

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

Instructor: Sam Fiala, Ph.D., L.P.

Class Meetings: W 6:30-7:55pm Virtual

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Office hours: Monday - Thursday 9am-12pm and by appointment (I'm in front of a computer most of the time, so email me)

Course Web Page: <https://tamuct.instructure.com>

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 <sam.fiala@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.
- II. Cultural Self-Assessment: (5 pts total):** To increase students’ cultural self-awareness, they will complete a cultural self-assessment based on Hays’s (2016) ADDRESSING model. A handout with directions will be provided in Canvas.
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. Intersectionality Essay: (10 pts total):** To increase students’ cultural self-awareness, they will complete an essay wherein they describe themselves from an intersectional perspective. The responses generated for the Cultural Self-Assessment assignment should prove a helpful starting place. Things students should comment on:
 1. What advantages/privileges have you experienced relevant to your cultural influences?
 2. What disadvantages/obstacles have you experienced relevant to your cultural influences?
 3. 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?
 4. Where do you think your growth edges are in regards to knowledge of and/or attitudes toward individuals who are culturally similar to you?
 5. Where do you think your growth edges are in regards to knowledge of and/or attitudes toward individuals who are culturally different from you?

This essay is personal and confidential and will not be shared with classmates. It should be three to five double-spaced pages in length (12-point font with 1-inch margins) and conform to the grammatical and style guidelines in the seventh edition of the APA Publication Manual. A cover page is optional.

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

- IV. Presentation: (20 pts total):** To increase students' knowledge of multicultural and pluralistic characteristics within and among diverse groups, each student will develop a multi-media presentation regarding a particular cultural group (which they do not currently identify with). Some options for creating the presentation include recording a video (including screen captures) using the ARC tool in Canvas and/or creating videos of narrated PowerPoint presentations. You should make use of multiple sources of information, but at least one source should be an empirical article summarizing the results of research relevant to this group. Viewing of the presentation should take no less than 30 minutes and no longer than 45 minutes.

To facilitate maximum growth, the group about which you do the presentation should be significantly culturally different from you. Your presentation should be designed to teach your peers about your chosen group. Topics to be covered in your presentation include (but are not limited to):

1. Characteristics and strengths
2. Specific challenges
3. Significant historical events
4. Implications for mental health counseling, assessment, and/or career counseling
5. Relevant governmental policies/legislation and opportunities for advocacy
6. Resources for members of this group

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

- V. Cultural Immersion Advocacy Project (30 pts):** Students will be required to propose and participate in a semester-long cultural advocacy project. This project is composed of two parts. The first part is the Research Phase. The goal of the first phase is to research a culture that is different than your own in at least two identifiable ways. The second phase is Direct Advocacy. The goal of the second phase is to develop an advocacy product that you can use to directly advocate for members of the community you chose. Students will need to submit a reflection paper (4 to 6 pages in length). Of specific focus of the paper is what the counselor-in-training noticed about him/herself throughout the experience, including thoughts, feelings, beliefs, fears, etc. Self-awareness and depth of personal journey through this experience are the focus of the experience. Students will also compile a list of community organizations and/or programs that support and advocate for equity with the clients they may serve. Additionally, students will need to develop artifacts for that are significant to their experiences during the project. Students will need to submit a proposal for this assignment to the professor prior to beginning this project. This meets the Multicultural Competency/Advocacy Social Justice Competency component of the CMHC Program Portfolio. Submissions will be made through Canvas.

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

- VI. Cultural Exploration Reflections (4 X 5 pts = 20 total pts):** To increase students' knowledge of multicultural and pluralistic characteristics within and among diverse groups, both nationally and internationally, students will be expected to engage in a variety of cultural exploration activities and submit written reflections regarding these experiences. As can be seen in the calendar at the end of this syllabus, time has been set aside in 8 weeks of this course for you to engage in these activities. You have some flexibility regarding type and number of activities you engage in. However, at least one of your activities should be an interview (can be done via phone or webchat to allow for social distancing) with someone who is culturally different from you in at least two ways. Also, at least one of your activities should be the reading of an autobiography of someone that is culturally different from you in at least two ways (preferably different differences than for your interview). Books should be selected from a list that will be provided in Canvas (or get approval from the instructor if you have a different book in mind). Examples of other activities:

1. consuming other media (e.g., films, television, music, internet videos) about (and or produced by) individuals from diverse backgrounds,
2. interacting with individuals from diverse backgrounds on social media,
3. reading news stories written by (and/or about) individuals from diverse cultural backgrounds,
4. participating in culturally significant rituals (e.g., festivals) of individuals who are culturally different from yourself

Note: this list is not exhaustive, and there are multiple ways to explore other cultures. If you are uncertain if an activity would be acceptable for this assignment, feel free to check in with the instructor. Four times during the semester you will write a brief reflection paper about the activities you have engaged in up to that point in time. This reflection should be 2 – 3 pages in length (double spaced with 12-point font). In each paper you should:

1. Briefly summarize your exploration activities and estimate the amount of time spent exploring (Minimum of 2 hours of activities expected for each reflection paper)
2. Reflect on your reaction to the experience (surprising? emotional impact? challenging? concerning? affirming? uplifting?, etc.)
3. Comment on the cultural identity development of the subject matter of the experience or of your own development with regard to this cultural group.

