	Intro & Group Agreements  Woke Olympics and Social Justice Arrogance in the Context of Higher Education  Intersectionality	<ul style="list-style-type: none"> <li>● Anderson &amp; Middleton - xiii-xvi &amp; Section 1</li> <li>● Cahill (2010)</li> <li>● Clover (2006) - <i>Highlighted Parts</i></li> <li>● DiAngelo - Introduction</li> <li>● Marbley - Ch. 1</li> <li>● McIntosh (1988)</li> <li>● Menakem - ix-xx</li> </ul>	<p style="text-align: center;"><b>- DUE THIS SATURDAY -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 6-Page (double-spaced) Reflection Paper #1 <b>due no later than 11:59 PM</b></li> </ul> <p style="text-align: center;"><b>- DUE NEXT CLASS -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 2 Photos &amp; 2 Descriptions about “<u>Intersectionality</u>” <b>due the beginning of class</b></li> </ul>



		<ul style="list-style-type: none"> <li>● Nario-Redmond - Section 1</li> <li>● Shin (2015)</li> </ul>	
<p><b><u>Week 3</u></b> 9/21/20</p>	<p>Important Terms, Oppression &amp; Privilege</p>	<ul style="list-style-type: none"> <li>● Anderson &amp; Middleton - Section 2</li> <li>● Balidemaj &amp; Small (2019)</li> <li>● Bayne &amp; Branco (2018)</li> <li>● DiAngelo - Ch. 1</li> <li>● Hickey, et. al (2019)</li> <li>● Marbley - Ch. 2</li> <li>● Menakem - Ch. 1, 2 &amp; 3</li> <li>● Nario-Redmond - Section 2</li> </ul>	<p style="text-align: center;"><b>- DUE TODAY -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 2 Photos &amp; 2 Descriptions about “<u>Intersectionality</u>” <b>due the beginning of class</b></li> </ul> <p style="text-align: center;"><b>- DUE THIS SATURDAY -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 6-Page (double-spaced) Reflection Paper #2 <b>due no later than 11:59 PM</b></li> </ul> <p style="text-align: center;"><b>- DUE NEXT CLASS -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 2 Photos &amp; 2 Descriptions about “<u>Oppression &amp; Privilege</u>” <b>due the beginning of class</b></li> </ul>
<p><b><u>Week 4</u></b> 9/28/20</p>	<p>Intent vs. Impact</p> <p><i>Guest Support</i> <b>Sarah Ellenwood, LMFT (10:30am)</b></p>	<ul style="list-style-type: none"> <li>● Anderson &amp; Middleton - Section 3</li> <li>● Babu (2017)</li> <li>● Berger, et. al (2014)</li> <li>● DiAngelo - Ch. 2 &amp; 3</li> <li>● Marbley - Ch. 3</li> <li>● Menakem - Ch. 4, 5 &amp; 6</li> <li>● Meyer &amp; Zane (2013)</li> <li>● Nario-Redmond - Section 3</li> </ul>	<p style="text-align: center;"><b>- DUE TODAY -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 2 Photos &amp; 2 Descriptions about “<u>Oppression &amp; Privilege</u>” <b>due the beginning of class</b></li> </ul> <p style="text-align: center;"><b>- DUE THIS SATURDAY -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 6-Page (double-spaced) Reflection Paper #3 <b>due no later than 11:59 PM</b></li> </ul> <p style="text-align: center;"><b>- DUE NEXT CLASS -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 2 Photos &amp; 2 Descriptions about “<u>Intent vs Impact</u>” <b>due the beginning of class</b></li> </ul>

