

Texas A&M University - Central Texas
COUN 5311.110 - Multicultural Counseling - Fall 2021/
PSYC 5311.110 - Culture, Minority, and Gender Issues - Fall 2021

Instructor: Levi McClendon, Ph.D., LPC, Registered Play Therapist, CSC
 Class Meetings: W 6:30-7:45pm Virtual
 Office: Warrior Hall 318-E Email: lmccclendon@tamuct.edu Office phone: 254-519-5465
 Office hours: Virtual Hours - Monday 11:00 am to 1:00 pm, 3:00pm-5:00pm & Wednesday 12:00 pm to 4:00 pm; other days / times by appointment only. Please email me to set up a virtual appointment.

Course Overview

Study the interaction of social/cultural groups in America, problems of minorities and ethnic groups, problems related to gender and age, problems within family systems and contemporary sources of positive change also covers related ethical concerns. Development of counseling skills and strategies based upon the special needs and characteristics of culturally and ethnically diverse clients.

Course Objectives

1. Develop an understanding of cultural factors relevant to counseling.
2. Develop skills necessary for delivery of culturally competent counseling to a diverse group of clients
3. Increase awareness of how one’s own cultural characteristics influence the counseling process. 4. Increase awareness of how a client’s own cultural characteristics influence the counseling process.

Student Learning Outcomes

1. *Students will identify multicultural and pluralistic trends; characteristics, attitudes, beliefs, and experiences of (and among) diverse groups.*
2. *Students will write about cultural self-awareness and an understanding of the historical, political, and institutional influences on the oppression of diverse populations*
3. *Students will locate community resources and identify public policies that affect the quality and accessibility of mental health services and enable effective advocacy for and treatment of diverse populations.*
4. *Students will learn about diverse populations and how counseling can best be suited to address the needs of said diverse population.*
5. *Students will examine the counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination toward diverse people.*

In accordance with CACREP best practice standards, the following areas will be promoted in this course (Section II.G.2) Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

Content that will be addressed	CACREP Standard
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation	II.F.1.b
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	II.F.1.e
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	II.F.1.i
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	II.F.2.a

Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	II.F.2.b
Multicultural counseling competencies	II.F.2.c
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.	II.F.2.d
Help-seeking behaviors of diverse clients	II.F.2.f
The impact of spiritual beliefs on clients' and counselors' worldviews	II.F.2.g
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	II.F.2.h
A general framework for understanding differing abilities and strategies for differentiated interventions	II.F.3.h
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	II.F.4.g
Ethical and culturally relevant strategies for addressing career development	II.F.4.j
A systems approach to conceptualizing clients	II.F.5.b
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	II.F.5.d
Counselor characteristics and behaviors that influence the counseling process	II.F.5.f
Ethical and culturally relevant strategies for designing and facilitating groups	II.F.6.g
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	II.F.7.m
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	II.F.8.a
Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	II.F.8.j
Standards for Clinical Mental Health Counseling (CMHC) track	
Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	CMCH: V.C.2.b
Legislation and government policy relevant to clinical mental health counseling	CMCH: V.C.2.i
Cultural factors relevant to clinical mental health counseling	CMCH: V.C.2.j

Mode of Instruction & Course Access

This is a *fully online* course, but slightly less than half of the course instruction and student interaction will occur via a *synchronous distributed* modality...we will meet online at our scheduled class time via WebEx (this platform can be found on our Canvas page). The other instruction/interaction will occur online asynchronously and will involve a variety of instructor guided and self-selected learning activities. We will meet synchronously via WebEx on Wednesday evenings at 6:30pm. Access to information about both synchronous and asynchronous instructional activities will be via TAMUCT's learning management system (Canvas <<https://tamuct.instructure.com>>). See the *Technological Requirements* section of the syllabus for more information on accessing/using Canvas.

Participation in Synchronous Online Sessions

As discussed above, online synchronous meetings via WebEx will be a significant component of this class. For this class, in particular, interaction between and discussion among all participants is vital to the growth and learning of all. As such, I request that you take steps to ensure maximum engagement on your part in these sessions. This includes, finding a quiet secure location where you can participate in class discussions. As we may be discussing some sensitive content, many participants would likely be uncomfortable if they could see that non-class participants could overhear our discussion. I request that you keep your camera on during class discussions. If there are portions of our time that we need to use for the more traditional lecture (not my intention), then you can turn your camera off if you'd like. If at all possible, you should join these discussions using a computer with wired access to the internet (i.e., not using wifi); this will greatly increase the likelihood that you'll avoid technical glitches. The University will have computers available (with headsets) that are spaced compliant with social distancing protocols. When you're not speaking, be sure to mute your microphone to increase audio quality for all.