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

VI. Final Exam (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 composed of five essay questions based on the SLOs listed at the beginning of this syllabus. Exam will be an online essay exam available on **Wednesday December 9th**.

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

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

Grading

Professionalism	5
Cultural self-assessment	5
Intersectionality essay	10
Presentation	20
Cultural immersion advocacy project	30
Cultural exploration reflections (4 x 5 pts)	20
<u>Final exam</u>	<u>10</u>
TOTAL	100

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.****

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 in to 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 in to 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.

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>] 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, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

TECHNOLOGY REQUIREMENTS AND SUPPORT

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](#) 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. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the

university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. 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].

My interactions with you are based on an expectation of mutual trust and honor. You are required to do your own work on exams and assignments (unless I explicitly say otherwise) and to appropriately credit sources when submitting written assignments that make use of external materials. Violation of this trust will result in an F in this course, and you will be reported to Student Services for violating the Academic Integrity policy.

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/index.html) [https://www.tamuct.edu/student-affairs/index.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.

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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](https://tamuct.mywconline.com/) [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 and/or need any assistance with scheduling.

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 250,000 eBooks and 82,000 journals, in addition to the 85,000 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 on Skype 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) [http://tamuct.libguides.com/index].

For Spring 2021, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

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 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/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. 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.

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COURSE CALENDAR

WEEK	READING (BY WED)	SYNCHRONOUS: WEDNESDAY 7-8:30PM	ASYNCHRONOUS: WATCH VIDEOS BEFORE NEXT SYNCHRONOUS CLASS	TURN IN BY SUNDAY 11:59PM	CACREP STANDARD ADDRESSED
WEEK 1 JAN 20	Diversity Makes You Brighter	Course overview; Social Justice; Research	Welcome video; Intersectionality video	Cultural Self-Assessment	II.F.1.e; II.F.1.i; II.F.8.a; II.F.8.j
WEEK 2 JAN 27	Hays Ch. 1	The ADDRESSING Model	Video lecture; Empathy video	INTERSECTIONALITY ESSAY	II.F.2.a; II.F.4.g
WEEK 3 FEB 3	Hays Ch. 2; Competencies handouts & articles	Essential Knowledge and Skills	Micro-aggressions video		II.F.1.i
WEEK 4 FEB 10	Hays Ch. 3	Self-Assessment	Video lecture; Cultural exploration		II.F.2.d; II.F.2.e; II.F.2.h; II.F.5.f
WEEK 5 FEB 17	Hays Ch. 4; Wong-Padoongpatt article	The Words We Choose	Video lecture; Cultural exploration	Reflection #1	
WEEK 6 FEB 24	Hays Ch. 5	Development of Cultural Identity	Video lecture; Cultural exploration		II.F.2.b
WEEK 7 MAR 3	Hays Ch. 6	Therapeutic Alliance	Video lecture; Cultural exploration	Reflection #2	II.F.1.i; II.F.2.f; II.F.5.d
WEEK 8 MAR 10	Hays Ch. 7	Culturally Responsive Assessment	Video lecture; Cultural exploration		II.F.1.i; II.F.3.h; II.F.7.m
WEEK 9 MAR 17	Spring Break				
WEEK 10 MAR 24	Hays Ch. 8	Standardized Tests	Video lecture; Cultural exploration	Reflection #3	II.F.1.i; II.F.7.m
WEEK 11 MAR 31	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 12 APR 7	Hays Ch. 10; Wilk article	Culturally Responsive Therapies	Video lecture; Cultural exploration	Presentation	II.F.2.b; V.C.2.b; V.C.2.j
WEEK 13 APR 14	Hays Ch. 11	Beyond Traditional Individual Therapy	Presentations videos	Reflection #4	II.F.1.b; II.F.2.g; II.F.6.g
WEEK 14 APR 21	Articles (Pope; Arthur et al)	Career	Presentations videos		II.F.4.g; II.F.4.j
WEEK 15 APR 28		Discussion of Recorded Presentations	Presentations videos		multiple
WEEK 15 MAY 5	Hays Ch. 12-13	Discussion of Recorded Presentations		CIA PROJECT	multiple
WEEK 16 MAY 12	FINAL EXAM—WEDNESDAY DECEMBER 9 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#**

Other important academic dates:

January 19	Classes begin
February 3	Deadline to drop 16-week Classes with No Record
March 26	Deadline for Graduation Application for Ceremony Participation
May 15	Spring commencement ceremony