

SCHC/PSYC 7470
Counseling Culturally Diverse Populations
Online, 3 hours

REQUIRED TEXTBOOK(S)

School Counseling Students: Manning, M. L., and Baruth, L. G. (2009). *Multicultural Education of Children and Adolescents (5th ed)*. Boston: Pearson.

Psychology Students: Diller, J. V. (2007). *Multicultural Counseling and Psychotherapy: A lifespan Approach*. (5th Ed.). Boston: Pearson

All Students: Assigned Readings.

SCHC Students Only: APA 6th Edition if you do not already have it.

COURSE DESCRIPTION

This online course is conducted through the use of BlazeVIEW (BV). You will find all instructions, assignments, etc. here. Please contact **Distance Learning (245-6490)** should you have any technical problems.

Prerequisite: SCHC/PSYC 7400 or equivalent. The purpose of this course is to introduce students to culturally diverse populations through a survey of the cultural context of relationships, issues, and trends in a pluralistic and diverse society. An emphasis will be placed on a knowledge base related to theories, skills, and models of diversity that facilitate effective interventions and relationships with culturally diverse populations.

This course is about self-understanding, other-understanding, and professional development as a counselor/service provider. Part of the content will be designed for you to gain knowledge related to diversity, different cultures, and influences on human development; however, the most important part of this course is for you to experiences what it is like to walk in someone else's shoes, metaphorically speaking—for you to have experiences that can lead to genuine empathy, tolerance, and acceptance, and to increase your ability to be authentic with your clients/students.

MED SCHOOL COUNSELING OUTCOMES

SCCO-B.1/CACREP K.2.a.. describe multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally;

SCCO-B.2./CACREP K.2.b. identify investigations of attitudes, beliefs, understandings, and experiences including specific experiential learning activities related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socio-economic status and unique characteristics of individuals, couple, family, and/or community;

SCCO-B.3./CACREP K.2.c. describe individual, couple, family, group, and community strategies with diverse populations;

SCCO-B.4./CACREP K.2.d. compare and contrast the counselors' role in social justice, advocacy, conflict resolution, self-cultural awareness, the nature of biases, prejudices,

processes of intentional and unintentional imposition and discrimination, as well as, other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

CACREP K.2.3 describe theories of multicultural counseling, theories of identity development, and multicultural competencies;

SCCO-B.5. /CACREP K.2.f identify ethical and legal considerations related to working with diverse individuals, groups and communities.

CACREP A.7. identify the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;

CACREP C.1.e prepare an action plan and school counseling calendar reflecting appropriate time commitments and priorities in a comprehensive developmental school counseling program.

COURSE TOPICS

1. Self-awareness, other-awareness, human relations.
2. Frameworks for understanding diversity.
3. Professional, ethical, and legal issues.
4. Characteristics and issues related to ethnicity and race
 - African Americans,
 - Native Americans,
 - Asian Americans,
 - European Americans,
 - Hispanic Americans, and
 - Lesbian, Gay, Bisexual, Transgender (LGBT) clients.
5. Counseling theories and multicultural competencies to work with diverse groups.
6. Class and socioeconomic status, language, religion, gender, sexual orientation and age.
7. Issues for the twenty-first century

INSTRUCTIONAL METHODS AND ACTIVITIES

- A. Discussion questions/discussion board
- B. Experiential exercises, reports
- C. Video tapes and movies, reports

- D. Presentations via written assignments
- E. Special reading assignments, reports

Papers you write:

My expectations are that the papers you write will reflect graduate-level work: accurate grammar, punctuation, spelling (use your spell check), complete sentences, and syntax; clear and logical expression and presentation of information in your own words unless you cite references.

