Dive rsity in Disability across the Lifespan (BARNES)

**UTEP**  
**CHSC 5380 003 (CRN 33776)**  
Diversity in Disability across the Lifespan  
Tuesdays, 4:30 p.m. to 8:30 p.m.  
Campbell Building, Room 236

**Instructor:** Erin Barnes, PhD, CRC  
**Phone:** (915) 747-7275  
**Email:** efbarnes@utep.edu

Office Hours / Availability: Tuesdays 3:00-4:30 or by appointment

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**Course Time/Location**

*NOTE-* This is a hybrid course. The course will meet in person on 4 Tuesdays (June 11, June 25, July 9, & July 23). The remaining class sessions will be held online in asynchronous format.

**Course Description**

This course examines the impact of human development, culture, race, ethnicity and the intersection of identity in counseling. Knowledge, skills, and competencies needed by counselor to facilitate culturally relevant treatment will be explored; also examined will be characteristics of different cultural, racial and ethnic groups that reside in the United States. The seminar course style emphasizes reviewing and discussing literature and research about multicultural issues as a means to develop knowledgeable, skillful, and thoughtful counselors who will be prepared to work with diverse clients. Self-exploration will also be a large component of course content.

**Course Objectives and Skill Acquisition**

This course focuses the concepts of identity development across the lifespan within a range of demographic factors (i.e., race, gender, sexual orientation). In this course, students will develop their awareness of models of helping, lifespan and human growth development, and their own knowledge, belief/attitudes, cultural competence, and skills related to working with persons with disabilities.

**Course Objectives**

1. To develop competency in using information resources and technology to research the professional practice of rehabilitation and mental health counseling.
2. To develop an understanding of the structure and professional practice of rehabilitation counseling as a specialty practice of the profession of counseling.
3. To develop an understanding of the history, credentialing structures, disability policy and laws, as well as a conceptual paradigm to undergird rehabilitation counseling and mental health practice.
4. To develop an understanding of the lives of persons with disabilities by focusing on the individual, their family and intimate relationships, the disability community, and disability in a global context.
5. To develop an understanding of the inter-disciplinary nature and the various specialists within rehabilitation and mental health service delivery systems.
6. To develop an understanding of the functions of the rehabilitation counselor: assessment, counseling, case management, advocacy, and career development.
7. To develop an understanding of the competencies necessary for professional practice including the ethics, ethical decision-making, and cultural competency.
8. To develop an understanding of the evidence-based practices and research utilization required of rehabilitation and mental health counselors when counseling individuals with disabilities.
9. To develop an understanding of technology and clinical supervision used in the professional practice of
rehabilitation and mental health counseling.
10. To develop an understanding of the current issues and future trends relevant to the professional practice of rehabilitation and mental health counseling.

**Skill Acquisition: Practical**

1. Identify models of human growth and development for individuals with whom they are working.
2. Apply models of human growth and development to individuals at different points in the life span, paying attention to specific milestones (i.e., expected execution of developmental tasks and behaviors) and be able articulate areas in which the individual differs from these expectations.
3. Discuss the major concepts, implications for human learning and personality development, and empirical foundations for major theories of human growth and development (i.e., maturational theory, moral development, behavioral and social learning theories).
4. Become knowledgeable about the social constructions of race, gender, sexual orientation, spirituality, socioeconomic status, and ability within society and resultantly within the context of counseling setting.
5. Become familiar with individual, family and group counseling strategies with diverse populations; and
6. Become aware of personal biases with regards to attitudes and behavior based on factors such as age, race, religious preferences, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status and intellectual ability;
7. Identify for specific individuals the possible situational and environmental factors affecting behavior including influences of culture and diversity.
8. As part of planning for transition, identify individuals' social and learning needs including spirituality across the life span and develop plans with individuals with disabilities and their families to address these needs and other transition issues.
9. Discuss the implications of disabilities in the context of life stage development.
10. Explore ethical considerations related to providing culturally and developmentally appropriate services.

