



Clemmer College
Department of Counseling and Human Services

COUN 5110
Social and Cultural Foundations in Counseling
Fall 2020

Syllabus

Contact Information

Instructor: Mickey E. White, PhD, NCC, BC-TMH
Email: whiteme@etsu.edu
Phone: (423) 439-7425
Office: Warf-Pickel 426

Instructor Availability

Office Hours: by appointment via Zoom. Please contact me for availability.

Please note: if you have specific concerns I request that you make an appointment or advise me of your desire to meet so that I can review any necessary items and best prepare to meet your needs.

I prefer to be contacted by email, and it is the best way to receive a timely response from me. My typical response time is within 2 business days during the week. If you have not heard from me in that time, please feel free to send me a follow-up email. I do not regularly check email over the weekend or in the evenings, so responses may take longer in those instances. Please feel free to contact me with questions.

Class Information

Classroom: Synchronous online via Zoom (see D2L for Zoom link)
Class Meeting Schedule: Tuesdays 1:00 pm – 3:50 pm

Course Information

Credit Hours

3 credit hours

Course Description and Purpose

This course is designed for professional personnel to develop competencies for working with people of diverse groups in society. Students will have opportunities to develop awareness of their own cultural values and biases, to study prevalent beliefs and attitudes of different cultures, and to develop skills useful for appropriate interactions with particular groups.

Relationship between the Course and the Program Philosophy

The objectives of the course are based, in part, on the published standards of the Association for Multicultural Counseling and Development of the American Counseling Association. The goals are to foster students' awareness and acceptance of cultural diversity, knowledge of pertinent concepts

and issues, and acquisition of skills applicable to multicultural situations. The course is also designed to look closely at issues of oppression in our society, and the impact of that oppression on the oppressed as well as the oppressors.

Course Objectives

Course Objectives and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards

As a result of successfully completing this course, students are expected to be able to:

<i>Professional Counseling Orientation and Ethical Practice</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	2.F.1.e	Week 6; Final exam
<i>Social and Cultural Diversity</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	2.F.2.a	Week 9 & 10; Podcast reviews; Bias resistance (cultural immersion) project
2. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	2.F.2.b	Week 2-7; Final exam
3. multicultural counseling competencies	2.F.2.c	Week 2; Final exam
4. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2.F.2.d	Week 2, 3, 6; Photovoice project; Bias resistance (cultural immersion) project
5. the effects of power and privilege for counselors and clients	2.F.2.e	Week 2, 3, 6, 7; Final exam; Bias resistance (cultural immersion) project
6. help-seeking behaviors of diverse clients	2.F.2.f	Week 8, 9, 10, 12, 13
7. the impact of spiritual beliefs on clients' and counselors' worldviews	2.F.2.g	Week 8
8. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	2.F.2.h	Week 3, 5, 6, 7; Bias resistance (cultural immersion) project
<i>Counseling and Helping Relationships</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. the impact of technology on the counseling process	2.F.5.e	Week 6
<i>Clinical Mental Health Counseling</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. cultural factors relevant to clinical mental health counseling	CMHC C.2.j	Week 2-13; Final exam; Book review; Podcast review
2. strategies to advocate for persons with mental health issues	CMHC C.3.e	Week 7; Book review

Note: Bold indicates a key assignment.

Methods of Instruction:

Small and large group discussion, experiential activities, presentations, audio/visual assignments, assigned readings, and lecture will be used in our exploration of this topic.

Course Requirements

Textbooks and Readings

It is important that you complete all required reading prior to class*. There is a significant amount of foundational material in the textbook and assigned readings that will not be covered in class meetings, and it is expected that you will come to class prepared to build on information from the text. This frees up our class time for discussion, critical exchange of ideas, and activities, so come to class prepared to start and engage in discussion about the required reading and other course materials.

Required texts:

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse* (8th ed.). Wiley.
Ward, J. (2013). *Men we reaped: A memoir*. Bloomsbury.

Additional readings as assigned in D2L.

*Additional reading, audio/listening, and video viewing as assigned, including those noted on the course schedule below. All reading, video viewing, and audio/listening homework assignments must be completed prior to class meetings.

