

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**COUN 8970 Advanced Multicultural and Social Justice Issues in Counseling**

**Fall 2019**

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| **Time:** | Thursday 4:00PM – 6:50PM | **Class Location:** Haley Center 3334 |
| **Instructor:** | Alfredo F. Palacios, PhD LMHC NCC | **Email:** afp0020@auburn.edu |
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**DESCRIPTION:**

This course is intended to engage advanced topics, models, theories, and research that emanate from the historical and current multicultural counseling and psychology literature. The course

will also incorporate a global perspective, and we will devote significant time to developing a deep understanding of both the historic and current roles of colonialism, and it’s continuing impact on the multicultural society of today. We will closely examine issues of social justice, and

how these affect our clients and both our conceptualizations and responses. We will look at our own knowledge, preconceptions, understandings and other issues which impact our abilities to

work with others who may be very different from ourselves.

This is a critical backdrop to prepare counselors to be multiculturally competent in a global society. As our roles as mental health professionals stretch well beyond the traditional “therapy hour” it is becoming increasingly necessary to meet our clients where they culturally and socially reside. In preparing to do so, this course may challenge your preconceptions about what constitutes “counseling”, and what exactly is the role of the counselor in today’s multicultural society. Moreover, students will explore the philosophical and sociological implications of helping, teaching, and conducting research in a global society.

It is also fair to say that this course will likely be challenging and uncomfortable at times. It is not really possible to address issues of racism, inequality and social injustice without looking at those issues from both historical and current perspectives. As perceptions of these are both based on our own history and seen through our own cultural lens they are not necessarily universal, nor are they what we commonly assume them to be, and this gap can be disturbing. I would ask that everyone approaches what we do with an open mind, and in the spirit of both learning and kindness.

**REQUIRED TEXTS:**

Adams, M., Blumenfeld, W. J., Castaneda, C., Hackman, H. W., Peters, M. L., & Zuniga, X. (2018). *Readings for diversity and social justice* (4th ed.). New York, NY: Routledge.

Additional required reading will be in the form of scholarly articles found on Canvas listed in course schedule.

**COURSE ASSIGNMENTS / REQUIREMENTS / EXPECTATIONS**

**Mission Statement**

The Counselor Education (CED) programs at Auburn University offer high quality graduate education programs for counselors and counselor educators. The program includes Master’s level counseling degrees in [Clinical Mental Health Counseling](http://www.education.auburn.edu/graduate-degree-cert/clinical-mental-health-counseling-m-ed), [Clinical Rehabilitation Counseling](http://www.education.auburn.edu/graduate-degree-cert/clinical-rehabilitation-counseling-m-ed-m-s/), and [School Counseling](http://www.education.auburn.edu/graduate-degree-cert/school-counseling-m-ed/). The program also offers a doctoral degree in [Counselor Education](http://www.education.auburn.edu/graduate-degree-cert/counselor-education-ph-d/). The primary mission of the program is to develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area.

To accomplish this mission, the program focuses on the development of competencies necessary to address developmental, emotional, psychological, social and environmental barriers to educational achievement and personal development. Students are provided the opportunity to engage in rigorous and challenging educational experiences focused on enhancing their skills and knowledge. Integrated into these experiences is an emphasis on ethical and legal principles, as well as the enhancement of technological competence. Further, the department seeks to foster a culture in which individual creativity, professional identity, and scholarship are reinforced and nurtured.

A central foundation of the Counselor Education mission is the preparation of counselors and counselor educators to work in an increasingly diverse society. This mission parallels the diversity and inclusion mission of Auburn University. To meet this goal the program focuses on the development of the skills and knowledge needed to work with individuals from diverse backgrounds and abilities. The program believes that meeting this goal requires students and faculty engage in the application of advocacy and social justice principles as counseling professionals within the program, University, communities and schools.

