I. TITLE: Multicultural Counseling

II. COURSE DESCRIPTION AND PREREQUISITE(S):
The purpose of this course is to focus on the role that cultural environment plays in the lives of people and the implications of that role for the helping professions and the helping process. There will be an overview of the different micro-cultures to which individuals belong and the implications for the delivery of counseling services. It is expected that the counseling student will learn how to use the concept of pluralism in the provision of counseling services to multicultural individuals and populations.

Prerequisite(s): none

III. COURSE OBJECTIVES:
Upon completion of this course, students will (per 2009 CACREP Standards):
1. Assess trends that contribute to pluralistic society and the subsequent needs for culturally skilled counselors (Section II, G.2.a.).
2. Recognize specific theories that address the process of minority/racial/cultural identity development, multicultural counseling, cross-cultural awareness, and social justice (Section II, G.2.b.; Section II, G.2.c.).
3. Identify cultural factors and characteristics among diverse groups such as, attitudes, beliefs, understandings, acculturative experiences (Section II, G.2.b.).
4. Develop an awareness regarding the counselor’s role in various counseling situations including, but not limited to, issues related to social justice, advocacy, conflict resolution, and other culturally supported behaviors that promote optimal wellness and development (Section II, G.2.c.; Section II, G.2.d.; Section II, G.2.e.; Section II, G.5.b.).
5. Develop cultural self-awareness in order to eliminate biases, prejudices, and intentional and unintentional oppression and discrimination (Section II, G.2.e.; Section II, G.2.f.; Section II, G.5.b.).
6. Identify relevant counseling issues specific to diverse populations and cultures (Section II, G.2.b.; Section II, G.2.c. Section II, G.2.d.; Section II, G.2.e.).
7. Develop strategies for working with and advocating for diverse populations (Section II, G.2.b.; Section II, G.2.c. Section II, G.2.d.; Section II, G.2.e.; Section II, G.5.b.).
8. Acquire multicultural counseling competencies (Section II, G.2. d., Section II, G.5.b.).
9. Assess culturally relevant research to inform evidence-based practice (Section II, G.7.f.; Section II, G.8.e.; Section II, G.8.f.).

Diversity Statement
The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people
within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:
A. Defining multiculturalism
B. Multicultural Counseling Competencies
C. Racial/Cultural Identity Development
D. Sociopolitical Trends
E. Microaggressions
F. Barriers to Effective Multicultural Counseling
G. Social Justice
H. Counseling Specific Populations

V. INSTRUCTIONAL ACTIVITIES:
The design of the course is to expose the learner to a variety of issues and conflicts that impact individuals and groups from societal factors such as culture, race, religion, age, gender, sexual orientation, and so forth. Through lectures, discussion, seminars, readings, group activities, media, quizzes, and preparation of papers, the learner will continue expanding his/her own development as a professional counselor.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Observations and Interviews

VII. TEXT AND RESOURCES:
A. Required Text:

B. Other Required Selections:
   Instructor assigned readings (e.g., journal articles) will be posted on Blackboard
   • Students are expected to read assigned chapters/articles prior to each class

C. References:

Authorities:
Harold Cheatham, Derald Sue, Allen Ivey, Michael D’Andrea, Judy Daniels, Don Locke, Patricia Arredondo, Courtland Lee, Kelley Kenney, Bea Wehrly, Joe Ponterotto
Websites:
Association for Multicultural Counseling & Development (AMCD): www.multiculturalcounseling.org
American Counseling Association (ACA): www.counseling.org
American Mental Health Counselors Association (AMHCA): www.amhca.org
American School Counselor Association (ASCA): www.schoolcounselor.org
Kentucky Counseling Association (KCA): www.kyca.org

Journals:
Journal of Multicultural Counseling & Development
Multicultural Perspectives
Journal of Counseling & Development
Journal of Mental Health Counseling
Professional School Counseling Journal

