



College of Health Sciences | Master of Arts in Clinical Counseling Online

PSY6009 Multicultural Theories and Development

Number of Units: 3

Course Information:

Spring 2026 Quad 2 | January 12 - March 8

Class Meeting Information: **Tuesdays, 7:15 pm - 9:15 pm PST**

Modality: Synchronous Online

URL to join Zoom Class Session: <https://pointloma.zoom.us/j/94654220547?pwd=P2vJ7ab2F7eyA9lggFaJHQE2Qnx0xf.1>

Password: PSY6009

Instructor Information:

Instructor title and name: Dominique Elston, LMFT

Email: delston@pointloma.edu

Phone: by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

The study of social and cultural foundations of the behavior of individuals, families, and diverse groups, including contextual factors affecting treatment (poverty, resilience, stress, divorce, family systems, etc.). Exploration of how therapeutic interventions impact culturally distinct populations.

Program Learning Outcomes

The educational goals of Point Loma Nazarene University's *Masters of Arts in Clinical Counseling*

(MACC) are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and, 3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.

Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Competency 2: Demonstrate awareness and effective use of self in the therapeutic process

Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

Course Learning Outcomes

CLO 1.1: Identify theories of multicultural counseling, identity development, and social justice.

CLO 1.2 Evaluate multicultural counseling situations based on Biblical standards and that promotes appreciation of diversity.

CLO 1.3: Examine strategies for working with and advocating for diverse populations from a perspective of multicultural humility.

CLO 1.4: Begin to develop a professional identity and its associated responsibilities based the student's chosen emphasis (i.e. populations with whom the student would like to work).

CLO 2.1: Demonstrate self-awareness and effective use of self within the therapeutic process by critically reflecting on one’s own cultural values, biases, and worldviews, and evaluating how these impact work with clients from diverse backgrounds.

CLO 2.2: Develop and integrate professional characteristics—including effective communication, empathy, cultural humility, appropriate boundaries, and respect for differences—that enhance multicultural counseling competence and promote social justice in practice.

CLO 3.1: Identify multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.

CLO 3.2: Examine attitudes, beliefs, understandings, and acculturative experiences across cultures.

CLO 3.3: Examine and articulate the clinician's roles in developing cultural self-awareness, promoting social justice, advocacy and conflict resolution, that promote optimal wellness for the whole person.

This course meets the following CA BBS Education requirements for LMFT:

Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California.

Multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability, and their incorporation into the psychotherapeutic process.

The effects of socioeconomic status on treatment and available resources.

Resilience, including the personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threats, or other stresses.

This course meets the following CA BBS Education requirements for LPCC:

The understanding of human behavior within the social context of a representative variety of the cultures found within California.

Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California.

An understanding of the effects of socioeconomic status on treatment and available resources.

Multicultural counseling theories and techniques, including counselors’ roles in developing cultural self awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse populations, and counselors’ roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination. Integrate an understanding of various cultures and the social and psychological implications of socioeconomic position.

Provide the opportunity for students to meet with various consumers and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery.

CLO/PLO Alignment with Assignments

PLO	CLO	Assignment/Activity(PLO+CLO)
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PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families
 Competency 1: Demonstrate comprehensive knowledge of

theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.

implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

Competency 3: Apply clinical knowledge by effectively
CLO 1.1: Identify theories of multicultural counseling, identity development, and social justice.

CLO 1.2 Evaluate multicultural counseling situations based from a Christian worldview that promotes appreciation of

diversity.

CLO 1.3: Examine strategies for working with and advocating for diverse populations from a perspective of multicultural humility.