**Student Learning Objectives**

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| CACREP Standard Achieved | Curriculum Experience | Outcome Assessment |
| 2.F.2.a  Multiculturalism and pluralistic characteristics within and among diverse groups nationally and internationally | * This course is designed to present relevant literature and theories regarding the pluralistic nature of the human condition * Students will be provided many opportunities in class and in assignments to apply these concepts to themselves and dynamics of cross-cultural dialogue | * In class seminar * Weekly individualized journals * Interview assignment |
| 2.F.2.b  Theories and models of multicultural counseling cultural identity development, and social justice and advocacy | * Students will be introduced to numerous theories regarding cross-cultural helping relationships and learn their application in counseling * Students will be encounter a wide variety of theoretical perspectives including both individual and systemic paradigms of helping | * In class seminar * Weekly individualized journals * Cumulative reflection assignment * Interview assignment |
| 2.F.2.c  Multicultural counseling competencies | * Students will be provided an opportunity to learn and apply concepts of multicultural competence * Students will be mindful of and reflect upon aspects of their professional development relevant to these competencies | * Weekly Individualized journals * Group presentations * Interview assignment |
| 2.F.2.d  The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individuals’ view of others | * Students will receive coaching and mentoring regarding ways to engage in productive dialogue about another’s heritage and worldview | * In class seminar * Interview assignment * Instructure and peer feedback * Emersion experience |
| 2.F.2.e  The effects of power and privilege for counselors and clients | * Theories of power and privilege in the helping professions will be discussed * Historical viewpoints will be considered and integrated into course delivery * Students will be challenged to appraised their own status of social privilege and dynamic that creates in therapeutic alliance | * In class seminar * Weekly individualized journals * Interview assignment * Emersion experience |
| 2.F.2.f  Help-seeking behaviors of diverse clients’ | * Students will be provided with detailed case studies illustrating these concepts * Class lecture and seminar discuss the nuances of help-seeking behavior and foster conversations informed in this fashion. | * Group presentations * In class seminar |
| 2.F.2.g  The impact of spiritual beliefs on clients’ and counselors’ worldviews | * Several sections of the course explore spirituality in class lecture and seminar. * Students will be provided an opportunity to encounter different spiritual paradigm in theory and in person * Students will learn to foster dignified dialogue surrounding this topic | * Emersion experience * Interview assignment * In class seminar |
| 2.F.2.h  Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination | * Students will be introduced to theories and techniques that will allow them to identify and address barriers in cross-cultural helping relationships. * Students will encounter detailed case studies as a group and derive tools to carry into professional practice | * Weekly individualized journals * Emersion experience * Interview project * Group presentation |

**Assignments and Instruction Rationale**

One tenet of cross-cultural learning (and learning generally) is that different people learn best in different modalities The evaluation and assignments in this course are meant to be dynamic and flexible for all learners (hooks,1994). Research indicates that higher levels of learning occur when students are highly participatory (Grunert, 1997). Through group dialogue and debate student more likely to apply, analyze and evaluate newly-learned constructs (Bloom et al., 1956).

All classroom activities will involve action cognition and emotion, and when they are accompanied by reflection they often result in knowledge that can be transferred across different settings (Kolb 1984). Class time will primarily be spent in seminar format. This process pronounces the notion that a shared commitment to one another often results in self enhancement and movement toward a liberation from habitual thinking (Beauvior,1949).

Your final grade will represent your success on assignments, attendance, and in-class participation.

In addition, as educators and leaders in the profession our participation in peer-reviewed scholarship is essential. Another objective of this course is to provide a peer-supported setting that results in a manuscript to be submitted to a peer-reviewed scholarly journal (ex. Journal for Social Action in Counseling and Psychology). Producing knowledge and contributing to the body of scholarship most used by the profession is a crucial mode of advocacy and leadership. Students being prepared and participatory in seminar is emphasized for achievement of a successful score in the course.

