Term/Credits	**Instructor**
Spring Term 2 / 2023	Kathie Erwin, ED.D.
3 semester hours	kerwin@divinemercy.edu

Vision: The vision of the School of Counseling is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

Mission: The mission of the Clinical Mental Health Counseling program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on the respect, dignity, and diversity of the person.

NOTE: KEEP A HARD COPY SYLLABUS! Many states require that students submit a copy of each course syllabus in order to document the completed educational content needed for licensure. Each syllabus submitted must be for the same course year in which the course was taken.

I.   **COURSE DESCRIPTION**

COUN 560 Social and Cultural Diversity introduces students to profession-accepted counseling techniques that address the diverse, cultural context of individuals and their relationships between and within groups, as well as issues and trends in a diverse society. The counselor's role in social justice and client advocacy are investigated with a focus on heritage, attitudes, beliefs, understandings, and acculturative experiences. Comprehensive, advanced knowledge of diversity factors are assessed, including age, ethnicity, nationality, spirituality and religion, sex differences, gender and sexual identity, mental and physical characteristics, and socioeconomic status. Students examine their own global orientation to different individual and familial worldviews through this study of history and development of cultural values and behaviors. They also demonstrate their knowledge of effective counselor multicultural assessment, diagnoses, and interventions.

II. COURSE OBJECTIVES

#	Course Outcomes	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
1.	Develop self-awareness of the impact of multicultural issues and constructs on personal identity	Mod#1 Discussion: Cultural Symbols and Images Mod#1 Assignment: Equity and Diversity: Quizzes Mod#2 Discussion: Personal Identity and Culture Mod#2 Reflection: Multicultural Education and Equity Awareness Mod#3 Assignment: Core Identity Self-Review Mod#4 Assignment: Cultural Immersion Project Mod#5 Discussion: Case Studies: Counseling Multicultural Populations Mod#6 Discussion: Case Studies: Counseling Diverse Populations Mod#7 Assignment: Social Advocacy in Action	**SOC: 1** **CACREP Section 2:** F.1.k F.2.a., b. **Section 5:** C.2.j
2.	Evaluate awareness of equity and diversity issues	Mod#1 Assignment: Equity and Diversity: Quizzes Mod#2 Discussion: Personal Identity and Culture	**SOC: 1** **CACREP Section 2**: F.1.k; F.2.a., b., c., h. F.4.j.

		Mod#2 Assignment: Multicultural Education and Equity Awareness Mod#4 Assignment: Cultural Immersion Project Mod#5 Discussion: Case Studies: Counseling Multicultural Populations Mod#6 Discussion: Case Studies: Counseling Diverse Populations Mod#7 Assignment: Social Advocacy in Action	

3.	Appraise the influence on counselor identity of attitudinal changes toward multicultural issues and diversity	Mod#1 & 8 Assignment: Pre- & Post-Test of a Multicultural Competency Exam
		
		Mod#1 Assignment: Equity and Diversity: Quizzes
		
		Mod#2 Assignment: Multicultural Education and Equity Awareness
		
		Mod#3 Discussion: Overcoming Microaggression
		
		Mod#4 Discussion: Cultural Sensitivity in Counseling
		
		Mod#4 Assignment: Cultural Immersion Project
		
		Mod#6 Discussion: Case Studies: Counseling Diverse Populations
		
		Mod#7 Assignment: Social Advocacy in Action
			SOC: 1, 5
			
			KPI: The student will be able to apply multicultural competencies in all aspects of professional practice.
			
			CACREP Section 2:
			  F.1.k.
			  F.2.a., b., c.
			
