

James Madison University
Advanced Multicultural Issues in Counseling
PSYC 810
Summer 2017

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Office Hours:
by appointment

Course Description

This course provides an advanced exploration of the issues and challenges of providing culturally competent counseling services, training, and supervision. Students have an opportunity to apply multicultural concepts to various cultures, including those in rural communities. Models of social justice and social change will be emphasized. Prerequisite: Psyc 749 or permission of instructor.

Course Objectives

In this course students will:

- Assess similarities and differences across issues of oppression, including multiple oppressions, as they relate to counselor self-awareness, knowledge, and effective skills with clients.
- Gain greater knowledge of implications for effectively utilizing a multicultural counseling, supervision, and pedagogical approach, especially regarding advocacy research, social change theory, and multicultural counseling/education.
- Engage in critical examination of counseling assessment measures, testing, diagnosis, and theories demonstrating cultural bias.
- Identify and evaluate relationship dimensions of power, control, oppression, and racial/ethnic/cultural identity development attitudes.
- Develop education sessions regarding multicultural issues, using pedagogy relevant to multicultural issues and competencies.
- Analyze social change and social justice models and action plans.
- Utilize case management, consultation, and supervision skills in cross-cultural collaboration projects.

In particular, students who successfully complete this course will demonstrate knowledge learning outcomes beyond the entry-level program requirements in the following areas of the **CACREP 2016 Doctoral Standards**:

1. COUNSELING
a. scholarly examination of theories relevant to counseling
f. ethical and culturally relevant counseling in multiple settings
2. SUPERVISION

k. culturally relevant strategies for conducting clinical supervision
3. TEACHING
b. pedagogy and teaching methods relevant to counselor education
h. ethical and culturally relevant strategies used in counselor preparation
4. RESEARCH AND SCHOLARSHIP
i. professional conference proposal preparation
5. LEADERSHIP AND ADVOCACY
h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
j. models and competencies for advocating for clients at the individual, system, and policy levels
k. strategies of leadership in relation to current multicultural and social justice issues
l. ethical and culturally relevant leadership and advocacy practices

COURSE CACREP STANDARDS and KPI CHART

CACREP STANDARDS INCLUDED IN COURSE	5.h.	5.j.	5.k.	5.l.
Overall Standards	x	x	x	x
<i>KPI5 Leadership & Advocacy: Knowledge and skills for effective leadership and advocacy. (R): Education Session</i>	x	x	x	x
Level of KPI indicated by: I = Introductory; R= Reinforcement; M= Mastery				

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (4)
<i>KPI5 Leadership & Advocacy: Knowledge and skills for effective leadership and advocacy. Demonstrates sufficient knowledge and skills to be effective in advocacy and leadership in the counseling profession.</i>	Does not meet expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.	Is approaching expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.	Meets expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.	Surpasses expectations for level of training and experience when: (a) demonstrating knowledge and skills for effective leadership and advocacy (b) demonstrating a knowledge of the history of the profession of counseling (c) demonstrating a knowledge of models of advocacy and social justice (d) applying knowledge effectively to advocate for diverse populations as well as the counseling profession.

Texts

Required readings are posted on Canvas under the *Modules* heading and are noted in the Schedule of Classes section below. A preliminary list is included in the Syllabus Appendix. Additional readings will be added.

Students are also encouraged to read at least portions of the following foundational materials, which are available in Carrier/Rose libraries:

Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.). (2010). *Handbook of multicultural counseling* (3rd ed.). Thousand Oaks, CA: Sage.

As well as the previous editions listed below. Please note that these texts are not simply updated versions of the same material:

Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.). (1995). *Handbook of multicultural counseling*. Thousand Oaks, CA: Sage.

Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.). (2001). *Handbook of multicultural counseling* (2nd ed.). Thousand Oaks, CA: Sage.

Ratts, M., Toporek, R., & Lewis, J. (2010). *ACA advocacy competencies: A social justice framework for counselors*. Alexandria, VA: American Counseling Association.

Zinn, H. (1990). *A people's history of the United States*. New York, NY: Harper.

Methods of Instruction

The course will combine lecture and experiential class activities. The nature of this course requires that all students complete reading assignments as scheduled so they can meaningfully contribute to class discussions and counseling exercises. Attendance at each class meeting is mandatory.