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| **Course Assignment** | **Due Date** | **Points Available** |
| Final Manuscript Topic and Rationale | 9.12.19 | 50 |
| Intervention Presentation | 9.19.19; 9.26.19; 10.3.19; 10.17.19 | 100 |
| Manuscript First Draft | 10.24.19 | 75 |
| Manuscript Final Draft | 11.21.19 | 125 |
| Seminar Participation | Weekly | 50 |
| Journal Entries | 9.12.19; 10.3.19; 10.24.19; 11.14.19 | 100 |
| **Total** |  | **500** |

**Final Manuscript Topic and Rationale**

This writing assignment consists of two parts. The first is the topic that each student will focus on for their final manuscript of the semester. This topic will be submitted by way of a cover letter typical of journal manuscript submission. This assignment requires students to identify a journal, target the individualized criteria for submission per each journal, and tailor a cover letter to this journal that describes the topic of the manuscript and its relevance to the journal’s readership. This assignment should be a single page and follow APA formatting standards.

**Manuscript First Draft**

Students are asked to submit a first draft of their final manuscript. The first draft must have several components. First, at this point in the process a fully functional abstract is constructed summarizing the manuscript as a whole. Second, the manuscript should have a good portion completed (roughly 75-80 percent). It is acceptable that some parts still being developed. The intention of this is to allow me to help you develop your manuscript with ample opportunity to apply collaborative changes. This assignment should follow APA formatting standards.

**Manuscript Final Draft.**

Students are asked to compose a conceptual manuscript on a topic relevant to multicultural issues in counseling and psychotherapy. This manuscript is to be composed and formatted to meet scholarly journal submission standards. This document should be anywhere from 15-25 pages not exceeding the limits set by targeted journal.

**Intervention Presentation and Demonstration**

Students will work to teach the class about a culturally relevant counseling strategy or intervention, including providing a demonstration or illustration. In addition to the content of the presentation, students will also be graded on their teaching and are expected to practice culturally competent teaching strategies. Presentation materials should be uploaded to Canvas. Presentations should be approximately 45-60 minutes, and must include the following components:

* + 1. *Cultural relevancy of the intervention* – Students should identify a counseling strategy or intervention that was developed specific to a diverse group or adapt a generic counseling intervention to be culturally relevant, with a specific client/group in mind. Students must fully describe how this strategy is culturally relevant to a specific group or client.
    2. *A comprehensive description of the content and process components of implementing the intervention* – Students provide thorough descriptions about what counselor does to implement this strategy or intervention and how he or she do does it.
    3. *Clinical utility of the intervention* – Students must describe when/for what presenting issue might this intervention be useful. Further, they should describe the research/empirical support for this intervention in general and/or with a specific group.
    4. *Expected outcome* – Students should describe what the counselor anticipates will happen as a result of this intervention. Further, describe how the counselor will know what the outcome is (how will it be evaluated)?

*Demonstration* – Students will show the class how this intervention is used thorough a planned demonstration. This can be done via a live or recorded role-play, a case study, or another method developed by the student partnership. The demonstration should be grounded in a specific client case, described to the class prior to the demonstration. If the client case is based on a real client, information that could possibly identify the client must be removed or changed

**Journal Entries**

Each student will submit a journal entry each week of this course. This assignment will be sent into Canvas prior to each class meeting it’s due. This assignment is designed to serve you as a tool for seminar discussion. Each journal entry will be your reactions and thoughts on that week’s material. Since this assignment reflects your subjective experience of these ideas, your grade will be on a credit/no credit scale based on the act of submitting only and meeting minimum page (2 page) requirements. I will provide feedback and reciprocate input via canvas. Students can receive a maximum of 30 points for each completed journal entry, based on the quality and depth of the reflections. Consider the following as a way to structure this journal.

1. Identify at least 3 main points/themes of the readings.

2. Identify at least 3 reactions, feelings, and/or questions inspired by the readings.

3. Provide a brief (1 paragraph) reflection as to how the reading may impact your clinical practice, conceptualization of clients, self-awareness, and professional development going forward

Late journals will not be accepted. All journal reflections will remain confidential, although some content expressed in the journals may anonymously be used to supplement class discussion.

