

Spring 2018

## CE 534 Syllabus: Multicultural and Diversity

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<b>Winona State University</b> Counselor Education Department CE 534: Multiculturalism and Diversity Spring 2018 Semester Hours: 3		
<b>Course Location</b>	This class is an online course offered asynchronously.	
<b>Instructor</b>	Professor Robin Alcala Saner	
<b>Instructor Phone &amp; E-Mail</b>	(507)535-2541; rsaner@winona.edu	
<b>Program Website</b>	<a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a>	
<b>Instructor Office Location</b>	400 South Broadway, Rochester, 308	
<b>Instructor Office Hours:</b>	Monday: 3:00pm - 5:00pm; Tuesday: 1:00pm - 5:00pm; Thursday: 1:00 - 5:00pm; other hours by appointment	

## I. COURSE DESCRIPTION

- The purpose of this course is to: (1) promote student growth and development through the learning and practice of basic communication and helping skills; (2) study cultural diversity as it relates to human relations and communication; (3) examine gender and sexual orientation in terms of human relations and communication; and (4) address human relations and communication as they relate to special populations (persons with disabilities, older adults, economically disadvantaged individuals, children, etc.). This course will also cover substance abuse issues as relates to diverse cultures, specifically as addressed by the Substance Abuse and Mental Health Services Administration (SAMHSA) Treatment Improvement Protocol (TIP) 59. Grade only. Offered spring and summer terms.

## II. COURSE PREREQUISITES

1. Good standing with WSU/College/CED, and graduate status.
2. No specific undergraduate/graduate course pre-requisites are required for admission to the course.

## III. COURSE OBJECTIVES

Students who complete this course will:

1. Develop an understanding of their cultural identity and recognize how culture influences perception and experience.
2. Differentiate between key concepts of culture, race, diversity, and oppression and recognize how they impact future clients.
3. Recognize cultural differences and identify appropriate strategies for interfacing with culturally diverse individuals.

4. Identify knowledge and skills necessary for becoming a culturally competent professional and incorporate cultural competence into their professional plan with specific goals.

**IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY**

Sue, D. W. (2015). *Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race*. Hoboken, NJ: Wiley.

Sue, D. W. & Gallardo, M.E. (2014). *Case studies in multicultural counseling and therapy*. Hoboken, NJ: Wiley.

**\*TIP 59:** *A treatment improvement protocol: Improving Cultural Competence (2014)*. US Department of Health and Human Services Administration: Center for Substance Abuse Treatment, Rockville, MD. **\*Found on D2L or can be ordered from <https://store.samhsa.gov/product/TIP-59-Improving-Cultural-Competence/SMA15-4849>**

**Additional readings will be posted by the Instructor/group leader on D2L (see Course Schedule)**

**V. COURSE CONTENT AREAS**

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2009) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 534 are included.

2009 CACREP STANDARDS CORE	LOCATION OF EVALUATION				quizzes
	Weekly discussions	StoryCorps Interview	Cultural Experiences	Podcast	
<b>1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE</b>					
1i. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	X		X	X	
<b>2. SOCIAL AND CULTURAL DIVERSITY</b>					
2a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally	X	X	X		X
2b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients.		X	X	X	

2c. Theories of multicultural counseling, identity development, and social justice.	X				X
2d. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.	X		X	X	X
2e. Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.	X				X
2f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	X			X	X
<b>3. HUMAN GROWTH AND DEVELOPMENT</b>					
3d. Theories and models of individual, cultural, couple, family, and community resilience.	X		X		X

2009 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION				Quizzes
	Weekly discussions	StoryCorps Interview	Cultural experiences	Podcast	
<b>DIVERSITY AND ADVOCACY</b> <b>E. Knowledge</b>					
E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	X			X	X
E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	X	X	X	X	X
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.	X			X	X
E4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.	X		X	X	
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.	X	X	X	X	X
E6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	X				
<b>ASSESSMENT</b> <b>G. Knowledge</b>					

G2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.					X
<b>2009 CACREP STANDARDS School Counseling</b>	<b>LOCATION OF EVALUATION</b>				
<b>DIVERSITY AND ADVOCACY E. Knowledge</b>					
E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	X				X
E2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	X	X	X		
E3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	X				X
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.	X		X	X	X

## VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

- A. Online discussions – weekly group discussions on course content and current, relevant issues
- B. Case studies and responses to structured exercises
- C. Use of technology and media including:
  - a. Video recordings
  - b. Podcasts
  - c. Films
  - d. Power Points
- D. Reflective self-evaluations and peer feedback

## VII. COURSE EVALUATION METHODS

- Add rows as needed
- Link assignments to course objectives outlined in section III above
- Link assignments to CACREP standards outlined in section V. above

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC/School	Due Date	Points
1-4	Weekly discussions	1i;2a,c,d,e,f;3d/ 1-5/ 1-4	Weekly	150
1-4	StoryCorps interview	2a,b/E2,5/E2	2/7/18	100
1-4	Multicultural experiences	1i;2a,b,d;3d/E2,4,5/E2,4	4/4/18	150
1-3	Podcast	1i,2b,d,f/E1-5;E4	4/22	100
1-4	Quizzes	2a,c,d,e,f,3d/E1-3,5/E1,3,4	3/2 & 4/30	50
				<b>550</b>

### A. Description of Assignments

Assignments are expected on time. If for some reason a student has difficulty meeting course expectations, the student is responsible for notifying the instructor immediately to work out an alternate plan agreed upon by both parties. *Late assignments will result in a minimum 10% reduction in the grade. Lack of instructor permission may result in no credit for assignment.*

The assignments for this class will require planning as you will need to schedule time in advance for interviews, activities, etc. Please plan ahead so you can complete the projects on time. **All papers are to align with the APA guidelines.** Reflection papers do not require all APA guidelines, but must have a cover page, follow APA guidelines for margins and font, and be in a word document. There will be a D2L assignment dropbox for all assignments.

#### 1. Discussion participation (10 points each x 15 = 150 pts)

*On-line:* Students will be assigned groups and each week the discussion will align with the course readings, assignments or current world events. Weekly discussion topics will be posted by Wednesday, and must be responded to by Saturday night. Additionally, you must respond to at least two group members by the following Monday night. It is expected that each group member read all group member posts.

The first discussion post will be a 2 minute video/audio introduction of yourself. You will respond to your groupmates introductions via the discussion board.

#### *Discussion Netiquette*

1. Treat discussion posts as any other class contribution:
  - Use appropriate language without slang;
  - Use language that everyone can understand;

- Identify sources when you quote something.
2. Read all of your group members' posts:
    - Provide constructive feedback in a respectful way;
    - Ask questions when you are unclear or want further information;
    - When you disagree, avoid attacking language and use "I" talk (i.e., "I have a different perspective, as my reaction to the book was . . .")
  3. Maintain confidentiality:
    - Do not share another person's post without their permission;
    - Do not use identifying information when sharing another person's story.

## 2. *RLT 1 - StoryCorps (100 pts.)*

The purpose of this activity is to gain an appreciation of someone through the story process. This person must be from a culture different from your own and from a traditionally oppressed population. It must be someone who is not close to you, but you may know them through another person or experience (for instance, a close friend, significant other or family member would not be an appropriate choice, but a co-worker, acquaintance, classmate, etc. would be okay). Your goal is to have them tell their story, not in a formal interview, but through asking thoughtful questions in a "conversational" format. The steps for this assignment:

1. Upload the "StoryCorps" app to a device (cell phone, computer, ipad are all options) <https://storycorps.me> . If you do not have a device that can work, let the instructor know and we will work on getting something for you to work with.
2. Listen to at least two of the recordings posted on <https://storycorps.org> to hear other stories.
3. Find an adult who is willing to be interviewed and recorded. If they do not want you to post publically, you will need to post the recording in your discussion board. If you are unsure of the appropriateness of your choice, please contact the instructor for clarification.
4. Schedule a time, and utilizing the StoryCorps app, interview the adult. (If you are not posting to StoryCorps, you will need a device to record and be able to upload to D2L)
5. Post the recording—be sure to get permission to post from your interviewee.
6. Write a 1-2 page reflection paper about the experience. A reflection paper is written in the first person and is an opportunity to critically examine your learning experience. Some things to reflect on:
  - a. What did you learn about/from the person's story?
  - b. How, if at all, did this experience change your perspective?
  - c. What was the most significant part of the interview?
  - d. What do you wish you had asked or learned?
  - e. How will you respond differently to similar people because of this experience?
7. You will listen to your group members interviews and discuss the experience.

