

**College of Education and Human
Development Department of Counseling,
Health & Kinesiology**

EDCG 5342 Counseling Diverse Populations
Spring 2026

Instructor: Isanely Guerrero Kurz, PhD, LPC

Class Time & Location: Wednesdays 5:30-7pm Classroom Hall 307

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Office Hours: Thursdays 10am-2pm

Office Location: Classroom Hall Building 214G

Required Textbooks:

Summers, L. M., Nelson, L., & LCMHC-S, N. C. C. (Eds.). (2022). *Multicultural counseling: Responding with cultural humility, empathy, and advocacy*. Springer Publishing Company.

Course Description:

This course is designed to familiarize students with the cultural differences of special populations of people. Emphasis is placed on ethical use of appropriate counseling techniques for use with the major racial/ethnic groups and other special populations of people such as those within the world of military service, those who are physically or emotionally disabled of different ages, religions, genders or sexual orientations.

Student Learning Outcomes:

Students will be able to:

- a) Verbalize the superordinate nature of multicultural counseling
- b) Identify obstacles to cultural competence
- c) Verbalize the impact of systemic oppression and social justice implications
- d) Select and administer culturally appropriate assessments, skills, and interventions
- e) Identify and articulate racial and cultural identity models
- f) Outline the challenges and strengths of various racial and cultural groups

CACREP Standards:

Section 2: Professional Counseling Identity
Counseling Curriculum

2. Social and Cultural Diversity

- a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. Multicultural counseling competencies
- d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. The effects of power and privilege for counselors and clients
- f. Help-seeking behaviors of diverse clients

- g. The impact of spiritual beliefs on clients' and counselors' worldviews
- h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Section 5: Entry – Level Specialty Areas
C. Clinical Mental Health Counseling

2. Contextual Dimensions

- j. Cultural factors relevant to clinical mental health counseling

Section 5: Entry – Level Specialty Areas
F. Marriage, Couple, and Family Counseling

2. Contextual Dimensions

- m. Cultural factors relevant to marriage, couple, and family functioning including the impact of immigration

TEA School Counseling Standards:

Domain I – Understanding Students

Competency 002 – Student Diversity

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Domain III – Collaboration, Consultation, and Professionalism

Competency 008 – Collaboration with Families

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students

Key Performance Indicator

CACREP CORE OR SPECIALTY AREA: Section 2. F. 2. Social and Cultural Diversity

- b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. Multicultural counseling competencies
- d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. The effects of power and privilege for counselors and clients
- g. The impact of spiritual beliefs on clients' and counselors' worldviews
- h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Students will write a 10-page summative reflection paper describing the development of their culture and perspective on social and cultural issues, including the experiences that informed their current beliefs. Students will identify a cultural identity model they identify with and address how their socio-cultural backgrounds impact their work as a counselor.

Students who score 0-2 on a key performance indicator assignment will meet with the instructor to discuss remediation with the possibility of a Fitness to Practice referral.

Summative Reflection Paper Rubric

Category	5	4	3	2-0	Total
	Above average	Average	Below average	Incomplete to Poor	
Culture/ Family	Above average/excellent information re: birth, nature of family, cultural example important to you and others	Fair to average information about birth, nature of family, examples of culture important to you and others	Below average information re: birth, family, examples of culture important to you and others	Lacks information as to birth, nature of family, important cultural factors and examples	
Interactions with Diversity and Experiences with Discrimination	Above average/excellent information re: amount, types of relationships, discrimination and interacting with diversity	Average information re: amount, types of relationships, discrimination and interacting with diversity	Below average info about diverse interactions, discrimination, relationships and time engaged	Poor to no detail about diverse interactions, discrimination, relationships and time engaged	
Transmission of Views from Caregivers	Above average/excellent information re: learning from environment about all types of diversity and effect.	Average information re: learning from environment, diversity and effect on relating to groups	Some/incomplete information re: learning from caregivers about diversity types and effect.	No or poor details re: learning from caregivers about diversity and effect of learning.	
Cultural identity Model	Above average/excellent detail of stages and model of cultural identity development, including anecdotes	Average detail of stages and model of cultural identity development, including anecdotes	Some details of stages and model of cultural identity development, no anecdotes	No or poor details of stages, challenges, and anecdotes of CID	
Socio-cultural Background Impact	Above average/excellent detail of socio-cultural impact & impact on clients. Goals for cultural competency and social justice.	Fair to average detail of socio-cultural impact view, work with clients, few goals for cultural competency	Below average detail of socio-cultural impact view, work with clients, no goals for cultural competency	No or little information re: socio-cultural factors impacting work/career	
APA Style and Writing	Above average quality of writing and APA style	Fair to average quality of writing and APA style	Below average quality of writing and APA style	Fails to demonstrate quality writing and APA style	