**Writing Expectations**

Writing assignments need to be typed, double spaced, on 8.5 X 11 paper with 1-inch margins, printed in Times New Roman 12-point font. All citations need to be in APA Style. It is assumed that all students taking this course are familiar with the American Psychological Association

(APA) writing guide and APA style. If not, I will help you. The APA Publication Manual contains extensive guidelines on how to write an academic paper and how to cite references.

American Psychological Association (2010). Publication Manual of the American Psychological Association (Sixth Edition). Washington, DC: American Psychological Association.

The following websites may also be helpful:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.html#apa>

**Attendance**

Promptness, attendance, and active participation are requirements for the course. You are expected to attend and participate in every seminar. These requirements will be strictly enforced. No more than 2 absences are allowed without remediation. If the instructor determines that a student’s attendance

**Excused Absences**

Please email if you must miss class or arrive late (i.e., due to an emergency or serious illness.)

**Make Up Policy**

Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. If a student requires deadline accommodations

**Academic Dishonesty**

Plagiarism is representing someone else’s work as your own and is not acceptable. Plagiarism generally will result in course failure. Students are required to comply with the Auburn University’s Policy on Academic Dishonesty.

**Student Accessibility Services**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours an alternative time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Course Contingency**

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Professionalism**

Students are encouraged to share intellectual views and freely discuss the principles and applications of the course materials. This course operates under the Auburn University’s student code of conduct. It is important for each person to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of other students and the professor. Diversity means the fair representation of all groups of individuals, the inclusion of diverse perspectives and voices, and appreciation of different cultural and socioeconomic group practices. I aspire to foster and maintain a classroom atmosphere that is free from discrimination, harassment, exploitation, or intimidation; however, this is not possible without students also working toward this goal.

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| **Week** | **Date** | **Material** | **Readings** | **Assignments Due** | **CACREP Standards** |
| 1 | 8.22.19 | Introduction to the Course | Course Syllabus |  |  |
| 2 | 8.29.19 | Introduction to Multicultural and Social Justice Issues and Competencies in the Counseling Profession | Ratts et al. (2011)  Sue (1998)  ACA Advocacy Competencies |  | 2.F.2.c  2.F.2.h  6.B.5.h  6.B.5.j |
| 3 | 9.5.19 | Conceptual Frameworks   * Privilege and Difference * Intersectionality * Ambiguity   Allies | Adams Section 1  Crenthar & Rivera (2008)  Lee (2012) |  | 2.F.2.d  2.F.2.e  6.B.5.l |
| 4 | 9.12.19 | Race and Ethnicity  Critical Race Theory | Adams Section 2  Haskins & Singh (2015)  Lemberger (2016) | **Paper Topic Cover Letter**  **Journal Entry 1** | 2.F.2.b  6.B.5.h |
| 5 | 9.19.19 | Race and Ethnicity | Adams Section 2  Hipolito-Delgado (2015)  Rawls (1985)  Chavez & Guido Debrito (1999) | **Presentation 1** | 2.F.2.b  6.B.5.h |
| 6 | 9.26.19 | Postmodern epistemology  Existentialism  Humanistic Cultural Plurality | Hansen (2015)  Ratts (2018)  Hannon (2016)  Vereen et al (2016)  Hansen (2012) | **Presentation 2** | 6.B.5.k  6.B.5.l |
| 7 | 10.3.19 | Classism  Oppression by the justice system | Adams Section 3  Watson & Fulambarker (2012)  Montero (2007) | **Presentation 3 Journal Entry 2** | 2.F.2.b  6.B.5.h |
| 8 | 10.10.19 | Religion | Adams Section 4 |  | 2.F.2.b  6.B.5.h |
| 9 | 10.17.19 | Sexism | Adams Section 5  Prilleltensky (2008)  ALGBTIC (2009)  Russell (2007) | **Presentation 4** | 2.F.2.b  6.B.5.h |
| 10 | 10.24.19 | Heterosexism & Transgender oppression | Adams Section 5  Harper et al. (2009)  Fraser (1998) | **Manuscript First Draft**  **Journal Entry 3** | 2.F.2.b  6.B.5.h |
| 11 | 10.31.19 | Ableism | Forber Pratt et al (2018)  Adams Section 6 |  | 2.F.2.b  6.B.5.h |
| 12 | 11.7.19 | Ageism and youth oppression | Adams Section 7 |  | 2.F.2.b  6.B.5.h |
| 13 | 11.14.19 | Leadership and Action | Adams Section 8 | **Journal Entry 4** | 2.F.2.b  6.B.5.h |
| 14 | 11.21.19 | **No Class Alabama Counseling Association Annual Conference. Montgomery Alabama** | | | |
| 15 | 11.28.19 | **No Class Thanksgiving Break** | | **Manuscript Final Draft** | 6.B.5.k  6.B.5.l |
| 16 | 12.5.19 | Final Course Closing | | | |