**Skill Acquisition: Applied**

1. Identify strategies for facilitating optimum development over the life-span and plan how to implement such strategies.
2. Apply information about life stage development to assist individuals with disabilities in planning to be successful and satisfied in social environments including addressing issues related to sexuality.
3. Become familiar with knowledge, skills, abilities and professional competencies needed for effective counseling and practice.
4. Become familiar with challenges to effective multicultural interaction.
5. Learn to respond effectively to diverse clients across race, gender, ethnicity, and/or culture.

**Necessary Technology Competencies**

To successfully complete this course it is necessary that students have access to the Internet and know how to receive and send emails. Messages sent to students will be disseminated using students’ university assigned emails. If you prefer to use another account make sure to forward all messages from your university account to your preferred email account. Also, when contacting the faculty member/instructor in charge of the course, be sure to include a topic relevant to your question in the subject line.

Students will also need to use Dropbox AND Blackboard. I will send you an invitation to join a Dropbox folder. From there, you should upload all assignments to your own, personal folder using the file saving directions...
provided in the syllabus. Because there may be times when students experience technical difficulties saving files to Dropbox, students must ALSO place a copy of his or her assignment to Blackboard. So, files must be saved in two places – in your Dropbox folder AND on Blackboard. This procedure was implemented so that there would be no concerns about whether the assignment was successfully uploaded. If the instructor does not see your assignment in one folder she will look in the other. If your assignment cannot be located then it will be considered late. If it is not located within one week of the deadline then you will not receive credit for the assignment.

If you need any help or have any concerns about these required skills please contact the Instructional Support Services (FIT lab) at 915-747-5940 or visit them in the Undergraduate Learning Center Room 340. If you have specific concerns about Dropbox, however, please see the instructor.

<table>
<thead>
<tr>
<th>Respect for the Learning Experience and Environment</th>
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<tbody>
<tr>
<td>Adult learning experiences are enhanced by the committed participation of peers. For this reason, importance is placed on attendance and scholarly participation in seminar activities and discussions. As professionals and future professors/supervisors it is necessary to develop the skills of mutual respect, punctuality and promptness in completing tasks during graduate training. Please be respectful of the seminar participants by placing class as a priority. However, when a professional judgment must be made to miss class, you should contact Dr. Barnes as soon as possible by email. <strong>You will lose 2 participation points each time you are late for class or leave early. You will lose 5 participation points each time you miss class.</strong> It is dually important to maintain a pleasant classroom atmosphere. As such, cell phone should be placed on vibrate, and there should not be excessive use of cell phones during class. <strong>Each instance of excessive cell phone use (i.e. talking or texting) can result in a deduction of 1 participation point per infraction.</strong></td>
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</table>

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<thead>
<tr>
<th>Late Assignments</th>
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<tbody>
<tr>
<td>Students will receive up to one week to submit assignments late, given that such students received advanced permission from the instructor. This extension does, however, come with a price. Students who do not submit assignments by the deadline will automatically receive a 1 point deduction from their participation score and a one point deduction on their assignment grade. No assignment extensions will be granted for assignments due during the last week of class. Please note, the instructor will not accept late assignments from students who have not received advanced permission to submit an assignment late.</td>
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<thead>
<tr>
<th>Content and Process</th>
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<tbody>
<tr>
<td>This class is as much about <strong>content</strong> as it is about <strong>process</strong>. To be more specific, we will be having discussions about sensitive social issues. You will be exposed to controversial material and your classmates’ varying viewpoints. Through these avenues, you will have the opportunity to learn more about yourself and the members of the class. This can be uncomfortable, but controversial discussion and varying viewpoints are critical components when learning about multicultural issues. To maximize your learning experience, you will need to engage in a process facilitated by the instructor. You will find a class will naturally develop a group identity and move through various stages of group process. This is also a vital part of the learning experience. You will be asked to be open to the content, engage in the process, trust the process, and respect your classmates. You are expected to be responsible in your role as a group member and this means that you will be honest, open, complimentary, supportive, and constructively critical when interacting with your classmates as well as have confidence that the instructor will be the facilitator.</td>
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<tr>
<th>Confidentiality</th>
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<tbody>
<tr>
<td>During the course of class discussions, class members may reveal personal information, politically incorrect</td>
</tr>
</tbody>
</table>
feelings, newfound opinions, etc. In fact, all of the aforementioned acts are encouraged and contribute to the group process. The rules of confidentiality are in effect. This means that you are not to discuss any of this type of information outside of class with other classmates. If you feel the need to process information shared in class with family members or other faculty, please do not reveal specifics that will allow what you are sharing to be attributed to a particular class member.

**Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

**Sexual Harassment**

The University will not tolerate behavior of a sexual nature by members of the University community that creates an intimidating or hostile environment for employment, education, on-campus living, or participation in a University activity.

**Accommodation Policy for Students with Disabilities**

If you have or suspect a disability and need accommodations you should contact the Center for Accommodations and Support Services (CASS) at 747-5148 or at dss@utep.edu or come by Room 106 Union East Building.

**Academic Dishonesty Policy**

Academic dishonesty will not be tolerated. If you have any questions about what constitutes academic dishonesty, refer to the Handbook of Operating Procedures. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. **Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.** Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students, and the homepage of The Dean of Students (DOS) at [http://studentaffairs.utep.edu/dos](http://studentaffairs.utep.edu/dos), may result in sanctions ranging from disciplinary probation, to failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.
**Required Course Materials**


**Grading**

The assignment breakdown is below. In order to receive full points on assignments you must adhere to the specifications listed in this syllabus and verbalized in class.

**Assignments**

(60.98% or 125 points)

- Self-Awareness Narrative, Dialogue Experience Essay (Parts I and II), Chapter Overview, Discussion Facilitation, TBD

**Exams**

(24.39% or 50 points)

- Your grade for this will be factored by the number of points you receive on your final exam.

**Participation**

(14.63% or 30 points)

- Your participation grade includes your participation in class discussions, the quality and thoughtfulness of your commentary, attendance and tardiness to class, etc. I reserve the right to exercise considerable latitude with which these points are allocated. Note, this area can boost your grade when you are teetering between grades, so it is to your advantage to seek to gain all of the points possible in this area.

* TOTAL POINTS AVAILABLE FOR COURSE = 205*

**Grades will be based on the following scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>Over 100-90%</td>
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<tr>
<td>B</td>
<td>89 – 80%</td>
</tr>
<tr>
<td>C</td>
<td>79-70%</td>
</tr>
<tr>
<td>D</td>
<td>69-60%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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</tbody>
</table>

**Please note, final grades will only be rounded if you are within .5 of the higher grade. So, if you earn an 89.5, the grade will be rounded to a 90%. The same will be true for a C – if you earn 79.5 it will be rounded to a B. **
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date &amp; Time</th>
<th>Where/How to Locate Information</th>
<th>Saving Filename</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Overview x 2 (Human Growth)</td>
<td>June 20 at 11:59 p.m.</td>
<td>Syllabus</td>
<td>CO-HG-1</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CO-HG-2</td>
<td></td>
</tr>
<tr>
<td>Content Overview x 1 (Multicultural)</td>
<td>June 20 at 11:59 p.m.</td>
<td>Syllabus</td>
<td>CO-M</td>
<td>15</td>
</tr>
<tr>
<td>Self-Awareness Narrative</td>
<td>June 25 at 11:59 p.m.</td>
<td>Syllabus</td>
<td>SAN</td>
<td>10</td>
</tr>
<tr>
<td>Dialogue Experience Essay Part I</td>
<td>July 2 at 11:59 p.m.</td>
<td>Syllabus</td>
<td>DEE-1</td>
<td>20</td>
</tr>
<tr>
<td>Dialogue Experience Essay Part II</td>
<td>July 12 at 11:59 p.m.</td>
<td>Syllabus</td>
<td>DEE-2</td>
<td></td>
</tr>
<tr>
<td>Discussion Facilitation x 1 (Multicultural)</td>
<td>VARIES</td>
<td>Syllabus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group A**

