**SYLLABUS**

**1. Course Number:** COUN 7330 (01)

**Course Title:** Counseling Diverse Populations

**Credit Hours:** 3 Semester hours

 Tuesdays 4:00 – 6:50 p.m., Haley Center 3309

**Prerequisites:** None

**Course Instructor:**  Han Na Suh, PhD

**Semester/Year:** Spring 2020

**2. Date Syllabus Prepared:**

August 2006; revised August 2007, revised Fall 2008, revised Summer 2009; July 2011;

August 2012; August 2014; August 2015; August 2016; revised August 2018; revised December 2019

**3. Text**(s):

Sue, D & Sue D, (2019). *Counseling the Culturally Diverse: Theory and Practice* (8th

Ed.). Wiley, NY.

**4. Course Description:**  This course focuses on addressing the cultural context of relationships, issues and trends in a multicultural and diverse society. Examination of personal values and understanding the interrelationship between and/or among factors such as race, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities are accomplished via readings, in-depth reflections, activities, and group discussions. The course material is presented for students’ development in *foundational* competencies necessary for working with diverse individuals, regardless of students’ and their clients’ backgrounds and the contexts in which the students will work.

**5.** **Student Learning Outcomes:**

a)      Multicultural and pluralistic trends, including characteristics and concernsbetween and within diverse groups nationally and internationally (CACREP.II.F.2.a.)

b)      Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities (CACREP.II.F.2.d.)

c)     Individual, family, group, and community strategies for working with diverse populations and ethnic groups (CACREP.II.F.2.h)

d)     Counselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body (CACREP.II.F.2.h).

e)      Theories of multicultural counseling, theories of identity development, and multicultural competencies (CACREP.II.F.2.b.)

f)       Ethical and legal considerations (CACREP.II.F.1.i.)

g)      Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP.II.F.1.e.)

h)      The role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, gender, sexual orientation, religious, and spiritual beliefs, occupation, and physical and mental status, and equity issues in help seeking behaviors within community counseling (CACREP.II.F.2.f)

**Course Philosophy**

As future counselors and psychologists, it is expected for students to strive for moral and ethical responsibility by preparing themselves to work effectively with clients from diverse worldviews and backgrounds. First and most important step of becoming the effective multicultural professionals is in-depth self-reflection, self-analysis, and sharing of feelings and personal experiences. Because we all come from own cultural background, diversity education is personal to all of us, and exposing oneself to these topics may be emotionally and psychologically challenging process. Also, it is a lifelong journey to develop multicultural competencies, which begins with exploration of one’s own privileged and oppressed identities. Such continued self-exploration and consistent exposure to literature, discussions, and other diversity materials will enable counselor and psychologist to gain cultural sensitivity when managing her/his/their many roles (i.e. conducting research, teaching, evaluation, or client interactions). Interestingly, it is essential to sometimes feel uncomfortable and even feel vulnerable in this journey because such experiences lead to the most significant growths toward multicultural competence. This is because the uncomfortableness many times indicate that the topic is being experienced in relation to the self by the individual, and we learn the most from these personal experiences. So, the process and outcome of this class will depend on each of our contributions. It is expected for students to be ready and committed to explore your own personal and professional selves through class discussions, in-class activities, and class assignments. Your active participation during each class session will contribute to the learning process for all involved, including yourself. The more each of us gives to the class, the richer the experience will be for all of us.

**Course Atmosphere**

In this course, we will be sharing information about ourselves that many people do not openly discuss. As mentioned above, each class member’s contribution through active participation in discussions is essential for this class. For this to happen, there are several important aspects about the class that need to be addressed.

It is important that we work to develop an atmosphere for this course that is safe and encourages self-exploration for all of us, because we will be dealing with some controversial and sensitive issues. So, it is natural for participants to feel nervous about expressing their views on issues for fear of how they may be perceived by others. It is also normal and expected that we will not all agree on issues that we are reading and discussing because we are coming in with different life experiences and various cultural backgrounds. Such diversity represented by each of us and the different experiences we have each encountered in our lives will add to the quality of our discussions and the amount of learning that will take place for each of us. It is expected of students to learn from one another's experiences and perspectives, so that we can understand ourselves as cultural beings. In order for such learning to happen in this class, it is important that we all work to develop an atmosphere through our discussions that facilitates learning and reflection and encourages participation on the part of everyone, regardless of where each of us is in our journey.