Use of APA writing format is expected for each paper unless stated otherwise (reflections, opinions, reactions). SCHC students must obtain a copy of the 6th Edition of the APA Manual. All others may use one of the following FREE internet resources to guide your writing:

<http://www.ccc.commnet.edu/apa/>

<http://www.owl.english.purdue.edu/owl/resosource/560/01/> EXCELLENT

Papers are of two types:

1. **Formal Paper:** these are typical for graduate level work and are almost always the requirements for graduate level courses. They reflect research done on assigned topics and facts (not opinions) that must be cited using APA format. This is considered to be “formal” in that specific guidelines are to be followed each time you write (for education classes, use the 5th ed. APA Manual or the free internet resources).
2. **Reflection/Reaction/Opinion Paper:** Often you will be asked to write your thoughts about an assignment. This is your opportunity to express what you think, your opinions, and/or how you feel about an issue. No citations are necessary; you do not have to use APA format for these.

COURSE REQUIREMENTS

Weekly Organization:

This course is organized by weeks (Wednesday through Tuesday), and assignments and discussion board postings are due no later than 11:59 p.m. on the Tuesday of the week after they are assigned (unless a specific due date is assigned). You will lose points each day an assignment is late or receive no credit at all. Please contact me if your assignment will be late because of legitimate reasons (as described by University policy regarding absence from class).

Each Wednesday, by 5:00 p.m., I will post to e-mail the weekly **Newsletter**. This Newsletter will explain your assignment for the upcoming week (Wednesday-Tuesday). The tentative schedule will have many assignments but is not comprehensive, so you will find details for all assignments in the Newsletter each week.

All written reports, papers, reviews, etc. are to be submitted to me through BV. If you have technical problems, please contact Distant Learning at 229-245-6490 or dlforms@valdosta.edu. Please **do not** email assignments to me through Windows Live or through any other email provider. (*second time I've said this*).

Page Header for all assignments required: You are to “insert” a page header that will appear on each page of each of your assignments with your name, assignment number and topic as identified in this syllabus, due date, and number the pages: see following example:

Your Name, <i>Assignment #1: Self-Assessment, due 6/15/10 1</i>

Submit assignments as a word document (.doc or .docx).

ONLINE COURSE INSTRUCTIONS

Communication is the key to the successful completion of any online course. You will receive many e-mails from me throughout this semester. It is **essential** that you check your BlazeVIEW e-mail account at least twice a day, and always check your e-mail account or re-read instructions before you send a question to me. I will send you a weekly Newsletter each Wednesday with information regarding the course and with details of your upcoming weekly assignments for the next 7 days.

Course Assignments:

Major assignments are described in the body of the syllabus. You are expected to check your e-mail daily for updates and any communication from either your classmates or me. Assignments may be sent to me early but not late. Points will be deducted for each day an assignment is late OR you may receive a 0.

All assignments are to be sent to me via BlazeVIEW e-mail and are to be attached to the e-mail as an MS Word document. Information for you to include in the **Subject Box** is included in each assignment.

Very important: a separate e-mail is needed for for you to send me each assignment (this has to do with my record keeping). So, if you are sending, for example, #1 and #2 during the same week, attach them to separate emails so that I can file them appropriately. In other words, do not have more than one attachment per e-mail and use the “subject box” information provided for that assignment.

If you have technical difficulties, please contact the Distant Learning office. Do not send me your assignments attached to Windows Live—only through BlazeVIEW. (*third time I have said this*)

ASSIGNMENTS

Due dates are listed on the Tentative Schedule of Activities. If I have to change something on the schedule of activities, I will notify you in sufficient advance. Also, I will include the due dates in the weekly Newsletter I send to you each Wednesday by 5:00 p.m.

Assignment 1

Self-Assessment

Subject Box: Self-Assessment

You are to complete each of four (4) self-assessments found in the file “Self-Assessments” on BlazeVIEW. I suggest that you print them for ease of completion. After completing each

assessment, write a brief self-analysis based on results from each assessment including (number these items in your report):

1. What did you learn about yourself and what is your reaction to this knowledge?
2. In what areas would you like to see changes in yourself?
3. How will you accomplish this/these change(s)?

Assessments:

- Family of Origin
- Liking People Scale I & II
- Self Righteous Scale I II
- Cross Cultural Competencies

Length: no more than 2 pages; double spaced, include a header that identifies this assignment. Begin your paper with the title of each of an assessment, then, in outline form, answer a, b, and c for each of the assessments. APA format not needed for this assignment.