- Handout Deadline: June 21 at 11:59 p.m.
- Presentation: June 25 in class

**Group B**

- Handout Deadline: July 5 at 11:59 p.m.
- Presentation: July 9 in class

**Group C**

- Handout Deadline: July 19 at 11:59 p.m.
- Presentation: July 23 in class

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date &amp; Time</th>
<th>Where/How to Locate Information</th>
<th>Saving Filename</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Facilitation x 2 (Human Growth)</td>
<td>VARIES</td>
<td>Syllabus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group A**

- Handout Deadline: June 21 at 11:59 p.m.
- Presentation: June 25 in class

**Group B**

- Handout Deadline: July 5 at 11:59 p.m.
- Presentation: July 9 in class

**Group C**

- Handout Deadline: July 19 at 11:59 p.m.
## Presentation

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Where/How to Locate Information</th>
<th>Saving Filename</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
<td>July 30 at 11:59 p.m.</td>
<td>Syllabus</td>
<td>Final-Project</td>
<td>20</td>
</tr>
</tbody>
</table>

**TOTAL POINTS AVAILABLE FOR ASSIGNMENTS** 125

## Exams

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Where/How to Locate Information</th>
<th>Saving Filename</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>July 30 at 11:59 p.m.</td>
<td>Blackboard</td>
<td>NA</td>
<td>50</td>
</tr>
</tbody>
</table>

**TOTAL POINTS AVAILABLE FOR EXAMS** 50

## Participation

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Where/How to Locate Information</th>
<th>Saving Filename</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Points</td>
<td>Weekly</td>
<td>Syllabus</td>
<td>NA</td>
<td>30</td>
</tr>
</tbody>
</table>

**TOTAL POINTS AVAILABLE FOR PARTICIPATION** 30

**TOTAL POINTS AVAILABLE FOR COURSE** 205

## Description of Required Assignments and Products

**Content Overview**

Students will be assigned a portion of course content and develop an overview of the material. The assignment requires two components: a) an audio overview and b) a handout that covers specific information about the content.

**Audio Requirements**

- The audio overview should be 15 to 30 minutes in length.
- You are to develop a Powerpoint and do voiceover for each slide. DO NOT read directly from the slides you create as this will result in a deduction of points.

**Handout Requirements**

- A **one to two page**, single-spaced summary (front-to-back) handout for your peers using the template provided by the instructor. The template requires the student to list the following: a) APA Citation, b) 3-4 paragraph summary of the chapter, c) a list of at least 4 key concepts / terms discussed in the material, and d) a list of at least 5 important points gleaned from the material. Please note, the italicized text is to serve as a guide and should be replaced with your responses.

Your assignment needs to be posted to the appropriate locations by 11:59 p.m. on the day the assignment is due. Your assignment must be saved according to the filename outlined in the syllabus.

**Self-Awareness Narrative**

Respond, in narrative form, to each question listed below. **Do not write** out each question and then respond to it. You may organize your responses in random order to make your paper flow, but it needs to be clear to me that you have responded to every question.
<table>
<thead>
<tr>
<th>Narrative Questions (Pinderhughes, 1989, p.217):</th>
</tr>
</thead>
</table>
| 1. How do you identify yourself racially? How do you identify yourself ethnically? and / or How do you identify yourself …. (You may include identities such as sexual orientation identity, disability identity, etc.)  
2. What are the values common to your ethnic group?  
3. What do you like about your ethnic group?  
4. What do you dislike about your ethnic group?  
5. Where did you grow up?  
6. What other ethnic/racial groups resided in or near your neighborhood?  
7. Regarding the other ethnic/racial groups that resided near your neighborhood, how similar to/different from them did you feel?  
8. What is your earliest memory of skin color?  
9. What was your first experience with feeling different?  
10. What type of messages were you given from your parents about race?  
11. If you are a person of color, what does it mean to you to be the race you are? If you are European American, what does it mean to you to be the race you are?  
12. If you are European American, how do you think people of color feel to be the race they are? If you are a person of color, how do you think European Americans feel to be the race they are? |

Your responses need to be posted to the appropriate locations by 11:59 p.m. on the day the assignment is due. Your assignment must be saved according to the filename outlined in the syllabus.