Student-instructor Interactions

Learning is best fostered when open lines of communication are maintained among students and between students and the instructor. During our synchronous interactions, I hope you will feel comfortable asking questions and offering your own course-relevant insights. Some students are so excited about the material that they share too often and dominate class discussions; when this happens, it can detract from the learning experiences of other students. For this reason, I suggest that if you find yourself making disproportionately more comments during a single class meeting than your colleagues, consider whether your comments are enhancing or diminishing the learning environment. More frequently, students are on the other end of the spectrum, rarely making an in-class contribution. As with most things in life, I encourage you to find the middle ground. You have lived life and know things...the class would benefit from hearing your thoughts and/or questions.

The best way to ask me a question or make a comment outside of the classroom is via my university email <lmclendon@tamuct.edu>. I will check this email account daily M-F. I will strive to respond to you within 48 hours of receiving your message. I will also create a space in the discussion boards for you to pose general class questions to your colleagues. This is often a good place for students to help each other find the answers to course-relevant questions. Please remember to maintain appropriate decorum in these interactions. During my posted office hours I can meet with you via phone or WebEx (email/call to set up a WebEx meeting). If you need to meet with me outside of my regularly scheduled office hours, just let me know and we can find a time.

Participation/Attendance

See the section below regarding Professionalism.

Required Reading

- Hays, P.A. (2016). *Addressing cultural complexities in practice: Assessment, Diagnosis, and Therapy*. (3rd. ed.). Washington, D.C.
- American Psychological Association. *Publication Manual of the American Psychological Association (7th ed.)*, APA, 2020.
- Various articles will also be assigned for reading throughout the course as determined by the instructor
- Articles assigned for reading can be accessed using PsychInfo (accessed via library website <http://tamuct.libguides.com/c.php?g=117099>)
- **A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore.** The schedule for reading assignments is on the last page of this syllabus.

What you will be graded on:

I. Professionalism: (5 pts total): As students enrolled in graduate training programs designed to prepare you for careers as professionals in the mental health field, your developing skill set should include a variety of abilities and dispositions generally referred to as "professionalism". In this course, your professionalism will be evaluated based on your ability to engage in civil discourse regarding sensitive topics. It is not unprofessional to become upset when discussing injustice, but it would be unprofessional to attack or make ad hominem attacks on others when discussing injustice. Additionally, your professionalism will be evaluated based on your ability to reliably attend and engage in the synchronous instructional activities scheduled for Wednesday evenings. Finally, your professionalism will be evaluated based on your ability to submit assignments by the posted deadlines.

Cultural Immersion Activity Project Description: The following is an overview of the assignments you will complete. This is not an actual assignment. Assignments start at II (below). Purpose: To have the student empathically experience newness in the form of a different and non-dominant culture so that they might relativize cultural norms and learn about a specific group. Emphasis on emotional responses and self-reflections. This activity is grounded in the multicultural and social justice counseling competencies.. The activity is divided into five parts:(a) Awareness and self-assessment, (b) action plan proposal; (c) action plan; (d) journals; and (e) written summary of each experience as it relates to the field of counseling.

II. Cultural Immersion Activity Project: Awareness and Self-Assessment

II. Part I: Complete the following assessments: (Pretests)

- Social Group Membership Activity (*will be completed in class*).
- Cultural Decentering Activity: Identify two areas from the Social Group Membership Activity (e.g., race, socioeconomic status). (*will be completed in class*)
- Self-assessment based on Hays's (2016) ADDRESSING model. A handout with directions will be provided in Canvas. This is very similar to the first activity, though more detailed to help you think deeply about your group memberships
- Privilege Inventory (*will be completed in class*)
- Lessons from the media (*will be completed in class*)
- Attitudes toward diversity (*will be completed in class*)
- Implicit Association Test: <https://implicit.harvard.edu/implicit/takeatest.html> (If you kept items your results may be inaccurate). Please do not skip items. Upload a copy of your results (see attachment example in Canvas) for verification.

