

University of Florida
Department of Psychology
PCO 6278
Multiculturalism and Diversity in Counseling Psychology
Fall 2022

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Phone: 786-925-8140 (personal cell phone number)
Class Days/Times: Tuesdays, 12:50PM - 3:50PM
Office Hours: Tuesdays, 10:00AM - 12:00PM / By Appointment
Location: PSY 098
Email: rabreu26@ufl.edu

Required Text and Readings

Singh, A. A. (2019). *The Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing*. New Harbinger Publications.

Reader Sections: Weekly reader sections are listed in the course schedule

Course Description

Multiculturalism and Diversity in Counseling Psychology is a course that explores the history and key theories and frameworks in multicultural psychology. In this course we will move beyond “competency” and work toward increasing cultural humility and mindfulness, or your ability to be critically conscious and self-reflective as it relates to power, wellness, culture, social identity development and worldview, oppression and liberation for individuals and groups. The topics will be explored across domains of psychological research, practice, advocacy/activism, and education/training.

Course Objectives

1. **Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.** Students will gain knowledge about the psychosocial, political reality of Black, Indigenous, and other People of Color (BIPOC) and White people; transgender and gender diverse people, women, and men; sexual identity and sexual oppression in the U.S.; social class and economic disparities; disability and ableism; ageism; religious diversity and persecution.
2. **Learning to apply knowledge and skills to benefit others.** Students will begin or continue the life-long process of acting as a culturally mindful explorer in their engagements with self, others, and the environment. They will be able to understand and express the roles of a counseling psychologist as it relates to the provision of culturally mindful care to the public. Students will demonstrate knowledge, awareness, and skills across cultural contexts and across the prominent career domains of a counseling psychologist: research, counseling, advocacy/service, and education/training.
3. **Learning to analyze and critically evaluate ideas, arguments, and points of view.** Students will engage in a critical understanding of the texts; critical awareness of their personal experiences, social location/positionality, and biases; and demonstrate empathy and respect for differences.

Collective Knowledge

This course has been built and influenced by different mentors and scholars who teach multicultural psychology and related courses at other counseling psychology programs, as well as advocates and community organizers, including Drs. Della Mosley, Brooke Rappaport, Brittani Hudson, and Melanie Domenech Rodríguez. Their collective knowledge, wisdom, and *consejos* (advice), have helped built and strengthened this course. I also invite students to bring and share their ideas and cultural experiences throughout the semester. It is my hope that we will learn and growth as a collective throughout this course! Please share topics and resources that may expand our discussion in areas you believe our class needs to be strengthened.

Learning Process and Teaching Philosophy

I believe that learning occurs when we are able to make meaningful connections to the material presented. I believe that the meaning-making process occurs through relationships with: 1) the instructor, 2) the course content, 3) peers, and 4) self. The assignments, expectations, tasks, and goals of this course are created to facilitate one or more of these relationships. If students are to benefit and learn from this course, then it will take a collaborative effort in which each student and the instructor is fully engaged to understand and make relevant the material that is to be learned. This includes challenging each other! While I recognize the power dynamics that exist in our relationship, I invite you all to challenge and hold me accountable. My goal is to model how to be held accountable while remaining open to growth. I will practice clarity, transparency, authenticity, humility, and genuineness to the course and our relationship. My hope is that you will afford me the same and that you will engage meaningfully in all aspects of the course.

Attendance

I expect that you will attend each of our weekly sessions. With that said, from extreme acts of anti-Blackness being displayed in the media consistently to xenophobic, sexist, and transphobic policies being passed locally, statewide, and nationally (to just name a few oppressive acts), I understand that we are living through unprecedented times. Therefore, please do not hesitate to reach out if you need accommodations and/or need to be absent; and this invitation extends to each and everyone in the class. I do request that you reach out ahead of time so we can come up, collaboratively, with a plan for you to make up any assignments and information you might have missed for that class.

Provision of changes to the syllabus

The included schedule, policies, and assignments are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and class participants.

