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American Public University System

The Ultimate Advantage is an Educated Mind

| Education |
| EDUC628 |
| Social and Cultural Diversity Counseling |
| Credit Hours: 3 |
| Length of Course: 8 weeks |
| Prerequisite: EDUC505, EDUC507, and EDUC515 |

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| Course Description | Grading Scale |
| Course Scope | Course Outline |
| Course Objectives | Policies |
| Course Delivery Method | Academic Services |
| Course Materials | Selected Bibliography |

Course Description (Catalog)

Social and Cultural Diversity Counseling examines the influence of cultural and ethnic differences on the delivery of counseling services. Students explore a variety of topics including culture, ethnicity, race, nationality, age, gender, sexual orientation, mental and physical characteristics, education, values, and socioeconomic status. The focus is to provide students a heightened awareness and appreciation of difference. Students discuss how differences may affect the counseling relationship. Topics include theories, strategies for effective multicultural counseling, ethical delivery of services, and culturally responsive assessments. This course is designed to develop appropriate skills, competencies, and knowledge of counselors working with diverse populations. (Prerequisite: EDUC 505, EDUC507, EDUC515).

Course Scope
This course assists students in developing a better understanding of their culturally-based beliefs and assumptions. This course also helps students develop a better understanding of key cultural factors that influence students’ school performance and success. Students also learn to identify factors (culture, ethnicity, race, nationality, age, gender, sexual orientation, personal characteristics, values, socioeconomic status, etc.) that affect helping relationships.

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Standards

State and national standards are covered in this course as listed below. The sets of standards are based on the following organizations:

- CACREP - Council for the Accreditation of Counseling and Related Educational Programs
- Praxis II – Standards for School Counselors (Test #0421)
- West Virginia Professional Standards for Student Support Services (WVDE Policy 5100, Appendix A-3)

CACREP – Council for the Accreditation of Counseling and Related Educational Programs

This course meets the following General Standards for Counseling Programs:

II.G.2. – Social and Cultural Diversity – studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally
b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients
c. theories of multicultural counseling, identity development, and social justice
d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies
e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body
f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination

The course assignments also require each student to demonstrate that he/she meets the following School Counseling Program Standards:
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Counseling, Prevention and Interventions

D. Skills/Practices
   1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
   2. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
   5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

Diversity and Advocacy

E. Knowledge
   1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
   2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
   3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
   4. Understands multicultural counseling issues, as well as the effects of ability levels, stereotyping, family, socioeconomic status, gender and sexual identity and their effects on student achievement.

F. Skills/Practices
   1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
   2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
   3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

PRAXIS II – Standards for School Counselors (Test #0421)

These standards will be addressed:

Standard 1: Foundations
   B. Human Growth and Development
   C. Ethics
   D. Legal Issues

Standard 2: Delivery of Services
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A. Guidance and Counseling
B. Consultation and Collaboration

West Virginia Professional School Counselor Standards
(WVDE Policy 5100, Appendix A-6)

These standards will be addressed:
Standard 2: Program Delivery
  Function 2B: Researched Best Practices
  Function 2E: Responsive Services
  Function 2F: Student Supports
Standard 4: Leadership and Advocacy
  Function 4A: Student Advocacy
Standard 5: Professional Growth and Responsibilities
  Function 5B: Legal and Ethical Practices

Course Objectives

After successfully completing this course, you will be able to:

1. Examine attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster understanding of self and culturally diverse clients
2. Analyze cultural, ethical, economic, legal and political issues surrounding diversity, equity, and social justice
3. Apply individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.
4. Identify multicultural and pluralistic trends as well as the characteristics and concerns between and within diverse groups nationally and internationally
5. Explain ethical issues and considerations in providing services to diverse populations
6. Apply theories of multicultural counseling, identity development, appropriate assessment methods, and social justice in relation to providing services that support the academic, career, and personal/social development of children, adolescents, and teens
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7. Evaluate the role of the school counselor in: promoting social justice; resolving conflicts; developing cultural awareness; eliminating biases, prejudices, oppression, and discrimination

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Students should respond to Forum questions by Thursday of the week as noted. Online assignments are due by Sunday evening of the week as noted (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this course.

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Course Materials

Course Textbooks:
There is one textbook required for this course.


Recommended Textbook for the degree program:
In addition to the required texts in this course, you are strongly encouraged to purchase the latest addition of the Publication manual of the American Psychological Association (Currently 6th Ed.) if you have not previously purchased this resource.