Another important point related to developing an atmosphere that is conducive for learning and growth pertains to our roles in the class. Multicultural development is a lifelong process. Each of us, no matter how little or much our experience, is engaged in the process ***of***becoming multiculturally competent. It is expected for each of us to develop and continue the process of sincere and active striving toward competence throughout the semester and beyond this classroom.

**6. Course Content Outline**

|  |  |  |
| --- | --- | --- |
| **Date** | Topic | Reading & Assignments |
| 1/14 Week 1 | Introduction to the Course***Ground Rules*** | Sue & Sue Ch. 1 |
| 1/21 Week 2 | History of Multicultural PsychologySocial Justice Counseling | Sue & Sue Chs. 2 & 4Arredondo & Perez (2006)APA MC Guidelines++ Cross Cultural and Multicultural Competencies\*\* |
| 1/28 Week 3 | Theories of Multicultural PsychologyMulticultural Competency & Assessment | Sue & Sue Chs. 11, & 13David et al. (2014)Kohatsu et al. (2010)Arrendondo (1999)\*\* *[Grzanka et al. (2017)]* |
| 2/4 Week 4 | Identity/WorldviewValues, Bias*The Color of Fear* | Sue & Sue Ch. 5Neville et al, (2006)Ortiz (1999)Williams (1999)*[Schlosser, L. (2003)]***Reflection #1 Due** |
| 2/11 Week 5 | Stereotyping, Discrimination & OppressionMicroaggressions | Sue & Sue Chs. 6Steele (1997)Sue et al. (2007)*[Harris (2009); Sue (2009)]* |
| 2/18 Week 6 | African/Black Americans***Group Presentation*** | Sue & Sue Ch. 14APA Tx (2003) Buser (2009)Torres (2010)*[Jackson (1999)]* |
| 2/25 Week 7 | Asian Americans***Group Presentation***  | Sue & Sue Ch. 16APA Tx (2003)Cheng et al. (2017)Zhou (2009) *[Miller et al. (2011)]* |
| 3/3 Week 8 | Native Americans***Group Presentation*** | Sue & Sue Ch. 15APA Tx (2003)Thomason (1991)Roman et al. (2012) pp. 127-146**Reflection #2 Due**  |
| 3/10 Week 9 | Spring Break |  |
| 3/17 Week 10 | Hispanic/Latino Americans***Group Presentation***  | Sue & Sue Ch. 17APA Tx (2003)Delgado-Romero (2001)Rogers-Sirin (2012)***[****Altarriba (1998)]* |
| 3/24 Week 11 | LGBTQIA+***Group Presentation***  | Sue & Sue Ch. 23Mereish & Brown (2015)ALBGTIC Competencies\*\*APA Guidelines LGBT++**Cross-cultural Immersion Paper Due**  |
| 3/31 Week 12 | Arab-Americans and Muslim Americans***Group Presentation*** | Sue & Sue Ch. 19Aprahamian (2011)Moradi & Hasan (2004)*[Jenkins et al. (2012)]***Reflection #3 Due**  |
| 4/7 Week 13 | Individual with Disabilities ***Group Presentation***  | Sue & Sue Ch. 22Andrews & Lund (2015)Smart & Smart (2006)APA Guidelines People w/ Disabilities ++ |
| 4/14 Week 14 | Socio-Economic Status ***Group Presentation*** | Sue & Sue Ch. 25APA SES (2013)Lewis (1966)Smith et al. (2005)Yoshikawa et al. (2012)*[Liu et al. (2004)]* |
| 4/21 Week 15 | Immigrants & Refugees***Group Presentation***Religious Issues***Group Presentation***  | Sue & SueChs. *10, 20, 21*APA Task Force Report – Immigration (2012): p. 1-13Ali et al. (2014)Brewster et al. (2016)Yakushko (2009) |
| 4/28 Week 16 | Finals Week | **Reflection #4 Due****Self-Reflection Paper Due****Social Justice/Advocacy Due**  |

\*\* - readings for counseling students (clinical mental health, school and rehabilitation).

++ - readings for counseling and clinical psychology students.

Optional readings are italicized in parentheses.