EVALUATION PROCESS:

The professor will complete the following rubric to assess the Summative Reflection Paper. Points correspond to the rating scale below.

Points	Overall Rating	Rating Scale	Rating Scale Description
28-30	Mastery	4	Able to highly perform as a culturally sensitive counselor
22-27	Proficient	3	Able to perform proficiently as a culturally sensitive counselor
17-21	Developing	2	Able to perform, but inconsistently, as a culturally sensitive counselor

11-16	Deficient	1	Lacks ability to perform proficiently in all areas as a culturally sensitive counselor
0-10	Inadequate	0	Unable to perform adequately in a culturally sensitive manner

KEY PERFORMANCE INDICATOR SCORE: _____

Students who score 0-2 on a key performance indicator assignment will meet with the instructor to discuss remediation with the possibility of a Fitness to Practice referral.

Confidentiality and Professionalism Statement

This course engages deeply with issues of diversity, identity, power, privilege, oppression, and lived experience. Because these topics often invite personal and sensitive sharing, it is essential that our classroom operate as a respectful and ethically grounded learning community.

In alignment with the *American Counseling Association (ACA) Code of Ethics*—including standards related to respecting the dignity and welfare of others (A.1.a), safeguarding confidentiality and trust (A.4.a), and maintaining professional responsibility in relationships with colleagues and peers (C.6.a)—all students are expected to uphold the highest standards of professionalism and discretion.

What is shared in this classroom must stay in this classroom. Personal stories, identities, and experiences disclosed by classmates are not to be discussed outside of class. Students are encouraged to participate thoughtfully and authentically while honoring the vulnerability of others. Breaches of confidentiality or unprofessional conduct will be treated as ethical concerns and may impact your standing in the course. This classroom is a space grounded in mutual respect, cultural humility, ethical responsibility, and care for one another's lived experiences.

Class Attendance

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

It is imperative that you are there for all class meetings to interact and share your expertise with your classmates. ***Only two unexcused absences are permitted.*** Any additional absences will result in the deduction of 5 points from your attendance grade. Many of you will be coming to class directly from work. Nevertheless, you will need to schedule to be on time. Arriving to class late twice (more than 15 minutes) will be considered an absence (and may result in a 5-point deduction to your grade.)

Cell Phone/Electronic Device Usage

Cell phones and laptops are not permitted in class unless specifically instructed by the instructor. If cell phones or laptops are used during class without explicit instruction from the instructor, participation points will be deducted. There will be no courtesy warning.

Late Assignments

The due dates and times below are generally not negotiable, as they allow me adequate but limited

time to review your assignment and provide detailed feedback. Any late submissions will be subject to a deduction of 10% of the total points available for the assignment for each day the assignment is turned in late, including weekends. After one week late, assignments will not be accepted, and you will receive a zero for the assignment. Please let me know as soon as possible if there is an extenuating circumstance that might impact your ability to submit your assignment(s) in a timely manner.

Use of Generative AI in Association with Course Assignments

There are a variety of AI programs available to assist writers. AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop over time to develop your own voice as a writer. However, within limited circumstances, and with proper attribution, AI programs may be used as a tool. Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list).

Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

University Policies, Procedures, and Resources

Academic Accommodations for Persons with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You may also contact us via phone at (210) 784-1335, visit us at

<https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu.

Disabilities may include, but are not limited to, attentional learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, Room 202.

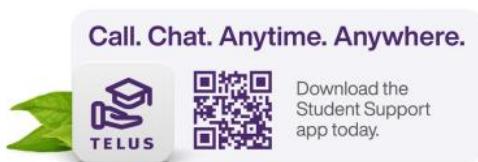
Counseling and Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call (210) 784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services, visit

<https://www.tamusa.edu/studentcounseling>.

Crisis support is available 24/7 by calling the SCC at (210) 784-1331 (select option “2” after hours).

Additionally, the TELUS Student Support App provides a variety of mental health resources including support for in-the-moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information, visit <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student->

[Rights-and-Responsibilities/file-a-report.html](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, Room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant and Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.

5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Use of Generative AI: We recognize that there are a variety of AI programs available to assist writers. AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop over time to develop your own individual voice as a writer. However, within limited circumstances, and with proper attribution, AI programs may be used as a tool.

Research on Human Subjects: Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online: <http://www.tamusa.edu/graduateservicesandresearch/irb/irbforms.html>

Incompletes: The spirit of the “Incomplete” is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances:

1. 70% of the class has been completed and student is passing with a “C” or better.
2. The circumstance for which the “I” is requested is supported with documentation.
3. Student has been attending class on a regular basis. Incompletes are not to be used to remedy excessive absences.

Unforeseen circumstances precipitating the request for an “I” should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an “I”, a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All “I”s will automatically revert to an “F” after one year.

Dropping a Course: Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for “dropping” a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

Course Requirements

CACREP Standards	Course Assignment	Point Allocation	Due Date
2.F.2.a., 2.F.2.b., 2.F.2.c., 5.C.2.j.	Cultural Identity Reflection Post	10	1/24
2.F.2.a., 2.F.2.b., 2.F.2.c., 2.F.2.d., 2.F.2.e., 2.F.2.f., 2.F.2.g., 2.F.2.h., 5.C.2.j., 5.F.2.m.	Four Textbook Quizzes	20 (5 points each)	Quiz 1: 2/15 Quiz 2: 3/15 Quiz 3: 4/5 Quiz 4: 5/3
2.F.2.a., 2.F.2.b., 2.F.2.c., 5.C.2.j.	Textbook Chapter Analysis	20	3/29
2.F.2.a., 2.F.2.h., 5.C.2.j., 5.F.2.m.	Summative Reflection Paper	30	4/12
2.F.2.c., 2.F.2.e., 2.F.2.g.	Multicultural and Social Justice Counseling Competencies Quiz	5	5/8
	Attendance and Participation	15	Ongoing
Total Points		100	
	Optional Extra Credit: Basics of APA	3	3/1

Quizzes: There will be a total of five quizzes. Four quizzes will cover the indicated chapters of the assigned textbook and one quiz will cover the Multicultural and Social Justice Counseling Competencies. All quizzes will be completed virtually, on Blackboard.

- Quiz One: Chapters 1-6, Chapter 22, Chapter 25
- Quiz Two: Chapters 7-10, Chapters 16-17
- Quiz Three: Chapters 11-15, Chapters 18-19, Chapter 23
- Quiz Four: Chapters 20-21, Chapter 24, Chapters 26-28
- Quiz Five: Multicultural and Social Justice Counseling Competencies

Textbook Chapter Analysis: Students will select one chapter from the course textbook that represents a **cultural identity different from their own**. Based on this chapter, students will write a four-page analysis aligned with the Multicultural and Social Justice Counseling Competencies (MSJCC) framework. Students are encouraged to reflect thoughtfully on how the material challenges or expands their current perspectives as emerging counselors.