CACREP standards addressed: II.F.2.a; II.F.2.b; II.F.2.d; II.F.2.e; II.F.2.g; II.F.3.h; II.F.5.f; V.C.2.j SLOs

assessed: 2

III. Part II: Intersectionality Video: Based on your results on all assessments, comment on each of the following items. Your video should be no more than 5 minutes (i.e., up to one minute per question). As a hint, The Implicit Association Test measures unintentional bias (that is, your unconscious bias: think engagement of the limbic system (emotions generally) insular cortex (disgust). The other assessments are answered using logic: a focus on the prefrontal cortex. Logic predicts how you will act when you specifically think before you perform an action. Unconscious actions are in-the-moment reactions (e.g., looks you give to someone different than you). Address each of the following in your video.

- What advantages/privileges have you experienced relevant to your cultural influences?
- What disadvantages/obstacles have you experienced relevant to your cultural influences?
- Are there cultural influences for which the impact of your dominant/minority status is affected by your status in a different category of cultural influence?
- Where do you think your growth edges are regarding knowledge of and/or attitudes toward individuals who are culturally similar to you?
- Where do you think you need to grow regarding knowledge of and/or attitudes toward individuals who are culturally different from you?

CACREP standards addressed: II.F.2.a; II.F.2.b; II.F.2.d; II.F.2.e; II.F.2.g; II.F.3.h; II.F.5.f; V.C.2.j SLO

assessed: 2

III. Cultural Immersion Activity: Action Plan Proposal

- i. **Review Multicultural and Social Justice Counseling Competencies.** You may choose to include additional competencies if available for your group (e.g., LGBTQIAA competencies).
- ii. **Submit an Action Plan Proposal**
 - i. *Action Plan Proposal Requirements:* In this activity, students are required to select and become involved in at least four multicultural experiences. Students are required to choose an unfamiliar population. Please ensure the population is vastly different from you (e.g., Christian faith to Bahai faith rather than Southern Baptist to Methodist). **The action plan proposal details the following found in the Multicultural and Social Justice Counseling Competencies.** In the proposal, the student identifies one overall goal, four sub-goals, four objectives, and four activities. Please site competencies you are addressing.
 1. Multicultural and Social Justice Counseling Competencies Overall goal (Copy and paste)
 2. Population chosen based off Pretest Assessments
 3. Multicultural and Social Justice Counseling Competencies sub-goals (Attitudes and Beliefs, Knowledge, Skills, Action, number items in the competencies: 1, 2, 3, 4 (Copy and paste). These must all come from the same overall goal.
 4. Multicultural and social justice counselor objectives (bulleted items found in Multicultural and Social Justice Counseling Competencies) (Copy and paste)

5. Activities designed to achieve Multicultural and social justice counselor objectives. The proposal must receive approval from the instructor. (Observation activities, interview, journals, pretests results, direct participation, direct action).
- a. Observation Activity: Gain knowledge about the group by: reading about their history, or seeing a movie, or driving through a local neighborhood, etc.
 - b. Information Gathering Activity: Deeper level of comfort and understanding by involvement in personal-social activities. Required Interview (see assignment V below).
 - c. Direct Participation Activity: Gain a deeper understanding of the individuals life through having dinner. Here you are directly participating in a cultural-personal experience directly (e.g., having dinner with a co-worker identified as part of the group).
 - d. Direct Action Activity: This is how you will meet the Multicultural and Social Justice Counselor Objectives.