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

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<tr>
<td>American School Counselor</td>
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<td>Association</td>
<td><a href="http://www.schoolcounselor.org/">http://www.schoolcounselor.org/</a></td>
</tr>
<tr>
<td>APA Format</td>
<td><a href="http://www.apa.org">http://www.apa.org</a></td>
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</table>
**Evaluation Procedures**

**Homework assignments (3)**
Throughout the term, the student will write responses to questions. These responses will involve analyzing readings, comparing and contrasting the views of authors, and critiquing arguments presented by the readings or the class. Papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. A specific grading rubric is provided for each assignment and located in Assignments. Papers should be 5-6 pages in length. **Homework assignments are due to the instructor by 11:55 p.m. ET on Sunday of the week noted.**

**Multicultural Topic Presentation**

Each student will prepare a power point presentation on a multicultural counseling issue. The presentation should address an issue of your choice germane to the content of this course that can be gainfully explored within the research traditions of a current multicultural counseling and therapy issue. Examples of topics could be counseling Asian-American students, counseling homosexual students, interacting with parents of a different culture, etc. However, regardless of the student preference, the professor must approve the topic during week 4. Your power point presentation should provide background information on the topic (based on research found in journal articles and your textbook), as well as explanations for how culturally competent counselors can adequately address the counseling issue. The presentation should cover 30-minutes if it was being presented in the classroom. These headings should be covered in your presentation:

a. Relevance of the issue - Why it is a multicultural issue
b. Research specific to the multicultural counseling issue
c. Advocacy considerations/social justice needs
d. How you would address needs as a school counselor
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f. Conclusion

g. References

References should be listed on the final slide with research references included throughout the presentation and should follow accurate American Psychological Association (APA) formatting.

Due by 11:55 p.m. ET on Wednesday of the final week of the course.

Cultural Genogram Assignment
Focusing on three generations of your family of origin (yours, your parents, and your grandparents), develop a genogram that focuses on your cultural identity. If you do not have information about your family of origin, you may use individuals you consider to be your support system/extended family. Begin by listing two or three dimensions of your cultural identity (e.g., Latino, male, university-educated). Write down a list of all members of your family at each of the three generational levels, including those that have passed away. Develop a hierarchical chart that includes notations for how key individuals shaped your cultural identity along the three pre-identified dimensions. Be sure to include notations regarding strengths and challenges associated with your current approach to your cultural identity. You will need to create a legend that explains the symbols and lines in your genogram. Read the Shellenberger, et al. article for information on how to create a genogram and examples. In the 3-4 page summary of your genogram, answer the following questions:

1. What stories were told in your family that reflect your family’s values or core beliefs related to power, oppression, privilege, multicultural issues, or reference group identities?

2. In constructing this cultural genogram, what reactions (emotional and cognitive) have you had, and what new learning have you gained? How has this affected your personal and professional identity?

3. How does this new self-awareness affect how you see clients or think about families?

4. How do social and cultural factors relate to assessment and evaluation of students and their families?

Due by 11:55 p.m. ET on Sunday of Week 4.

Cultural Immersion Experience **
(this is an e-portfolio assignment that needs to be uploaded to your e-portfolio project site AND submitted in assignments in the course)

Each student will participate in an experiential activity that will give insight into another culture. The purpose of the immersion is to heighten your awareness of a diverse group, so you should pick the type of experience that will give you the most potential for personal development. Obviously, papers will vary based on students’ experiences. You could attend a religious service different from your own, volunteer to assist at an event that has a culture
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predominately different from your own, spend a night with a family of a different culture, visit another country, etc. The expectation is to interact in this environment, not simply observe. Also, make note of your feelings during this experience.

From your experience you should write a 4-5 page report including:
1) a summary of the event (may include pictures);
2) your feelings before, during, and after the immersion experience;
3) discuss cultural strengths, attitudes, beliefs of the diverse group you discovered;
4) discuss attitudes, beliefs you brought into the experience (reflection of self-awareness, personal biases, stereotypes, etc.);
5) describe what counseling approach and culturally appropriate strategies you would select if working with someone from this culture.

It is not necessary to include an abstract or references for this paper. You will need include a title page and use APA format. You will need to have your experience proposal approved by the instructor by Week 2. This assignment is due by Sunday of Week 8.

Forum Please join the forums each week. Students must post a reply to both weekly forums and reply to at least 2 other students for each Forum. This means that each week you should have 2 initial posts and 4 responsive posts. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Thursday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

Forum Rubric

<table>
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<th>Grade Instruments</th>
<th>% of Final Grade</th>
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<td>Weekly homework assignments (three</td>
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<tr>
<td>Multicultural Topic Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Cultural Immersion Experience</td>
<td>20%</td>
</tr>
<tr>
<td>Eight forum participation occurrences at two points each</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

The success of this course depends on your ability to read the assigned readings closely, think carefully about the points raised or ignored by authors, and bring to the group your questions and concerns about their theses and positions. Prior to each new week in the class, please review announcements and lessons. Having prepared and read the required readings prior to class ensures your productive participation.