Discussion Posts

<p>PLO 2: Develop and apply self awareness and professional ethics to the practice of clinical counseling.</p> <p>Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients</p> <p>Competency 2: Demonstrate awareness and effective use of self in the therapeutic process</p> <p>Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others</p>	<p>CLO 2.1: Demonstrate self-awareness and effective use of self within the therapeutic process by critically reflecting on one’s own cultural values, biases, and worldviews, and evaluating how these impact work with clients from diverse backgrounds.</p> <p>CLO 2.2: Develop and integrate professional characteristics—including effective communication, empathy, cultural humility, appropriate boundaries, and respect for differences—that enhance multicultural counseling competence and promote social justice in practice.</p>	<p>Quizzes</p> <p>Sociocultural Self of Therapist and Roots Paper</p>
<p>PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.</p> <p>Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client</p>	<p>CLO 3.1: Examine inclusivity as it applies to characteristics of social identity and concerns within and among diverse groups nationally and internationally.</p> <p>CLO 3.2: Examine attitudes, beliefs, understandings, and experiences across cultures.</p>	<p>Pre-class questionnaires</p> <p>Group Project</p>

<p>populations.</p> <p>Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.</p> <p>Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.</p>	<p>CLO 3.3: Examine and articulate the clinician's roles in developing cultural self-awareness, promoting social justice, advocacy and conflict resolution, that promote optimal wellness for the whole person.</p>	<p>Vignettes</p> <p>Reflection Papers</p>
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Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

Credit Hour Distribution

Requirements	Total Course Hours
Class Attendance	16
Required Readings	45
Quizzes	5
Reflection Assignments	10
Group Clinical Process In Class Vignettes	10
Group Clinical Process Presentation & Role Play	15
Discussion Posts	10
Surveys	2

Required Texts and Recommended Study Resources

Hays, D. G., & Erford, B. T. (2022). *Developing Multicultural Counseling Competence* (4th ed.). Pearson Education (US).

[ChenFeng, J., & Stone, D. \(2019\). *Finding Your Voice As a Beginning Marriage and Family Therapist*](#)

Other assigned readings and videos will be directly linked to Canvas under Course Schedule and in the Weekly Agendas

Recommended Study Resource

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th edition). American Psychological Association.

NOTE: *Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.*

Assessment and Grading

Academic Honesty Verification Students must complete the verification before gaining access to the rest of the content.

1. **Attendance (10%)** Please see Attendance Policy in syllabus under course policies and **Professionalism (10%)** Please see Professionalism Policy in syllabus under course policies.
2. **Pre-Class Questionnaire (5%)**- Please complete this before Week 1 as we will reflect on this during class time. As part of this course, you are asked to reflect on your own experiences, beliefs, and responses related to race, culture, and power. These questions are designed to encourage honest self-exploration and to prepare you for meaningful engagement in class discussions. Your reflections are for your own growth and will not be graded on “right” or “wrong”

answers. Instead, they serve as a tool to deepen your awareness, challenge assumptions, and foster openness to learning.

3. **Weekly Quizzes (10%)** There will be six quizzes that are objective and include multiple choice or true/false. They will not be cumulative. Quizzes will include assigned reading and lecture material. These quizzes can be opened book, but will be timed.
4. **Discussion Posts (10%)** Discussion posts are an essential component of this course, designed to help you engage critically with assigned readings, videos, and class topics. Each week, you will respond to the provided discussion questions by offering thoughtful reflections that connect course materials to your personal, academic, or professional experiences.

Your initial post should:

- Directly address at least one of the week's discussion questions.
- Integrate insights from readings, videos, or lectures.
- Be respectful, reflective, and demonstrate critical thinking.

You are also expected to reply to at least one peer's post. Responses should move the conversation forward by asking clarifying questions, offering alternative perspectives, or deepening the analysis—not just agreeing or disagreeing.

5. **Reflection Papers (9% -- 45 points)** You will be required to complete 3 reflection papers to consolidate learning from the course into your personal and professional life. For each week, please respond to the provided questions and prompts with reflections that synthesize readings (with citations), class activities, and personal reflections. Full credit will be given to reflections which are completed on time and are characterized by thoughtful responses, grounded examples, and high-rated engagement with reading and class activities. Note that point reductions will follow PLNU late policy.

Reflection 1: Therapists' Role in Sociocultural Attunement and Client Centered Advocacy (1-2 pages) - 15 points

Reflection 2: Community Engagement and Interview (2-3 pages) - 15 points

Reflection 3: Group & Class Experiences and Personal Goals (2-3 pages) - 15 points

6. **Group Work** You will be assigned to a regular weekly discussion group for this class, to invite depth of connection and space to enrich your ability to exercise hospitality and humility, practice active and reflective listening, personal sharing, negotiation, and teamwork. You have several opportunities to work with your group on case conceptualization, clinical skill building, and offering personal support.