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| **Description:**  Students are asked to compose a conceptual manuscript on a topic relevant to multicultural issues in counseling and psychotherapy. This manuscript is to be composed and formatted to meet scholarly journal submission standards. This document should be anywhere from 15-25 pages not exceeding the limits set by targeted journal. Students will be expected to make use of current counseling literature that support a particular thesis statement. This project be due in three parts. First, a topic will be presented to the instructor via journal cover letter for approval. Second, a first draft of this paper will be due several weeks prior to the final due date. Feedback will be provided at all stages of this project. | | | | | |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Thesis**  **Score \_\_/20** | 20% | * Major claim of the paper is stated clearly * Demonstrates meaningful context for discussion * Thesis is complex and insightful and consistent throughout | * Thesis is defined and sufficiently complex * Demonstrates meaningful context relevant to argument * Thesis statement articulated and remains consistent throughout paper | * Thesis loosely-defined and articulated * Demonstrates somewhat meaningful context for argument * Thesis statement somewhat unclear and inconsistent | * Thesis not defined * Context for argument loosely defined * Thesis statement unclear and inconsistent throughout paper |
| **Evidence and Analysis**  **Score \_\_/40** | 40% | * Best available evidence used to support argument * Nuances are insightfully explored * Evidence is used to support authors insight into counseling practice | * All claims supported with sufficient evidence * Elements of analysis sufficient for fair argument * Sufficient evidence is used in support authors insight into counseling practice | * Main ideas are supported with well-chosen evidence * Some gaps may exist in explanation of how evidence supports author’s thesis. * Some effort was made to explore subtleties and nuances | * Paper lacking relevant evidence * Analysis is lacking in complexity or author insight * No effort was made to explore subtleties and nuances in the material |
| **Structure and Organization**  **Score \_\_/20** | 20% | * Ideas discussed early on develop over the course of the paper * Argument follows clear and logical path toward conclusion * Writing is clear and concise | * Ideas discussed early on develop over the course of the paper * Argument follows a logical path although confusing at few points * Writing is sufficiently clear and concise | * Ideas discussed often do not relate to overall argument * authors discussion was confusing at times * Writing is somewhat clear and concise | * Ideas discussed to not relate to thesis * Authors discussion was confusing and disorganized * Writing unclear |
| **APA Format**  **Score \_\_/20** | 20% | * Double-spaced 1” margins * 12 Times New Roman * Correct running head Page number * Correct Title Page   Abstract | * Adheres to APA format but lacks 1-2 elements | * Adheres to APA format but lacks more than 2 elements | * Does not adhere to APA format |
| **CACREP STANDARDS ACHIEVED**2. F.2.a; 2. F.2.b; 2. F.2.c; 2.; 2. F.2.f; 5. C.2.j | | | | | |

