

**University of Northern Colorado**  
**Professional Counseling Programs**  
**APCE 623: Understanding and Counseling Diverse Populations**  
**Fall 2020 Loveland**  
**Course Syllabus**

---

<b>Instructor:</b>	Jennifer Smith, PhD, LPC, RPT-S	<b>Class Times:</b>	October 23, 24, 25, & November 6, 7, 8
<b>Teaching Assistants:</b>	Ryan Cheung, MA Alex Capraro, MS	<b>Class Times:</b>	Synchronous meeting times provided at the end of this syllabus.
<b>Class Location:</b>	Online: Synchronous & Asynchronous	<b>Email:</b>	JenniferA.Smith@unco.edu
<b>Phone:</b>	970-351-4695	<b>Office Hours:</b>	By appointment

---

**Course Description:** This course provides an examination of counselor training issues and skills relevant to working with diverse cultural backgrounds. Emphasis is placed on US minority groups; however, various multicultural groups will be discussed. This course is designed to sensitize students to concerns of various cultural groups, gain understanding of experiences of privilege and oppression, and develop a social justice approach.

**Required Readings:**

Bates, L. (2016). *Everyday sexism*. New York: Thomas Dunne Books. \*\*\*You will only read Chapter 1 & it is provided to you.

Bayne, H. B., & Branco, S. F. (2018). A phenomenological inquiry into counselor of color broaching experiences, *Journal of Counseling and Development*, 96, 75-85. DOI: 10.1002/jcad.12179mn

Coates, T. (2015). *Between the world and me*. New York: Spiegel & Grau. \*\*\***Read complete book.**

Fletcher, A. (2018). *Introduction to adultism*. Retrieved from: <https://freechild.org/introduction-to-adultism/>

Fletcher, A. (2018). *Creating safe and supportive youth voice environments*. Retrieved from: <https://freechild.org/creating-safe-and-supportive-youth-voice-environments/>

Girard, A., & Brownlee, A. (2015). Assessment guidelines and clinical implications for therapists working with couples in sexually open marriages. *Sexual and Relationship Therapy*, 30(4), 462-474. <http://dx.doi.org/10.1080/14681994.2015.1028352>

Hoover, S. M., & Morrow, S. L. (2016). A qualitative study of feminist multicultural trainees'

- social justice development, *Journal of Counseling and Development*, 94, 306-318. DOI: 10.1002/jcad.12087
- Kozan, S., & Blustein, D. L. (2018). Implementing social change: A qualitative analysis of counseling psychologists' engagement in advocacy. *The Counseling Psychologist*, 46(2), 154-189. DOI: 10.1177/0011000018756882
- Lee, F. (2017). Excommunicate me from the church of social justice. Retrieved from: <https://www.autostraddle.com/kin-aesthetics-excommunicate-me-from-the-church-of-social-justice-386640/>
- Lott, B. (2012). The social psychology of class and classism. *American Psychologist*, 67(8), 650-658. <http://dx.doi.org.unco.idm.oclc.org/10.1037/a0029369>
- McCullough, R., Dispenza, F., Parker, L. K., Viehl, C. J., Chang, C. Y., & Murphy, T. M. (2017). The counseling experiences of transgender and gender nonconforming clients. *Journal of Counseling and Development*, 95, 423-434. DOI: 10.1002/jcad.12157
- Moe, J. L., Finnerty, P., Sparkman, N., & Yates, C. (2015). Initial assessment and screening with LGBTQ clients: A critical perspective. *Journal of LGBT Issues in Counseling*, 9, 36-56. DOI: 10.1080/15538605.2014.997332
- Schlosser, L. Z. (2011). Christian privilege: Breaking a sacred taboo. *Journal of Multicultural Counseling and Development*, 31, 44-51. <https://doiorg.unco.idm.oclc.org/10.1002/j.2161-1912.2003.tb00530.x>
- Singh, A. A., Appling, B., & Trepal, H. (2020). Using the multicultural and social justice counseling competencies to decolonize counseling practice: The important roles of theory, power, and action. *Journal of Counseling and Development*, 98, 261-271. DOI: 10.1002/jcad.12321
- Stryker, S. (2017). *Transgender history: The roots of today's revolution* (2nd ed.). New York: Seal Press. \*\*\* You will only read Chapter 1 & it is provided to you.
- Sue, D. W. (2017). The challenges of becoming a white ally. *The Counseling Psychologist*, 45(5), 706-716. DOI: 10.1177/0011000017719323
- Tatum, B. D. (2000). *The complexity of identity: "Who am I?"* In Adams, M., Blumenfeld, W. J., Hackman, H. W., Zuniga, X., Peters, M. L. (Eds.), *Readings for diversity and social justice: An anthology on racism, sexism, anti-semitism, heterosexism, classism and ableism* (pp. 9-14). New York: Routledge.