Use of APA style

All papers must use APA formatting and style, including references, citations, use of non-biased language, etc. Students must refer to the APA Publication Manual, 7th edition, for all questions related to APA style. Here is a link to Owl Purdue, where you can find information about APA style: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Email communication

I will respond regularly to email between 8:00am and 4:00pm Monday –Friday. If I have not responded to your email after two (2) business day (48 hours), please resend the email. **I will communicate all course related materials and announcements to your UF email account.** You are encouraged to either check your UF email at least once a day or forward your account email to your preferred email provider.

University Honesty Policy

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." This applies, but is not limited, to cheating and plagiarism.

If you do a paper for this class, write it in your own words. It is possible to plagiarize a source even if no full sentences are copied word-for-word. In writing papers, please consult with APA style (7th edition). Reference your sources and write in your own words. According to the Academic Dishonesty guide and the University's Student code of Conduct, "Plagiarism, cheating, or other forms of academic dishonesty" may lead to grade penalty, "formal disciplinary probation, suspension, or dismissal."

Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565; <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

I strive to make this course accessible to students with diverse needs, strengths, and abilities. Please talk with me about any concerns you may have regarding accessibility and this course. If you think you may need accommodations, please contact the Disability Resource Center (DRC) as early as possible in the semester so that I can make any necessary adjustments to the course. You can call the DRC at **(352) 392-8565** or visit **www.dso.ufl.edu/drc/** for more information. They are dedicated to making sure students with various abilities have success at the university. Usually, you'll talk with someone and may do additional assessments in order to develop the best plan possible. After you register with them, you'll get a letter that you show to me so that I can make the appropriate accommodations. It's okay to call them with any questions you might have. I am also more than happy to talk with you as well. If anything happens during the semester that may necessitate accommodations, please reach out to me and the DRC as soon as possible to make sure you have what you need to learn and be successful in the course.

Evaluation of this course

I appreciate and value your feedback so that I can continue to improve upon this course and my teaching skills. You can complete the evaluation online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Because I believe that student feedback is crucial for the success of a course, I will seek your feedback before the semester ends. That is, I will ask for your feedback halfway through the semester via an anonymous link. We will discuss themes/patterns about what is working and not working and make reasonable changes for the rest of the semester accordingly.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:
<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Campus Resources

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

Academic Resources

E-learning technical support: 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center: Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support: <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio: 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.

Sexual Harassment

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/forms->

policies/policies-managers/sexual-harassment/. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. For more information about UF's Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040

Assignment Requirements and Evaluation Criteria

All assignments will be submitted via Canvas on the date indicated by each assignment, **not through email or hard copies**. Course assignments and grades are as follow:

1. **Participation (100 points)**. Each student will be responsible for completing the assigned readings prior to the class periods when they will be discussed. Some class readings will come from the assigned textbook, but the majority of your reading assignments will come from peer-reviewed articles. **See the course Reader and course schedule below.**

Participation will be graded as follows:

- A. Posting discussion questions and/or comments based on that week's material **(50 points)**. **You will post a total of 2-3 questions and/or comments each week in the Discussions tab of Canvas (please make it public for everyone to see).** **These discussion questions are due at 11:59pm on the day before that class.**

- B. Engaging in a discussion during class. This will facilitate a smooth and enriched discussion where additional information or perspectives will be discussed **(50 points)**.

2. **Culturally Mindful Course Facilitation (100 points):** *This assignment was developed by Dr. Della Mosley and modified for our class.* In order to facilitate students' engagement with course materials and their practice with providing culturally mindful training, each student will facilitate a number of course presentations throughout the semester. These presentations should be critical (with an attunement to power and wellness), creative, and culturally mindful. Each presentation should include:

- (a) A critical overview and analysis of the readings and course materials, including major themes.
- (b) Critical questions facilitative of class discussion.
- (c) An opportunity for self-reflection that seeks to increase students' "understanding of how their own personal/cultural history, attitudes, and[/or] biases may affect how they understand and interact with people different from themselves" based on the topic (profession wide competency, see doctoral handbook).
- (d) Cultural mindfulness tips and considerations based on course topic and the varying roles of a counseling psychologist.

3. **Reflection Journals (25 points each; 100 points):** Throughout the semester, you will keep journals (4 in total) where you will reflect about your experience in this class. Using these journals, you will reflect and share on the progress you have made throughout the course in understanding the concepts in relation to your positionality, identities, and experiences. There is no set structure for this assignment, as the intent is for students to provide a genuine account of their experiences and reactions. For example, a student might choose to focus on the impact that one particular reading and/or Podcast had on them, while another student might choose to focus on how common threads across readings have facilitated their growth.