			Section 5:
			  C.2.j

4.	Demonstrate culturally and ethically appropriate professional communication skills	Mod#2 Discussion: Personal Identity and Culture Mod#3 Discussion: Overcoming Microaggression Mod#3 Assignment: Core Identity Self-Review Mod#4 Discussion: Cultural Sensitivity in Counseling Mod#4 Assignment: Cultural Immersion Project Mod#5 Discussion: Case Studies: Counseling Multicultural Populations Mod#6 Discussion: Case Studies: Counseling Diverse Populations Mod#7 Assignment: Social Advocacy in Action	**SOC:1, 3** **CACREP Section 2:** F.1.c.,k.; F.2.a.,b., c. **Section 5:** C.2.j.
5.	Apply appropriate theories or models of multicultural counseling for social advocacy on behalf of marginalized groups	Mod#7 Social Advocacy Debrief Mod#7 Assignment: Social Advocacy in Action	**SOC: 1, 2, 3, 4, 5** **CACREP Section 2:** F.1.c.,d.,e. F.2.a., b., c., h. F.3.a.,g.,i. F.6.g.; 8.b.,j. **Section 5:** C.2.i.,j.,l.; C.3.c., d., e.
6.	Evaluate the impact of the counselor's spiritual and religious beliefs on sensitivity to and the affirmation of the goodness of the person regardless of	Mod#3 Assignment: Core Identity Self-Review Mod#4 Assignment: Cultural Immersion Project	**SOC: 1, 5** **CACREP Section 2:** F.1.i., k. F.2.b.

		Mod#5 Discussion: Case Studies: Counseling Multicultural Populations Mod#7 Social Advocacy Debrief Mod#7 Assignment: Social Advocacy in Action	
7.	Evaluate assessment instruments for evidence-based and cultural appropriateness	Mod#8 Discussion: Culturally Competent Assessment	**SOC: 1** **CACREP Section 2:** F.2.c. F.3.i. F.7.m. F.8.b. **Section 5:** C.3.a.
8.	Analyze variations of help-seeking behaviors across diverse cultures	Mod#3 Discussion: Overcoming Microaggresion Mod#4 Discussion: Cultural Sensitivity in Counseling Mod#5 Discussion: Case Studies: Counseling Multicultural Populations	**SOC: 1, 4** **CACREP Section 2:** F.2.c., f.
9.	Appraise how the Catholic-Christian vision of the person, growth, healing, and flourishing, in conversation with other spiritual and religious visions, contextualizes multicultural counseling models and theories and influences multicultural	Mod#4 Discussion: Cultural Sensitivity in Counseling Mod#5 Discussion: Case Studies: Counseling Multicultural Populations Mod#6 Discussion: Case Studies: Counseling Diverse Populations Mod#7 Social Advocacy Debrief	**SOC: 5** **CACREP Section 2:** F.1.k. F.2.b., c. F.3.a.,g.,i. **Section 5:** C.2.j

Note: the first row cell "social and cultural diversity" appears above the Mod#5 content.

	counseling competencies	Mod#7 Assignment: Social Advocacy in Action	
KPI	#2 Apply multicultural competencies in all aspects of professional practice.	90% of students will achieve a Proficient rating or above on the COUN 560 Personal Application section of the Assignment: Equity and Diversity Quizzes Reflection [Knowledge, Disposition]	**Section 2.F.2.c.** Understand and apply multicultural (diverse) counseling competencies

*SOC = School of Counseling Program Objectives, listed below; KPI – Key Performance Indicator for SOC program; CACREP = Council for Accreditation of Counseling and Related Educational Programs standards, Section 2, eight common core areas of all entry-level counselor education graduates, and Section 5, entry-level specialty area, Clinical Mental Health Counseling

Program Objectives

Graduates of the SOC Clinical Mental Health Counseling program will be able to:

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession.
2. Enter the client's life narrative with compassion and respect.
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning.
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing.
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

III. COURSE TEXTBOOKS AND MATERIALS

A. Required

1. Sue, D.W. & Sue, D. (2019). *Counseling the culturally diverse: Theory and practice, 8*[th] ed. Hoboken, N.J.: John Wiley & Sons
2. Verkuyten, M. (2014). *Identity and cultural diversity: What social psychology can teach us.* New York: Routledge

B. Recommended
There are no recommended textbooks for this course.

IV. COURSE REQUIREMENTS

A. Class Attendance and Participation

1. The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance.

2. Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

B. Assigned Readings

1. Readings must be read as assigned on the reading schedule in order for the class to "be on the same page" and to facilitate discussions.