Walsh, C. A., Olson, J. L., Ploeg, J., Lohfeld, L., & Macmillan, H. L. (2010). Elder abuse and oppression: Voices of marginalized elders. *Journal of Elder Abuse & Neglect*, 23(1), 17-42. doi:10.1080/08946566.2011.534705

Wendell, S. (2013). The social construction of disability. In M. Adams, W. Blumenfeld, C. Castaneda, H. Hackman, M. Peters, & X. Zuniga (Eds.), *Readings for Social Justice* (3rd ed., pp. 15-21). New York: Routledge.

### **Recommended Readings (OPTIONAL):**

Adams, M., Blumenfeld, W. J., Catalano, D. C. J., Dejong, K., Hackman, H. W., Hopkins, L. E., Love, B., Peters, M. L., Shlasko, D., & Zuniga, X. (2018). *Readings for Diversity and Social Justice* (4th ed.). New York: Routledge.

Ratts, M., & Pedersen, P. (2014). *Counseling for Multiculturalism and Social Justice, Integration, Theory and Application*. American Counseling Association ACA. Alexandria, VA: Wiley.

Ratts, M. J., Singh, A. A., Nassar-McMillan, S. C., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 28-48. doi:10.1002/jmcd.12035

Sue, D.W., & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice* (6th ed.). Hoboken, NJ: Wiley.

Thomas, A.J. & Schwarzbaum, S. (2011). *Culture & identity: Life stories for counselors and Therapists* (2nd ed). Thousand Oaks: Sage.

### **Resources:**

American Counseling Association Code of Ethics - <https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### **Course Content:**

This course is designed to meet the CACREP 2016 standards for Social and Cultural Diversity (Section 2.F.2). The course introduces students to multicultural issues counselors face as a result of working with diverse populations. Students will be introduced to topics including oppression and privilege, racism, discrimination, sexism, power, ageism, etc. Course material is intended to prepare students for the challenges of working in a multicultural society.

To meet accreditation standards for counselor education programs, students who successfully complete the course must master the following knowledge and skill outcomes.

### **Knowledge & Skill Outcomes:**

Upon successful completion of this course students will understand the:

1. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP Standard: 2.F.2.a). –reading reactions, class discussion, critical media examination, class activities, group presentation, cultural immersion project
2. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP Standard: 2.F.2.b). – reading reactions, class discussion, small group advocacy presentation
3. Multicultural counseling competencies (CACREP Standard: 2.F.2.c). – small group advocacy presentation, cultural immersion project, class discussion, course readings, implicit bias results and reflection
4. Impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (CACREP Standard: 2.F.2.d). – small group advocacy presentation, cultural immersion project, class discussion, course readings, implicit bias results and reflection
5. The effects of power and privilege for counselors and clients (CACREP Standard: 2.F.2.e). – small group advocacy presentation, cultural immersion project, class discussion, course readings, implicit bias results and reflection
6. Help-seeking behaviors of diverse clients (CACREP Standard: 2.F.2.f). -course readings, class discussion, cultural immersion project
7. The impact of spiritual beliefs on clients' and counselors' worldviews (CACREP Standard: 2.F.2.g). -course readings, class discussion, cultural immersion project
8. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP Standard: 2.F.2.h). – small group advocacy presentation, cultural immersion project, course readings, implicit bias results and reflection, critical media examination
9. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (CACREP Standard: 2.F.4.g). – small group advocacy presentation, cultural immersion project, course readings
10. Ethical and culturally relevant strategies for addressing career development (CACREP Standard: 2.F.4.j). – small group advocacy presentation, cultural immersion project, course readings, class discussion
11. Models and competencies for advocating for clients at the individual, system, and policy levels (CACREP Standard: 2.F.5.j). – small group advocacy presentation, cultural immersion project, course readings, class discussion
12. Ethical and culturally relevant leadership and advocacy practices (CACREP Standard: 2.F.5.l) –cultural immersion project, course readings, class discussion, small group advocacy presentation
13. Cultural factors relevant to clinical mental health counseling (CACREP Standard: 5.C.2.j). -course readings, class discussion, cultural immersion project, implicit bias results and reflection
14. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP CMHC Standard: 5.C.2.d). -course readings, class discussion
15. Legislation and government policy relevant to clinical mental health counseling (CACREP CMHC Standard: 5.C.2.i). -course readings, class discussion
16. Cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration (CACREP MCFC Standard: 5.F.2.m). -course readings, class