**7. Assignments/Projects:**

\*\*\* All assignments are expected to follow the APA writing format (Times New Roman, 12 font, 1” margins, double-spaced) \*\*\*

\*\*\* Refer to the rubric (on Canvas) for more details regarding grading points\*\*\*

 **A. Participation:**

(5 pts weekly, total 70 pts) – The course requires active participation to learn from each other. So full participation is expected, which includes physical attendance but also being actively involved in discussions. It is expected that discussions will be respectful yet skillful in providing constructive feedback to each other. Use of laptops and smartphones are strongly discouraged. In addition, students are expected to submit **three** discussion questions weekly, regarding *the topic* of the week. Questions can be based on the assigned readings and assigned assignments related to the topic (if applicable). These questions should be original and helpful to facilitate class discussion. Students should submit the questions on Canvas, ***two hours*** before every class, **Tuesdays at 2:00pm**.

 **B. Cross-Cultural Immersion Project:**

(100 pts) – Students are expected to participate in a cross-cultural immersion experience in which you are the minority in the cultural group. Students should select a cultural group that they would like to learn more about and attend some sort of activity within the community ideally by yourself that *will challenge your comfort level*. The best experiences come from students who select a cultural group for which ***they hold strong biases about and activities that put themselves in settings that are beyond their normal comfort zone***. Students should submit the cross-cultural immersion project on Canvas **by 3/24 11:59pm**. ***The population should be different from the population chosen for your Group Presentation and Reflection Journals***.

Reflecting on this immersion experiences, students will write a **maximum seven-page**, APA format report (Times New Roman, 12 font, 1” margins, double-spaced, headings, title page), including the following:

1. Brief description of the immersion experience (e.g., population, event) (10 pts)
2. Reasons for selecting the experience (e.g., certain biases about the cultural group, personal or professional interest, expectations of attending the event) (20 pts)
3. Affective and cognitive *reactions* during the immersion experiences, the *impact* of the experiences on your awareness of self and others (e.g., conflict with previous biases, personal or professional connections with the group in affective and cognitive aspects) (40 pts)
4. How this experience, including your reactions to the immersion, could *inform* your professional work (e.g., asking certain questions, learning more about the group)

(30 pts)

\*\*Be sure to use APA headers to divide this content in the paper\*\*

**C. Group Presentation, Best Practices Handout and Discussion:**

(60 pts) – Students will be divided into groups of ***maximum three people*** for a group presentation activity. For this assignment, students will examine the scholarly literature related to counseling psychology regarding the diverse group assigned. Student groups must prepare a 60-minute presentation, including class discussion, to be presented in class. In a PowerPoint format, please include the following information (also, refer to the rubric for more details):

1. Include a brief history of the specific population (keep this specific to the United States from 1900-2019). (10 pts)
2. Present three thought-provoking questions related to the weekly assigned readings. (10 pts)
3. Bring a comprehensive client case vignette. Each clinical vignette should include client demographic information (e.g., age, sex, ethnicity, relationship status, medical/mental history), presenting concerns, and relevant social, cultural, family or other history important to understand the client(s) and the presenting issue(s).

(20 pts)

1. Present a demonstration via any media format (commercial, magazine, newspaper, television show, internet, movie, etc.) where your population is portrayed in a positive and/or negative manner. (10 pts)
2. Finally, examine the recent scholarly literature related to counseling with your chosen social/cultural group and prepare a “best practices” outline or bulleted summary (1-2 pages, including references) to distribute to class members. (10 pts)

**D. Reflection Journals:**

(80 pts; 20 pts each) – Students are asked to write and submit **four** reflection journals. ***Four journals should not overlap in their topics. In addition, group chosen to reflect on should be different from population you chose for Group Presentation and Cross-Cultural Immersion Project.*** Entries should be double-spaced, 12pt font, Times New Roman and maximum 2 pages in length. The reflection journal should be uploaded on the Canvas before class (**Tuesdays 3:59pm, please refer to the Course Content Outline for the four specific due dates**)**.** Students can receive a maximum of 20 points for each journal, based on the quality and depth of the reflections. **Late reflections will not be accepted.** All portions of reflections will remain confidential, although some contents may anonymously be included into class discussion.