Evaluation

Students will be evaluated on their understanding of the course material and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Maximum Value
Literature Review Paper	100 points
Education Session	100 points
Professional Development Plan/Portfolio	100 points

Grading Scale

A 270 - 300
 B+ 255 - 269
 B 240 - 254
 C 210 - 239

Professional Behavior/Participation

Students are expected to represent themselves in a professional manner. You are expected to attend class, read course-related materials, participate in discussions and activities, and complete all required assignments. As a component of your active participation, you may be asked to assume leadership responsibilities for aspects of our ongoing discussions. At times our discussions cover material that may feel personally challenging. I encourage you to attend to your feelings, speak honestly, and listen with respect to others' experiences. You will be asked to engage in thoughtful dialogue with your colleagues in the course and to evaluate others' work. Doing so effectively requires maturity and self-awareness. We will discuss the importance of confidentiality during our first class meeting.

Literature Review Paper – Assignment #1

Choose an area of multicultural counseling related to social change and/or client advocacy that warrants further research and/or the synthesis of existing research findings. Develop a literature review in which you present a comprehensive and coherent view of the existing literature and then draw conclusions and recommendations based on your synthesis. Include in your paper an assessment of at least one major counseling theory, offering a critical reflection regarding the theory applicability to multicultural populations. The paper should be formally written, following the guidelines of the most recent edition of the APA Publication Manual. Papers should rely on research published in the past 8 years. You may also be asked to serve as peer reviewer for a colleague in the class, providing verbal and written feedback to the author.

Education Session – Assignment #2

You will be asked to assume the role of social change advocate and counselor educator by developing an educational session that introduces or explores theories and concepts related to culturally competent provision of mental health services. The training experience should 1) demonstrate your ability to use effective pedagogical skills that model multiculturally-competent assessment and teaching (process); and 2) illustrate the application of social change theory (content). Your education session should be videorecorded if possible and should include an experiential as well as didactic component. Participants should be asked to complete an evaluation form regarding their experience in your session.

Professional Development Plan/Portfolio

Self-awareness is a significant aspect of effective practice and supervision, especially regarding multicultural competence and the counselor as advocate and social change agent. You will therefore be asked to add to your electronic Professional Development Portfolio and/or your Professional Development Plan samples such as the following:

- Genogram with narrative summary illustrating your own path of identity development, including a self-assessment of the implications for your current multicultural competence as well as identification of areas needing additional skill development;
- Reflections regarding experiential exercises completed in class;

- Summary of a cross-cultural observation/interview/series of interactions, in which you will talk with an individual who identifies as marginalized by current social and/or mental health systems in the U.S. regarding her or his experiences. In your summary, include the implications for yourself as an agent of social change and client advocate. What recommendations can you make for inclusive and respectful practice based on these interviews? Interviewees must be approved by the instructor prior to proceeding;
- Examination of your own counseling theory and pedagogical approach in terms of cultural competency, including an assessment of your education session (see assignment above) and reflections regarding your previous and current work with clients/students.
- Professional disclosure statement regarding your view of culturally competent counseling, supervision, and pedagogy.
- Plan for next steps in assuming a social justice orientation to counseling.
- Additional reflections or products as appropriate to document your own expertise and professional development. More information will be provided in class regarding each of the above.

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Course Policies:

- No unexcused absences are allowed for successful completion of the course. More than one excused absence will result in an Incomplete for the course.
- Late assignments will be penalized.
- Cell phone use during class time is not permitted. Please turn off ringers and alerts and put your phone/iPod, etc., out of sight unless you have specific permission of the instructor. Similarly, unless otherwise specified, please refrain from using laptops during class.
- Exemplary professional responsibility and ethical behavior are expected during class time and onsite experiences. Confidentiality of participants must be maintained at all times. If you have any questions or concerns regarding confidentiality, ethics, or best practice please communicate with the instructor immediately. Unethical professional behavior may result in a failing grade for the course or an incomplete.

Schedule of Classes

Class	Topic	Read for Next Class
1	Introduction; Self-Assessment; Principles of Multicultural Counseling	Johnson & Case; Hays Assessment
2	Exploring Multiple Aspects of Privilege	Wang; Young
3	Prejudice, Oppression, Discrimination, & Intolerance	ACA Competencies; Worthington

4	Cultural, Social Justice, & Advocacy Competencies	Kiselica; Ridley; Seward
5	Multicultural Pedagogy, Supervision, & Group Facilitation Skills	Nisbett (2 entries); Norsworthy
6	Critical Thinking, Theory, & the (Limited?) Potential of Current Models of Helping	Portfolio Work
7	Core Concepts: Identity Development	Owen Gaztambide
8	Core Concepts: Diagnosis and Help-Seeking Trends	Garcia

Classes 9 – 13

We will work on developing and enhancing multicultural competence, including rapport building, broaching, accurate conceptualization, and intervention, in response to the intersections of various aspects of culture. We will be reading and discussing material related to race and ethnicity, sexual orientation, gender, immigration, religion and spirituality, and ability, as well as the relationships between these facets of identity. Readings will be assigned (drawn primarily from the attached list) each day.