Students will answer the questions listed below to complete the analysis. Please use in-text citations, and a reference page in alignment with APA 7th edition. At least one peer-reviewed APA reference source expected.

Attitudes and Beliefs:

- How did the textbook chapter contribute to your own self-awareness (e.g., perceptions related to your own power, privilege, oppression, strengths, limitations, assumptions, attitudes, values, beliefs, and

biases)?

- How were you previously socialized to conceptualize the topics described in the textbook chapter?

Knowledge:

- What information from the textbook chapter helped expand your knowledge about experiences and worldviews different from your own?

Skills & Advocacy:

- Describe specific ways that the content gleaned from the textbook chapter will inform your future counseling practice (e.g., where you plan to practice, any specialties you might attain, relevant therapeutic interventions, etc).
- Describe specific ways that the content gleaned from the textbook chapter will inform how you might advocate with, and on behalf, of clients at the intrapersonal, interpersonal, institutional, community, public policy, and/or international/global levels.

Textbook Chapter Analysis Scoring Rubric	
Item	Points
Student clearly explains how textbook chapter helped enhance their own self-awareness.	3
Student clearly explains how they were previously socialized to conceptualize topics presented in textbook chapter.	3
Student identifies information from the textbook chapter that helped expand their knowledge about worldviews different from their own.	3
Student effectively identifies how textbook chapter informs their future counseling practice.	3
Student identifies how textbook chapter informs a specific advocacy strategy.	3
Any ideas or claims presented are effectively supported with in-text APA citations.	3
APA reference page is provided, and the references are correctly formatted.	2
Total Points Possible	20

Summative Reflection Paper: Students will write a summative reflection paper describing the development of their culture and perspective on social and cultural issues, including the experiences that informed their current beliefs. Students will identify a cultural identity model they identify with and address how their socio-cultural backgrounds impact their work as a counselor. This assignment will be graded according to the rubric provided under the Key Performance Indicator section of this syllabus. Title and Reference Page expected. At least one APA citation expected. Maximum of 30 points.

Cultural Identity Reflection Post: For this assignment, students will create a short blog-style post on Blackboard reflecting on key aspects of their cultural identity. You will select and describe a meaningful object, symbol, or artifact that represents an important part of who you are (e.g., a family item, tradition, photo, book, recipe, or personal keepsake). In your post, explain what the object is, where it comes from, and how it connects to your values, background, lived experiences, and social identities. The goal is to

promote self-awareness, cultural humility, and empathy—essential competencies for counselors working with diverse populations.

Posts should be respectful, authentic, and aligned with the course expectations for confidentiality and professionalism. Share only what you feel comfortable disclosing, and honor the vulnerability and experiences of your classmates. Students may choose to write a blog post with an uploaded photo of the object or make a short video post sharing your cultural item and reflection. Students will also respond to at least two peers' post.

Cultural Identity Reflection Post	
Item	Points
Thoughtful, insightful reflection on identity and meaning of the object; clear self-awareness and connection to lived experience.	3
Object is clearly and meaningfully linked to cultural background, values, social identities, or experiences.	3
Completes required peer replies with thoughtful, supportive, and substantive responses	2
Post/video is clear, well-organized, and easy to follow; ideas flow logically. Meets all format requirements (blog, photo, or video)	2
Total Points Possible	10

APA 7th Edition Optional Extra Credit: Complete the quiz for the [**Basics of APA Guide**](#) tutorial. Upon completing the tutorial, you will receive a certificate of completion with your name. Upload your certificate of completion on Blackboard to earn three points extra credit.