discussion, small group advocacy project, immersion project

17. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP Standard: 2.F.1.e). – small group advocacy presentation, cultural immersion project, course readings, course discussion, implicit bias results and reflection, critical media examination

*\*The methods used to evaluate each Knowledge and Skill Outcomes are listed after each standard.*

### **Methods of Instruction:**

Students will engage in readings, didactic, and experiential activities geared toward integration and application of multicultural counseling and social justice knowledge and skills. Instruction will consist of lecture, small group discussion, experiential engagement and reflection, and a group project. **Please note that due to the COVID-19 pandemic**, Zoom and various forms of media will be used to ensure that you receive didactic and experiential learning opportunities. Lectures on didactic content will be made available before the start of each weekend of the course in Canvas. You will be grouped into small groups for reading and content processing with the instructor. This grouping and assigned time to meet as a small group is provided at the end of this syllabus.

### **Professional Conduct and Ethics:**

All students are required to know and adhere to their respective professional association (e.g., ACA, APA) code of ethics. Ethical violations may result in failure of the course and possibly dismissal from the program.

### **Disability Resources**

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

### **Food Insecurity and Basic Needs**

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at [sos@unco.edu](mailto:sos@unco.edu) or via phone at 970-351-2796.

## **Academic Integrity**

You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

## **Title IX**

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or [www.unco.edu/asap](http://www.unco.edu/asap)
- UNC Counseling Center: 970-351-2496 or [www.unco.edu/counseling](http://www.unco.edu/counseling)
- UNC Psychological Services: 970-351-1645 or [www.unco.edu/cebs/psych\\_clinic](http://www.unco.edu/cebs/psych_clinic)

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct) or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

## **Equity and Inclusion Statement**

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each

other's individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance)

### **Course Requirements/Assignments and Evaluation:**

**Learning Module Tasks (20 pts.):** At the end of many learning modules for this course, students will be instructed to complete a task or quiz based on the learned material and assigned reading. This will all be completed and/or uploaded in Canvas. In order to receive an "A" or "A-" in this course, all of these learning module tasks need to be completed. Each learning module task will be worth 2 points of the 20 points (identified above). Learning modules and tasks associated with learning modules are to be completed asynchronously. Be sure to complete learning modules and tasks on or before the day assigned on the course calendar below.

**Reading Logs and Reflections and Small Group Processing (20 pts):** Students are to read all assigned course readings as outlined in the Course Schedule below. After completing each class meeting's required reading, students will complete the reading log provided at the end of this syllabus. Students are to reflect on personal reactions (e.g. thoughts, feelings, somatic responses) to all required readings per class meeting; meaning, there will be one reading log turned via Canvas at the start of each class meeting that covers all readings due for that class meeting. Reading logs are required to be submitted on Canvas at the start of each scheduled class meeting by 9am (October 23, 24, 25, & November 6, 7, 8 for this course). The last section in the reading log on the class reflection journal will be completed at the end of each scheduled class meeting when we conclude our small group processing. Small group processing will be where readings, learning modules, and student reactions to all of the material scheduled for that day will be processed. The small groups will be facilitated by the professor or teaching assistant. Assigned groups and meeting times are found at the end of this syllabus.

**Implicit Bias Results and Reflection (10 pts):** Students will complete three segments/modules of the Implicit Bias Project, a Harvard study. Students will self-select the modules, but the following modules CANNOT be included as selections for this assignment: Weapons; Presidents. Modules can be found at the following link: <https://implicit.harvard.edu/implicit/takeatest.html> Students are required to include their results by attaching it to their reflection for submission. Reflections are to focus on reactions and processing of the results of held implicit biases. Reactions and processing need to be on cognitive AND affective levels and can also include any resistance to the results. Papers are expected to be 3-5 pages in length excluding the results that are attached. Results from **three** completed modules from the Implicit Bias Project are to be attached to this paper in order to receive a grade.