2. Additional readings may be given out in class to be read for the next class.

C. **Discussions:** Participation in weekly asynchronous discussions is required. Discussion activities include crafting a thoughtful and scholarly response to a prompt, including the personal application of the information to the role of the professional counselor, and responding to at least two colleagues' posting. Each discussion assignment is worth 50 points.

   i.   20 points Main Idea of Post (Mastery) – Shows superior knowledge and understanding of course material related to the question asked or topic of the discussion. Seamlessly integrates assigned readings and resources related to the topic. Demonstrates a depth of thought or high level of critical thinking.

   ii. 15 points Personal Application (Mastery) – Initial post demonstrates a superior synthesis and personal reaction or analysis of the topic being discussed. Personal application is reflective and substantive.

   iii. 10 points Responses to Colleagues' Posts (Mastery) – Responses show a strong understanding of colleagues' posts; clear and succinct response. Integrates assigned readings and resources related to the topic into the response. Brings a new dimension to the learning of the community.

   iv. 5 points Grammar: Coherent Logical (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

D. **Reflections on Multicultural Education and Equity Awareness and Project Implicit Quizzes** is assigned in Modules 2 and 8. Students reflect on their cultural competence as counselors based on insights gained through completing both quizzes and consuming the resources. In Module 8, students retake the quizzes and compare the results. Students reflect on their growth in cultural competence and on how they might further develop their cultural competence skills. Each reflection essay is worth 25 points.

   i.   12.5 points Main Idea (Mastery) - Provides a thoughtful and thorough reflection addressing all of the questions presented in the assignment. Clearly ties the reflection to the concepts presented in the course. Reflection demonstrates deep thinking on the topic.

   ii. 10 points Personal Application (Mastery) - Reflective essay demonstrates a superior introspection on the application of cultural identity and competence concepts to the personal self and the personhood of the counselor. Personal application is substantive.

   iii. 2.5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

E. **Core Identity Self-Review** is assigned in Module 3. Students complete a chart that guides them through examining different elements that contribute to their core identity. Students then write a self-review paper providing an introspection on their core identity. This assignment is worth 50 points.

   i.   25 points Main Idea (Mastery) - Provides a thoughtful and thorough reflection addressing all of the elements presented in the assignment. Clearly ties the

reflection to the concepts presented in the course. Reflection demonstrates deep thinking on the topic. Addresses each element in the chart thoroughly and thoughtfully.

    ii.   20 points Personal Application (Mastery) - Reflective essay demonstrates a superior introspection on the student's core identity and deeply relates those to the personal self and the personhood of the counselor. Personal application is substantive.

    iii.   5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

F. **Cultural Immersion Project** is introduced in Module 1 and due in Module 4. For this project, students are required to engage and interact in a cultural experience outside the cultural group(s) with which they identify. Students are asked to identify a cultural group within their community about which they have limited prior knowledge or experience. Then, they are to find an organized cultural event, religious service, celebration, political or activist event, or interactive seminar or workshop relevant to that group that they may attend. They must attend the event and write a summary of their experience. The summary should be approximately 1,000 to 1,250 words (four- to five-pages) and should address the criteria presented in the specific instructions. Students should plan on spending approximately 16 hours to complete this project (i.e. researching and identifying an event, attending the event, summarizing their experience, etc.). This assignment is worth 200 points

    i.   100 points Main Idea (Mastery) - Thorough response to the assigned topic. Goes beyond what is required in some meaningful way. Demonstrates a substantive and thorough knowledge of the cultural group. Provides a substantial and insightful discussion of expectations and preconceived ideas held about the cultural group and event. Provides a substantial and deep reflection on new insights into the cultural group including how to communication with persons from this group. Provides a substantial and thorough reflection on how new insights might be used in counseling individuals from this cultural group.

    ii.   80 points Personal Application (Mastery) - Summary demonstrates a superior introspection on the student's understanding of the cultural group and new insights gained by participating in the activity. Summary demonstrates superior introspection on how the student can incorporate this experience into professional counseling with this cultural group. Personal application is substantive and insightful.

    iii.   20 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

G. **Social Advocacy in Action Project** is introduced in Module 1 and due in Module 7. For this assignment, students research organizations that advocate on behalf of specific marginalized groups, focusing on initiatives that can increase support and access for counseling or related human services. Students engage in an advocacy project or action and then develop a PowerPoint or video presentation reporting on and evaluating the experience. This assignment is worth 300 points and students should expect to spend approximately 30 hours completing all aspects of this assignment (selecting a marginalized group, researching and determining an advocacy action in which to engage,

participating in the advocacy action (minimum of 5-6 hours), developing their presentation, etc.). Students' presentations will:

- Identify the marginalized group and the specific need/s that this action benefits/addresses and what drew them to this population and this need.