In these reflections, please include the following:

1. Personal reactions, thoughts, feelings regarding a specific population (or topic) or in conjunction with another population (specify which population(s) you are reflecting on, on the head of the paper, e.g., Socio-Economic Status & Native American) (5 pts)
2. Any biases/stereotypes you noticed regarding your chosen population(s) (5 pts)
3. Insights you earned from the assigned readings, discussions in class, or any assignments regarding the topic(s) (5 pts)
4. How you are planning to embody the insights you earned in your personal and professional space (e.g., process about uncomfortable emotions in certain situations involving the chosen population(s); process how this emotions could be hindering the clinical relationship with the client, from the particular cultural group) (5 pts)

**E. Social Justice/Advocacy Paper (Extra Credit):**

(20 pts.) – Students will write a social justice/advocacy paper (2-3 pages, double spaced). The population you chose for this assignment should be different from the population chosen for your Group Presentation and Cultural Immersion paper. If students decide to submit the cross-cultural immersion project, it is due **by 4/28 11:59pm** on Canvas. The paper should include the following contents:

1. Identify the cultural group one is interested in engaging in for social justice/advocacy project (5 pts)
2. Reasons for student’s personal and professional interest in this group (5 pts)
3. Specific plans of social justice/advocacy project (e.g., community level mental health ***workshop*** to educate the members on certain cultural groups, creating a ***website*** to educate the public) (5 pts)
4. Plans and strategies to protect the group members, especially who are considered to be in vulnerable situation should be provided. This is highly pertinent if the student is planning to propose for providing clinical services to those clients (e.g., Some of the examples that could create harm include providing clinical work without supervision from a licensed mental health clinician and temporary engagement and withdrawing from the group members, without proper steps.) (5 pts)

**F. Self-Reflection Paper:**

(40 pts.) – At the end of the semester, students will write a self-reflection paper (2-4 pages, double spaced). Genuine self-exploration is essential for the journey in developing multicultural competencies. These reflections should include in-depth reflection on changes in understanding themselves, specifically regarding their identity and/or worldview, as one monitored oneself through out the semester (20 pts). The reflection should conclude with a self-appraisal of one’s strengths and limitations in counseling people representing diverse populations. In regards to the limitations, students should also include how they plan to address the limitation in the future to gain multicultural competence in that area (20 pts). Students should submit the Self-Reflection paper on Canvas **by 4/28 11:59pm**.

**8. Rubric and Grading Scale:** All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

|  |  |
| --- | --- |
| Participation | 70 |
| Cross-cultural Immersion Project | 100 |
| Group Presentation | 60 |
| Reflective Journals | 80 |
| Self-Reflection Paper  | 40 |
| **Total**  | **350** |

**Grading Scale**

A 90% or greater

B 80-89%

C 70-79%

D 60-69%

F 59% or lower

***All late assignments will receive a 10% grade reduction per day.***

1. **Class Policy Statements:**
	1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. If you miss a class session without prior or any notice, please note that you will not receive credit for in-class activities and discussions; thereby your overall grade will be lowered **5** points for each absence.
	2. Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than a week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy e-Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences.
	3. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy e-Handbook* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
	4. Disability Accommodations: Students who need academic accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/IT).
	5. Course Contingency: If normal class 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, an addendum to your syllabus and/or course assignments will replace the original materials.
	6. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

Engage in responsible and ethical professional practices

Contribute to collaborative learning communities

Demonstrate a commitment to diversity

Model and nurture intellectual vitality

1. **Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in graduate psychology education and is designed to partially meet standards for accreditation by the American Psychological Association. The course also includes advanced contents in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**References**

*\*\*Indicates optional reading.*

**Week 2:**

Arredondo, P., & Perez, P. (2006). Historical perspectives on the multicultural guidelines and contemporary applications. *Professional Psychology: Research and Practice*, *37*, 1, 1-5.

American Psychological Association. (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist, 58*, 377-402.

Association for Multicultural Counseling and Development. (1991). *Cross cultural competencies and objectives.* Alexandria, VA: Author.

**Week 3:**

Arredondo, (1999). Multicultural counseling competencies as tools to address oppression and racism. Journal *of Counseling and Development, 77, 102-108*.

David, E. J. R., Okazaki, S., & Giroux, D. (2014). A set of guiding principles to advance multicultural psychology and its major concepts. In F. T. L. Leong (Ed.) *APA Handbook of Multicultural Psychology: Vol. 1 Theory and Research* (pp. 85-104). Washington, DC: APA.