Example Action Plan Proposal

- i. Identify your selected group.
- e. Example Groups:
 - i. African Americans
 - ii. Haitian, other Caribbean, African
 - iii. Latino/as/Hispanics (incl. subgroups, e.g., Puerto Ricans, Mexicans, etc.)
 - iv. Asians (incl. subgroups, e.g., subgroups within East Asians, South Asians, Pacific Islanders, etc.)
 - v. Middle Easterners (incl., Lebanese, Moroccans, Palestinians, etc.)
 - vi. Native Americans (incl. Cherokee, Mohawk, Lakota, Hopi, etc.)
 - vii. Individuals with Disabilities
 - viii. LGBTQ persons
 - ix. Persons who are in poverty
 - x. Persons from Appalachia
 - xi. Religious minorities or unfamiliar (to you) religious groups
 - xii. Afghanistan Refugees
 - xiii. Others
- f. Review the Multicultural and Social Justice Counseling Competencies:
 - i. Select Overall Goal: Example: Client Worldview (p. 6-9).
 - ii. Population chosen based off Assessments: African Americans
 - iii. Goal Description: Privileged and marginalized counselors are aware, knowledgeable, skilled, and action-oriented in understanding clients' worldview
- g. Sub-Goal: *Attitudes and Beliefs*. Privileged and marginalized counselors are aware of clients' worldview, assumptions, attitudes, values, beliefs, biases, social identities, social group statuses, and experiences with power, privilege, and oppression.
- h. Multicultural and social justice counselor objectives
 - i. Acknowledge a need to possess a curiosity for privileged and marginalized clients' history, worldview, cultural background, values, beliefs, biases, and experiences.
 - ii. Activities designed to achieve Multicultural and social justice counselor objectives
 - 1. Observation: Attend a local black church service
 - iii. Acknowledge that learning about privileged and marginalized clients may sometimes be an uncomfortable or unfamiliar experience.
 - 1. Journal about experience of black church service
- i. *Knowledge*: Privileged and marginalized counselors possess knowledge of clients' worldview, assumptions, attitudes, values, beliefs, biases, social identities, social group statuses, and experiences with power, privilege, and oppression.
 - i. Develop knowledge of the communication style of their privileged and marginalized client (e.g., high context vs. low context communication, eye contact, orientation to time and space, etc.).
 - 1. Direct Participation: Eat dinner with African American co-worker and family.
- j. *Skills*: Privileged and marginalized counselors possess skills that enrich their understanding of clients' worldview, assumptions, attitudes, values, beliefs, biases, social identities, social group statuses, and experiences with power, privilege, and oppression.

- i. Acquire culturally responsive cross-cultural communication skills to interact with privileged and marginalized clients.
 - 1. Interview: Utilize basic counseling skills to outline communicates styles as part of the interview with African American community leader.
- k. *Action:* Privileged and marginalized counselors take action to increase self-awareness of clients' worldview, assumptions, attitudes, values, beliefs, biases, social identities, social group statuses, and experiences with power, privilege, and oppression.
 - i. Take action by seeking out formal and informal opportunities to engage in discourse about historical events and current issues that shape the worldview, cultural background, values, beliefs, biases, and experiences of privileged and marginalized clients.
 - 1. Direct Action: Attend a Diversity discussion at A&M Central Texas with African American community.

IV. Cultural Immersion Activity: Action Plan (Integrated feedback from instructor).

The professor may provide feedback on the previous Proposal Action Plan. Any required changes must be evident in the Action Plan. **If fully approved, the action plan will be an exact copy of the proposal action plan.**

V. Cultural Immersion Activity: Interview

Conduct an interview with one member of that group, especially someone for whom that group membership is important, about their experience as a member of that group in the areas raised by the reading. **Individuals chosen for the interviews must not be your own family members or friends.** See guidelines below:

Submit a copy of the interview questions and answers which includes:

- A biographical sketch of the interviewee gathered through the interview.
- How important is membership in that group to the person?
- What about membership is important to them?
- How does this membership affect their life?
- What is a source of pride and/or a positive dimension of being in that group?
- What is a less-desirable or negative dimension of the group's culture and/or of their membership?
- How does that group membership affect:
 - Social life?
 - Career?
 - Housing/Geographical location?
 - Other issues, e.g., influence on movement in society, in the larger community, political activity, etc.
 - Their experience with the COVID-19 pandemic?
- What would that person like counselors to know about the group and its members?
- Comparison/contrast of your interviewee with the generalizations and/or stereotypes of this group
 - You can get these results from your "Lessons from the Media" Assessment
- A comment on any intersections of oppression that the person might have (e.g., being lesbian, poor, Latino/Latina, and female)

CACREP standards addressed: II.F.1.e; II.F.2.a; II.F.1.i; II.F.2.d; II.F.2.h; II.F.4.j; II.F.7.m; II.F.8.a; V.C.2.i; V.C.2.j

SLOs assessed: 1, 2, 3, 4

VI. Cultural Immersion Activity: Journals (x4)

- Completed for each activity (Observation, Interview, Direct Participation, Direct Action) designed to meet the Multicultural and social justice counselor objectives
- To assure students feel safe and minimize harm, students are required to write and submit journals following each action plan activity (4 total). Journals may not be more than one page in length. Alternatively, students can record a 2-minute video journal.

CACREP standards addressed: II.F.2.a; II.F.2.d; II.F.2.e; V.C.2.j SLOs

assessed: 1, 2, 4, 5

VII. Cultural Immersion Activity Project: Self-Assessments (Post-tests). Complete the following assessments again for to your identified group:

- Attitudes toward diversity
- Implicit Association Test: <https://implicit.harvard.edu/implicit/takeatest.html> (If you kept items your results may be inaccurate). Please do not skip items. Upload a copy of your results (see attachment example in Canvas) for verification.