**Critical Media Examination (15 pts):** Students will self-select one favorite *childhood* book, music, or movie to read or watch again. Students are to read or watch these *childhood* favorites with critical consciousness. Critical consciousness will focus awareness on the oppressive messages that these selections from childhood knowingly and unknowingly perpetuate. After thoughtful and critical re-examination of selections, students will write a 3-4 page reflection paper. The paper needs to address the following questions: 1) What does this book/movie/song

suggest about who you should be based on your social identities/positions (discuss your identities, describe roles)? In other words, if the media decided who you should be based on your identities, what would it decide? 2) What do these books/movies suggest about people who are different than you? How are they portrayed (describe roles)? Be specific (discuss gender identity, race, ethnicity, social class, age, ability/disability, sexual/affectional orientation, religion, language, etc.). 3) To what extent do you see your identities reflected in a wide variety of book/movie roles? Limited roles? Are people who look and sound like you widely represented? How about people who don't look and sound like you? 4) Does the book/movie/song help you to instill a sense of pride in yourself? For which identities? If not, describe why not. If so, tell how and why you believe it does. 5) Generally reflect on your experience doing this assignment, include some discussion about how this book/movie/song informed your beliefs about yourself and the world during your childhood.

**Small Group Advocacy Project (35 pts):** In assigned small groups of 3 or 4 (see below in the syllabus for group assignments), students will identify a marginalized group of which they would like to gain greater understanding. This group must be a collective decision from the group. This project is intended to be a scaffolded approach to understanding and advocating with people marginalized by our society. The steps of this project are outlined below, and hopefully will offer a way of pursuing understanding of and advocacy with people later in your career.

**Step 1 (5 pts of the 35pts):** As a group, select a marginalized group (e.g., Black and African-American people, youth, people who are D/deaf, transgender people, indigenous tribes to name a few) with whom you will further your learning and understanding. Once your population has been identified and agreed upon by the group, select a book or documentary to individually read or watch. This selection must also be agreed upon by the group, but all will engage with the selection on their own time. Provide your group's population and book or documentary selection to Dr. Smith in Canvas. All group members will upload this in a word document, but it must be consistent across group members. **Due 10/24/20**

**Step 2 (10 pts of the 35 pts):** Students will write a group 2-3 page literature review paper focused on understanding the marginalized group and identifying a problem this group experiences due societal oppression. This paper needs to include 3 peer-reviewed articles and one other publication from someone who holds in-group status (meaning, if you are seeking understanding of experiences among transgender people, you need to include something written by a transgender person in your references). The in-group reference may be from websites, blogs, etc. instead of an academic journal, if necessary. All group members will upload the group 2-3 page paper into Canvas, but this paper is done as a group, so there needs to be consistency from one group member's uploaded paper to the other. All group members receive the same grade for this submission. **Due 11/6/20**

**Step 3 (10 pts of the 35 pts):** Students will revisit what it is like to be a member of their selected community/population by engaging with members of the selected community/population directly. Given our current circumstances, students can virtually attend a community event, meet one-on-one or with a small group in an open space, attend a group or meeting held by someone from their selected community/population to name a few options. This engagement must be related to the selected population experiencing marginalization from the above steps 1 and 2. This engagement can be done individually for each group member or as a group. The engagement selections can vary and do not have to be consistent across students within your group. After this engagement, students are to write a 1-2 page reflection paper about engaging

directly with a member of the selected community. Each group member will submit a reflection paper for this step individually and this step will be graded based on the individual submission and not the group. **Due 11/7/20**

**Step 4 (10 pts of the 35 pts):** For the final step of this project, your small group of students will develop a project or action that advocates for the selected community/population based on what you have been learning about their experiences. Students, as a small group, will create a product addressing a problem or experience face by their selected community/population. This product could be a video for sharing on social media, a training that can be implemented in their place of work or practicum/internship site, letters sent to an editor or administrator, arts based project to be displayed that represents narratives of underrepresented persons, documentary video with in-group perspectives, developing a support group and so many other options. Should your group have difficulty determining what advocacy action is appropriate or doable, please feel encouraged to consult with Dr. Smith. After developing your advocacy action, implement or disseminate it to others. During the last class meeting, student will present what they learned about the marginalized group from the literature, in-group engagement experience, and how they actively addressed a problem or experience through presenting their product to the class and reporting the outcome of the small group advocacy action. **Due 11/8/20**