Classes 14 – 16

Presentation and discussion of educational sessions. Planning for professional development, leadership roles, and commitment to ongoing multicultural competence.

Please Note:

The above schedule and procedures for this course are subject to change in the event of extenuating circumstances. Weekly topics and reading assignments will follow in the general order listed above, although some topics may be explored for several weeks.

Counseling Programs Academic Policies for Syllabi

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Attendance

We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When

you are granted the sacred trust of entering into someone else’s pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Class Participation Rubric

Excellent	Acceptable	Unacceptable
Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.

Academic Honesty

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

Inclement Weather

By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU’s cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don’t take unnecessary risks to make it to class. We want you alive!

Religious Accommodations

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

Disability Accommodations

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml> Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Psyc 810 Appendix Course Reading Material on Canvas

- Johnson, A. G. (2005). The social construction of difference. In *Privilege, power, and difference* (pp. 15-20). McGraw-Hill Higher Education.
- Case, K. A. (2015) White Practitioners in Therapeutic Ally-Ance: An Intersectional Privilege Awareness Training Model, *Women & Therapy*, 38:3-4, 263-278, DOI: 10.1080/02703149.2015.1059209
- Wang, J., Leu, J., & Shoda, Y. (2011). When the seemingly innocuous “stings”: Racial microaggressions and their emotional consequences. *Pers Soc Psychol Bull*, 37(12), 1666-1678).
- Young, I. M. (2011). Five faces of oppression. *Justice and the politics of difference*, (35-45). Princeton, NJ: Princeton University Press.
- American Counseling Association Competencies: <https://www.counseling.org/knowledge-center/competencies>
- Advocacy
 - ALGBTIC
 - ALGBTIC – LGBQQIA
 - Multicultural and Social Justice
 - Multicultural Career
 - Multiracial
 - Spiritual and Religious Issues
- Worthington, R. L., Soth-McNett, A. M., & Moreno, M. V. (2007). Multicultural counseling competencies research: A 20-year content analysis. *Journal of Counseling Psychology*, 54(4), 351-361.
- Kiselica, M. S. (1999). Reducing prejudice: The role of the empathic-confrontive instructor. In M. Kiselica, (Ed.), *Confronting prejudice and racism during multicultural training* (pp. 137-154). Washington, DC: American Counseling Association.
- Ridley, C. R., & Thompson, S. E. (1999). Managing resistance to diversity training: A social systems perspective. In M. Kiselica, (Ed.), *Confronting prejudice and racism during multicultural training* (pp. 3 - 24). Washington, DC: American Counseling Association.
- Seward, D. C. (2014). Multicultural course pedagogy: Experiences of master’s level students of color. *Counselor Education and Supervision*, 53, 62-79.
- Nisbett, R. E. (2003). *The geography of thought: How Asians and Westerners think differently...and why.* (Introduction and Chapter 1). New York: Free Press.
- Norsworthy, K. L., Heppner, P. P., Ægisdóttir, S., Gerstein, L. H., & Pedersen, P. B. (2012). Exportation of U.S.-based models of counseling and counseling psychology. *Essentials of cross-cultural counseling* (pp. 69-81). Thousand Oaks, CA: SAGE.
- Gaztambide, D. J. (2012). Addressing cultural impasses with rupture resolution strategies: A proposal and recommendations. *Professional Psychology: Research and Practice*, 43(3), 183-189.
- Owen, J. & Imel, Z. (2012). ‘No-show’: Therapist racial/ethnic disparities in client unilateral termination. *Journal of Counseling Psychology*, 59(2), 314-320.
- Garcia, M. & McDowell, T. (2010). Mapping social capital: A critical contextual approach for working with low-status families. *Journal of Marital and Family Therapy*, 36, 96-107.
- Welkley, D. L. (2005). White ethnics. In K. Guadalupe & D. Lum (Eds.), *Multidimensional contextual practice*, (pp. 308-332). Belmont, CA: Brooks Cole.