Supplemental Resources:

There are numerous supplemental resources provided on D2L, and I also highly recommend subscribing to the following podcasts:



Code Switch,



Nancy,





The Accessible Stall,



Latino USA,



This

American Life,  On Being, and  Rough Translation. Additional reading recommendations are plentiful (so many books, so little time!), and will be provided during class and on D2L.

Course Policies and Expectations

Classroom and Communication Policies

Email Communication

You are expected to check and use your ETSU email address for communication regarding this course. Practicing professional email etiquette is good preparation for the job search process and your future professional role(s). It is important to keep in mind that while emails may seem private or personal, when you use your university or employer's email service, your emails become a part of your employment record and can be accessed by your employer without notice to you. Further, private emails, text messages, and other forms of communication are records that can be subpoenaed.

Attendance and Participation

Attendance impacts both individual learning and class process. Students are expected to complete all assigned readings prior to class. Preparation, participation, and attendance demonstrate professionalism. Additionally, communication with your instructor about these issues demonstrates professionalism. You are expected to communicate with me about attendance issues (prior to class unless in the case of an emergency). If you are more than 15 minutes late to class, it will be counted as absent. Students who are consistently late/leave early will incur an absence once 30 minutes has accrued. Please be mindful of

the fact that being late affects your ability to participate and may also affect this portion of your grade. Realizing that some class absences may be unavoidable due to sickness, family responsibilities, or professional obligation students are allowed one class absence. After that, course grades will be reduced by 10% for each additional absence. In certain rare cases, alternative assignments may be available if absences are unavoidable. This is at the discretion of the instructor and partially based on the student's current standing in the course. Students at risk of missing more than 2 classes need to meet with the instructor. Additionally, you may be requested to meet with the instructor. These face-to-face meetings are at the discretion of the instructor and may be available remotely. Failure to complete these requirements will result in loss of attendance and participation points. *Specific to online synchronous courses:* During class time, you are expected to keep your camera turned on and to maintain professionalism during class time (i.e., not attending class from bed or underneath blankets on the couch). If you turn off your camera for more than 10 minutes during class time, the instructor reserves the right to remove you from the Zoom lecture and you will be responsible for logging back in and having attendance and participation points potentially docked. In case of technology failure or difficulty, please consult with the instructor as soon as possible. Please refrain from having other tabs open during class unless indicated by the instructor.

Course Ground Rules

You are expected to conduct yourselves with a professional and respectful demeanor both in person and online. It is possible that through discussion board, email, or other online interactions, one may feel a false sense of security or freedom about what one may say. Remember that without non-verbal cues, tone and word choice are of heightened importance. Please see the following guidelines, as well as the linked resources.

- Email
 - Always include a subject line with the course number.
 - Always include a proper greeting and use proper grammar when composing an email.
 - Please include your name and the course number in the body or subject line of the email.
 - Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Occasionally the use of emoticons may be appropriate.
 - Respect the privacy of other class members.
- Discussion groups
 - Review the discussion threads thoroughly before entering the discussion.
 - Try to maintain threads by using the "Reply" button rather than starting a new topic.
 - Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
 - Be patient and read the comments of other group members thoroughly before entering your remarks.
 - Be positive and constructive in group discussions.
 - Respond in a thoughtful and timely manner.
- Additional resources
 - [Netiquette](#)

○ [UFL Netiquette Guide](#)

Confidentiality and Respectful Dialogue

This course is not always a lecture course. Rather, it is sometimes reliant upon discussion which may bring to light differing perspectives. As a class, we may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that I will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, heterosexism, classism, ageism, genderism, and other forces of inequality/oppression that may be discussed throughout the course. It is crucial that we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression/privilege that may be influencing our experiences and beliefs. It is also crucial that we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom. It is also important that we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and values of the profession of counseling. Finally, we occasionally deal with very personal and sensitive matters. Please show respect for your classmates by keeping confidential any personal information revealed during class time. If you are concerned about the welfare of a classmate please contact the instructor immediately. In closing, this section of the syllabus is open to comments and being amended in order to create safe spaces for all intersecting identities.