*\*The requirements of this course are subject to change at the discretion of the instructor.*

**Grading:** Final letter grades will be assigned based on the following distribution:

<b>A</b>	93-100	<b>C</b>	73-76
<b>A-</b>	90-92	<b>C-</b>	70-72
<b>B+</b>	87-89	<b>D+</b>	67-69
<b>B</b>	83-86	<b>D</b>	63-66
<b>B-</b>	80-82	<b>D-</b>	60-62
<b>C+</b>	77-79	<b>F</b>	Below 60

**Anticipated Course Schedule:**

<b>Date</b>	<b>Topic</b>	<b>Reading/Assignments DUE</b>
10/23/20	Introduction and Course Requirements Self as a Cultural Being Multicultural Counseling, Social Justice, Counterhegemony, & Multicultural & Social Justice Counseling Competencies	Tatum (2000) Hoover & Morrow (2016) Kozan & Blustein (2018) Singh, Appling, & Trepal (2020) ACA or APA Code of Ethics Lee (2017) <a href="https://www.autostraddle.com/kin-aesthetics-excommunicate-me-">https://www.autostraddle.com/kin-aesthetics-excommunicate-me-</a>

		<p><a href="https://www.from-the-church-of-social-justice-386640/">from-the-church-of-social-justice-386640/</a></p> <p><b>Informed Consent Due</b> (see end of syllabus)</p> <p><b>Reading Log and Reflection 1 Due</b></p>
10/24/20	<p>Identity Development</p> <p>Broaching</p> <p>Privilege, Oppression, &amp; Institutional Oppression</p> <p>Sexism</p> <p>Oppression of Transgender and Gender Nonconforming Persons</p>	<p>Bayne &amp; Branco (2018)</p> <p>Bates (2016)</p> <p>Stryker (2016)</p> <p>McCullough et al. (2017)</p> <p><b>Reading Log and Reflection 2 Due</b></p> <p><b>Step 1 of Group Advocacy Project Due</b></p>
10/25/20	<p>Affectional &amp; Sexual Orientations</p> <p>Diverse Relationships: Consensual Nonmonogamy and Polyamory</p> <p>Religious Oppression</p>	<p>Moe et al. (2015)</p> <p>Girard &amp; Brownlee (2015)</p> <p>Schlosser (2011)</p> <p><b>Reading Log and Reflection 3 Due</b></p>
11/6/20	<p>Racism, Institutionalized Racism, Colorblindness, &amp; Internalized Racism</p> <p>Privilege Guilt &amp; White Consciousness</p>	<p>Coates (2015)</p> <p>Sue (2017)</p> <p><b>Implicit Bias Results &amp; Reflection Due</b></p> <p><b>Reading Log and Reflection 4 Due</b></p> <p><b>Step 2 of Group Advocacy Project Due</b></p>
11/7/20	<p>Classism</p> <p>Refugee Populations</p> <p>Disability &amp; Ableism</p>	<p>Lott (2012)</p> <p>Wendell (2013)</p> <p><b>Critical Media Examination Due</b></p> <p><b>Reading Log and Reflection 5 Due</b></p> <p><b>Step 3 of Group Advocacy Project Due</b></p>

11/8/20	Ageism & Adultism <b>Group Advocacy Project Presentation</b>	Walsh et al. (2010) Fletcher (2018) <a href="https://freechild.org/introduction-to-adultism/">https://freechild.org/introduction-to-adultism/</a> Fletcher (2018) <a href="https://freechild.org/creating-safe-and-supportive-youth-voice-environments/">https://freechild.org/creating-safe-and-supportive-youth-voice-environments/</a> <b>Reading Log and Reflection 6 Due</b> <b>Step 4 of Group Advocacy Project Due</b>
---------	---	---

### Informed Consent

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Due to the complex, and at times controversial, nature of this course, I understand and agree to the following:

At times, controversial topics may be discussed in this course. My peers and I may experience reactions to these topics and may have already established opinions and values related to these topics. Although it is not necessary for us to agree with one another in relation to any controversial issues discussed in this course, I agree to remain respectful of my peers throughout the course.

This class will involve personal self-reflection related to examining my personal values, beliefs, and biases surrounding diversity issues. It is expected that I remain open to self-reflection throughout the course. The purpose of self-reflection is to prepare myself for managing reactions, values, and biases that may arise when working with diverse clients, counselors-in-training, and research participants.