Assignment 2

Personal Paper:

Subject box: Personal Paper

The purpose of this assignment is for you to reflect on the influence your ethnic and cultural heritage has had on your development into the person that you are at this time. This paper requires attention to several general themes. Even though this is a narrative, be certain to identify each section as you write about it.

APA style not indicated. Include a header that identifies this assignment.

Include a header (already discussed content of header)

Length: Maximum 5 pages. Much is being asked of you in this short document, so do not make the mistake of rushing through this assignment without giving each aspect in-depth thought and thorough analysis. Be brief and to the point. This may be the most important assignment that you do in this class.

Double space; 1" margins; 12 pt. font

2 Sections (label them as such and include each item under the section) (Continued on p. 5)

Section I of the paper is devoted to *general themes* and will include **brief** accounts of:

- a) the place(s) you grew up (towns, cities, neighborhood, economy); comment on the demographic make-up regarding diversity.
- b) if relevant include what you know or can find out about the history of your ancestors that relates to their attitudes about other cultures/races/diversity.
- c) The people who most influenced your world view and in what way?
- d) the values that are (were) important to your grandparents, parents, and you (consider the values that you learned growing up and also the values that these groups agree and disagree on); Do you maintain these values to this day?
- e) your socioeconomic status growing up and how it impacted you;
- f) the kinds of foods you ate growing up and the meaning of special meals;
- g) the favorite holidays of your family;
- h) the typical ways in which people communicated in your family (i.e., did not discuss feelings, fought all of the time but always in love, etc.)

Section II is to include a brief quality description of the following:**

- i) your family's **attitudes** toward people who were different from them in terms of class, color, religion, sexual orientation, physical/disability, elderly, the unemployed. Write a description of your feelings about these attitudes while you were growing up and your feelings about these attitudes now: a **then and now reflection**. Have your attitudes changed? Please explain.
- j) how your family **viewed** women and men and gender roles in your family; how do you currently view gender roles; are your views different now, and why or why not?
- k) the earliest memory you have of an **experience** with an individual(s) of a cultural or ethnic group different from your own; what was the outcome? How did that experience influence your attitudes toward that culture or group of people?
- l) an **experience** in your own life in which you felt discriminated against for any reason, not necessarily because of your culture. What was the outcome? What were your feelings?

**The bulk of your paper should be devoted to these components.

The last paragraph is to include a few comments about your thoughts and feelings as you reviewed the building blocks of your personality and in the course of writing this essay.

Assignment 3 Experiential Activities (2 assignments)

You are to experience two cultures that are different from your own.

I. Level 1 Activity Gain insight into another culture including a sense of and empathy for their particular lives.

Subject box: 3-I

Watch a movie pertinent to a culture other than to your own. When finished, write a brief description of what you did and of your reaction to this exercise. *Include header; Not APA, single spaced, 1 page in length, include your culture at the top of the page.*

The following questions should be listed and addressed in your reaction:

- a) Identify the Movie, date it was produced, and briefly describe the cultures represented in the movie.
 - b) Describe the reason(s) that you selected this particular movie.
 - c) List several (5-8) insights into this culture that you gained.
 - c) What were your reactions to the movie (thoughts, feelings, behaviors), be specific?
 - d) If you were to repeat the experience, what would you do differently?
 - e) What value was this experience for you as a school counselor/clinical counselor/service provider?
- **Movie suggestions:** My Big Fat Greek Wedding; Freedom Writers; Brokeback Mountain; The Bucket List (age); Rent; Losing Isaiah; Spanglish; Real Women Have Curves; 21 Days; Boys Don't Cry; Crash; Whalerider, Tortilla Soup, Run Lola Run, Spirited Away, Monsoon Wedding, Mississippi Burning, American History X, A Bronx Tale, Malcolm X, Schindler's List, The Ten Commandments, Borat, And the Band Played On, V for Vendetta, The Green Mile, To Kill a Mockingbird, The Crying Game, Africa – [The](#)

[Gods Must Be Crazy](#), Africa – [Out of Africa](#) , Australia – [Australia](#), Germany - [Schindler's List](#), Greece – [Zorba the Greek](#) , Indonesia – [A Year of Living Dangerously](#), Israel – [Kadosh](#) , Japan – [Shall We Dance](#), Netherlands – [Rent a Friend](#), Vietnam – [Indochine](#) , and others that will relate directly to this course.