Library Resources:
MSU Library: www.murraystate.edu/MSML
MSU College of Education Librarian: Katherine Farmer – (270) 809-6180 / kfarmer10@murraystate.edu

VIII. EVALUATION AND GRADING PROCEDURES:
A. Course Requirements:
   Quizzes 10%
   Online Discussions 10%
   Cross Cultural Interviews & Reflections 10%
   Cultural Immersion Project 20%
   Group Research Paper & Presentation 20%
   Final 20%
   Attendance & Participation 10%
   Total 100%

B. Grading Scale:
   A = 90 – 100
   B = 80 – 89
   C = 70 – 79
   E = Below 70

   It is important to note that students who demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective, will not receive instructor endorsement to continue in clinical courses.

   In addition, it is important to note that due to the sensitive and challenging nature of the material discussed in class (e.g., racism, sexism, homophobia, ageism, etc.), it is imperative that there be an atmosphere of trust and safety in the classroom. I will do
my best to provide an environment in which we are able to hear and respect each other, and it is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others’ emotions and be mindful of your own. Please let me know if something said or done in the classroom is particularly troubling. Some students find it helpful to journal their thoughts and feelings as they explore these sensitive issues.

C. Assignments:
1. **Quizzes (10%)** (CACREP Standards Section II: G.2.a., G.2.c., G.2.d., G.2.e., G.2.f., G.5.b., G.8.e.)
   Quizzes will be given throughout the duration of the semester and will cover material from assigned readings. No makeup quizzes will be given; as such, students must be present and on-time to take the quiz. The ten highest quiz scores will count towards the final grade.

2. **Online Discussions (10%)** (CACREP Standards Section II: G.2.a., G.2.b., G.2.c., G.2.d., G.2.e., G.2.f., G.5.b., G.8.e.)
   To gain a deeper understanding of class material and to improve student’s own development as a reflective counselor, students will reflect upon class activities and readings by participating in online discussions. Discussion threads should address the discussion forum (i.e. topic) by describing personal reflections and insight. Also, it is expected that each student will critically respond to at least one other student’s thread (i.e. posts such as “I agree”, “That makes sense,” and so forth will not count; a thorough reflection needs to be provided in order to receive credit). Grades will be calculated in the following manner: ½ point for addressing the forum and ½ point for responding to a thread. A total of ten points will count towards the final grade.

3. **Cross Cultural Interviews & Reflections (10%)** (CACREP Standards Section II: G.2.a., G.2.b., G.2.d., G.2.e., G.2.f., G.5.b.)
   Students will interview TWO adults who are culturally or ethnically different from themselves. Sample questions will be given in class. Alter these questions to suit the interview situation, and feel free to add additional questions which will enhance the interview. The 2 to 4 page submitted reflection should be written in the first-person, narrative form, and in APA (6th ed.) format. Your reactions to your feelings, thoughts, and actions prior to, during, and after the interviews should be the major focus of the assignment (not the content of the interview). Include a list of the questions asked during each of the interviews (does not count towards page requirement). The interviews must be conducted face to face.

4. **Cultural Immersion Project (20%)** (CACREP Standards Section II: G.2.a., G.2.b., G.2.d., G.2.e., G.2.f., G.5.b.)
   The purpose of this immersion project is for students to participate in events that are culturally different from events that are already familiar to them. You can
choose experiences that are daring, culturally enriching, and of major interest to your personal growth. You have to attend this by YOURSELF. Some examples include: participation in a church service of a different religion, participation in a festival of another culture, going to an adult shop, etc. After attending the event, write a 3 to 5 page reaction. Submitted paper should be in APA (6th ed.) format.

Each student group is required to write a 15 to 20 page, theory-supported, research paper on counseling a specific population, and then communicate to the class what was learned through the research activity and what each group member learned about him/herself in the process of completing the assignment (rubrics for the paper and the presentation will be provided in class at a later date). Groups and special populations to be researched will be assigned by the instructor.