A. **Group Clinical Process Presentation & Role Play (30% -- 150 points)** Each group will prepare a 20 min presentation about how to conceptualize work with a client that demonstrates sociocultural attunement as part of whole-person care. Groups will be assigned a clinical topic or issue of interest that deepens our exploration of a social or cultural identity covered in class. See assignment for full details and presentation example. Groups should engage at least 3 external resources, ensure members are invited to participate equitably, and upload the group presentation to Canvas by the day of presentation.

B. **Group Clinical Process In-Class Vignettes (10% -- 50 points)** Group members will work together in class on weekly in-depth clinical case conceptualization for an assigned clinical case vignette. Group members must submit their work by the end of class.

7. **Sociocultural Self of Therapist and Roots Paper (20% -- 100 points)** Throughout the course, you will be encouraged to self-reflect on your sociocultural location as a developing therapist. This paper offers you the opportunity to consolidate reflections and clarify your starting worldview as it relates to the nature of people, ideals of health/healing, how people grow and change, and the role of a therapist in a helping process. You will also explore your convictions, hopes, and areas you want to grow as you integrate your sociocultural identity location or home base into your

professional development. It should be 6-8 pages (excluding title page and references), formatted in APA-style (1" margins, double-spaced, 12-pt Times New Roman font, with title and reference pages, etc.), and incorporate reflections from your private journal. You should engage a minimum of 3 academic references.

Assignment Distribution by Percentage:

The final grade will be computed on the following basis:

Assignments with Percentages

ASSIGNMENTS	PERCENTAGE
Attendance/Participation (10%) and Professionalism (10%)	20%
Weekly Quizzes (5 x 10 points)	10%
Reflection Papers (3 x 15 points)	9%
Group Clinical Process Presentation & Role Play	20%
Group Clinical Process In Class Vignettes (4 x 10 points)	10%
Discussion Posts (10 x 5)	10%
Sociocultural Self of Therapist Paper	20%
Surveys	1%
TOTAL	100%

Grading Scale:

Grading Scale

Grade Scale Based on Percentage of Points Earned

A 93		C+ 77-79	D+ 67-6	
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Students must achieve a minimum grade of B- to pass this class.

Other Course-specific Info

GROUND RULES OF THE COURSE

Together we will create a dynamic learning environment where:

1. Learning is challenging but safe
2. Learning is experiential and active
3. Communication is open . . . opposing viewpoints are welcomed
4. All are learners and all are teachers . . . we will learn from each other
5. Mistakes are okay . . . this is a no-guilt, no-blame zone
6. The point is to learn and grow ... grades are a by-product and not the goal
7. Integrity and honesty are expected

PLNU Spiritual Care

Mission Valley: PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

PLNU State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Note: Additionally, include the below if this pertains to your course:

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[MLA Style Center: Citing Generative AI](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to

professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](#).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](#).

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online. Synchronous Courses: At least one class meeting takes place at a designated time. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.

3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU Attendance

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2) classes in the MACC program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Note: If a student incurs a third absence, they may petition the faculty to remain enrolled in class. The faculty will provide a make-up assignment proportionate in length and difficulty to the class missed. This third absence may also result in a referral to the Student Development Committee.

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. For semester-long classes, as extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). **For quad-length classes, a student may incur one absence without losing points.** A second absence will incur a 10% deduction, and after a third absence the student will be unenrolled from the class. Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 15 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class, or leaving 30 minutes or more early from a class will be considered an absence.

Refer to [Academic Policies](#) for additional details.

Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: [PLNU MACC Online Professionalism Rubric](#)

Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

Use of Technology

MACC is committed to a distraction-free learning environment. Aside from the computer students are using to attend class other devices (phones, tablets etc) should *remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

[The GPS Writing Center](#) offers:

Zoom Writers Workshops offered each quad on a variety of helpful topics
One-to-one appointments with the Writing Coach
Microlearning YouTube Video Library for helpful tips anytime

[Research Help Guide](#) to help you start your research

The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge

[Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!

[Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts. [Tutoring](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

Course Schedule and Assignments

Course Schedule

Week	Topic	Reading/Viewing	Assignment
Week 1 No Zoom Class Session this week (Flex Week)	Course Introduction and Overview Syllabus Pre-Class Questionnaire Personal Ethics and Vision of Justice and Mercy <i>Posture: Hope and Holding</i>	Review <u>Syllabus</u> Review the signature assignment Ruiz, D. M. (2004). <u>Emotions are Real. In The Voice of Knowledge.</u> pp. 103- 118. (15 pages) Watch th video: VIDEO: <u>Challenges and Rewards of a culturally-informed approach to mental health Jessica Dere TEDxUTSC</u> (17:57)	Academic Honesty Verification Statement (<i>due Mon</i>) Pre-Class Questionnaire (<i>due Mon</i>) Introduction Discussion (<i>due Tues/Fri</i>) Weekly In-Class Vignette: Group Clinical Progress Report (Virtual) (<i>due Sun</i>)

Week 2 Sociocultural Attunement
in
Community

Therapist's Role as
Advocate

*Posture: Wonder and
Witnessing Worth*
Hays & Erford textbook, Chapter
1: The Culturally Competent
Counselor (33 pages)

Review the following:

[*Finding Your Voice As a Beginning
Marriage and Family Therapist*](#)
(Stone & ChenFeng, 2019)
[Available at the Ryan Library]:
[Chapter 1: Introduction](#), pps. 17-
34 (18 pages)
[Chapter 7: Moving Toward
Sociocultural Relational
Connection](#), pps. 138-148 (11
pages)
Discussion: Language Based Bias
(*due*

Tues/Fri)

Reading Quiz (Chapter 1) (*due Fri*)

Weekly In-Class Vignette: Group
Clinical Progress Report (*due Sun*)

Reflection Paper #1: Therapists'
Role in
Sociocultural Attunement and
Client Centered Advocacy (*due
Sun*)

Required Video Viewing:

[*Blood On Black Wall Street: The
Legacy Of The Tulsa Race Massacre*](#)
(NBC News, 2021).(43 mins)

<p>Week 3</p>	<p>Migration, Culture, and Race/Ethnicity</p> <p>Racism and Immigration Race in America</p> <p><i>Posture: Home and Hospitality</i></p>	<p><i>Hays & Erford</i> textbook: Chapter 2a: Cultural Identity Development Chapter 4: Racism and White Supremacy (45 pages)</p> <p>Watch the video: <u><i>The urgency of intersectionality Kimberlé Crenshaw TED</i></u> (18:49)</p>	<p>Weekly In-Class Vignette: Group Clinical Progress Report (<i>due Sun</i>)</p> <p>Reading Quiz (Chapter 4 & 2a) (<i>due Fri</i>)</p> <p>Discussion: Video Reflection - Urgency of Intersectionality (<i>due Tues/Fri</i>)</p>
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<p>Week 4</p>	<p>Gender Identity, Roles, and Fluidity</p> <p>Gender and Power</p> <p>Socio-Emotional Relationship Therapy</p> <p><i>Posture: Humility and Attunement</i></p>	<p>Be prepared to contribute insights/comments on what you read/view/reflect on in the next class session.</p> <p><i>Hays & Erford</i> textbook: Chapter 2b: Cultural Identity Development Chapter 5: Gender and Sexism (32 pages)</p> <p>Review the following:</p> <p>Intimate Partner Violence Worldwide: A Strengths-Based Approach (Asay et al., 2014) (24 pages)</p> <p>IN-CLASS Activity - Choose one video of interest to engage with before class:</p> <ol style="list-style-type: none"> 1. A Call to Men (10:56) 2. We Should All Be Feminists (30:15) 3. Challenging Sexism for God's Sake (33:46) 4. The Masculinity Paradox (59:00) 5. Women, Trauma, and Mental Health: Critical Conversations (20:07) 6. Ask Me Anything: Reproductive Trauma (17:03) 7. Feminist therapy and working with client undergoing divorce (1:56:44 - interview with therapist during first 20 min and last 45 min; therapy session for the 50 min in the middle) 	<p>Reading Quiz (Chapter 5 & 2b) (<i>due Fri</i>)</p> <p>Weekly In-Class Vignette: Group Clinical Progress Report (<i>due Sun</i>)</p> <p>Mid-Course Survey (<i>due Sun</i>)</p> <p>Mid-Course Professionalism Feedback(<i>due Sun</i>)</p>
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Orientation
Hays & Erford textbook:
Chapter 6: Sexual and Affectional Orientation and