- Outline the details of the advocacy action or program in which they were involved.

- If they were involved with an established organization or group, explain its history of advocacy, why they choose this particular group, and how they participated

- If they choose to initiate a project of their own, they will explain what motivated them to choose to do so and outline outline some of the challenges and benefits experienced.

- Describe any materials used in the action such as position papers, articles, photos, letters, petitions, etc.

- Provide an account of the results of the advocacy action.

- Describe the benefits gained from participating in this experience and explain what might be done differently if they were to advocate for this population again and why.

- Summarize their thoughts about this action and how it influenced their ability to relate to and provide future counseling for members of this group. Explain how this action supports the dignity of members of its intended audience.

- Based on their experiences with this project, describe another way that they might want to be involved in social advocacy as a professional counselor.

i. 150 points Main Idea (Mastery) - Clearly exhibits depth of understanding and original critical thinking about the selected marginalized group and the specific needs the action benefits / addresses. Goes beyond what is required in some meaningful way. Provides a substantive and thorough description of the advocacy action or program and the organization through which it was organized or the motivation for initiating a new project and the challenges and benefits experienced. Presentation includes several visual artifacts of the advocacy action that document the pre-planning and execution of the action. Provides a substantial and thorough discussion of the results of the advocacy action. Provides a substantial and deep reflection on the benefits of participating in the experience and what might be done differently if advocating for this group in the future. Provides a substantial and thorough reflection on how participating in this advocacy action influences their ability as a professional counselor to relate to and provide future counseling to members of this cultural group. Demonstrates an advanced understanding of how the advocacy action can support the human dignity of the recipients. Makes a significant contribution to the larger dialogue concerning social advocacy as a professional counselor. Presentation clearly demonstrates critical thinking, is visually appealing, well organized, and narration is clear.

ii. 120 points Personal Application (Mastery) - Summary demonstrates a superior introspection on the student's understanding of the cultural group and new

insights gained by participating in the activity. Summary demonstrates superior introspection on how the student can incorporate this experience into professional counseling with this cultural group. Personal application is substantive and insightful.

    iii. 30 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

V. GRADING POLICY

The following scale is used by the School of Counseling as the established criteria for grading assignments.

Final course grade for passing is 86%, B.

A	A-	B+	B	B-	C+	C
940 to 1000	920 to 939	900 to 919	860 to 899	840 to 859	820 to 839	780 to 819

C-	D+	D	D-	F	W	I
760 to 779	740 to 759	700 to 739	680 to 699	0 to 679	Withdrawal	Incomplete

	Requirement	Items	Item Points	Total Points	Hours
	Assigned Readings				**53.1**
1	Sue & Sue – course text				39.9
2	Verkuyten – course text				6.0
3	Other readings (see Class Schedule)	15			1.5
4	Viewing course media	7			5.7
	Written Assignments			**1000**	**95.2**
1	Discussions	8	50	400	36.2
2	Reflection on Multicultural Education and Equity Awareness and Project Implicit Quizzes	2	25	50	7
3	Core Identity Self-Review	1	50	50	6
4	Cultural Immersion Project	1	200	200	16
5	Social Advocacy in Action	1	300	300	30
			Totals	**1000**	**148.3**

VI. SCHOOL OF COUNSELING POLICIES (Please review your Program Handbook and Instructor Policies for all policies. These are only listed to highlight key policies for this course)

METHODS OF INSTRUCTION

The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components. The following methods of instruction may be employed:

- Synchronous Instruction: students and faculty will engage in "real-time" using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.
- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of "real-time" meetings between students and faculty.
- Reading assignments
- Lecture
- Academic Class Discussion
- Video/Audio Material: students are required to review video material as assigned.
- Demonstration of Skills
- Role Play
- Written Assignments/Papers
- Research Activities
- Quizzes, examinations, and assessment of student learning
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work
- Presentations
- Residencies: Residencies are embedded in three courses across the program.
- Interactive Multimedia
- Clinical Placement in Practicum and Internship courses only.