Calling In: <http://everydayfeminism.com/2015/01/guide-to-calling-in/>

Other Course Policies

Cellular phones and other communication devices should be turned off/to silent during class. Please note that vibrate settings are often as loud and disruptive as the ringer. If you have a need to have your phone available during class, you are required to speak to the instructor in advance. Additionally, although this course is conducted online, the use of computers, iPads, and other tablet computers are permitted only for purposes that contribute to class (e.g., notetaking or finding information relevant to class discussion). They should not be used for other purposes (e.g., web browsing, checking email, social media). Doing so will result in a loss of participation points. Repeated abuse of this policy will result in a conference with the instructor.

Course Assignments

Assignments should be submitted via D2L using the Dropbox function. Key Assignments should also be submitted using Tevera. You are expected to review feedback given once grading is completed and incorporate that feedback into your next assignment. This includes any discussion board posts.

Writing Style

Written assignments are to meet the style guidelines set forth by the *Publication Manual of the American Psychological Association* (7th ed.). All written assignments are preferred double spaced, 12-point Times New Roman font, and have one-inch margins. In addition, assignments are expected to be well-written and grammatically correct. If you submit an assignment that does not meet these standards, you will be assigned a grade that is reflective of this. You **may** be given the opportunity to revise and resubmit the assignment to receive half of the deducted

points if you make and show proof of attendance at an appointment at the Center for Academic Achievement (1st floor of the Sherrod Library).

Assignments

Initial Interview and Final Exam (25 points)

Initial interview: You will complete an interview protocol designed to provide an assessment of your own ideas and attitudes about topics related to cultural identity, oppression, and cross-cultural relations. Instructions for recording and uploading your interview are available on D2L. Please be attentive to the length of the interview and allow adequate time. Your audio files must be uploaded before our second class meeting (noted on course schedule). After recording your self-interview, you will “set it aside” until it is time for the second part of this assignment (i.e., do not listen to your interview again until you are provided further instructions). Failure to turn in the initial interview by the date specified will result in a point deduction from the final exam.

Final exam: Near the end of the semester, you will then be asked to listen to your interview and complete a written analysis according to guidelines provided at that time. This final paper will include questions on other course topics and is akin to a cumulative final exam. All material that is assigned outside of class and covered in class may be present on the final exam, and it is important to note your reactions to material throughout the semester.

Photovoice Project (14 points)

The primary goal of this assignment is to provide an opportunity to grow in self-awareness by using photography to explore cultural identity. Therefore, you are asked to use a camera, digital camera, smart phone, or other smart device to take pictures that best represent your responses to the following four themes.

Theme #1: How do you describe your cultural identity? What components (*i.e., race, ethnicity, color, national origin, geographic location, age, gender, sexuality, religion, spirituality, ability, socioeconomic class, etc.*) make up your cultural identity?

Theme #2: What people and/or events have significantly influenced your worldview?

Theme #3: What is your familiarity and/or experience with oppression?

Theme #4: What is your familiarity and/or experience with privilege?

If you wish to take a picture of another person, **it is imperative** that permission is granted by the person whose picture will be taken. Consider the following ethical issues when taking another person’s picture: protecting privacy, avoiding intrusion of personal space, and ensuring “positive” and accurate depictions.

Students will have several weeks from the beginning of the semester to take and bring to class a minimum of 12 pictures (at least three pictures per theme). Please bring these 12 pictures to class on the date noted on the course schedule. You may bring these 12 pictures to class either through hard copies of the photos or electronically on a laptop, tablet, or smart phone. During this class, you will have an opportunity to discuss with your colleagues what your experience has been like reflecting on the themes and taking the photographs. This activity is the beginning of the process of narrowing down the initial 12 photographs into the final four images that will be presented to the class.

Once you select the final four images you wish to use for your Photovoice presentation (one photograph for each theme), create titles and captions (1-3 paragraphs) for each photograph. Titles and captions will be used for the verbal narrative that you share when presenting your photographs to the class. Consider the following questions when creating these captions:

Question #1: What were you looking to illustrate when you took the picture?

Question #2: What do you want your peers and the instructor to know about this picture?

Question #3: How does this picture relate to the theme (i.e., your cultural identity, worldview, oppression, privilege)?

