



COLLEGE OF EDUCATION
COUNSELOR EDUCATION
ALABAMA A & M UNIVERSITY

| | |
|-------------------------|---|
| Course Number | COUN 570 |
| Course Title | Multiculturalism in Counseling |
| Call Number/Section | |
| Class Times | |
| Class Location | |
| Textbook | Counseling the Culturally Diverse Theory and Practice 7 th Edition Derald Wing Sue and David Sue Supplemental Text: ACA Code of Ethics- https://www.counseling.org/resources/ethics CRC Ethical Code of Professional Practice- https://crtcet.org/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf |
| Instructor | |
| Office and Office Hours | |
| E-mail address | |
| Telephone number | |

COURSE DESCRIPTION

Emphasis on developing knowledge, skills, and attitudes for more effective counseling with person different from the counselor regarding characteristics such as cultural race, gender, sexual orientation, physical disability, and religious preference. Substantial attention is given to developing awareness of one's own values, attitudes, and beliefs as they relate to counseling in a diverse society. Provides an understanding of how diverse values and morals, interaction patterns, social conditions, and trends related to diversity affect counseling.

CACREP (2016) Standards Covered in COUN 570

| Standard | Evaluation |
|--|---|
| F.2. Social and Cultural Diversity | |
| 2.F.2.a: multicultural and pluralistic characteristics within and among diverse groups nationally and internationally | Multicultural Interaction Project |
| 2.F.2.b: theories and models of multicultural counseling, cultural identity development, and social justice and advocacy | Multicultural Presentation |
| 2.F.2.c: multicultural counseling competencies | Goal Statement Worksheet, |
| 2.F.2.d: the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others | Cultural Autobiography Multicultural Genogram Multicultural Presentation Multicultural Interaction Project |
| 2.F.2.e: the effects of power and privilege for counselors and clients | Cultural Autobiography Multicultural Genogram Multicultural Presentation Multicultural Interaction Project |
| 2.F.2.f: help-seeking behaviors of diverse clients | Multicultural Genogram Multicultural Presentation Multicultural Interaction Project |
| 2.F.2.g: the impact of spiritual beliefs on clients' and counselors' worldviews | Multicultural Genogram Multicultural Presentation |
| 2.F.2.h: strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination | Multicultural Genogram Multicultural Presentation |

Assignments

Goal Statement Worksheet

CACREP Standards- 2.F.2.c.

(LOCATED IN THE ASSIGNMENTS TAB) *(Due the end of week 1)*

The purpose of this assignment is for students to make goals that will support their personal awareness in the areas addressed in this course. What are some growth areas you have, as a training counselor, that will facilitate your personal awareness in culture and diversity? What are some things you would like to learn or activities you can engage in that will increase your awareness in how to support clients in their journey?

Cultural Autobiography

CACREP STANDARDS- 2.F.2.d, 2.F.3.e.

The purpose of this assignment is for you to examine your own ethnic/racial background. This can lead to a greater awareness of how your own individual development, experience, power and privilege affects worldview and how it may have been affected by your ethnic and/or racial

identity within your family, community, and the larger society. In a paper of about 6-8 pages, discuss the following issues related to your ethnicity: The following questions are intended to assist you for writing your cultural autobiography, the story of your life, your identity, and your experiences. The story should tell who you are, how you see yourself, and how you arrived at your perceptions. There is no set format for the story; it should be as creative or reflective of your life as you would like. The following questions are general guidelines to assist in writing. You do not need to answer each question, only those that are most relevant to your life story, nor are they intended to be included in a particular order.

How do you identify yourself?

What factor do you most identify with as your cultural identity? Why?

What significant events in your life have contributed to your cultural identity? What meaning does it provide for your life?

What is your most distinguishing cultural factor? Does it differ from the most important? If so, how? Why?

Has your cultural identity served as a detriment, challenge, problem, difficulty, or deterrent in your life? Has your cultural identity felt like a burden? If so, how?

What childhood message(s) did you receive about your cultural identity/background?

How has your cultural identity served as a source of strength in your life?

How has power and privilege impacted your cultural growth, either directly or indirectly?

Have you used your identity as a coping skill/problem-solving tool? If so, when and how?

Does the factor that you identify most strongly with differ from the cultural factor with which others identify you? How has that affected your identity development? Are there significant life events associated with this factor?