- Cross, W. E. (2012). The psychology of nigrescence: Revising the Cross model. In J.G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (pp. 93-123). Thousand Oaks, CA: Sage.
- Helms, J. E. (1995). An update of Helms's white and people of color racial identity models. In J.G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (pp. 181-198). Thousand Oaks, CA: Sage.
- Worrell, F. C., Mendoza-Denton, R., Telesford, J., Simmons, C., & Martin, J. F. (2011). Cross racial identity scale (CRIS) scores: Stability and relationships with psychological adjustment. *Journal of Personality Assessment*, 93(6), 637-648.
- Ashwill, M. A., & Oanh, D. T. HI. (2009). Developing globally competent citizens: The contrasting cases of the United States and Vietnam. In D. Deardorff (Ed.), *The Sage handbook of intercultural competence* (pp. 141-157). Thousand Oaks, CA: Sage.
- Joshi, K. Y. (2010). Religious oppression of Indian Americans in the contemporary United States. *Readings for diversity and social justice* (2nd ed.), (pp. 254-258). New York: Routledge.
- Leung, S. A., & Chen, P. (2009). Counseling psychology in Chinese communities in Asia: Indigenous, multicultural, and cross-cultural considerations. *The Counseling Psychologist*, 37(7), 944-966.
- Mak, W. W. S., Chen, S. X., Lam, A. G., & Yiu, V. F. L. (2009). Understanding distress: The role of face concern among Chinese Americans, European Americans, Hong Kong Chinese, and mainland Chinese. *The Counseling Psychologist*, 37(2), 219-248.
- Bryan, W. V. (2010). Struggle for freedom: Disability rights movements. *Readings for diversity and social justice* (2nd ed.), (pp. 464-469). New York: Routledge.
- Colligan, S. (2010). Why the intersexed shouldn't be fixed: Insights from queer theory and disability studies. *Readings for diversity and social justice* (2nd ed.), (pp. 485-489). New York: Routledge.
- Lippy, C. H. (2010). Christian nation or pluralistic culture: Religion in American life. *Readings for diversity and social justice* (2nd ed.), (pp. 234-240). Location: Publisher.
- Lorber, J. (2010). Night to his day: The social construction of gender. *Readings for diversity and social justice* (2nd ed.), (pp. 321-326). New York: Routledge.
- Mantsios, G. (2010). Class in America – 2006. *Readings for diversity and social justice* (2nd ed.), (pp. 148-155). New York: Routledge.
- Gorney, C. (2016). The changing face of Saudi women. *National Geographic*.
- Wing Sue, D., Torina, G., Capodilupo, C., Rivera, D., & Lin, A. (2009). How white faculty perceive and react to difficult dialogues on race: Implications for education and training. *Counseling Psychologist*, 37, 1090-1115.
- Prilleltensky, I., Docecki, P., Frieden, G., & Wang, V. O. (2007). Counseling for wellness and justice: Foundations and ethical dilemmas. In E. Aldarondo (Ed.), *Advancing social justice through clinical practice* (pp. 19-42). Mahwah, NJ: Erlbaum.

Journals:

- Ægisdóttir, S., Gerstein, L. H., Çinarbaş, D. C. (2008). Methodological issues in cross-cultural counseling research: Equivalence, bias, and translations. *The Counseling Psychologist*, 36(2), 188-219.
- Cashwell, C. S., & Watts, R. E. (2010). The new aserivic competencies for addressing spiritual and religious issues in counseling. *The American Counseling Association*, 55(1), 2-5.

- Gaztambide, D. J. (2012). Addressing cultural impasses with rupture resolution strategies: A proposal and recommendations. *Professional Psychology: Research and Practice, 43*(3), 183-189.
- Huskins, A. K. (2003). Culture and value perceptions in the experience of identity, self, and meaning for southern appalachian women: A qualitative analysis (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses.
- Leung, S. A., & Chen, P. (2009). Counseling psychology in Chinese communities in Asia: Indigenous, multicultural, and cross-cultural considerations. *The Counseling Psychologist, 37*(7), 944-966.
- Mak, W. W. S., Chen, S. X., Lam, A. G., & Yiu, V. F. L. (2009). Understanding distress: The role of face concern among Chinese Americans, European Americans, Hong Kong Chinese, and mainland Chinese. *The Counseling Psychologist, 37*(2), 219-248.
- Owen, J. & Imel, Z. (2012). ‘No-show’: Therapist racial/ethnic disparities in client unilateral termination. *Journal of Counseling Psychology, 59*(2), 314-320.
- Ratts, M. J. (2011). Multiculturalism and social justice: Two sides of the same coin. *Journal of Multicultural Counseling and Development, 39*, 24-37.
- Wang, J., Leu, J., & Shoda, Y. (2011). When the seemingly innocuous “stings”: Racial microaggressions and their emotional consequences. *Pers Soc Psychol Bull, 37*(12), 1666-1678)
- Williams, C. B. (2005). Counseling African-American women: Multiple identities – multiple constraints. *Journal of Counseling & Development, 83*, 278-283.
- Worrell, F. C., Mendoza-Denton, R., Telesford, J., Simmons, C., & Martin, J. F. (2011). Cross racial identity scale (cris) scores: Stability and relationships with psychological adjustment. *Journal of Personality Assessment, 93*(6), 637-648.
- Worthington, R. L., Soth-McNett, A. M., & Moreno, M. V. (2007). Multicultural counseling competencies research: A 20-year content analysis. *Journal of Counseling Psychology, 54*(4), 351-361.