For your Photovoice presentation, you will create a presentation (using PowerPoint, Prezi, Google Slides, etc.) using your final four photographs with the typed or written narratives (i.e., titles and captions) to share with your peers. You will be asked to speak about the pictures during designated class meetings (see course schedule; everyone should have their Photovoice project prepared for the first day of presentations). During these presentations, everyone will be asked to engage in a dialogue about the Photovoice assignment submissions.

Key Assignment: Bias Resistance (Cultural Immersion) Project (25 points)

The bias resistance/cultural immersion project for this class is an adaptation of the Multicultural Action Project (MAP), designed by Dr. Max Parker. The project provides an opportunity to briefly step outside of your cultural experiences and attempt to see the world from another's perspective and begin to identify and develop resistance to biases. Biases are often developed from the messages we receive from our environment and the larger systems in which we interact. Therefore, you have an opportunity to identify a community that is culturally different from your own in one or more of the following ways: race, ethnicity, nationality, gender identity, sexual/affectional orientation, ability, age, or socioeconomic status (e.g., social class). In preparation for this assignment, you are strongly encouraged to thoughtfully reflect on what implicit and/or explicit biases you hold. It is important to choose an experience that will pose a personal challenge rather than a personal threat; in other words, choose a project that is outside of your comfort zone but not one that will be unsafe. After you have identified your chosen community, you will complete the following phases of the project.

Phase #1: Goal-Setting

First, identify a minimum of three emotional, educational, and/or professional objectives for your project. These objectives should demonstrate a thoughtful consideration of what you would like to gain and the biases you want to develop deeper resistance to as a result of participating in this assignment.

Phase #2: Observation

You have an opportunity to learn about your chosen community through "observation" activities that do not require direct engagement (e.g., reading scholarly articles or books, watching films, attending community events such as a lecture, listening to a podcast, reviewing information and resources provided on an organization webpage, etc.). Required reading and other activities for class assignments cannot count for this phase (e.g., textbook chapters—it is expected that you will have read the textbook and are building on that foundation of knowledge).

During this phase, participate in at least five activities to learn more about your chosen community. I encourage you to review the supplemental resources provided for you on D2L; you may use some of the supplemental resources as part of the observation phase of your project. Being adept at media literacy is an important skill as a counselor; you need to be able to screen resources to distinguish credible, factual information from biased and/or inaccurate information. Selection of credible, informative, worthwhile materials to prepare you for direct contact with your chosen community is expected. If you select a resource that you later determine to be incorrect, false, or otherwise unhelpful to your project, it is expected for you to select another observation activity to supplement your learning.

Phase #3: Information Seeking via Direct Contact

During this phase, you have an opportunity to directly interact with the members of your chosen community in order to learn more about culturally-specific values, needs, current issues, etc. To complete this phase, interact with your chosen community at least once. Direct contact means

having an in-person interaction; telephone or email interviews cannot be used to complete this phase of the project*. Activities commonly associated with this phase include meetings, interviews, participating in an event, or visiting a site or center. Please consider the intersectional power dynamics as you engage with members of your chosen community.

***Due to COVID-19, telephone and/or interviews conducted electronically will be accepted for this portion of the assignment.**

Each student MUST receive approval from the instructor before engaging in Phases 2 and 3. You will find the Phase 1 form on D2L; complete this form and submit it to D2L by the date and time noted on the course schedule in order to get approval to move on to Phase #2. Once you receive approval to proceed, and then complete Phases #2 and #3, write an 1100–1600 word paper about the experience. The final project paper is due via D2L Dropbox submission as noted on the course schedule. Use the Bias Resistance (Cultural Immersion) Paper Guide available on D2L to write your paper. Please note that in addition to writing thoughtful responses on the paper that demonstrate your critical reflection during each phase of your immersion, earning full points will also be determined by meeting the length requirement for the paper and by appropriate selection of activities/materials for your observation phase. For example, selection of films or reading material that lack credibility will result in loss of points.

Extra Credit (Phase 4: Direct Action)

You have an opportunity to earn 3 points of extra credit by participating in an additional phase of the Bias Resistance (Cultural Immersion) Project. For this “Direct Action” phase, participate in some form of community service. It is not required that the community service directly relate to the community chosen for phases one, two, and three. In order to receive extra credit, you must actively engage in, not merely attend, one direct action. These actions could include volunteering and/or providing a service to the community or participating in a form of advocacy. After engaging in the direct action write a 1-2 page reflection about your experience. The extra credit must be submitted with the Bias Resistance (Cultural Immersion) Project paper.