II. Level 2 Activity

Subject box: 3-II

The purpose of this activity is for you to be immersed (physically be a part of) into, and gain cognitive/empathic understanding of issues or concerns of a cultural group different from yours. Choose an activity that exposes you to a different culture than in Level 1 Activity.

Include header; Not APA, single spaced, no more than 2 pages.

The following questions should be identified and addressed in your reaction:

- a) Identify and briefly describe the experience.
- b) Describe the reason(s) that you selected this particular activity.
- c) What were your reactions to the experience (thoughts, feelings, behaviors)?
- d) If you were to repeat the experience, what would you do differently?
- e) What value was this experience for you as a school counselor/clinical counselor/service provider?

Suggested activities:

- Attend a church service where most of the people in attendance are members of an ethnic group different from yours. (a favorite activity of past class members)
- Visit an unemployment office and go through the procedures for filing for unemployment, (has proven to be very enlightening for former students)
- Visit a health unit where people get free health care, and
- Visit the food stamp application office for information about applying for food stamps.
- Attend a lecture that focuses on one of the following topics and write a summary of what you learned:
 - 1) gender issues
 - 2) issues related to the elderly, disabled, unemployed, or chronically ill
 - 3) ethnic, cultural, or race issues
 - 4) community, individual, or family violence
 - 5) sexual orientation
 - 6) religious issues
- *Other activities may be selected with prior approval by instructor*

Assignment 4

Counseling Application Paper

Subject box: CAP

Include header; APA style/format, cover page

Length: max 8 pages, min 5 (does not include title page and references), double space, 12 pt font, 1" margins all around, use header.

Directions:

During the week of **June 20**, watch the videos on BlazeVIEW: *Culturally Competent Counseling & Therapy* Part I: (African Descent People), and Part II (Asian-American People). Also, watch *Culturally Competent Counseling & Therapy* Part III (Latin/o People), Part IV (Native American Indian People), and Part V (From a White Perspective). You are also to investigate these cultures through additional resources/readings that you find (some information can be found in your texts). All of your resources are to be included as a bibliography at the end of the paper. BE SURE to get the information about the videos that is to be included in your references as you watch them—I will not provide this information again.

This paper has four sections:

I. Description of the six (6) cultures. For each:

- a) List specific characteristics for each culture that you learned from the videos and readings.
- b) List specific suggestions for counselors and counseling techniques/interventions for each culture (from video/readings)
- c) List the **common** counselor characteristics and techniques/interventions you saw in the videos and from your readings that are *recommended for all cultures*.

II. Counseling a Client

- a) Choose a client from a culture not your own;
- b) Develop a brief scenario/case study; (describe client's culture and presenting problem)
- c) Describe the theory or a combination of theories that you would use when counseling this client, and give the rationale.
- d) Address each of these questions:
 - a) How do you start the session;
 - b) What are special considerations in developing the relationship/trust for this particular client/culture;
 - c) How do you establish goals;
 - d) How do you know if the counseling session was beneficial for this client?

III. In the final paragraph of the paper, summarize what you have learned about counseling multicultural students/clients.

IV. References, minimum of 10, published from 2004 to present, APA style.

Assignment 5

2 Parts: These are to be submitted at the same time.

1. Community Resource Plan

Subject box: 5-1 Resources

According to your area of interest—school, clinical, or other service provider, you are to develop a **list of 10 resources** available in your community that students/clients who need additional services may be referred to. The list should include a) the name of the organization, address,

telephone number, and email address; b) purpose or services provided by the organization, and c) contact person (if not a name, then a position).