Course Calendar:

Week	CACREP Standards	*Date	Topic	Assignment Due
Week 1	2.F.2.a.,b.,c., d., e., f., g., h.	1/21	Syllabus Review Becoming a Culturally Responsive Counselor; Offering Anti-Oppressive Counseling	Readings: Chapters 1 & 2 Cultural Identity Reflection Post Due 1/24 Response to Peers Due 1/28
Week 2	2.F.2.a.,b.,c., d., e., f., g., h.	1/28	Counseling with Cultural Humility; Social Justice & Advocacy Readiness	Readings: Chapters 3 & 4
Week 3	2.F.2.a.,b.,c., d., e., f., g., h.	2/4	Culturally Responsive Counseling Related to Poverty, Middle Class, and Affluence; Broaching Race and Other Cultural Identities; Multicultural & Social Justice Counseling Competencies; ACA Code of Ethics	Readings: Chapter 22 Chapter 25 Multicultural & Social Justice Counseling Competencies ACA Code of Ethics

Week 4	2.F.2.a.,b.,c, d., e., f., g., h.	2/11	Culturally Responsive Counseling for Clients of: African American, African, and Afro-Caribbean Descent; Asian American and Pacific Islander Descent; Cross' Black Identity Development Model	Readings: Chapters 5 & 6 Quiz 1 Due 2/15
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Week 5	2.F.2.a.,b.,c, d., e., f., g., h.	2/18	Culturally Responsive Counseling for Clients of: Latinx Descent; Native American Descent; European American Descent Hardiman's White Racial Identity Development Model; Helm's White Racial Identity Development Model	Readings: Chapter 7 Chapter 8 Chapter 9
Week 6	2.F.2.a.,b.,c, d., e., f., g., h.	2/25	Culturally Responsive Counseling for Clients of: Multiracial Descent; Jewish Descent; Muslim and Middle Eastern/North African Descent	Readings: Chapter 10 Chapter 16 Chapter 17 Quiz 2 & Optional Extra Credit Due 3/1
Week 7	2.F.2.a.,b.,c, d., e., f., g., h.	3/4	Culturally Responsive Counseling for Lesbian, Gay, Bisexual, Queer++ Clients; Transgender Clients	Readings: Chapter 11 Chapter 12
Week 8		3/11	Spring Break: No Class	
Week 9		3/18	Culturally Responsive Counseling for Women and Men Clients	Readings: Chapter 13 Chapter 14
Week 10		3/25	Culturally Responsive Counseling for Religion, Spirituality, and Other Faiths Client; Older Adults; Disabilities and Addressing Ableism; Culturally Responsive Counseling with Polyamory, Kink, and Taboo Culture	Readings: Chapter 15 Chapter 18 Chapter 19 Chapter 23 ASERVIC Spiritual Competencies (2009) Textbook Chapter Analysis Due 3/29

Week 11	2.F.2.a.,b.,c, d., e., f., g., h.	4/1	Textbook chapter analysis discussion groups	Quiz 3 Due 4/5
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Week 12	2.F.2.a.,b.,c, d., e., f., g., h.	4/8	Culturally Responsive Counseling With Immigrant and Refugee Clients; Culturally Responsive Counseling With Military; Gamer Culture & Related subcultures	Readings: Chapter 20, 21, 24 Summative Reflection Paper Due 4/12
Week 13	2.F.1.m.; 2.F.2.a.; 2.F.2.c.; 2.F.2.e.; 2.F.7.b.; 2.F.2.e.; 2.f.2.m.; 5.C.2.a.	4/15	Cultural Considerations for Assessment, Diagnosing, and Treatment Planning	Readings: Chapter 26
Week 14	2.F.2.a.,b.,c, d., e., f., g., h.	4/22	Cultural Considerations for Supervision, Inclusive Workplaces	Readings: Chapter 27 Chapter 28
Week 15	2.F.2.a.,b.,c, d., e., f., g., h.	4/29	Review Multicultural and Social Justice Counseling Competencies and Counseling Competencies Scale- Revised (CCS-R)	Readings: Multicultural and Social Justice Counseling Competencies (2015) CCS-R Document Quiz 4 Due 5/3
Week 16	2.F.2.c., 2.F.2.e., 2.F.2.g.	5/6	No Class Online Multi-Cultural & Social Justice Counseling Competencies Quiz Due 5/8	