We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

In all participation and assignments I am looking for evidence of:

- demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- critical contemplation, e.g., "grapple" with issues and topics;
- appropriate use of knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- exploring underlying assumptions about the lifelong value of education and schooling;
- clarity of expression and logical connection among ideas expressed;
- writing that reflects precise and concise thinking;
- excellent grammar, syntax, and spelling.

**Policies**

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)
- [Disability Accommodations](#)

**Citation and Reference Style**
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Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See http://www.apastyle.org/ and http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism

Plagiarism is a serious violation of APUS’s code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:


Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

- Do not insert parts of previous students’ work or current students’ work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should
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do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette
Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ),😊

Disclaimer Statement
Course content may vary from the outline to meet the needs of this particular group.

Online Library
The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning
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resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan**: The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books**: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals**: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com**: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

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<td>4.0 / 100 - 94</td>
<td>Very high quality, clearly above average work</td>
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<tr>
<td>A-</td>
<td>3.67 / 93-90</td>
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<tr>
<td>B+</td>
<td>3.53 / 89-87</td>
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<td>3.0 / 86-84</td>
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### 8 – Week Course Outline

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<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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| 1     | The Conceptual Dimensions of Multicultural Counseling/Therapy | Explore the basic concepts of culture, race, and ethnicity and understand the differences of each term  
  
Describe one’s own cultural identity and evaluate one’s strengths and limitations in cross-cultural counseling  
  
Identify one’s own concerns and opinions about multicultural issues  
  
Identify multicultural counseling competencies | Sue & Sue – Chapter 1-3 | Submit HW #1 – Submit by 11:55PM, EST on Sunday of Week 1.  
  
Participate in Forum #1 – Your original post is due by 11:55PM, EST on Thursday of Week 1. Respond to classmates’ postings by 11:55PM, EST on Sunday of Week 1. |
| 2     | The Politics of Counseling | Discuss the institutional prejudice/bias and the role of individuals and government in creating systemic change  
  
Evaluate problems from a social justice counseling orientation  
  
Recognize community, | Sue & Sue – Chapters 4-6 | Submit HW#2 – Submit by 11:55PM, EST on Sunday of Week 2.  
  
Participate in Forum #2 – Your original post is due by 11:55PM, EST on Thursday of Week 2. Respond to classmates’ postings by 11:55PM, EST on Sunday of Week 2. |
### Weeks 3
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<th>Topic(s)</th>
<th>Learning Objective(s)</th>
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<tr>
<td>Barriers to Multicultural Counseling/Therapy</td>
<td>Identify multicultural and pluralistic trends as well as the characteristics and concerns between and within diverse groups nationally and internationally&lt;br&gt;Apply multicultural counseling theories to a school setting&lt;br&gt;Explain how culturally different beliefs in individuals affect world view, psychosocial functioning, and expressions of distress&lt;br&gt;Describe the influence of verbal and non-verbal communication&lt;br&gt;Examine relevant research regarding multicultural counseling issues and culturally appropriate interventions and relate findings to strategies helpful in work with children, adolescents, and teens</td>
<td>Sue &amp; Sue – Chapters 7 &amp; 10</td>
<td>Participate in Forum #3 - Your original post is due by 11:55PM, EST on Thursday of Week 6. Respond to classmates’ postings by 11:55PM, EST on Sunday of Week 6. Begin working on Cultural Genogram due next week</td>
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<td>4</td>
<td>Worldviews in Multicultural Counseling</td>
<td>Analyze one’s own ethnicity, worldview, and aspects of culture&lt;br&gt; Identify multicultural and pluralistic trends as well as the characteristics and concerns between and within diverse groups nationally and internationally&lt;br&gt; Explain the theories of multicultural counseling, identity development, and social justice in relation to providing services that support and encourage the development of children, adolescents, and teens&lt;br&gt; Evaluate the role of the school counselor in: promoting social justice; resolving conflicts; developing cultural awareness; eliminating biases, prejudices, oppression, and discrimination&lt;br&gt; Analyze how cultural genograms can benefit the counseling process&lt;br&gt; Describe one’s personal cultural identity through a cultural genogram</td>
<td>Shellenberger, S., et al. (2007). Cultural genogram: A tool for teaching and practice. <em>Families, Systems, &amp; Health</em>, 25(4), 367-381.&lt;br&gt; Sue &amp; Sue – Chapters 11-13</td>
<td>Submit Cultural Genogram Assignment by 11:55PM, EST on Sunday of Week 4.&lt;br&gt; Participate in Forum #4 – Your original post is due by 11:55PM, EST on Thursday of Week 7. Respond to classmates’ postings by 11:55PM, EST on Sunday of Week 4.&lt;br&gt; Research Paper Topic Due by 11:55PM, EST on Sunday of Week 4</td>
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<td>5</td>
<td>Counseling and Therapy with</td>
<td>Sue &amp; Sue – Chapters 14-18</td>
<td></td>
<td>Submit HW#3 – Submit by 11:55PM,</td>
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**Different Racial/Ethnic Populations**
- a. African Americans
- b. American Indians
- c. Alaskan Natives
- d. Asian Americans
- e. Hispanic/Latino
- f. Multiracial Descent