Book & Podcast Reviews (36 points total: 12 points each)

Throughout the semester you will read a book (*Men We Reaped*) and listen to several podcast episodes, which are meant to introduce and explore a variety of social and cultural issues through popular media. The D2L “Podcasts” module includes links to several recommended podcasts as well as the required podcasts for these reviews: *Nancy*, *Code Switch*, and *Latino USA*.

1. *Men We Reaped* Book Review: Write a concise review using the template that is available on D2L. The day the book review is due (see Course Schedule), we will have small group discussions about the book, during which each student is expected to participate. Your book reviews can be used as a guide, or “launch pad,” for discussion. You will notice that the book review is divided into two parts, the second of which will be completed in class after you have discussed the book.

2. Podcast Reviews: Write a concise review using the template that is available on D2L. Be sure to follow the instructions on the template for both selecting and reporting on the podcast episodes. *Podcast reviews cannot include podcast episodes listened to in class, must all be completed on one template, and are due to D2L by the date and time noted on the Course Schedule below.* The day the podcast review is due we will have small group discussions during which each student is expected to participate. Your podcast reviews can be used as a “launch pad,” for discussion.

***Code Switch* and *Latino USA* Podcast Review:** For your second podcast review, listen to a total of 6 podcast episodes from [Code Switch](#) and [Latino USA](#). For example, you may opt to listen to 4 episodes from *Code Switch* and 2 from *Latino USA* (or vice versa) for a combined total of 6 required episodes. If you subscribe to the podcast on your mobile device, scroll down to find the option to view all of the available episodes. From the online show webpage, scroll down and look for the page numbers in the lower right corner to access and select from older episodes.

Nancy and The Accessible Stall Podcast Review: For your first podcast review, listen to 3 episodes from the [Nancy](#) podcast and 3 episodes from [The Accessible Stall](#) podcast. If you subscribe to the podcast on your mobile device, scroll down to find the option to view all of the available episodes. From the online show webpage, scroll down and look for the page numbers in the lower right corner to access and select from older episodes.

Submission Guidelines

Tevera

The ETSU Counseling Program uses Tevera to collect data on Key Assignments. In addition to uploading or completing this assignment via D2L, you will also need to upload a copy of the assignment to Tevera by the due date noted in the syllabus. Failure to upload the assignment to both D2L and Tevera counts as a late submission and will carry the same consequence for late work defined in the syllabus.

Testing Policy

This course does not contain any tests. However, reading quizzes may be introduced at the discretion of the instructor. These will take place in class, with only individual effort allowed.

Late and Missing Submission Policy

It is the student's responsibility to turn in assignments by the deadline stated on the course schedule. Ten percent will be deducted for each 24-hour period the assignment is late. This 24-hour period starts immediately following the assignment due date and time. Contact the instructor as soon as possible if you will not be able to turn in an assignment on time. Missing assignments will be assigned a grade of zero.

Grading Policy

A = A grade of A is earned when students have demonstrated an exceptional level of performance. It is obvious that the student has read assigned material from his/her comments in class. Written work is thoughtful and complete and goes beyond expressing ideas. There is a synthesis (considering the material read and finding common threads, themes, similarities and differences, application from theory to practice) of the material rather than just a description of what one has read. Work at this level shows a commitment to one's goal of being a counselor or student affairs professional. One finds ways to learn more than is required.

B = A grade of B indicates very good work that exceeds average effort. There is evidence of reading the assigned material, but not at the same depth as "A" level work. Written work is thoughtful and complete, but lacks the same level of synthesis as "A" work. The student has demonstrated a good understanding of the course and has performed at an above average level.

C = A grade of C indicates that the student has completed minimal requirements but has not been successful in fulfilling the commitment to learn at the depth expected by a graduate student. Work is not thoughtful or complete. One does less than is expected. Assignments are completed with less commitment than one would expect of a graduate student.