VIII. Cultural Immersion Activity: Summary

In the final part of the activity, students should submit a summary of each of their multicultural or social justice experiences. In the summary, you will identify and briefly describe (a) the experience; (b) personal objectives for each of the experiences (ways they hope to learn, change, or grow) (c) comparison of results from pre-tests/post-test scores and implications for your development; (d) feelings or reactions to the experience; (e) how the experience was supported or not supported by concepts found in the multicultural or social justice literature; and (f) the experiences in terms of implications for diversity and social justice in mental health. Students debrief by sharing their reactions to their experiences in online groups as well as in class. Three to five pages in length, APA style. Cover page/references not included in page count. No Abstract needed.

CACREP standards addressed: II.F.1.e; II.F.2.a; II.F.2.d; II.F.2.e; II.F.2.f; II.F.2.g; II.F.2.h; II.F.3.h; II.F.4.g; II.F.5.d; II.F.8.a; II.F.8.j; V.C.2.j

SLOs assessed: 1, 2, 3, 4, 5

IX. Final Exam (Up to +10 pts)

The final exam is your opportunity to reflect on what you learned over the course of the semester and the ways in which you have grown in your development as a culturally competent counselor. Exam will be multiple choice questions based on class readings. You can use your book for the exam. Exam will be an online available on **Wednesday December 8th**.

CACREP standards addressed: variable; potentially all listed in chart one pages 1 – 2. SLOs

assessed: 1, 2, 3, 4, 5

Grading

COURSE REQUIREMENTS/METHODS OF EVALUATION

Activity	Points
Professionalism	5
CIA: Awareness/Self-Assessment: Part I: Assessments	10
CIA: Awareness/Self-Assessment: Part II: Intersectionality Video	8
CIA: Action Plan Proposal	15
CIA: Action Plan	15
CIA: Interview	15
CIA: Journals (4 x 3 points each)	12
CIA: Post Assessments	5
CIA: Summary	15
Total	100 points
Extra Credit: Final Exam	Up to +10

Grade Equivalent:

90 - 100 = A

80 - 89 = B
 70 - 79 = C
 60 - 69 = D
 59 - Below = F

Course grades will be based on the percentage of total points earned by each student and will be assigned as follows:

A 90-100 % B 80-89 % C 70-79 % D 60-69 % F (<60 %)

Mastery of content Above average understanding of content
 Average understanding of content
 Below average understanding of content
 Failure to understand content

****Note: Do not trust Canvas to calculate your grade for you. If you are unable to do the calculations yourself, I will be glad to teach you how to calculate your grade.****

I will strive to give you feedback on assignments within one week of the due date; if you haven't seen feedback after two weeks be sure to check in with me.

Late work policy

Full disclosure: I'm trying something new this semester. Rather than levying late penalties on assignments that are turned in late, submission of an assignment after the posted deadline will result in a loss of points for "professionalism" (max 5% of course grade). However, assignments will not be eligible for credit (i.e., grade of 0 assigned) if they are not submitted within one week of the posted deadline. If significant (documented) life events (e.g., illness) interfere with your ability to meet a deadline, you and the instructor will discuss whether late submission will result in loss of points and/or if submission past the 1-week cutoff would be permissible. The final decision will be made by the instructor.

Some Thoughts About Coursework Online

Making this course *online with synchronous content* allows for great flexibility in what we are able to do. I believe that this flexibility supports learning (especially for students with significant obligations outside of school). However, the increased reliance on imperfect technology comes at a price. Sometimes Canvas/Webex won't work the way they should or when they should. This can be frustrating and discouraging. Rather than view these frustrations as negatives, I choose to view them as opportunities to increase one's skills in overcoming technology-related obstacles. This skill set will become increasingly valuable as our society's reliance on technology continues to grow. The best advice I can give you is to "play around" with the technology and figure out if you know how to use it before you *need* to use it. Good luck. If you are having difficulties getting into an online session but have access to email, let me know via email when it's happening.