ACADEMIC INTEGRITY

"Integrity" is a character quality of holding ourselves to strong moral principles and simply maintaining honesty. Academic integrity is synonymous with academic honesty. Academic honesty is expected of all students at DMU in all papers, examinations, transcripts, record keeping, and documentation of clinical experience. Possible sanctions for academic dishonesty include, but are not limited to: grade penalties including course failure, loss of registration privileges, disqualification and dismissal from the institution.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all of one's academic dealings. Students at DMU therefore, shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

LATE ASSIGNMENT ACCEPTANCE POLICY

In an effort to develop high professional standards, no late work **without deductions** will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due date for the work. Outside of this, no late work will be accepted **without deductions** unless the circumstances are dire and unusual.

If you miss an online course meeting or session of a residency, you must notify the instructor as soon as possible and you are responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. You cannot submit assignments late because you missed the online course meeting or session of a residency when the assignment was given or when the assignment was due.

Online assigned work is due at 11:59 pm Eastern USA Time or at the beginning of the session of a residency on the date due. Primary discussion posts are due Saturdays at 3:00 pm Eastern USA Time.

- Assignments: (quiz, vignette, recordings, papers, etc.): No make-ups, no late work accepted **without deductions** unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.
- Discussion posts: If primary discussion posts (due on Saturdays at 3:00 pm Eastern USA Time) are submitted after the due date, they will receive the 10% per day late deduction for up to four days. No discussion responses will be graded after their due date (Monday, 11:59 pm Eastern USA Time).

Please see the M.S in Counseling Clinical Mental Health Counseling Program Student Program Handbook for more details.

STUDENTS WITH SPECIAL NEEDS

If you are a student who has or thinks you may have special needs, you are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemercy.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services at the beginning of the first semester. Once documentation is complete, the student should inform the instructor directly during the first week of classes about accommodations made for each class.

SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advanced notice.

VII. CLASS SCHEDULE AND ASSIGNMENTS

Module / Week	Topic	Author	Reading	Graded Assignments
1	Respecting, Honoring, and Celebrating Every Person: Exploring Assimilation, Acculturation, and Acceptance	SOC Sue, D. W. & Sue, D. (2016). Verkuyten, M. (2014) *Catechism of the Catholic Church* Vatican II SOC Erwin, K. (2016). Erwin, K., Grundman, S., & Payne, H. (2017).	Syllabus *Counseling the culturally diverse* ● Chapters 1-3 *Identity and cultural diversity: What social psychology can teach us* ● Chapter 1 Article 3 Social Justice (nn. 1928-1948) *Gaudium et spes* (n. 29) Cultural Immersion Project Instructions and Guidelines (PDF) Social Advocacy in Action Project Instructions and Guidelines (PDF) *Welcome to the course* (video) *The spirit of your social advocacy project* (Video).	**Discussion:** Cultural Symbols and Images **Major Assessment:** Equity and Diversity Quizzes (due in Module 1) **Looking Ahead: Major Assessment:** Cultural Immersion Project (due in Module 4) **Looking Ahead: Major Assessment:** Social Advocacy in Action (due in Module 7)

Module / Week	Topic	Author	Reading	Graded Assignments
2	What does it Mean to be Human? What Happens to Personal Identity when Social and Cultural Identities Clash?	Verkuyten, M. (2014) The Vatican. (2016). ABC News (2015)	*Identity and cultural diversity: What social psychology can teach us* ● Chapters 3-6 Message of His Holiness Pop Francis for the World Day of Migrants and Refugees 2016 *Pope Francis and the people* (video)	**Discussion:** Personal Identity and Culture **Assignment:** Multicultural Education and Equity Awareness Reflection Paper

Module / Week	Topic	Author	Reading	Graded Assignments
3	Moving from 'Us' and 'Them' to 'We': Recognizing and Overcoming Microaggressions	Sue, D. W. & Sue, D. (2016). Verkuyten, M. (2014) Saint Pope John Paul II. (2001). Pope Francis. (2013). Pope Francis. (2020).	*Counseling the culturally diverse* ● Chapters 4-6; 12 *Identity and cultural diversity: What social psychology can teach us* ● Chapters 3; 7 Dialogue between cultures for a civilization of love and peace *Evangelii gaudium,* Unity prevails over conflict Frateli tutti	**Discussion:** Overcoming Microaggressions **Major Assessment:** Core Identity Self-Review (due by Tuesday) **Looking Ahead: Major Assessment:** Cultural Immersion Project (due in Module 4) **Looking Ahead: Major Assessment:** Social Advocacy in Action Project (due in Module 7)