I am expected to participate in a meaningful and appropriate manner. Although talking about diversity issues can be difficult, I am expected to verbally engage in the learning process.

---

Signature

### Reading Log & Reflection

#### *Independent Reading Log*

Reading	Thoughts	Feelings	Somatic Response
Provide author and year	What did you consider that you haven't previously considered? What did you learn? What defenses are coming up?	How are you feeling? (i.e. sadness, anger, hurt, frustration, hostility, relief)	What bodily reactions are you noticing? (i.e. stomach ache, headache, sweaty palms, tense shoulders)

How did you practice self-care today?

*Reflection and Process Journal* (this will be completed at the end of each class by hand in-class)

### **Small Processing Groups**

(These are for the reading and course content processing at the end of each scheduled class meeting. There will be a group Zoom link that is shared on Canvas for these meetings, and each small group will meet in a breakout room. The groups are subject to change as the course begins due to add/drop until the start of the course on October 23<sup>rd</sup>. It is expected that you will plan for the entire window of time for all groups until the class begins on October 23<sup>rd</sup> at which point you will remain in the same group.)

#### **Group 1** (with Ryan)

Larry Blankenship  
Robert Dunham-Orth  
Misha Memon  
Cassandra Mort  
Lacy Petrocco  
Amber Pierotti  
Pierina Reyes  
Carol Tisdale

#### **Group 2** (with Alex)

Stephanie Conn  
Kyreija Gringras Lamothe  
Katherine McGary  
Allison Noble  
Emily Perry  
Bailey Reshel  
Natalia Rodriguez  
Kathleen Terry

#### **Group 3** (with Dr. Smith)

Michael Delvecchio  
Miranda Maher  
Corey Martin  
Jordan Parmenter  
Lindsay Paukstis  
Jill Pries  
Nicole Scott  
Joanna Sorensen

### **Small Group Advocacy Project Groupings**

(These will also be your groups in Canvas. The groups are subject to change as the course begins due to add/drop until the start of the course on October 23<sup>rd</sup>. It is expected that you will plan for the entire window of time for all groups until the class begins on October 23<sup>rd</sup> at which point you will remain in the same group.)

#### **Group 1**

Carol Tisdale  
Joanna Sorensen  
Nicole Scott  
Jill Pries

#### **Group 2**

Kathleen Terry  
Bailey Reshel  
Cassandra Mort  
Miranda Maher

#### **Group 3**

Natalia Rodriguez  
Amber Pierotti  
Jordan Parmenter  
Misha Memon

#### **Group 4**

Pierina Reyes  
Lacy Petrocco  
Emily Perry  
Katherine McGary

#### **Group 5**

Lindsay Paukstis  
Allison Noble  
Michael Delvecchio  
Larry Blankenship

#### **Group 6**

Corey Martin  
Kyreija Gringras Lamothe  
Robert Dunham-Orth  
Stephanie Conn

### Synchronous Schedule

(This means we will be meeting for class during these times via Zoom. I will send a **Canvas announcement with Zoom links for our meetings.**)

Friday, October 23 <sup>rd</sup>	
4-5pm	Meeting to review course requirements and answer questions. <b>All students to attend.</b>
5-5:45pm	Small processing group meeting. <b>All groups.</b>

Saturday, October 24 <sup>th</sup>	
3-3:45pm	Small processing group meeting. <b>All groups.</b>

Sunday, October 25 <sup>th</sup>	
2-2:45pm	Open meeting time with Dr. Smith (not required meeting time, but come if you have course questions or want to process anything from class material).
3-3:45pm	Small processing group meeting. <b>All groups.</b>

Friday, November 6 <sup>th</sup>	
4-4:45pm	Open meeting time with Dr. Smith (not required meeting time, but come if you have course questions or want to process anything from class material).
5-5:45pm	Small processing group meeting. <b>All groups.</b>

Saturday, November 7 <sup>th</sup>	
3-3:45pm	Small processing group meeting. <b>All groups.</b>

Sunday, November 8 <sup>th</sup>	
9am-12:30pm	Small group advocacy project presentations. Each group (there are 6, but this may change to 7) will get 30 minutes to share their learnings and project action. <b>All students to attend.</b>
3-3:45pm	Small processing group meeting. <b>All groups.</b>