### 3. RLT 2 - Cultural experiences (150 pts.)

For this assignment, you will have two experiences that will take you out of your comfort zone and expose you to something outside of your regular cultural activities. One activity is being “prescribed” and the other will be an experience of your choice.

1. You will eat a meal at a location where free meals are provided. You are not to identify yourself as a student, as the purpose is to experience things from the perspective of the people who are there.
2. You will also choose an experience outside of your personal cultural experience. Since we all have different cultural norms, you will need to determine what differs from your experience. The experience must involve interacting with people— for instance, serving a meal rather than stacking food in a warehouse. It must be an experience you haven’t had prior, but you may bring another person along or do it with a classmate. ***If you are unsure if your experience meets course requirements, please contact the professor.*** Some possible experiences include (*but are not limited to*):
  - Going to a mosque, Synagogue, Temple, other spiritual center that is not similar to your current practice
  - Volunteering at a Senior Center or nursing home
  - Volunteering at a Special Olympics event
    - <http://specialolympicsminnesota.org/events/>
    - <http://www.specialolympicswisconsin.org/>
  - Volunteering at a soup kitchen, food shelf, shelter, Family Promise, Salvation Army (<http://www.ihn-greater-rochester.org/> )
  - Attending a Pride event
  - Going to a Pow Wow or other Native American activity
    - <http://calendar.powwows.com/events/categories/pow-wows/pow-wows-in-minnesota/>

Following this meaningful experience, you will write a 2-3 page paper in APA format about your experience:

- Write a BRIEF (no more than 2 paragraphs) description of what you did.
- Reflect on what the experiences. Things you may want to reflect on:
  - What did you learn?
  - What surprised you?
  - What will you “takeaway” from these experiences?
  - What was your emotional response?
  - What would you like other people to know about your experiences?
  - How will this impact your future profession?
- Finally, based on what you learned, how can you advocate for people who are oppressed? Identify one thing you will do (i.e., volunteering, sharing your story, writing legislators,

etc.) to be an advocate. Be specific about the population and how your efforts will be helpful.

#### **4. RLT 3 - Podcast (100 points)**

Your group will be assigned a case study from the Sue & Gallardo book. You will create a podcast, utilizing technology to record and post the discussion. If you are unfamiliar with the podcast format, please listen to one to learn to understand the format.

##### **Podcast reflection**

The podcast is one format for having a discussion regarding multiculturalism. By creating the podcast assignment, we pulled together the following:

- Knowledge of topic
- Participation in the multicultural discussion
- Identification of counseling tools/techniques for working with diverse individuals
- Facilitation skills
- Critical thinking

As a follow-up creating and participating in the podcast, you will listen to one additional podcast and write a 2-page reflection paper on the entire experience. Some of the things you *may* want to address:

- Benefits and challenges of having the podcast discussion
- How do you think the discussion would have been different if we did it the first week of class?
- What did you learn from your group's case regarding working with that particular client?
- What did you gain from the other podcasts?
- Did you have any "aha" moments from this experience?
- Have you gained any new insights or ideas regarding certain clientele?
- Do you learn anything about yourself or others through this process?

#### **5. Quizzes (50 points: 25 points each)**

There will be two multiple choice quizzes (mid-term and final) based on the assigned readings. They will be available on D2L on assigned dates.

## **B. Grading for Course**

Discussions will be graded weekly, quizzes will be graded immediately upon completion, and projects will be graded with 2 weeks of the due date. If an assignment is turned in late, it will be graded within 2 weeks of the date it is turned in. All assignments will be turned into D2L and grades will be posted via D2L.