Module / Week	Topic	Author	Reading	Graded Assignments
		ASERVIC Competencies. (2016).	Competencies for addressing spiritual and religious issues in counseling	
		Vitz, P. C. & Meade, J. M.	Self-forgiveness in Psychology and Psychotherapy	
		SOC	Core Identity Self-Review Chart (PDF)	
		Wing. (2014)	*Multicultural competence in counseling and psychotherapy* (Video)	

Module / Week	Topic	Author	Reading	Graded Assignments
4	Counseling African Americans, American Indians, Alaska Natives, Asian Americans, and Pacific Islanders	Sue, D. W. & Sue, D. (2016). Coyote Medicine TV. (2009).	*Counseling the culturally diverse* ● Chapters 14-16 *Psychiatric interview part 2 standard* (video) *Psychiatric interview part 3 standard* (video) *Psychiatric interview part 4 aboriginal* (video) *Psychiatric interview part 5 aboriginal* (video)	**Discussion:** Cultural Sensitivity in Counseling **Major Assessment:** Cultural Immersion Project Report

Module / Week	Topic	Author	Reading	Graded Assignments
5	Counseling Latinos, Multiracial Individuals, Arab and Muslim Americans, Jewish Americans, and Immigrants	Sue, D. W. & Sue, D. (2016). Erwin, K. (2017). Erwin, K. (2017).	*Counseling the culturally diverse* • Chapters 17-21 *Saad and Safia, Muslim/Jewish twins* (PDF) *Bianca – Latina American* (PDF)	**Discussion:** Case Studies: Counseling Multicultural Populations Your Social Advocacy in Action Project is due by Wednesday in Module 7.

Module / Week	Topic	Author	Reading	Graded Assignments
6	Counseling LGBT Individuals, Older Adults, Women, Poverty-Challenged Individuals, and Disabled Individuals	Sue, D. W. & Sue, D. (2016). Vatican II. (n.d.). Catechism of the Catholic Church. (1997). Catechism of the Catholic Church. (1997). Erwin, K. (2017). Erwin, K. (2017) Jones, & Yarhouse. (2011)	*Counseling the culturally diverse* • Chapters 22-26 *Gaudium Et Spes*, Section 29 Catholic Teaching on Homosexuality: Catechism and Ratzinger Letter Paragraph 2358 Equality and differenced willed by God (n. 369) *Women and poverty challenged* (PDF) *Hien and Mai Nguyn – gaining issues for a couple* (PDF)	**Discussion:** Case Studies – Counseling Diverse Populations **Looking Ahead: Major Assessment:** Your Social Advocacy in Action project is due by Wednesday in Module 7.

Module / Week	Topic	Author	Reading	Graded Assignments
		Rosik, & Popper. (2014)	Ex-Gays?: An extended longitudinal study of attempted religiously mediated change in sexual orientation	
		Yarhouse. (2008).	Clinical approaches to conflicts between religious values and same-sex attractions: Contrasting gay-affirmative, sexual identity, and change-oriented models of therapy. *Counseling & Values, 59*(2), 222-237. Narrative sexual identity therapy. *American Journal of Family Therapy, 36* (3), 196-210. doi:10.1080/01926180701236498	

Module / Week	Topic	Author	Reading	Graded Assignments
7	Social Advocacy in a Multicultural Society: The Counselor's Role in Supporting the Dignity of Every Person	Sue, D. W. & Sue, D. (2016). Regnerus, M. (2016, Oct. 14)	*Counseling the culturally diverse* ● Chapter 4 (Review) Hijacking science: How the "No Differences" consensus about same-sex households and children works.	**Discussion:** Social Advocacy in Action Project Debrief **Major Assessment:** Social Advocacy in Action Project

Module / Week	Topic	Author	Reading	Graded Assignments
			The Witherspoon Institute Public Discourse.	