Papers must include a component that addresses clinical counseling or school counseling issues, and issues that counselors may face in working with the assigned population. The paper must reference at least 15 resources from the literature (not including the class textbook). The entire paper must be written in APA (6th ed.) format. Additionally, each student group will prepare and present a 60 to 90 minute presentation based on their respective paper. A power-point (or similar) presentation with handouts (students are encouraged to be creative) is required. A detailed outline of the presentation must be submitted to the instructor no later than the week prior to the presentation date.
Groups will be graded according to the scoring rubric. Participation points will be assigned based on peer evaluation. Each group member will send the instructor an email prior to the presentation date with a numerical grade for each group member’s level of participation.

6. **Final Exam (25%)** (CACREP Standards Section II: G.2.a., G.2.b., G.2.c., G.2.d., G.2.e., G.2.f., G.5.b., G.8.e.)
At the end of the semester, a final exam will be given. This in-class exam will be multiple-choice, true-false, and short answer format. This exam is cumulative and will cover material from the entire course to include, lectures, student presentations, guest lectures, as well as information from the text and journals.

7. **Attendance & Participation (10%)**
Given the interactive nature of this course, attendance is necessary and mandatory in order to develop knowledge and skills to be ethical and effective professional counselors.

   a. **Attendance:** Due to the seminar format of the course, discussions, readings, and lectures, it is required that students regularly attend class. If for any reason you find that you are unable to attend a class session, it will be your responsibility to personally contact the instructor prior to the scheduled class meeting. Students can only be absent from **ONE** (1) class
meeting (if he or she contacts instructor prior to class meeting) without incurring 5 percentage points being subtracted from their final grade for EACH absence after one. More than three (3) absences will result in a failing grade for CNS 671: Multicultural Counseling regardless of academic good standing. Therefore, a student absent from two class meetings or one class meeting without prior notification to the instructor will have five percentage points (5%) subtracted from his or her final grade. You may contact the instructor if you know you will be absent from a class through a meeting, e-mail, or telephone message. Above all, I want to know you are safe and okay.

b. **Participation:** Participation in CNS 671: Multicultural Counseling includes (a) having completed readings prior to class, (b) having completed all assigned work prior to class, and (c) participation in class discussions. The following criterion will be used to evaluate your participation grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(97%)</td>
<td>Attended all class meetings and was a leader &amp; facilitator of class discussion.</td>
</tr>
<tr>
<td>(94%)</td>
<td>Attended all class meetings and was actively involved in class discussion (consistently).</td>
</tr>
<tr>
<td>(90%)</td>
<td>Attended all class meetings &amp; participated or missed one class meeting, but was actively involved in class.</td>
</tr>
<tr>
<td>(87%)</td>
<td>Missed one class meeting (or was late/early from one class meeting) and participated in class discussions.</td>
</tr>
<tr>
<td>(84%)</td>
<td>Missed two classes meetings (or was late/early from two class meetings) and was actively involved in class discussions.</td>
</tr>
<tr>
<td>(80%)</td>
<td>Missed two class meetings (or was late/early from two class meetings) and participated in class discussions.</td>
</tr>
<tr>
<td>(74%)</td>
<td>Overall, student was not actively engaged in the course &amp; his or her learning experience, regardless of attendance</td>
</tr>
<tr>
<td>(0%)</td>
<td>Missed three or more classes (or was late/early from three or more class meetings)</td>
</tr>
</tbody>
</table>

*Being present in class & doing other activities (e.g., drawing, playing on computer, talking) is not considered being actively involved

**ALL ASSIGNMENTS MUST BE TYPED & IN APA (6th ed.) FORMAT**

*Please note: Any assignment not turned in at the designated classroom due date & time will result in ONE letter grade reduction for each day late. Assignments not turned in within three days after the designated classroom due date & time will NOT BE ACCEPTED and result in a failing grade for the assignment.*

**IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS &/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY.**
X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU Graduate Bulletin. Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

XI. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

- **Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

- **Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

- **Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

- **Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised.
Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XII. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).
Course Specifics for CNS 671 (Spring 2012)

Instructor: Samir Patel, Ph.D.
Telephone: Office: (270) 809-6123
Office: Alexander Hall, Room 3218
E-Mail: spatel4@murraystate.edu

Office Hours: Mondays: 10:45 A.M. – 1:00 P.M.; 3:00 P.M. – 5:00 P.M.
Tuesdays: 11:15 A.M. – 1:00 P.M.
Wednesdays: 10:45 A.M. – 1:00 P.M.; 3:00 P.M. – 4:45 P.M.