Have you encountered any difficulties with your cultural identity? If so, what kind? How have you coped with them? What resources have you needed to cope with them? How have the difficulties contributed to your identity?

What strengths do you associate with your cultural identity? What are the areas of pride associated with them?

Multicultural Genogram

CACREP Standards- 2.F.2.d.,e.,f.,g.,h

The genogram is a useful tool for assessing families, determining multigenerational patterns (effects of privilege), significant life events, rituals, roles, and the nature of relationships among family members. The genogram often provides direction for treatment. The multicultural genogram provides all the information listed above, but includes an assessment of worldview that often impacts behaviors of members. Worldview can be defined as an individual's perception of his/her relationship with the world. Specific questions on cultural factors can be included in the genogram in order to enrich the process.

Ethnicity

1. What is the ethnicity of each family member?
2. What rules does ethnicity determine for different members?
3. What rules are assigned due to ethnicity?
4. What are similar characteristics across various ethnic groups?
5. What are differences between ethnic groups?
6. How is conflict handled according to ethnic groups?
7. How do family members handle conflicts across ethnicity?
8. What are specific rules for marriage and childrearing according to ethnicity?

Immigration/Acculturation

1. What is the family's history of immigration?
2. When did individual members migrate to America and why?
3. Are there plans to return to the country of origin?
4. What difficulties did they face during immigration?
5. Has each member acculturated to the majority culture?
6. Is there conflict between members who retain culture of origin and member who have acculturated?

Gender

1. What is the role of gender for each member as defined by ethnicity/culture of origin?
2. What behaviors, characteristics, beliefs, values are defined by gender?
3. How are gender roles divided in the family? In the family of origin?
4. How is conflict between gender roles handled?
5. How do beliefs about gender roles influence childrearing beliefs?

Socioeconomic status (SES)

1. What role/meaning does SES have for members?
2. Does class differ across generations?
3. What resources are available to members due to SES?
4. Has there been a change in current SES?
5. How has power and privilege impacted your cultural growth, either directly or indirectly?

Spirituality

1. What is the family's religious history?
2. What characteristics, values, beliefs are influenced by religion?
3. If members differ according to religion, what are the similarities in values and beliefs?
4. What are the differences in values, beliefs according to religion?

5. How are conflicts due to different religious values resolved?

Other areas to consider include:

Power and privilege

Majority/minority status

Sexual orientation

Regional background

Disabilities

Multicultural Presentation

CACREP Standards- 2.2.F.b,d.,e.,f.,g.,h

You are to focus on one of the following ethnic groups from the Sue and Sue text (African Americans, Latinos, Jewish Americans, Native Americans, Asian American and Pacific Islanders, Middle Eastern Americans) and prepare a PowerPoint with audio on the following aspects:

- The immigration history of this group
- Cultural values, norms and traditions that influence the development of the individual within the family or affect family dynamics.
- Historical issues and their impact on members of the group
- World view including Communication patterns and typical family structure
- A common social justice/advocacy issue that one might encounter when working with this group. Include ideas or strategies as to how one might be an advocate in regards to this issue.
- Identity models and theories as they pertain to this group
- Clinical applications – how these ideas affect practice of psychotherapy within this group
- Find local resources that service this population.

You will need to scout this out on your own. I strongly recommend that you make contact with someone in the agency to find out the nature and extent of the services offered to this population. You might also consider interviewing a person of this cultural group about their experiences with the counseling or mental health system and their group's perceptions of the mental health system.

Provide a handout for the class which outlines the main points of your presentation (e.g., a copy of the power point presentation) and also includes as a list of **additional references** about this cultural group, including those used in the presentation.

Multicultural Interaction Project

CACREP Standards- 2.F.2.a.,d.,e., f

Key Performance Indicator (KPI)- Students are required to earn an 80% or better to pass the KPI.