<p><b><u>Week 5</u></b> 10/05/20</p>	<p>Gender &amp; Sexual Diversity</p>	<ul style="list-style-type: none"> <li>● Anderson &amp; Middleton - Section 4</li> <li>● Cianconi, et. al (2019)</li> <li>● DiAngelo - Ch. 4 &amp; 5</li> <li>● Drustrup (2020)</li> <li>● Marbley - Ch. 4</li> <li>● Menakem - Ch. 7, 8 &amp; 9</li> <li>● Nario-Redmond - Section 4</li> <li>● Stovall (2019)</li> </ul>	<p style="text-align: center;"><b>- DUE TODAY -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 2 Photos &amp; 2 Descriptions about “<u>Intent vs Impact</u>” <b>due the beginning of class</b></li> </ul> <p style="text-align: center;"><b>- DUE THIS SATURDAY -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 6-Page (double-spaced) Reflection Paper #4 <b>due no later than 11:59 PM</b></li> </ul> <p style="text-align: center;"><b>- DUE NEXT CLASS -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 2 Photos &amp; 2 Descriptions about “<u>Gender &amp; Sexual Diversity</u>” <b>due the beginning of class</b></li> </ul>
<p><b><u>Week 6</u></b> 10/12/20</p>	<p>Aging &amp; Disability</p>	<ul style="list-style-type: none"> <li>● Anderson &amp; Middleton - Section 5</li> <li>● DiAngelo - Ch. 6 &amp; 7</li> <li>● Kim (2006)</li> <li>● Luna (2019)</li> <li>● Marbley - Ch. 5</li> <li>● Menakem - Ch. 10, 11 &amp; 12</li> <li>● Nario-Redmond - Section 5</li> <li>● Severson (2019)</li> </ul>	<p style="text-align: center;"><b>- DUE TODAY -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 2 Photos &amp; 2 Descriptions about “<u>Gender &amp; Sexual Diversity</u>” <b>due the beginning of class</b></li> </ul> <p style="text-align: center;"><b>- DUE THIS SATURDAY -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 6-Page (double-spaced) Reflection Paper #5 <b>due no later than 11:59 PM</b></li> </ul> <p style="text-align: center;"><b>- DUE NEXT CLASS -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 2 Photos &amp; 2 Descriptions about “<u>Aging &amp; Disability</u>” <b>due the beginning of class</b></li> </ul>
<p><b><u>Week 7</u></b> 10/19/20</p>	<p>Race</p>	<ul style="list-style-type: none"> <li>● Anderson &amp; Middleton - Section 6</li> <li>● DiAngelo - Ch. 8 &amp; 9</li> <li>● Hocoy (2005)</li> </ul>	<p style="text-align: center;"><b>- DUE TODAY -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 2 Photos &amp; 2 Descriptions about “<u>Aging &amp; Disability</u>” <b>due the beginning of class</b></li> </ul> <p style="text-align: center;"><b>- DUE THIS SATURDAY -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 6-Page (double-spaced)</li> </ul>

		<ul style="list-style-type: none"> <li>● Lefevor, et al (2019)</li> <li>● MacLeod (2014)</li> <li>● Marbley - Ch. 6</li> <li>● McCullough, et. al (2017)</li> <li>● Menakem - Ch. 13 &amp; 14</li> <li>● Nario-Redmond - Section 6</li> <li>● Zappa (2017)</li> </ul>	<p>Reflection Paper #6 <b>due no later than 11:59 PM</b></p> <p style="text-align: center;"><b>- DUE NEXT CLASS -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 2 Photos &amp; 2 Descriptions about “<u>White Supremacy</u>” <b>due the beginning of class</b></li> </ul>