Meeting Days: Wednesdays
Meeting Times: 5:00 PM – 8:00 PM
Location: Alexander Hall 2207

### CACREP Counseling Program Specifics for CNS 671

<table>
<thead>
<tr>
<th>Clinical Mental Health Counseling Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations A1</td>
<td>Understands the history, philosophy, and trends of clinical mental health counseling.</td>
</tr>
<tr>
<td>Foundations B1</td>
<td>Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention C1</td>
<td>Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention C8</td>
<td>Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention C9</td>
<td>Understands professional issues relevant to the practice of clinical mental health counseling.</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention D5</td>
<td>Demonstrates the appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention D9</td>
<td>Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.</td>
</tr>
<tr>
<td>Diversity and Advocacy E1</td>
<td>Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.</td>
</tr>
<tr>
<td>Diversity and Advocacy E2</td>
<td>Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own</td>
</tr>
</tbody>
</table>
Diversity and Advocacy E3
Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
Quizzes, Online Discussions, Research Paper & Presentation, Final

Diversity and Advocacy E5
Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
Cross Cultural Interviews, Cultural Immersion Project, Research Paper & Presentation

Diversity and Advocacy F3
Demonstrates the ability to modify counseling systems, theories, techniques and interventions to make them culturally appropriate for diverse populations.
Research Paper & Presentation

Research and Evaluation I1
Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
Research Paper & Presentation

Research and Evaluation J1
Applies relevant research findings to inform the practice of clinical mental health counseling.
Research Paper & Presentation

School Counseling Objectives
Assessment

Foundations A1
Knows history, philosophy, and trends in school counseling and educational systems.
Quizzes, Online Discussions, Research Paper & Presentation, Final

Foundations B1
Demonstrates the ability to apply and adhere to ethical and legal standards in clinical school counseling.
Online Discussions, Research Paper & Presentation

Counseling, Prevention, and Intervention C3
Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
Quizzes, Online Discussions, Research Paper & Presentation

Counseling, Prevention, and Intervention D1
Demonstrates self-awareness, sensitivity to others, and skills needed to relate to diverse individuals, groups, and classrooms.
Quizzes, Online Discussions, Cross Cultural Interviews, Cultural Immersion Project, Research Paper & Presentation

Counseling, Prevention, and Intervention D5
Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
Online Discussions, Cross Cultural Interviews, Cultural Immersion Project, Research Paper & Presentation

Diversity and Advocacy E2
Identifies community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students.
Quizzes, Online Discussions, Cross Cultural Interviews, Cultural Immersion Project, Research Paper & Presentation

Diversity and Advocacy E4
Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.
Quizzes, Online Discussions, Cross Cultural Interviews, Cultural Immersion Project, Research Paper & Presentation

Diversity and Advocacy F1
Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
Research Paper & Presentation

Research and Evaluation I1
Understands how to critically evaluate research relevant to the practice of school counseling.
Research Paper & Presentation

Research and Evaluation J1
Applies relevant research findings to inform the practice of school counseling.
Research Paper & Presentation
## Tentative Topical Outline for CNS 671