Research indicates that a significant contributor to multicultural competence is experience with racial and ethnic minority people (see Sodowsky, Kuo-Jackson, Richardson, & Corey, 1998; Roysircar, Gard, Hubbell, & Ortega, 2003). It is ideal to get out of the classroom and into multicultural interactions in order to experience the issues of race, ethnicity, culture, class, power, and privilege as part of everyday life. Therefore, each student will meet and talk with two minority individuals (who are culturally different from yourself) for **1-2 hours each**. These meetings are by no means a clinical endeavor. That is, this project is a multicultural exchange that is not designed to be therapeutic, but informative and experiential for both you and the minority participant. You are asking a minority person to exchange stories about his or her life experiences and the interface of race, ethnicity, culture, values, identity, and class with those experiences. These meetings provide an opportunity to talk with a minority person in order for you to:

- (1) have a multicultural interaction, and hear accounts of the lives of culturally different individuals in the U.S.
- (2) exercise interpersonal and conversational skills that are culturally consistent with the minority person's perspectives,
- (3) interpersonally navigate issues that can arise in a multicultural context (e.g., perceived inequalities and oppressions; expressions of value assumptions different from yours; boundaries of comfort/discomfort
- (4) to learn about the individual's multicultural experiences in the family, community, social settings, and organizations, and
- (5) demonstrate to this person that you can be empathic and empowering through your attentive listening and relational skills.

For each interview, provide a brief summary of important elements of the interview as well as demographic characteristics of you interviewee (about two pages each). Then compare and contrast three key cultural characteristics of the two people you interview.

Instructions for interactions with minority participants:

You need to inform the minority individual about the purpose of this class project, the duration of contact, and the related paper work that is required of you. You should also inform the individual that that his/her identity will remain anonymous and that no identifying information whatsoever will be shared.

The interview can be completed via Zoom or Skype.

Grades

| Assignment | Points |
|---|---------------|
| Discussion Board Entries x 16 (25 pts each) | 400 |
| Quiz x 10 (100 pts each) | 100 |
| Goals Statement | 50 |
| Multicultural Interaction Project | 100 |

| | |
|----------------------------|------------|
| Multicultural Presentation | 100 |
| Cultural Autobiography | 100 |
| Multicultural Genogram | 100 |
| Total | 900 |

| Points range | Grade | Percentage |
|--------------|-------|------------|
| 806-900 | A | 90%-100% |
| 714-805 | B | 80% - 89% |
| 626-715 | C | 70% - 79% |
| 536-625 | D | 60% - 69% |
| 0- 535 | F | 0% - 59% |

SERVICES FOR PERSONS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services, Student Center, Room 203, (256) 372-4263.

COMMITMENT TO DIVERSITY

The College of Education, Humanities, and Behavioral Sciences is committed to providing students with appropriate and sufficient knowledge, abilities, and dispositions that will enable them to understand accept, and embrace diversity and equity in the learning process.

ETHICS STATEMENT

All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University. Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

Grading Turn Around Time

Assignments within this online course are due on Sundays by 11:59 p.m. Instructors are given 7 days after the end of each Unit to grade submitted work. If an assignment, however, is extremely comprehensive such as APA Paper or major project, then Instructors are given 14 days to return all submitted work.

Considerations for Scoring High in Discussion Board:

- For the purpose of our course, we will be using the discussion board (in large part) to view the various multimedia learning objects that you will be asked to create as part of your unit assignments and the fulfilling of your course objectives. When commenting on learning objects (created by other students) avoid just telling them you liked the object. Rather, discuss in detail why the object could prove to be an effective learning tool specifically and/or how the object could be improved. Hence, it is important to offer an analysis and work to move the conversation forward.
- Try your best to post in the board by Wednesday or Thursday of every week (at the latest) and continue to post throughout the week. Post on the board at least 3 out of 7 days (as a minimum).
- Post in the board at least 5 to 7 times per week. Remember, the discussion board closes at midnight on Monday of each week. That does not mean we expect students to discuss up until midnight. That is simply when the board officially closes and you can no longer post on the unit's board.
- Each discussion board forum you participate in is graded based on a rubric scoring plan. See the Discussion Board rubric (in the left menu bar) for more information.
- Every student must actively participate in the learning activities such as projects, discussion, collaborative work, and completing all assignments.
- All students are encouraged to make contributions to the class by demonstrating their strengths they brought in and sharing their experiences in class. Students who make learning contributions to the class could earn extra scores.

Understanding the Course Structure

We have 16 units in this course. Each unit flows on a 7-day calendar. You have 24/7 access to this course. Each new unit begins on a Monday and ends the following Sunday (at 11:59 p.m.). That means that all unit assignments must be submitted and completed by Sunday (11:59 p.m, your time).

Be Self-Directed

As an online student, your instructor will not call you to "walk you through" each assignment and remind you about pending due dates; that is your responsibility. This course is designed and organized in such a fashion that there should be no question as it relates to what assignments you have to complete each week. Thus, it is vital to read all unit information and submit all assignments prior to their due date.