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| **Description:**  Students will work in pairs to teach the class about a culturally relevant counseling strategy or intervention, including providing a demonstration or illustration. In addition to the content of the presentation, students will also be graded on their teaching and are expected to practice culturally competent teaching strategies. Presentation materials should be uploaded to Canvas. Presentations should be approximately 45-60 minutes, and must include the following components:   * + 1. *Cultural relevancy of the intervention* – Students should identify a counseling strategy or intervention that was developed specific to a diverse group or adapt a generic counseling intervention to be culturally relevant, with a specific client/group in mind. Students must fully describe how this strategy is culturally relevant to a specific group or client.     2. *A comprehensive description of the content and process components of implementing the intervention* – Students provide thorough descriptions about what counselor does to implement this strategy or intervention and how he or she do does it.     3. *Clinical utility of the intervention* – Students must describe when/for what presenting issue might this intervention be useful. Further, they should describe the research/empirical support for this intervention in general and/or with a specific group.     4. *Expected outcome* – Students should describe what the counselor anticipates will happen as a result of this intervention. Further, describe how the counselor will know what the outcome is (how will it be evaluated)?   *Demonstration* – Students will show the class how this intervention is used thorough a planned demonstration. This can be done via a live or recorded role-play, a case study, or another method developed by the student partnership. The demonstration should be grounded in a specific client case, described to the class prior to the demonstration. If the client case is based on a real client, information that could possibly identify the client must be removed or changed | | | | | |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Constructive Team Climate**  **Score \_\_/20** | 20% | * Students demonstrate professional timely group practices * Group delegated project tasks effectively * All members made quality contributions | * Students demonstrate professional timely group practices * Group task delegation was effective for most members * All members made quality contributions | * Students lacking professional and timely group practices * Group needs improvement delegating tasks * Most members made quality contributions | * Students demonstrate poor professional and timely group practices * Group demonstrates poor task delegation skills * Member contribution of poor quality |
| **Introduction: Topic and socio-cultural context**  **Score \_\_/20** | 20% | * Group articulated a relevant topic with a clear socio-cultural context * Group provided reliable accurate information | * Group articulated a relevant topic with a mostly clear socio-cultural context * Group provided mostly reliable and accurate information | * Group articulated a relevant topic with a somewhat unclear socio-cultural context * Group provided information lacking in reliability and accuracy | * Group articulated a relevant topic with an unclear socio-cultural context * Group provided unreliable and inaccurate information |
| **Use of Current Counseling Literature**  **Score \_\_/20** | 20% | * Group used at least 5 peer-reviewed articles * Group demonstrated a thorough understanding of selected research * Group effectively communicated relevance to class | * Group used at least 5 peer-reviewed articles * Group demonstrated an acceptable understanding of selected research * Group mostly effective at communicating relevance to class | * Group used less than 5 peer-reviewed articles * Group demonstrated a lacking understanding of selected research * Group ineffective at communicating relevance to class | * Group used less than 5 peer reviewed articles * Group demonstrated little to no understanding of selected research * Group ineffective at communicating relevance to class |
| **Demonstration of intervention**  **Score \_\_/20** | 20% | * Group thoroughly utilized scholarship as rationale for demonstration * Group provided useful resources for classmates | * Group utilized an acceptable amount of scholarship as rationale for demonstration * Group provided mostly useful resources for classmates | * Group utilized few artifacts of scholarship as rationale for demonstration * Group provided few useful resources for classmates | * Group utilized no scholarship as rationale for demonstration * Group provided no useful resources for classmates |
| **Group Reflection & Discussion**  **Score \_\_/20** | 20% | * Group successfully connect project experience to counselor skill development * Group facilitated an effective class discussion relevant to topic and course content | * Group mostly connected project experience to counselor skill development * Group facilitated an acceptable class discussion relevant to topic and course content | * Group lacking in connection of project experience to counselor skill development * Group facilitated a less than effective class discussion relevant to topic and course content | * Group provided no connection of project experience to counselor skill development * Group facilitated an ineffective class discussion relevant to topic and course content |
| **CACREP STANDARDS ACHIEVED**2. F.2.a; 2. F.2.b; 2. F.2.c; 2.; 2. F.2.f; 5. C.2.j | | | | | |