Module / Week	Topic	Author	Reading	Graded Assignments
8	Using Evidence-Based and Culturally Appropriate Assessments	Sue, D. W. & Sue, D. (2016).	*Counseling the culturally diverse* • Chapters 7-11; 13	**Discussion:** Culturally Competent Assessment **Assignment:** Multicultural Education and Equity Awareness Reflection Paper

VIII. REFERENCE LIST

Required Reading:

ASERVIC Competencies (2016). *Competencies for addressing spiritual and religious issues in counseling* (nn. 3–5). Retrieved from http://www.aservic.org/resources/spiritual-competencies

Catechism of the Catholic Church. (1997). Article 3 Social Justice (nn. 1928–1948). Retrieved from http://www.vatican.va/archive/ccc_css/archive/catechism/p3s1c2a3.htm

Catechism of the Catholic Church. (1997). Equality and difference willed by God (n. 369). Retrieved from http://www.vatican.va/archive/ccc_css/archive/catechism/p1s2c1p6.htm

Catechism of the Catholic Church. (1997). Paragraph 2358. Retrieved from http://www.scborromeo.org/ccc/para/2358.htm

Courtland C. Lee, Ph.D. (2007). Social justice: A moral Imperative for Counselors. *Professional Counseling Digest*, ACAPCD-07

Desmond Tutu Peace Foundation. (2015). Retrieved from http://www.tutufoundationusa.org/2015/10/07/10-pieces-of-wisdom-from-desmond-tutu-on-his-birthday/

Erwin, K. (2017). *Bianca – Latina American*. (Unpublished). Divine Mercy University, Arlington, VA.

Erwin, K. (2017). *Hien and Mai Nguyn – aging issues for a couple*. (Unpublished). Divine Mercy University, Arlington, VA.

Erwin, K. (2017). *Saad and Safia, Muslim / Jewish twins*. (Unpublished). Divine Mercy University, Arlington, VA.

Erwin, K. (2017). *Women and poverty challenged*. (Unpublished). Divine Mercy University, Arlington, VA.

Jones, S. L., & Yarhouse, M. (2008). Ex-gays?: An extended longitudinal study of attempted religiously mediated change in sexual orientation.

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Recommended Journals:

Cultural Diversity and Ethnic Minority Psychology
Journal of Counseling & Development
Journal of Multicultural Counseling & Development
Journal for Social Action in Counseling and Psychology

Websites

ACA Code of Ethics https://www.counseling.org/resources/aca-code-of-ethics.pdf

Association for Multicultural Counseling and Development
http://www.multiculturalcounseling.org/index.php?option=com_content&view=article&id=205:amcd-endorses-multicultural-and-social-justice-counseling-competencies&catid=1:latest&Itemid=123

ACA Advocacy Competencies
https://www.counseling.org/Resources/Competencies/Advocacy_Competencies.pdf

ALGBTIC Competencies for Counseling Transgender Clients
https://www.counseling.org/docs/default-source/competencies/algbtic_competencies.pdf?sfvrsn=12

ALGBTIC Competencies for Counseling Lesbian Clients

http://www.algbtic.org/competencies.html

ASERVIC Spiritual Competencies http://www.aservic.org/resources/spiritual-competencies/

AARP (American Association of Retired Persons) http://www.aarp.org/

ACLU (American Civil Liberties Union) https://www.aclu.org/

Alz.org Alzheimer's Association http://alz.org/

CARIE (Center for the Advocacy for the Rights and Interests of the Elderly) https://www.carie.org/

Catholic Charities USA https://catholiccharitiesusa.org/advocacy-and-policy

Catholic Relief Services http://www.crs.org/

DBSA (Depression and Bipolar Support Alliance) http://www.dbsalliance.org/site/PageServer?pagename=home

GLAAD (Gay and Lesbian Alliance Against Defamation) http://www.glaad.org/

GRACE (Godly Response to Abuse in the Christian Environment) http://www.netgrace.org/

Hope for Justice http://hopeforjustice.org/

Human Rights Campaign http://www.hrc.org/

International Justice Mission https://www.ijm.org/

NAACP (National Association for the Advancement of Colored People) http://www.naacp.org/

NAMI (National Alliance on Mental Illness) http://www.nami.org/

NCAI (National Congress of American Indians) http://www.ncai.org/

NCLR (National Council of La Raza) http://www.nclr.org/

NOW (National Organization for Women) http://now.org/

SPLC (Southern Poverty Law Center) https://www.splcenter.org/

The Trevor Project http://www.thetrevorproject.org/?gclid=CJK_kPz44NECFdgVgQodIVEOJg