Chapters:

- Adamopoulos, J. & Lonner, W. J. (2001). Cultural and psychology at a crossroad: Historical perspective and theoretical analysis. In D. Matsumoto (Ed.), *The handbook of culture and psychology* (pp. 11-34). New York: Oxford University Press.
- Bell, L. A., Castañeda, C., & Zúñiga, X. (2010). Racism. *Readings for diversity and social justice* (2nd ed.), (pp. 59-69). New York: Routledge.
- Bryan, W. V. (2010). Struggle for freedom: Disability rights movements. *Readings for diversity and social justice* (2nd ed.), (pp. 464-469). New York: Routledge.
- Butler, R. N. (2010). Ageism: Another form of bigotry. *Readings for diversity and social justice* (2nd ed.), (pp. 557-562). New York: Routledge.
- Carbado, D. W. (2010). Privilege. *Readings for diversity and social justice* (2nd ed.), (pp. 393-399). New York: Routledge.
- Colligan, S. (2010). Why the intersexed shouldn't be fixed: Insights from queer theory and disability studies. *Readings for diversity and social justice* (2nd ed.), (pp. 485-489). New York: Routledge.
- Cross, W. E. (2012). The psychology of nigrescence: Revising the Cross model. In J.G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (pp. 93-123). Thousand Oaks, CA: Sage.

- Helms, J. E. (1995). An update of Helms's white and people of color racial identity models. In J.G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (pp. 181-198). Thousand Oaks, CA: Sage.
- Johnson, A. G. (2005). The social construction of difference. *Privilege, power, and difference* (pp. 15-20). McGraw-Hill Higher Education.
- Joshi, K. Y. (2010). Religious oppression of Indian Americans in the contemporary United States. *Readings for diversity and social justice* (2nd ed.), (pp. 254-258). New York: Routledge.
- Kim, U. (2001). Culture, science, and indigenous psychologies. In D. Matsumoto (Ed.), *The handbook of culture and psychology*, (pp. 51-75). New York, NY: Oxford University Press.
- Kimmel, M. S. (2010). Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity. *Readings for diversity and social justice* (2nd ed.), (pp. 326-332). New York: Routledge.
- Lippy, C. H. (2010). Christian nation or pluralistic culture: Religion in American life. *Readings for diversity and social justice* (2nd ed.), (pp. 234-240). Location: Publisher.
- Lorber, J. (2010). Night to his day: The social construction of gender. *Readings for diversity and social justice* (2nd ed.), (pp. 321-326). New York: Routledge.
- Mantsios, G. (2010). Class in America – 2006. *Readings for diversity and social justice* (2nd ed.), (pp. 148-155). New York: Routledge.
- Norsworthy, K. L., Heppner, P. P., Ægisdóttir, S., Gerstein, L. H., & Pedersen, P. B. (2012). Exportation of U.S.-based models of counseling and counseling psychology. *Essentials of cross-cultural counseling* (pp. 69-81). Thousand Oaks, CA: SAGE.
- Quinlan, A. (2010). The loving decision. *Readings for diversity and social justice* (2nd ed.), (pp. 404-405). New York: Routledge.
- Ridley, C. R., Ethington, L. L., & Heppner, P. P. (2013). Cultural confrontation: A skill of advanced cultural empathy. *Counseling across cultures*, (pp. 377-393). Thousand Oaks, CA: SAGE.
- Smith, R. (2010). The personal is political. *Readings for diversity and social justice* (2nd ed.), (pp. 135-139). New York: Routledge.
- Young, I. M. (2011). Five faces of oppression. *Justice and the politics of difference*, (35-45). Princeton, NJ: Princeton University Press.

Additional Files On Canvas:

Code of the Freaks (Vimeo).

Feminist Thought in Counseling, Consultation, and Supervision (PowerPoint).

For the Bible Tells Me So.

Horizontal and Vertical Views of Oppression.