##### **Grading scale:**

A = 90-100% = 550 – 495 points



**StoryCorps Rubric (100 points)**

<b><i>Points Possible</i></b>	<b><i>10 points</i></b>	<b><i>5-7 points</i></b>	<b><i>1-4 points</i></b>
<b><i>Relevance</i></b>	Appropriate choice for interviewee with pertinent questions	Interviewee or some questions may not be pertinent to assignment	Interviewee choice and questions do not align with assignment
	<b><i>21-30 points</i></b>	<b><i>11-20 points</i></b>	<b><i>Below 10 points</i></b>
<b><i>Interview</i></b>	Clear articulation of questions during interview with excellent rapport	Mostly clear articulation of questions with good rapport	Vague articulation of questions during interview
	<b><i>21-30 points</i></b>	<b><i>11-20 points</i></b>	<b><i>Below 10 points</i></b>
<b><i>Format</i></b>	Excellent writing skills, no grammatical errors, thorough, and within the approximate page limitation	Good writing skills, few errors, complete and within the approximate page limitation	Poor writing skills. Several errors. Inadequate length.
	<b><i>21-30 points</i></b>	<b><i>11-20 points</i></b>	<b><i>Below 10 points</i></b>
<b><i>Depth of Understanding</i></b>	Student thoroughly addresses every component of paper, and provides exceptional depth and reflection in writing.	Student adequately addresses every component of paper, and provides sufficient depth and reflection in writing.	Student does not address every component of paper, or provides insufficient depth and reflection in writing.
<b><i>TOTAL POINTS</i></b>			

**CULTURAL EXPERIENCE RUBRIC (150 points)**

	<b><i>26-30 points</i></b>	<b><i>21-25 points</i></b>	<b><i>Below 21 pts.</i></b>
<b><i>Format (30 pts.)</i></b>	Excellent writing skills, no grammatical errors, thorough, and accurate APA format	Good writing skills, few errors, and accurate APA format	Poor writing skills. Several errors. Inadequate APA format
<b><i>Format Grade</i></b>			
<b><i>Depth of Experience</i></b>	<b><i>31-35 points</i></b>	<b><i>25-30 points</i></b>	<b><i>Below 25 points</i></b>

<i>Meal experience (35 points)</i>	Thoroughly meets every component of assignment and insightful description of experience.	Adequately meets every component of assignment and satisfactory description of experience.	Does not meet every component of assignment and/or insufficient description of experience.
<i>Individual choice experience (35 points)</i>	Thoroughly meets every component of assignment and insightful description of experience.	Adequately meets every component of assignment and satisfactory description of experience.	Does not meet every component of assignment and/or insufficient description of experience.
<b><i>Depth grade</i></b>			
	<b><i>45 – 50 points</i></b>	<b><i>40 - 44 points</i></b>	<b><i>Below 40 points</i></b>
<i>Reflection (50 points)</i>	Exceptional depth of reflection and personal impact of experience	Sufficient depth of reflection and personal impact of experience	Insufficient depth of reflection and limited evidence of person impact of experience.
<b><i>Reflection grade</i></b>			
<b>TOTAL</b>			

**PODCAST RUBRIC (100 points)**

	34-40 points	25-34 points	Below 25 points
<b><i>Format (40 points)</i></b>	Format followed and is well-planned out, discussion flows and easy for listener to follow.	Format is planned out with some discussion issues (extended pauses, talking over each other, etc.). Listener can follow along.	Poor planning or difficult to for listener to follow.
<b><i>Format grade</i></b>			
	26-30 points	21 – 25 points	Below 21 points
<b><i>Participation (30 points)</i></b>	Active participant in podcast; well-prepared and articulate responses.	Participates in podcast and responds to all questions.	Not well-prepared or limited participation in podcast.
<b><i>Participation grade</i></b>			
	26-30 points	21-25 points	Below 21 points
<b><i>Reflection (30 points)</i></b>	Exceptional depth of reflection.	Sufficient depth of reflections	Insufficient depth of reflection.
<b><i>Reflection grade</i></b>			
<b>TOTAL</b>			

**VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES****A. University Expectations and Resources**

**Diversity Statement:** This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

**Academic Integrity:** Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

**Electronic Device Notice:** As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

**Laptop/PDA Policy:** Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

**Class Visitor Policy:** Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

**E-mail Policy:** You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

**Accommodations:** Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

**Commitment to Inclusive Excellence:** WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

## B. Graduate Student Resources

**General Information:** Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,  
([www.winona.edu/rochester/](http://www.winona.edu/rochester/)):

RCTC Counseling Center, UCR Room SS133; 285-7260

([www.rctc.edu/counseling\\_career\\_center/](http://www.rctc.edu/counseling_career_center/))

UCR Learning Center, UCR Room AT306; 285-7182

**Counseling Services:** Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

**Other Support Services:** WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here:

<http://www.winona.edu/diversity/22.asp>.