<table>
<thead>
<tr>
<th>Dialogue Experience Essay (Parts I and II)</th>
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<tbody>
<tr>
<td>The purpose of this assignment is twofold. First, to provide you with an opportunity to gain personal awareness, to grow, and to change through personal interaction with a person(s) who is (are) different. This assignment is intended to give you the opportunity to integrate your knowledge of multicultural issues into your personal experience. Second, the instructor is hopeful that this assignment will expand the voices included in the class discussion through your personal experience with a person who is different from you.</td>
</tr>
</tbody>
</table>

**Part I**

This assignment begins with you selecting a person who is different from yourself and whom you do not know (i.e. different sexual orientation, race, gender, socioeconomic status, generation, disability, etc.) to enter into dialogue with you. You can make a connection with this person in a variety of ways. You may contact an association on campus, you may ask a friend, you may visit a community agency, etc. It is preferred that you choose a person to interact with who is within driving distance and with whom you can have face-to-face contact.

Prior to the exchange you must identify who your partner will be and thoughtfully explain why you have selected this person. (Please note, the partner you select cannot be one of your classmates in the MRC program.) You must also develop a list of questions (at least 5) you will ask your partner as a means to facilitate a meaningful dialogue. At least one of your questions has to incorporate how the person believes they have developed (according to the developmental perspectives covered in the Smart text). Each question should also
include a brief description explaining your rationale for asking these questions. You must post this portion of the assignment in the appropriate locations by 11:59 p.m. on the date identified in the syllabus. The assignment must use the template provided by the instructor.

**Part II**

You are expected to engage in dialogue with a person (s) who is (are) different from you. The overall goal of this is for you to understand the lived experience of a person who is different from yourself. However, the conversation should be an exchange. It is the hope of the instructor that the conversation will not be one-sided. You are encouraged also to share your own experiences with the person, but the exchange should provide you with an opportunity to increase awareness of your own attitudes and beliefs, gain knowledge/insight about yourself and others, and acquire skills enabling you to work more effectively as a helping professional, serving a diverse range of clients (or students). The personal dialogue can happen over time or in one sitting.

After the dialogue, you are required to post your honest experience, especially with regards to any biases you may have had about the person and his or her background. Explore where those biases come from? Explore how the person either confirmed or dismissed these biases. Consider how such biases can impact service provision. You do not, however, need to focus on biases throughout your paper – explore any topics you deem appropriate to communicating your experience in the dialogue. Make sure, however, to integrate related course content and academic literature. This analysis should be three pages in length, using APA style. You must post this portion of the assignment in the appropriate locations by 11:59 p.m. on the date identified in the syllabus. Your assignment must be saved according to the filename outlined in the syllabus.

**Discussion Facilitation**

Each student will be assigned a slot to lead the group discussion. Facilitators need to come up with a list of 5 discussion questions that facilitate discussion AND a list of 10 exam items with solutions.

For the handout you submit to the instructor, you must use the template provided by the instructor. Please note, your discussion questions must also include your own responses to each question and indicate the where the answer can be found. Your exam items should be a mix of multiple choice items (5), matching items (2) and true/false (3). You must also indicate where this item’s solution can be found, (i.e. page number 15 of the ____ text). On the day of class you must also distribute a copy of your discussion and exam questions that DO NOT have the answers/solutions. Your assignment should be typed and submitted in the appropriate areas by the deadline outlined in the syllabus. Be sure to save the file according to the directions provided by the instructor. Your assignment must be saved according to the filename outlined in the syllabus.

For more detail on creating discussion questions you can visit the following website: http://www.designingforlearning.info/services/writing/ecoach/tips/tip3.html

For more detail on facilitating group discussions you can visit the following websites:

- [http://www.brunel.ac.uk/learnhigher/participating-in-seminars/facilitating_discussions.pdf](http://www.brunel.ac.uk/learnhigher/participating-in-seminars/facilitating_discussions.pdf)
The instructor will provide details for this assignment at a later date.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Content</th>
<th>Readings</th>
</tr>
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</table>
| 1    | June 11* | Human Growth  | Introduction (Smart Text - Chapter 1)  
Basic Principles of Developmental Theories (Smart Text - Chapter 2)                                                                 |
| 2    | June 18  | Multicultural | The Culturally Effective Counselor (Baruth and Manning Text - Chapter 3), Multicultural Human Growth and Development (Baruth and Manning Text - Chapter 4), Understanding African American Clients (Chapter 5); Understanding American Indian Clients (Chapter 7)  
*Ethics, Laws, Professional Guidelines  
CRC Code of Ethics (Multicultural Section)  
ACA Code of Ethics (Multicultural Section)  
**DUE: CONTENT OVERVIEWS** (All Content Overviews for Multicultural are due on JUNE 20) |
| 3    | June 25* | Multicultural | **DUE: DISCUSSION FACILITATION FOR MULTICULTURAL**  
(Baruth and Manning Text – Chapter 6 Counseling African American Clients; Chapter 8 Counseling American Indian Clients; Article: Multicultural Counseling and Therapy (MCT) Theory by Derald Wing Sue)  
**DUE: SELF-AWARENESS NARRATIVE** |
| 4    | July 2   | Multicultural | **DUE: DISCUSSION FACILITATION FOR HUMAN GROWTH**  
(Smart Text - Chapters 3 Sigmund Freud; Chapter 4 Erikson's Psychosocial Theory of Human Development; Chapter 5 Cognitive Theories of Development: Piaget, Vygotsky, and Bronfenbrenner; Chapter 6 Behavioral Theories of Development: Ivan Pavlov, B. F. Skinner, and Albert Bandura)  
**DUE: DIALOGUE EXPERIENCE ESSAY PART I** |
| 5    | July 9*  | Multicultural | **DUE: DISCUSSION FACILITATION FOR MULTICULTURAL**  
(Baruth and Manning Text – Chapter 10 Counseling Asian American Clients; Chapter 12 Counseling European American Clients)  
**DUE: DIALOGUE EXPERIENCE ESSAY PART II is due** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td><strong>Human Growth</strong></td>
</tr>
<tr>
<td>July 12</td>
<td><strong>DUE: DISCUSSION FACILITATION FOR HUMAN GROWTH</strong> (Smart Text - Chapter 7 Abraham Maslow the Humanist; Chapter 8 The Stage Model of Cognitive Moral Development: Jean Piaget and Lawrence Kohlberg; Chapter 10 Pregnancy and Infancy: Conception to 2 Years; Chapter 11 Toddlerhood and Early Childhood: Ages 18 Months to 5 Years; Article: Developmental Counseling and Therapy: An Effective Approach to Understanding and Counseling Children by Myers &amp; Shoffner)</td>
</tr>
<tr>
<td>6</td>
<td><strong>July 16</strong></td>
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<tr>
<td></td>
<td>Multicultural Counseling Diverse Groups Baruth &amp; Manning (Chapters 13 and 15)</td>
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<tr>
<td>7</td>
<td><strong>July 23</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Multicultural</strong></td>
</tr>
<tr>
<td></td>
<td><strong>DUE: DISCUSSION FACILITATION FOR MULTICULTURAL</strong> (Baruth and Manning Text – Chapter 14 Counseling Hispanic American Clients; Chapter 16 Counseling LGBT Clients;)</td>
</tr>
<tr>
<td></td>
<td><strong>Human Growth</strong></td>
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<td><strong>DUE: DISCUSSION FACILITATION FOR HUMAN GROWTH</strong> (Smart Text – Chapter 12 School Age: Ages 5 to 12 Years; Chapter 13 Adolescence, Ages 13 to 18 and Emerging Adulthood, Ages 19 to 25; Chapter 14 Adulthood, Ages 25 to 40 and Midlife, Ages 40 to 60; Chapter 15 The Young Elderly, Ages 60 to 75 and the Old Elderly, Ages 75 to Death; Article: Assessing and Facilitating Childrens’ cognitive-development by Ivey &amp; Ivey)</td>
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<td>8</td>
<td><strong>July 30</strong></td>
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<td>Human Growth</td>
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<td><strong>DUE: DEVELOPMENTAL COUNSELING VIDEO AND REFLECTION</strong></td>
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**FINAL EXAM COVERS BOTH MULTICULTURAL AND HUMAN GROWTH CONTENT**