<p><b><u>Week 8</u></b></p> <p>10/26/20</p>	<p>Community &amp; Collaboration</p> <p><i>Guest Support Dr. Karen Hixson, LPC (10:30am)</i></p>	<ul style="list-style-type: none"> <li>● Anderson &amp; Middleton - Section 7</li> <li>● Congress (2005)</li> <li>● DiAngelo - Ch. 10 &amp; 11</li> <li>● Marbley - Ch. 7</li> <li>● Menakem - Ch. 15, 16 &amp; 17</li> <li>● Myers, et. al (2015)</li> <li>● Nario-Redmond - Section 7</li> <li>● Ratts, et. al (2016)</li> </ul>	<p style="text-align: center;"><b>- DUE TODAY -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 2 Photos &amp; 2 Descriptions about “<u>White Supremacy</u>” <b>due the beginning of class</b></li> </ul> <p style="text-align: center;"><b>- DUE THIS SATURDAY -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 6-Page (double-spaced) Reflection Paper #7 <b>due no later than 11:59 PM</b></li> </ul> <p style="text-align: center;"><b>- DUE NEXT CLASS -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 2 Photos &amp; 2 Descriptions about “<u>Community Collaboration</u>” <b>due the beginning of class</b></li> </ul>
<p><b><u>Week 9</u></b></p> <p>11/02/20</p>	<p>Decolonization</p>	<ul style="list-style-type: none"> <li>● Anderson &amp; Middleton - Section 8</li> <li>● DiAngelo - Ch. 12</li> <li>● Fonagy &amp; Campbell (2019)</li> <li>● Gorski &amp; Goodman (2015)</li> </ul>	<p style="text-align: center;"><b>- DUE TODAY -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 2 Photos &amp; 2 Descriptions about “<u>Community Collaboration</u>” <b>due the beginning of class</b></li> </ul> <p style="text-align: center;"><b>- DUE THIS SATURDAY -</b> <i>(in Moodle)</i></p> <ul style="list-style-type: none"> <li>● 6-Page (double-spaced) Reflection Paper #8 <b>due no later than 11:59 PM</b></li> </ul> <p style="text-align: center;"><b>- DUE NEXT CLASS -</b></p>

		<ul style="list-style-type: none"> <li>● Marbley - Ch. 8</li> <li>● Menakem - Ch. 18 &amp; 20</li> <li>● Nario-Redmond - Section 8</li> <li>● Talwar (2010)</li> </ul>	<p style="text-align: center;"><b><i>(in Moodle)</i></b></p> <ul style="list-style-type: none"> <li>● 2 Photos &amp; 2 Descriptions about “<u>Decolonization</u>” <b>due the beginning of class</b></li> <li>● Final Presentation <b>due by 11:59 PM</b></li> </ul>
<p><b><u>Week 10</u></b></p> <p>11/09/20</p>	<p>Multicultural Counseling</p> <p>Course Wrap-Up</p> <p>Your Commitment to Combat Racism</p>	<ul style="list-style-type: none"> <li>● Anderson &amp; Middleton - Section 9</li> <li>● Cizek (2020)</li> <li>● Erevelles (2014)</li> <li>● Menakem - Ch. 21 &amp; 23</li> <li>● Nario-Redmond - Section 3</li> <li>● Pajer (2020)</li> <li>● Yeh, et. al (2016)</li> </ul>	<p style="text-align: center;"><b>- DUE TODAY -</b> <b><i>(in Moodle)</i></b></p> <ul style="list-style-type: none"> <li>● 2 Photos &amp; 2 Descriptions about “<u>Decolonization</u>” <b>due the beginning of class</b></li> </ul> <p style="text-align: center;"><b>- DUE TONIGHT -</b> <b><i>(in Moodle)</i></b></p> <ul style="list-style-type: none"> <li>● Final Presentation <b>due by 11:59 PM tonight</b></li> </ul> <p style="text-align: center;"><b>- DUE THIS THURSDAY -</b> <b><i>(in Moodle)</i></b></p> <ul style="list-style-type: none"> <li>● Discussion Board Posts <b>due by 11:59 PM</b></li> </ul> <p style="text-align: center;"><b>- DUE THIS FRIDAY -</b> <b><i>(in Moodle)</i></b></p> <ul style="list-style-type: none"> <li>● Final Exam <b>due by 11:59 PM</b></li> </ul> <p style="text-align: center;"><b>- DUE THIS SATURDAY -</b> <b><i>(in Moodle)</i></b></p> <ul style="list-style-type: none"> <li>● 6-Page (double-spaced) Reflection Paper #9 <b>due no later than 11:59 PM</b></li> </ul>