\*\*Grzanka, P. R., Santos, C. E., & Moradi, B. (2017). Intersectionality research in counseling psychology. *Journal of counseling psychology*, *64*, 5, 453-457.

Kohatsu, E. L., Concepcion, W. R., & Perez, P. (2010). Incorporating levels of acculturation in

 counseling practice. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander

 (Eds.) *Handbook of Multicultural Counseling* 3rd Ed. (pp. 343-356). Los Angeles, CA:

 Sage.

**Week 4:**

Neville, H., Spanierman, L., & Doan, B. T. (2006). Exploring the association between color-blind racial ideology and multicultural counseling competencies. *Cultural Diversity and Ethnic Minority Psychology*, *12*, 2, 275-290.

Ortiz, S.O. (1999). You’d never know how racist I was, if you met me on the street. *Journal of* *Counseling and Development, 77*, 9-12.

\*\*Schlosser, L. (2003). Christian privilege: Breaking a sacred taboo. *Journal of Multicultural Counseling and Development,* 31, 44-51.

Williams, C.B. (1999). Claiming a biracial identity: Resisting social constructions of race and culture. *Journal of Counseling and Development, 77*, 32-35

**Week 5:**

\*\*Harris, R. S. (2009). Racial microaggression? How do you now? – Revisited. *American*

 *Psychologist, 64*, 220.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., &

 Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical

 practice. *American Psychologist, 62*, 271-286.

\*\*Sue, D. W. (2009). Racial microaggressions and worldviews. *American Psychologist, 64*, 220-

 221.

Steele, Claude M. (1997). A threat in the air: How stereotypes shape intellectual identity and

 performance. *The American Psychologist*, 52, 6, 613-629.

**Week 6:**

American Psychological Association (2003). *Psychological treatment of ethnic minority Populations*, 13-18.

Buser, J. K. (2009). Treatment seeking disparity between African Americans and Whites: Attitudes toward treatment, coping resources, and racism. *Journal of Multicultural Counseling and Development*, *37*, 2, 94-104.

\*\*Jackson, R. L. II. (1999). “Mommy there’s a n at the door.” *Journal of Counseling and Development, 77*, 4-6.

Torres, L., Driscoll, M. W., & Burrow, A. L. (2010). Racial microaggressions and psychological functioning among highly achieving African-Americans: A mixed-methods approach. *Journal of Social and Clinical Psychology*, *29*, 10, 1074-1099.

**Week 7:**

American Psychological Association (2003). *Psychological treatment of ethnic minority Populations*, 8-12.

Cheng, A. W., Chang, J., O’Brien, J., Budgazad, M. S., & Tsai, J. (2017). Model minority stereotype: influence on perceived mental health needs of Asian Americans. *Journal of immigrant and minority health*, *19*, 3, 572-581.

\*\*Miller, M. J., Yang, M., Hui, K., Choi, N. Y., & Lim, R. H. (2011). Acculturation, enculturation, and Asian American college students' mental health and attitudes toward seeking professional psychological help. *Journal of Counseling Psychology*, *58*, 3, 346-357.

Zhou, Z., & Siu, C.R. (2009). Promoting cultural competencies in counseling Asian American children and adolescents. *Psychology in the Schools,* 46, *3*, 290-298.

**Week 8:**

American Psychological Association (2003). *Psychological treatment of ethnic minority Populations*, 24-28.

Thomason, T. (1991). Counseling Native Americans: An introduction for non-native American counselors. *Journal of Counseling & Development,* 69, 321-328.

Roman, S. P., Jervis, L. L., & Manson, S. M. (2012). Psychology of older American Indians and Alaska Natives: Strengths and challenges to maintaining mental health. In *Handbook of race and development in mental health* (pp. 127-146). Springer, New York, NY.

**Week 10:**

\*\*Altarriba, J. & Bauer, L. M. (1998). Counseling the Hispanic client: Cuban Americans, Mexican Americans, and Puerto Ricans. *Journal of Counseling and Development, 76,* 389-396.

American Psychological Association (2003). *Psychological treatment of ethnic minority Populations*, 19-23.