Be Visible, Engaged and Present

Many students enroll in online courses because they think it will be easier. That is a false perception. Online courses actually can be more challenging because they require the student to be visible, engage and present; there is no sitting in the back of the class in an online course. When you are not present or engaged, everyone will notice. Thus, you need to be visible, engaged and present in all activities in the course. Showing up on the last day of each week attempting to get your work done will not work.

Be Active Discussion Boards

You are required to participate in the Discussion Board (when assigned) at least 4 out of 7 days, and you should post on the board at least 5 to 7 times (during that single week). For more information about Discussion Board requirements, click on the Discussion Board Tips menu option

Connectivity

As an online student, you are expected to maintain an active and persistent connection and presence in this class. Saying that your computer is not working is not an acceptable excuse, nor is not submitting an assignment due to computer software related issues. You have to have a back-up plan if you plan on taking an online course. Failure to stay connected and engaged in the class will lead to unsuccessful attempt at passing this class.

In addition, your instructor is your instructor. He or she is not an IT Specialist. Thus, you will need to work with AAMU as much as possible to resolve computer issues or your computer company for more robust computer issues. Again, you have to have a back-up plan in place when taking an online course.

Best Ways to Troubleshoot:

1. Make sure you have downloaded all the software required in this course as outlined under the START HERE button.
2. If you are having trouble with one of the Web 2.0 products in the course (i.e, Screenr), trouble shoot using their site.
3. If you are having trouble with Internet Explorer, try another Web Browser like Firefox or Chrome.
4. Use a different computer.
5. If you do not have a different computer, use AAMU's library computer or a local library computer.
6. Use a friend's computer or family computer

Online Participation Requirements

You are expected to maintain a high level of presence in the class (4 out of 7 days per week, unless there is no scheduled discussion board). Not engaging and only "popping" in at the end of the week will not work. Just keep in mind that while you have flexibility within this course, that does not mean you do not have responsibilities (as to your presence in the course). Hence, you

are expected to check email daily; read all announcements and assignments; participate in discussion board; ask questions; engage in the Chat Room; and post all assignments by the required due dates. Failure to stay abreast of assignment deadlines and announcements can and often does lead to an unsuccessful course attempt. **NOTE:** Some discussions are limited based on the directions. Be sure to always read the specifics of each discussion board and check for participation requirements.

Plan Ahead

You have full access to all course assignments from the very beginning of this course. So, take some time to view the assignments and plan and work ahead, if you can. Although we do not allow students to post in the discussion board forums early (before the start of the unit), there is nothing to prevent you from working ahead and storing the discussion board responses on your computer (to post at a later date).

In addition, make sure you plan out time for the course. This course will require hours of your time per week, not minutes of your time. You will need ample time to read, respond to discussion questions, participate in the discussion board and complete both written and multimedia presentations. All take time. Stating to your instructor that you just too many obligations to complete the work is not acceptable. If you are enrolled, then you are expected to prioritize the class and complete all work on time.

Late Work

Assignment Deadlines: We have 16 Modules in this class. You have one week to complete each Module. Each online week runs for 7 days. The week begins every Monday and ends on the following Sunday at 11:59 p.m. All work, then, must be submitted no later than each Sunday (night) by 11:59 p.m.

Late Work: LATE WORK IS NOT ACCEPTED. If there are unforeseen circumstances you must email the instructor as soon as possible otherwise you will receive the grade of "0" for that assignment.

Discussion Board Make-up: Discussions Board activity cannot be made up since it is dependent on interaction with other students and is a core component to taking an online course.

Note to Students: Post all questions related to your Syllabus in the Q&A Chatroom. Failure to post any questions provides the institution with the understanding that you understand and support the full contents of this syllabus.

Guidelines for Multicultural Interactions Project

Interview Questions – Your interview questions should include the following:

- ✓ Demographic information
- ✓ Introductory questions about achievements and hardships your

respondent has encountered over his or her life span.

Interview Paper – Your paper should include the following elements:

✓ **Introduction** - You are to describe who you interviewed – age, race, religion, etc., and explain how you recruited your respondent.-

✓ **Discussion** - please describe the following information.

- a. Summarize the main findings from this project.
- b. Discuss how your findings are associated with information and

material in your text, assigned readings, and class discussions. c. Explain how this project was or was not valuable for you.