2. Internet Websites

Subject box: 5-2 Websites

You are to develop a list of **10 Internet resources** that you can utilize when working with diverse populations; include at least one site for each of the cultures studied. Include the site address and briefly explain the content found on the website and how you would use the site in relation to your students/clients.

Assignment 6

Cultural Diversity Plan (portfolio requirement for school counselors)

Subject box: Cul Div Plan

Each student will develop strategies for incorporating cultural diversity plans into their work environment.

School counselors will include activities and interventions that will help create a positive learning environment for all students including activities and interventions related to academic, career, and personal/social success of all students. This plan is more than a monthly calendar of events. You are to show how you will infuse cultural awareness into your individual/small group counseling activities, and in your guidance activities.

Use the example in BlazeVIEW as a model/guide but do not plagiarize. Be creative. Examples can be found in the “Examples” folder.

1. Choose the school level (elementary, middle school, high school) at which you think you are most interested in working.
2. Develop plans for 10 months (see example in BlazeVIEW)

These strategies will include

- a) description of activity,
- b) goals for the activity, (ASCA goals for CDSCP are to be used, identify them, and use ASCA objectives)
- c) methods used (guidance lessons, group sessions/goals, use standardized guidance lesson template)
- d) include an evaluation instrument/method to measure outcomes.

Clinical counseling students/Service Providers/others: will develop a project that is relevant to the area in which they plan to work (clinic, agency, private practice, prison, etc.). Potential projects include: developing a group (for a specific population) format that addresses cultural issues, developing a community project that can be implemented to address cultural problems, developing strategies to address cross-cultural counseling problems, developing a service project for community that addresses cultural problems, developing strategies to train other

counselors/service providers; etc. Your project is not as structured as the School Counselors' project; however, your work must show thorough planning and methods of implementation. Example(s) can be found in Blazevue in the "Examples" folder.

Assignment #7: Online Discussion Questions guidelines:

A discussion question for most weeks will be posted for you to respond to and to respond to others enrolled in this course. Each person is to make at least 1 posting responding to the discussion topic that shows thoughtfulness and attention to the subject. Once you have made your posting, then you are to read other's postings and respond to at least two people's post. This will be a total of a minimum of 3 postings from each person for each discussion question.

Use courtesy and good manners when "talking" with one another, and please refrain from using profanities in your postings.

A *good or unacceptable* posting reflects thought and uses objective statements. A *poor* posting is shallow, usually very short, contains no substance, and can be aggressive or offensive. It is okay to disagree—just do it in an objective manner and always show respect for the other person. Reply to another in the same manner that you would want someone to reply to you—usually areas where you agree first, then areas where there may be a difference.

I read all postings. Be professional. This is part of your overall grade.

		<u>Course Evaluation</u>	
Assignments	%	Grading Scale in %	
#1 Self-Assessments	5	A	90-100
#2 Personal Paper	10	B	80-89
#3-1 Level I Activity	10	C	70-79
#3-2 Level II Activity	10		
#4 Counseling Application Paper	20		
#5 Community Resource and Internet Websites	5		
#6 Cultural Diversity Plan	15		
#7 Discussion Questions	15		
Assigned readings	10		
	Total		100%

Note: points will be deducted for not following directions, i.e. do not exceed the page number allowed for each assignment, use correct information in subject box, meet deadlines, etc.

ATTENDANCE POLICY

Because this is an online course, you will not be required to attend any class meetings. However, you are expected to respond to e-mails from the instructor in a timely manner—within 24 hours of contact.

INSTRUCTOR

Charmaine Caldwell, PhD, NCC

Assistant Professor, School Counseling

Department of Psychology and Counseling, (new) Psychology Building, Office: 2111

Telephone: 249-4963 or 333-5930 (office, leave message)

Email: cdcaldwell@valdosta.edu

Office Hours: Tuesday, 12:00-2:00, Wednesday, 1:00-3:00, Thursday, 12:00-2:00.

Or by appointment.

The best way to communicate with me is via e-mail. I am available to you almost 7 days a week because I have email at home and check our course site daily. I will respond within 24 hours to your communications.