Excellent (A)	Assignments are on time, complete, and thorough. Efforts toward the paper/project (written material, class contributions) demonstrate thorough knowledge of the learning outcome and a nuanced understanding of the material. Contributions and reflections demonstrate an outstanding commitment to learning, dialogue, and to self- and other- exploration.
Acceptable (B)	Assignments are submitted in a timely fashion and are complete (per the assignment description in the syllabus). Efforts toward the paper/project (written material, class contributions) demonstrate an adequate understanding

	of the material and learning outcome. Contributions (class discussion on the topic; presentations) are appropriate and productive.
Unacceptable (C or lower)	Assignments are submitted late and/or are incomplete. Efforts toward the paper/project (written material, class contributions) demonstrate minimal effort and self-reflection. Material is not relevant to the course content and/or are inadequate in demonstration of the learning outcome. Written assignments have not been proofread/revised.

Grades are calculated on a point system.

ASSIGNMENTS	POINTS
Key Assignment: Bias Resistance (Cultural Immersion) Project	25
Photovoice Project	14
Initial Interview and Final Exam	25
(1) Book & (2) Podcast Reviews (12 points each)	36
<i>Total Possible Points</i>	<i>100</i>

Grading Scale: Maximum Possible Points: 100

A	94-100	A-	90-93	B+	87-89	B	84-86
B-	80-83	C+	77-79	C	74-76	F	Below 74

Course Schedule

Week	Date	Topics	Readings and Assignments
1	August 25	Introduction Syllabus review In class – <i>Ted Talk</i> discussion	READINGS: Syllabus; <i>Ted Talk</i> (emailed prior to class); <i>Men We Reaped</i> (pgs 1-61); Sue et al. 1-3 DUE (8/25): Syllabus agreement
2	September 1	Cultures, systems, & counseling; Ethical obligations <i>Multicultural and Social Justice Counseling Competencies (MSJCC)</i> Understanding “you” and values	READINGS: Sue et al. 1-3; <i>MJSCC</i> (on D2L); <i>Men We Reaped</i> (pgs 62-103); Content on D2L DUE (9/1): Interview audio recording (OneDrive upload)
3	September 8	Implicit Bias Counselor self-awareness Barriers to multicultural counseling	READINGS: Content and activities on D2L; Sue et al. 7; <i>Men We Reaped</i> (pgs 104-162)
4	September 15	Racial identity development Colonization and colonialism in the US	READINGS: Sue et al. 11-12; Content on D2L; <i>Men We Reaped</i> (pgs 163-212)
5	September 22	Minority stress and marginalization Systemic roles in the experience of oppression In class - <i>Men We Reaped</i> discussion	READINGS: Sue et al. Ch 6; <i>Men We Reaped</i> (pgs 213-end); Content on D2L DUE (9/22): <i>Men We Reaped</i> book review
6	September 29	Addressing -isms Privilege and cultural capital Social justice in counseling Advocacy and empowerment	READINGS: Sue et al. 4; Content on D2L DUE (9/29): Bias Resistance/Cultural Immersion Phase 1
7	October 6	Cultural competence and assessment Decolonizing counseling Celebration and liberation frameworks and approaches with clients Liberation psychology In class- Photovoice small group discussions	READINGS: Sue et al. 13; Content on D2L DUE (10/6): Have photos available by classtime for discussion
8	October 13	Ethnicities that experience marginalization: Hispanic & Latinx individuals, families, and communities African-American & Black individuals, families, and communities	READINGS: Sue et al. 18; Content on D2L

		Asian & Indian American individuals, families, and communities Native & Indigenous individuals, families, and communities	
9	October 20	Gender and gender identity development Cissexism & genderism Transgender & gender expansive individuals, families, and communities Sexism, misogyny, & patriarchy	READINGS: Content on D2L; <i>Disclosure</i> documentary (Netflix)
10	October 27	Affectional identities that experience marginalization: Affectional and sexual identity Heterosexism	READINGS: Content on D2L DUE (10/27): <i>Code Switch</i> & <i>Latino USA</i> Podcast reviews
11	November 3	Election day – Independent study day (no class meeting, complete activities on D2L) GO VOTE	READINGS: Content on D2L
12	November 10	Age & generation & ageism Developmental & acquired disabilities & ableism Religion and spiritual orientation	READINGS: Sue et al. 22 & 24; <i>Crip Camp</i> documentary (Netflix); Content on D2L
13	November 17	Socioeconomic status, poverty, & classism Working with immigrants and families Acculturation and assimilation Sizeism and weight bias	READINGS: Sue et al. 20 & 25; Content on D2L DUE (11/17): <i>Nancy & The Accessible Stall</i> podcast reviews DUE (11/20): Bias resistance (Cultural Immersion) Final Project* <i>*Remember to submit on D2L AND Tevera!!</i>
14	November 24	NO CLASS – UNIVERSITY HOLIDAY	
15	December 1	Photovoice Presentations	READINGS: Content on D2L DUE (12/1): Photovoice presentations
16	December 7	Photovoice Presentations Course Closing	DUE (12/11): Final Exam by 5pm