Explain how culturally different beliefs in children, adolescents, and teens affect worldview, psychosocial functioning, and expressions of distress and their corresponding psycho-social and educational needs.

Identify multicultural and pluralistic trends as well as the characteristics and concerns between and within diverse groups nationally and internationally.

Enumerate the relationship between attitudes, beliefs, values, acculturative experiences with the school performance of children, adolescents, and adults.

Recognize the ethical issues and considerations in providing services to diverse populations.

Integrate multicultural understanding into service delivery and advocate for services for diverse populations.

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<tr>
<td>6</td>
<td>Counseling and Therapy with Racial/Ethnic Populations – cont’d Arab and Muslim</td>
<td>Explain how culturally different beliefs in children, adolescents, and teens affect worldview, psychosocial functioning, and expressions of distress and their corresponding psycho-social and educational needs.</td>
<td>Sue &amp; Sue – Chapters 19-21, 25 Lee, S.M., et al. (2008). A data-based model to predict</td>
<td>Participate in Forum #6 – Your original post is due by 11:55PM, EST on Thursday of Week 6. Respond to classmates’ postings by 11:55PM, EST</td>
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**Americans Jewish Americans Immigrants and Refugees**

**Education Issues Related to Socioeconomic Status**

- corresponding psycho-social and educational needs
- Identify multicultural and pluralistic trends as well as the characteristics and concerns between and within diverse groups nationally and internationally and advocate for services for diverse populations
- Enumerate the relationship between attitudes, beliefs, values, acculturative experiences with the school performance of children, adolescents, and adults
- Recognize the ethical issues and considerations in providing services to diverse populations
- Examine relevant research regarding multicultural counseling issues and culturally appropriate interventions and relate findings to strategies helpful in work with children, adolescents, and adults
- Integrate multicultural understanding into service delivery and advocate for services for diverse populations
- Examine educational and counseling issues related to socioeconomic status

**postsecondary educational attainment of low socioeconomic-status students. Professional School Counseling, 11(5), 306-316.**

on Sunday of Week 6.

Begin or continue working on Cultural Immersion Project and Multicultural Presentation
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| 7     | Other Culturally Diverse Populations | a. LGBT b. Individuals with Disabilities Gender Differences | Describe how cultural, ethical, economic, legal and political issues surrounding diversity, equity, and excellence affect student learning and success. 
Explain how culturally different beliefs in children, adolescents, and teens affect worldview, psychosocial functioning, and expressions of distress and their corresponding psycho-social and educational needs. 
Understand the issues related to providing counseling services to children, adolescents, and teens from different cultures, ethnicities, races, nationalities, ages, genders, sexual orientations, mental abilities, values, and socioeconomic statuses. 
Identify multicultural and pluralistic trends as well as the characteristics and concerns between and within diverse groups nationally and internationally. 
Examine gender differences in diagnosis and counseling practices. 
Develop school-appropriate | Sue & Sue - Chapters 22 and 26 
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<td>8</td>
<td>Cultural Experience</td>
<td>interventions for increasing communication among various populations</td>
<td>Sue &amp; Sue – Chapter 13</td>
<td>Forum Week 8 – Your original post is due by 11:55PM, EST on Thursday of Week 8. Respond to classmates’ postings by 11:55PM, EST on Sunday of Week 8. Submit Multicultural Topic Power Point Presentation by 11:55PM, EST on Wednesday of Week 8 in Assignments. Submit Cultural Immersion experience by 11:55PM, EST on Sunday of Week 8.</td>
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Selected Bibliography


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Upper Saddle River, NJ: Merrill/Prentice Hall.