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings for next class:</th>
<th>Online discussion to be completed prior to the start of next class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Jan. 18th</td>
<td>Introductions</td>
<td>Sue &amp; Sue: Chapter 1</td>
<td>Multicultural Counseling</td>
</tr>
<tr>
<td>Class 2</td>
<td>Jan. 25th</td>
<td>Multicultural Journey to Cultural Competence</td>
<td>Sue &amp; Sue: Chapter 2</td>
<td>Racial/Cultural Development Models</td>
</tr>
<tr>
<td>Class 3</td>
<td>Feb. 1st</td>
<td>The Nature of Multicultural Counseling and Therapy</td>
<td>Sue &amp; Sue: Chapters 10 &amp; 11</td>
<td>Multicultural Counseling</td>
</tr>
<tr>
<td>Class 4</td>
<td>Feb. 8th</td>
<td>Racial/Cultural Identity Development</td>
<td>Sue &amp; Sue: Chapters 3 &amp; 4</td>
<td>Racial/Cultural Developmental Models</td>
</tr>
<tr>
<td>Class 5</td>
<td>Feb. 15th</td>
<td>Sociopolitical Implications of Oppression</td>
<td>Sue &amp; Sue: Chapter 5</td>
<td>Sociopolitical Oppression</td>
</tr>
<tr>
<td>Class 6</td>
<td>Feb. 22nd</td>
<td>Microaggressions and their Implications</td>
<td>Sue &amp; Sue: Chapter 6 &amp; 7</td>
<td>Implications of Microaggressions</td>
</tr>
</tbody>
</table>
Class 7  Feb. 29th  Barriers to Multicultural Counseling & Appropriate Interventions
Quiz 5
Cross Cultural Interviews & Reflections Due
Readings for next class:
Sue & Sue: Chapter 12
Online discussion to be completed prior to the start of next class:
Potential Barriers to Multicultural Counseling

Class 8  Mar. 7th  Social Justice Dimensions in Counseling
Quiz 6
Readings for next class:
Sue & Sue: Chapters 14 & 15
Journal Articles Posted on BB
Online discussion to be completed prior to the start of next class:
The Role of a Social Justice Counselor

Class 9  Mar. 14th  No Class (Time off to Work on Projects)
Cultural Immersion Project Due
Deadlines for Presentations and Paper are just around the corner –
Take advantage of the Library!

Class 10  Mar. 21st  No Class (Spring Break)

Class 11  Mar. 28th  Counseling African Americans & Counseling Native Americans
Quiz 7
Readings for next class:
Sue & Sue: Chapters 16 & 26
Journal Articles Posted on BB
Online discussion to be completed prior to the start of next class:
Counseling African Americans and/or
Counseling Native Americans

Class 12  Apr. 4th  Counseling Asian Americans & Counseling Individuals with Disabilities
Quiz 8
Readings for next class:
Sue & Sue: Chapters 17 & 24
Journal Articles Posted on BB
Online discussion to be completed prior to the start of next class:
Counseling Asian Americans and/or
Counseling Individuals with Disabilities
<table>
<thead>
<tr>
<th>Class 13</th>
<th>Apr. 11&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Counseling Hispanic Americans &amp; Counseling Older Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quiz 9</td>
<td>Group Research Paper Due</td>
</tr>
<tr>
<td></td>
<td>Readings for next class:</td>
<td>Sue &amp; Sue: Chapter 19</td>
</tr>
<tr>
<td></td>
<td>Online discussion to be completed prior to the start of next class: Counseling Hispanic Americans and/or Counseling Older Adults</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 14</th>
<th>Apr. 18&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Counseling Arab Americans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quiz 10</td>
<td>Online discussion to be completed prior to the start of next class: Counseling Arab Americans</td>
</tr>
<tr>
<td></td>
<td>Sue &amp; Sue: Chapter 23</td>
<td>Journal Article posted on BB</td>
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<tr>
<td></td>
<td>Online discussion to be completed prior to the start of next class: Counseling Arab Americans</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 15</th>
<th>Apr. 25&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Counseling Sexual Minorities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quiz 11</td>
<td>Online discussion to be completed prior to the start of next class: Counseling Sexual Minorities</td>
</tr>
</tbody>
</table>

| Class 16 | May 2<sup>nd</sup> | Final |