✓ **Reference page Interview Questions**

- ✓ What cultural groups do you identify with?
- ✓ Describe your upbringing. What do you remember about the neighborhood(s) in which

you lived? What ethnic groups resided therein? Was there a predominant group? What do you recall about your neighborhood: focus in particular regarding attitudes about those who were “different” from you? What was the talk at the dinner table? Were there any teachings that may influence how you feel about any group outside your own?

- ✓ Discuss your family culture in terms of values, beliefs, and goals about life success/failure that you have learned. What are some verbal and non-verbal communication skills you have learned from your family? How has your cultural background affected your present beliefs about yourself and others? Talk about how your cultural background has shaped your views about race, class, gender, ability, and sexuality? What messages did you receive about these topics growing up, and what are your current beliefs? How has your culture helped or hindered you in your schooling/teaching?
- ✓ Describe you now. Discuss your attitudes, feelings, and beliefs about different cultural groups. Discuss how these influence who you are as a future counselor and where you need to direct your own learning and self growth. Indicate how the material in this class has assisted you in seeing how the reflections above have shaped who you are, what you believe, and what you must now do to grow beyond where you ‘personally reside’.
- ✓ Determine what stage you are at in your personal identity development. Describe the traits or behaviors you see in yourself that you used in your self-assessment.
- ✓ What happened in your past that moved you, or allowed you to move, from one stage to the next to get you where you are today?

✓ What needs to happen to move you to the next stage of development? What will you do to bring about that next stage of development?

✓ What will you do to move to the highest levels of identity development and integration?

| Category | Characteristics of Written Assignment/Project* | Score | Approximately Equates to |
|----------|--|-------|--------------------------|
|----------|--|-------|--------------------------|

| | | | |
|----------------------------|--|--------|---|
| | | | |
| Target/Outstanding | <ul style="list-style-type: none"> • Exceptionally well written • Excellent integration, synthesis and/or analysis of ideas • Professional/high quality • Comprehensive and coherent • Logical flow and sequencing of ideas; excellent transitions from point to point • Includes all required elements • Very clear and specific • Provides ample citations and examples to support positions taken in written product • Excellent sentence structure • No (or very few) grammatical errors • Mastery of APA style (when required by professor) | 9 – 10 | A |
| Marginal/Acceptable | <ul style="list-style-type: none"> • Well written • Good integration, synthesis and/or analysis of ideas • Reasonably professional/high quality • Includes most required elements • Largely comprehensive and coherent • Reasonably good flow/sequencing of ideas; may have a few unclear transitions • Lacks some clarity and/or specificity • Provides citations and examples to support most positions taken in written product | 8 | B |
| | <ul style="list-style-type: none"> • Good sentence structure • Some grammatical errors, but does not detract from overall quality of written product • Good use of APA style (when required by professor); some minor errors • Simplistically written • Descent presentation of ideas, but little effort to integrate, synthesize and/or analyze ideas • Lacks “polish”/marginal quality • Superficial presentation of ideas • Lacks logical flow/sequencing of ideas; weak transitions • Lacks many required elements • Lacks much clarity and/or specificity • Lacks citations and examples to support some key positions taken in written product • Fairly good sentence structure, but awkward phrasing detracts from written product • Several grammatical errors, but does not seriously detract from quality of written product • Several errors in use of APA style (when required by professor) | 7 | C |

| | | | |
|---------------------|--|-------------|--------|
| Unacceptable | <ul style="list-style-type: none"> • Poorly written • Numerous writing errors • Difficult to understand • Lacks structure • Very unclear and/or non-specific • Very little flow or logical sequencing of ideas; transitions confusing or unclear • Lacks nearly all required elements • Very few citations and examples to support most key positions taken in written product • Poor sentence structure seriously detracts from written product • Grammatical errors seriously detract from quality of written product • Does not use APA style or makes a substantial number of errors in use of APA style (when required by professor) | 6 and below | D or F |
| | | | |

* It is possible that some, but not all, of the characteristics associated with a particular category will be demonstrated by the student on a written assignment/project. The professor will make a determination as to which category (i.e., Target/Outstanding, Marginal/Acceptable or Unacceptable) most closely approximates the quality of the student's assignment/project.