Evaluation of the Course:

You will be asked to complete a course evaluation at the end of the semester. Instructions for this and a website will be emailed to you from the COE. Also, I will ask you to complete a course evaluation specifically designed to improve the course.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227.

The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.) As needed I will also use the following electronic means to evaluate whether a student is using someone else's work:

1. *turnitin* is software adopted by Valdosta State University
2. I have all student papers for the last seven years on my computer and will search those files
3. I will also use google.com

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

Tentative Schedule*

I will send you a weekly **Newsletter** on Wednesday of each week with complete instructions for that week (will be due the following Tuesday by 11:59 pm). For **Assigned Readings**, SCHC students and PSYC students will usually have different assignments—so be careful to note which you will be responsible for.

Wk #	Given	Due	DQ stands for discussion question; see discussion section of Blazeview
1	6/8	6/14	Assignment #1, Self-assessment, DQ1, Assignment #2, Personal paper,
2	6/15	6/21	Assignment #3-1--Level 1 activity, DQ 2,
3	6/22	6/28	Assignment #3-2--Level 2 activity, DQ 3, View 5 videos this week—start collecting information for Assignment #4, Counseling Application Paper
4	6/29	7/5	DQ 4, Mid-term
5	7/6	7/12	Assignment #5—Community Resources and Internet Websites DUE on 13th , DQ 5,
6	7/13	7/19	Assignment #4— Counseling Application Paper DUE on 20th , DQ 6, assigned reading
7	7/20	7/26	DQ 7, Assignment #6—Cultural Diversity Plan DUE on 26th .

*As is life, change is possible. Should something intervene to alter this tentative schedule, you will be notified in advance.

I strongly suggest that you begin now to gather information for your Counseling Application Paper that is due July 20th.

**SCHC/PSYC 7470 Counseling Culturally Diverse Populations
MEd and CACREP School Counseling Outcomes**

OUTCOME Students will:	ACTIVITY Students will	EVALUATION Instructors will:
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<p>SCCO-B.1. CACREP K.2.a. describe multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally.</p>	<p>Discussion Experiential Exercises Video Tapes DQs</p>	<p>Level I & II Activities Application Paper Cultural Diversity Plan</p>
<p>SCCO-B.2. CACREP K.2.b. CACREP A.7, identify investigations of attitudes, beliefs, understandings, and experiences including specific experiential learning activities, related to such factors as culture, ethnicity, nationality, age gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socio-economic status and unique characteristics of individuals, couple, family, and/or community;</p>	<p>Discussion Experiential Exercises Video Tapes DQs</p>	<p>Personal Assessment Community Referral Plan Cultural Diversity Project Level I and II Activities Application Paper</p>
<p>SCCO-B.3. CACREP K.2.e describe Individual, couple, family, group, and community strategies with diverse populations;</p>	<p>DQs Readings Assigned topics Video tapes</p>	<p>Cultural Diversity Project Community Referral Plan Application Paper Levels I and II activities</p>
<p>SCCO-B.4. CACREP K.2.d compare and contrast the counselors' role in social justice, advocacy, conflict resolution, self-cultural awareness, the nature of biases, prejudices, processes of intentional and unintentional imposition and discrimination, as well as, other culturally supported behaviors that detrimental to the growth of the human spirit, mind, or body;</p>	<p>Experiential Exercises Video Tapes DQs</p>	<p>Cultural Diversity Project Application Paper Levels I and II activities</p>
<p>SCCO-B.5. CACREP K.2.f. identify ethical and legal considerations related to working with diverse individuals, groups and communities.</p>	<p>Experiential Exercises Video Tapes DQs</p>	<p>Cultural Diversity Project Level I and Level II activities Application Paper</p>

<p>CACREP C.1.3 Prepare an action plan and school counseling calendar reflecting appropriate time commitments and priorities in a comprehensive developmental school counseling program</p>	<p>Discussions Instructions Examples</p>	<p>Counseling Calendar Project/Cultural Diversity Project</p>
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