Delgado-Romero, E. A. (2001). Counseling a Hispanic/Latino Client-Mr. X. *Journal of Mental Health Counseling*, *23*, 3, 207-221.

Rogers-Sirin, L., & Gupta, T. (2012). Cultural identity and mental health: Differing trajectories among Asian and Latino youth. *Journal of Counseling Psychology*, *59*, 4, 555-566.

**Week 11:**

Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling. (2009). *Competencies for counseling with transgender clients.* Alexandria, VA: Author.

APA Guidelines for Psychotherapy with LGBT Clients

 <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>

Mereish, E. H., & Poteat, V. P. (2015). A relational model of sexual minority mental and physical health: The negative effects of shame on relationships, loneliness, and health. *Journal of Counseling Psychology*, *62,* 3, 425-437.

**Week 12:**

Aprahamian, M., Kaplan, D.M., Windham, A.M., Sutter, J.A., & Visser, J. (2011). The relationship between acculturation and mental health of Arab Americans. *Journal of Mental Health Counseling,* 33, 80-92.

\*\*Jenkins, W.J., Ruppel, S.E., Kizer, J.B., Yehl, J.L., & Griffin, J.L. (2012). An examination of post 9-11 attitudes toward Arab Americans. *North American Journal of Psychology,* 14, 177-84.

Moradi, B., & Hasan, N. T. (2004). Arab American persons' reported experiences of discrimination and mental health: The mediating role of personal control. *Journal of Counseling Psychology*, *51*, 4, 418-428.

**Week 13:**

Andrews, E. E., & Lund, E. M. (2015). Disability in psychology training: Where are we? *Training and Education in Professional Psychology*, *9*, 3, 210-216.

APA Enhancing your Interaction with People with Disabilities.

 <http://www.apa.org/pi/disability/resources/publications/enhancing.aspx>

APA Guidelines for Assessment of and Intervention with Persons with Disabilities.

 <http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>

Smart, J.F., & Smart, D.W. (2006). Models of disability: Implications for the counseling profession. *Journal of Counseling & Development,* 84, 29-40.

**Week 14:**

American Psychological Association, APA Committee on Socioeconomic Status (2013).

 *Examining the structural determinants of poverty, an annotated bibliography.* Retrieved

from http://www.apa.org/pi/ses/resources/poverty-bibliography.aspx.

Lewis, O. (2017). The culture of poverty. In *Poor Jews* (pp. 9-25). Routledge.

\*\*Liu, W. M., Soleck, G., Hopps, J., Dunston, K., & Pickett, T. (2004). A new framework to

 understand social class in counseling: The social class worldview and modern classism

 theory. *Journal of Multicultural Cousening and Development, 32*, 95-122.

Smith, L. (2015). Reforming the mínimum wage: Toward a psychological perspective. *The*

 *American Psychologist, 70*, 557-565.

Yoshikawa, H., Aber, J. L., & Beardslee, W. R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: implications for prevention. *American Psychologist*, *67*, 4, 272-284.

**Week 15:**

Ali, S. R., Liu, W. M., & Humedian, M. (2004). Islam 101: Understanding the religion and

 therapy implications. *Professional Psychology: Research & Practice, 35,* 635-642.

American Psychological Association, Presidential Task Force on Immigration (2012).

 *Crossroads: The Psychology of Immigration in the New Century*. Retrieved from

http://www.apa.org/topics/immigration/report.aspx

Brewster, M. E., Velez, B. L., Foster, A., Esposito, J., & Robinson, M. A. (2016). Minority stress and the moderating role of religious coping among religious and spiritual sexual minority individuals. *Journal of Counseling Psychology*, *63*, 1, 119-126.

 Yakushko, O. (2009). Understanding the roots and consequences of negative attitudes toward

 immigrants. *The Counseling Psychologist, 37*, 36-66.

**Group Presentations**

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | **Presenters** |
| Week 6 | African/Black Americans |  |
| Week 7 | Asian Americans |  |
| Week 8 | Native Americans |  |
| Week 10 | Hispanic/Latino Americans |  |
| Week 11 | LGBTQIA+ |  |
| Week 12 | Arab-Americans & Muslim Americans |  |
| Week 13 | Individual with Disabilities  |  |
| Week 14 | Socio-Economic Status  |  |
| Week 15 | Immigrants & Refugees |  |
| Religious Issues |  |