The professor may opt to equate rubric scores to grades in whatever way he or she deems appropriate. Suggested rubric score-to-grade equivalents are listed in the table above.

| WEEK | /DATES | CHAPTERS/TOPICS | ASSIGNMENTS | CACREP Standards |
|-------------|---------------|---|---|-------------------------|
| 1 | August 18-22 | Review Syllabus and Introductions | Read Chapter 1 and 2 Complete Discussion Board | 2.F.a., d. |
| 2 | August 23-29 | Obstacles to Cultural Competence and Help Seeking Behaviors: Understanding Resistance to Multicultural Training | Read Chapter 3 and 4 Complete Discussion Board | 2. F. 2.a-d |

| | | | | |
|---|------------------------|---|---|--|
| | | The Superordinate Nature of Multicultural Counseling and Therapy | | |
| 3 | August 30-September 5 | Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups The Political and Social Justice Implications of Counseling and Psychotherapy | Read Chapter 5 and 6 Complete Discussion Board | 2. F. 2.b.,f.,h. |
| 4 | September 6-12 | The Impact of Systemic Oppression: Counselor Credibility and Client Worldviews Microaggressions in Counseling and Psychotherapy | Read Chapter 7 and 8 Complete Discussion Board Goal Statement | 2. F. 2.a., e. |
| 5 | September 13-19 | Barriers to Multicultural Counseling and Therapy: Individual and Family Perspective Communication Styles and Its Impact on Counseling and Psychotherapy | Read Chapter 9 and 10 Complete Discussion Board Cultural Autobiography Due Quiz | 2. F. 2.b., d., f. 2.F.3.e. |
| 6 | September 20-26 | Multicultural Evidenced-Based Practice Non-Western Indigenous Methods of Healing: Implications for Multicultural Counseling and Therapy | Read Chapters 11,12,13 Complete Discussion Board Quiz | 2. F. 2. b., f., g. |
| 7 | September 27-October 3 | Racial/Cultural Identity Development in People of Color: Counseling Implications | Read Chapter 14 Complete Discussion Board Quiz | 2.F.2.b.,d.,g. 2.F.5.a.,d. 2.F.7.b.,i., m. |

| | | | | |
|----|---------------|---|--|---|
| | | White Racial Identity Development: Counseling Implications Culturally Competent Assessment | | |
| 8 | October 4-10 | Counseling African Americans | Read Chapter 15 Complete Discussion Board Cultural Genogram Due | 2.F.2.a-h 2.F.3.f.,g. 2.F.5.a.,f. |
| 9 | October 11-17 | Counseling American Indians/Native American and Alaska Natives | Read Chapter 16 Complete Discussion Board Quiz | 2.F.2.a-h 2.F.3.f.,g. 2.F.5.a.,f. |
| 10 | October 18-24 | Counseling Asian Americans and Pacific Islanders | Read Chapter 17 Complete Discussion Board Quiz | 2.F.2.a-h 2.F.3.f.,g. 2.F.5.a.,f. |
| 11 | October 25-31 | Counseling Latinas/os | Read Chapter 18 Complete Discussion Board Quiz | 2.F.2.a-h 2.F.3.f.,g. 2.F.5.a.,f. |
| 12 | November 1-7 | Counseling Multiracial Individuals | Read Chapter 19, 20, 21 Complete Discussion Board Quiz Multicultural Presentation Due | 2.F.2.a-h 2.F.3.f.,g. 2.F.5.a.,f. |
| 13 | November 8-14 | Counseling Arab Americans and Muslims Americans | Read Chapter 22 Complete Discussion Board | 2.F.2.a-h 2.F.3.f.,g. 2.F.5.a.,f. |

| | | | | |
|----|------------------------|--|---|--|
| | | Counseling Immigration and Refugees Counseling Jewish Americans | Quiz | |
| 14 | November 15-21 | Counseling Individuals with Disabilities | Read Chapter 23 Complete Discussion Board Quiz Multicultural Interaction Project Due | 2.F.2.a-h 2.F.3.e.,f.,g. 2.F.5.a.,f. |
| 15 | November 22-28 | NO CLASS | Indigenous People's Day Complete Discussion Board for Week 15 | |
| 16 | November 29-December 5 | Counseling LGBT Individuals Counseling Older Adults Counseling Individuals Living in Poverty Counseling Women | Complete Discussion Board for week 16 Read Chapters 24-26 Quiz Complete Chapter 23-26 Quizzes | 2.F.2.a-h 2.F.3.e.,f.,g. 2.F.5.a.,f. |