**UCR Learning Center – Rochester:** For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

**Writing Center - Winona:** The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

**Student Grievances:** Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:

<http://www.winona.edu/sld/studentgrievance.asp>

**IX. COURSE SCHEDULE**

<b>WEEK</b>	<b>Topic</b>	<b>CACREP Standards</b> <i>Core/CMHC/School</i>	<b>Activities &amp; Assignments</b>
<b>1</b> Week of 1/8	<i>Introduction &amp; syllabus posted</i> <i>Ground rules</i> <i>Groups assigned</i>		<b>1/12 – Introduction due</b> 1/14 – Responses due <b>READ: TIP 59</b> Chpt. 1
<b>2</b> Week of 1/15	<i>Cultural competence &amp; race</i> <i>(Core competencies)</i> <i>Beginning the race talk –what is it?</i>	<b>2a,c,f/E2,E5</b>	READ: Sue, Chapters 1 & 2, <b>TIP 59</b> Chapter 2
<b>3</b> Week of 1/22	<i>Stories &amp; narratives</i>	<b>2b/E1,2,5/E1-4</b>	READ: Sue, Chapter 3
<b>4</b> Week of 1/29	<i>Ground rules for the Race Talk</i> <i>Myths</i> <i>Culturally responsive treatments</i>	<b>2c,f;3d/E1,2,5/E1</b>	<b>READ: Sue, Chapters 4 and TIP 59</b> Chapter 3
<b>5</b> Week of 2/5	<i>Nonverbal communication &amp; avoidance</i> <i>Organization competence</i>	<b>2b,e/E1-2/E2</b>	<b>StoryCorps Due 2/7</b> <b>READ: Sue, Chapters 5 and TIP 59</b> Chapter 4
<b>6</b> Week of 2/12	<i>Strategies for starting the discussion</i> <i>Treatment needs of clients</i>	<b>2d,f/E1,2,4/E4</b>	READ: Sue, Chapters 6 and <b>TIP 59</b> Chapters 5 & 6
<b>7</b> Week of 2/19	<i>Difficult dialogues</i> <i>Assessing one’s own cultural competence</i>	<b>2b,c,f/E4/E2</b>	READ: Sue, Chapter 7 TIP Appendix C
<b>8</b> Week of 2/26	<i>Identity development</i>	<b>2a,c,d,e,f,3d,1i/E1-3,5/E1,3,4</b>	READ: Sue, Chapter 8 <b>QUIZ 1 Midterm</b>
Week of 3/4	<i>WSU Spring Break</i>		
<b>9</b> Week of 3/12	<i>Being a change agent</i>	<b>2f/E2-4/E1</b>	READ: Sue, Chapter 9
<b>10</b> Week of 3/19	<i>Next steps – helping others talk about race</i>	<b>1i,2b/E2,3/E2</b>	READ: Sue, Chapter 10
<b>11</b> Week of 3/26	<i>Strategies</i>	<b>2b-d/E4/E2,3</b>	READ: Sue, Chapter 12
<b>12</b> Week of 4/2	<i>Share cultural experience</i> <i>Practice podcast</i>	<b>1i,2b/E1,3,4/E2</b>	<b>Cultural experience due 4/4</b> READ: Sue & Gallardo Chapter 1
<b>13</b> Week of 4/9	<i>Cultural experience feedback/discussion</i>	<b>1i;2a,b,d;3d/E2,4,5/E2,4</b>	READ: Sue & Gallardo Group assignment

14 Week of 4/16	<i>Podcast created</i>	<b>1i,2b,d,f/E1-5;E4</b>	<i>Podcast due 4/22</i>
15 Week of 4/23	<i>Review</i>	<b>2a,c,d,e,f,3d/E1-3,5/E1,3,4</b>	<i>Podcast reflection due 4/29</i>
<b>16</b>	<b>FINAL QUIZ WEEK OF 4/30</b>		