Counseling polyamorous couples

Posture: Mutuality and Collaboration
Heterosexism
Chapter 2c: Cultural Identity Development (36 pages)
[Clarke et al.](#) (2024) -

Christian Therapists Resolving Ethical Conflicts to Care for LGBTQ Clients (13 pages)
[Video: What is Polyamory?](#) (4min)
[Video: Psychotherapy with Gay, Lesbian, and Bisexual Clients: Diversity and Multiple Identities](#) (49 min)

Discussion: Video Reflection - Intersectionality (*due Tues/Fri*)

Reading Quiz (Chapter 6 & 2c) (*due Fri*)

Group Clinical Process Presentation (*due Sun*)

<p>Week 6</p> <p>➔ Group 1 Presentation</p> <p>➔ Group 2 Presentation</p>	<p>Socioeconomic Status</p> <p>Counseling low-income clients</p> <p>Poverty and homelessness</p> <p>Foster care and adoption</p> <p>Incarceration and re entry</p> <p><i>Posture: Solidarity and Empowerment</i></p>	<p><i>Hays & Erford</i> textbook: Chapter 7: Social Class and Classism (42 pages)</p> <p>Review the following:</p> <p>Centering the Voice of the Client: On Becoming a Collaborative Practitioner with Low-Income Individuals and Families (Falicov et al., 2021)</p> <p>Socioeconomic Status and Intimate Relationships (Karney, 2021)</p> <p>Required Video Viewing:</p> <p>TEDMED Talk: The Psychological Consequences of Poverty (Johannes Haushofer) - 14:22</p> <p>Centering the Voice of Low-Income Clients in Collaborative Practice (4:18)</p>	<p>Discussion: Video Reflection - Psychological Consequences of Poverty (<i>due Tues/Fri</i>)</p> <p>Reading Quiz (Chapter 7) (<i>due Fri</i>)</p> <p>Reflection Paper #2: Community Engagement and Interview (<i>due Sun</i>)</p>
<p>Week 7</p> <p>➔ Group 3 Presentation</p> <p>➔ Group 4 Presentation</p>	<p>Age and Ability</p> <p>Foster Care and Adoption (carry-over from Week 6)</p> <p>Age and Ageism</p> <p>Disability and Ableism</p> <p><i>Posture: Wisdom and Accountability</i></p>	<p><i>Hays & Erford</i> textbook: Chapter 8: Disability, Ableism, and Ageism (pp. 267-299) (33 pages total)</p> <p>Review the following:</p> <p>TED Talk: I'm Not Your Inspiration, Thank You Very Much (Stella Young) - 9:16</p>	<p>Reading Quiz (Chapter 8) (<i>due Fri</i>)</p> <p>Sociocultural Self of Therapist Reflection Paper (Turnitin) (<i>due Sun</i>)</p>

Week 8

➔ Group 5 Presentation Resources and Resilience in Community	Client Centered Advocacy Projects Group & Class Reflections Review the following: Cooper, M. (2024). Progressive Social	Change Perspectives and Therapy: Mapping the Interfaces Part 1: From Progressive Social Change Perspectives to Therapy. Pluralistic Practice Journal. Discussion: Cooper	Article Reflection (<i>due Tues/Fri</i>) Reflection Paper #3: Class Experiences and Personal Goals (<i>due Sun</i>) End-of-Course Evaluation (<i>due Sun</i>)
	<i>Posture: Wholeness and Differentiation</i>		

Assignments At-A-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.