*Subject to change

Student Services and Technical Resources

Student Services

The [ETSU Services webpage](#) includes a comprehensive list of services available to all ETSU students.

Academic Accommodations for Students with Disabilities

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346. [Visit the Disability Services webpage for more information.](#)

Technical Resources

Help Desk

The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the [Help Desk website](#), call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: itshelp@etsu.edu

Desire2Learn (D2L) Online Help

Many answers to D2L related questions can be found on the [D2L Help Student Home](#). If you are still having trouble finding what you need, contact the Help Desk.

Microsoft Office Software

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the [Office 365 page of the ITS Help Desk website](#).

Turnitin Plagiarism Detection

Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the [Turnitin home page](#).

ETSU Technical Resources

Many other technical resources can be found on the [Online Help webpage](#).

University Information

Face-Covering Policy

Please wear a mask or other appropriate face covering when on campus. Wearing a mask that covers your nose and mouth communicates the care and respect you have for yourself, the care and respect you have for those you live with, and the care and respect you have for other members of this classroom community. The best evidence we have, from public health professionals, is that wearing masks is one of the best ways to protect against the spread of COVID-19 and other airborne illnesses. Students with medical conditions that inhibit their ability to wear masks should register through disability services. For more information, please review the [ETSU Face-Covering Policy](#).

Important Dates

Please refer to the [Academic Calendar](#) for specific drop/add, refund, and withdrawal dates.

Syllabus Attachment

The [ETSU syllabus attachment](#) includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.

ETSU Catalogs

[Current Undergraduate Catalog](#)

[Current Graduate Catalog](#)

Campus Services and Resources

Bucky's Food Pantry

If you find it difficult to afford food, please consider visiting Bucky's Food Pantry, located by the main Central Receiving warehouse by the Buc Ridge Apartment complex, on Treasure Lane (there is a bus stop on the Gold route). Requests for food can be made by completing an application online at <http://www.etsu.edu/foodpantry/forms/request.aspx>. For additional questions about Bucky's Food Pantry, call (423) 439-4234 or email at foodpantry@etsu.edu.

ETSU Counseling Center

This course and many others you will take throughout your training as a counselor require self-reflection and cover sensitive topics that touch most people on a personal, often first-hand level. Consequently, you may feel that you need help with emotions that come up. If you experience any personal discomfort, confusion, or distress during the semester, you do not have to face those issues alone. The ETSU Counseling Center provides personal and career counseling to all ETSU students. If you find that you need support (e.g., family or relationships issues, test anxiety, time and/or stress management, personal crises, etc.), please contact the ETSU Counseling Center at (423) 439-3333 or email at counselingcenter@etsu.edu about their confidential and professional services. The ETSU Counseling Center is located on the 3rd floor of Nell Dossett Hall. The center's hours are Monday-Friday 8:00 a.m. to 4:30 p.m. However, if you have an immediate concern or are in crisis outside of those hours, call (423) 439-4841 and press "2" to talk with a counselor 24 hours a day, 7 days a week.

ETSU Disability Services

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services, which is located on the first floor of Sherrod Library. For additional information, call (423) 439-8346.

ETSU Office of Equity and Diversity

The OED website includes information about the Multicultural Center, Women's Resource Center, SafeZone, and additional resource links. See: <http://www.etsu.edu/equity/default.aspx>

ETSU Services Quick Links

Additional campus resources can be found at <http://www.etsu.edu/etsuhome/services.aspx>