Some Thoughts About This Course

Many of the other courses I typically teach (e.g., Research Methods) are often viewed as "hard" courses, and they are admittedly pretty labor intensive. This course won't likely be as intense in some ways as those courses (e.g., reading dry and sometimes boring technical literature), but it may very well be more challenging in other ways. This is particularly true for those of you going into this course with a desire for growth in the area of cultural competency. **One of the primary foci of this course is an increase in self-awareness.** As you probably already know, the process of examining one's own beliefs and cognitive/behavioral tendencies can be emotionally taxing. However, as you also likely well know, it can also be incredibly rewarding. Let me be clear, it is not my agenda to make sure the students in the class adopt one prescribed view of diversity (or my view)...but it is my explicit agenda to challenge each of you to evaluate your own views and to think critically about how these views (and the views of others) influence our interactions with clients.

COURSE CALENDAR

WEEK	READING (BY WED)	SYNCHRONOUS: WEDNESDAY 6:30-7:55PM	ASYNCHRONOUS: WATCH VIDEOS BEFORE NEXT SYNCHRONOUS CLASS	TURN IN BY SUNDAY 11:59PM	CACREP STANDARD ADDRESSED
WEEK 1 AUG 25	Diversity Makes You Brighter	Course overview; Social Justice; Research	Welcome video; Intersectionality video		II.F.1.e; II.F.1.i; II.F.8.a; II.F.8.j
WEEK 2 SEP 1	Hays Ch. 1-2	No Synchronous Meeting Essential Knowledge and Skills	Video lecture; Empathy video		II.F.2.a; II.F.4.g
WEEK 3 SEP 8	Hays Ch. 3	Self-Assessment	Micro-aggressions video	CIA: Awareness/Self-Assessment: Part I: Assessments	II.F.1.i
WEEK 4 SEP 15	Competencies handouts & articles	Creating an Action Plan Proposal	Video lecture; Cultural exploration		II.F.2.d; II.F.2.e; II.F.2.h; II.F.5.f

WEEK5 SEP 22	Hays Ch. 4; Wong- Padoongpatt article	The Words We Choose	Video lecture; Cultural exploration	CIA: Awareness/Self- Assessment: Part II: Intersectionality Video	
WEEK 6 SEP 29	Hays Ch. 5	Development of Cultural Identity	Video lecture; Cultural exploration		II.F.2.b
WEEK 7 OCT 6	Hays Ch. 6	Therapeutic Alliance	Video lecture; Cultural exploration	CIA: Action Plan Proposal	II.F.1.i; II.F.2.f; II.F.5.d
WEEK 8 OCT 13	Hays Ch. 7	Culturally Responsive Assessment	Video lecture; Cultural exploration	CIA: Action Plan	II.F.1.i; II.F.3.h; II.F.7.m
WEEK 9 OCT 20	Hays Ch. 8	Standardized Tests	Video lecture; Cultural exploration		II.F.1.i; II.F.7.m
WEEK 10 OCT 27	Hays Ch. 9	Diagnosis	Video lecture; Cultural exploration		II.F.1.i; II.F.4.g; II.F.7.m V.C.2.b
WEEK 11 NOV 3	Hays Ch. 10; Wilk article	Culturally Responsive Therapies	Video lecture; Cultural exploration	CIA: Interview	II.F.2.b; V.C.2.b; V.C.2.j
WEEK 12 NOV 10	Hays Ch. 11	Beyond Traditional Individual Therapy			II.F.1.b; II.F.2.g; II.F.6.g
WEEK 13 NOV 17	Articles (Pope; Arthur et al)	Career		CIA: Journals Due	II.F.4.g; II.F.4.j
WEEK 14 NOV 24	None	CIA Project Discussions			multiple
WEEK 15 DEC 1	Hays Ch. 12-13	CIA Project Discussions		CIA Post Assessments, CIA Summary	multiple
WEEK 16 DEC 8	FINAL EXAM—WEDNESDAY DECEMBER 8 TH				multiple

###large portions of this syllabus were blatantly pirated from a wide variety of sources...particularly from Dr. Schlosz###
#Professor reserves the right to amend the syllabus at any time#

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

September 6, 2021 Labor Day (University open and classes will be held)

October 18, 2021 Class Schedule Published for Spring Semester

December 10, 2021 Fall Semester Ends

December 10, 2021 Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)

December 10, 2021 Deadline for Fall Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee

December 10, 2021 Fall Commencement Ceremony Bell County Expo 7 pm

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regard- less of your location.

Technology Requirements and Support

This course uses the learning management software: Canvas. You will need a reliable internet connection for the Asynchronous course. Wired internet is best for fast processing speed.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612) Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the

Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](#)

[<http://tamuct.libguides.com/index>].

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If

you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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