Each reflection journal should be approximately **3-5 pages (double spaced)**. This is not a traditional APA style paper (e.g., no references required, etc.). However, please make sure to include a cover page. **This paper is due to Canvas by the beginning of class on the due date.**

4. **Identity and Positionality Quilt (150 points):** *This assignment was developed by Drs. Della Mosley and Brooke Rappaport and modified for our class.* "The quilt is used symbolically for the feelings about race and ethnicity that cover us while we sleep, comfort us against the cold, and are folded and neatly put away during various seasons of the year. They may be pieced together using one small scrap at a time, sometimes cut into beautiful designs from fancy materials, at other times cut into old shapes from plain, ordinary, well-worn fabric, and stitched by a machine instead of by hand. Regardless of any or all of these origins, they are bound with small stitches, bordered, have padded insulation, and are backed with substantial material. We think of them as so necessary to survival that we give them to babies, and often pack them when going on lone and desolate journeys. Some are tattered and torn from overuse, others are carted out for display, company, or special occasions; but we each own one" (Milo, 1995).

For this project, students will use everyday objects (e.g., magazine cut-outs, photos, online media) to create an "identity and positionality quilt" that represent:

- (a) What do you consider the most salient multicultural intersectional identities (e.g., race, ethnicity, gender, sexual orientation) related to becoming a scientist-advocate-practitioner?
- (b) When did you notice what your identities were and how it influenced your development? Please identify critical incidents or influences (positive, negative, or otherwise) that might have contributed to your cultural self-awareness, such as the media, family members, or something at school.
- (c) In what ways power, privilege, and oppression have operated either consciously or unconsciously throughout your life? Reflect on how you experience power or are disempowered due to your social group identities and positioning.
- (d) Consider the roles you will likely occupy that would have you in a working relationship with people with similar identities or experiences (e.g., classroom instructor/professor, workshop facilitator, counselor, researcher, co-worker, supervisor). Reflect on how your positionality and theirs, from what you can gather, may influence one another and what you would be mindful of as it relates to culture, power, and wellness.
- (e) How have liberation movements benefitted you?
- (d) What are your beliefs about the change process?

This assignment will be graded as follows:

- A. Students will give a brief presentation during class on the indicated date **(75 points)**. **The duration of the presentation is 35-45 minutes total.** Please bring the “quilt” with you the date of the presentation.
- B. Students will prepare a paper where they will reflect and answer the questions/prompts provided above **(75 points)**. The paper should be approximately **5-7 pages (double spaced)**. This is not a traditional APA style paper (e.g., no references required, etc.). However, please make sure to include a cover page and headings to organize the information. **This paper is due to Canvas by the beginning of class on the due date.**

Important: To set clear boundaries, all information shared must remain confidential. This means you will not discuss any content shared by your colleagues outside of class. You cannot follow-up with someone about their disclosures outside of class. Only the presenter can choose to initiate a discussion based on this content outside of class.

- 5. **Social Justice and Advocacy Proposal (150 points):** *This assignment was developed by Dr. Brooke Rappaport and modified for our class.* As a result of having been in this course you will have identified training and professional development needs in the area of multiculturalism and social justice. Reflect on a form of oppression against one or more groups that occurs at a systemic level within a community to which you belong or have belonged in the past (e.g., the university, the city where you live, your religious institution, a school you previously attended, etc.). Develop a realistic and specific plan to influence change within that system and address your identified topic. Describe the group you selected and literature about the aspect of oppression, a detailed description of the plan and activities you would engage in to facilitate change, expected outcomes and challenges, and resources you will need to implement their plan. This plan is detailed outline of the way you will address this area throughout your time in graduate school. This plan is intended to go above and beyond required coursework and focus on the kinds of clinical, training, service, outreach and research opportunities that will help you execute the plan. The plan should be specific and developmental; each plan will differ according to prior experience. The

Brinkman & Hirsch (2019) article will help you get more insight about how to best engage with this assignment.

Your paper should include **at least 10 outside scholarly references (i.e., other than the class readings)** to support your points. Your paper should be 8-10 pages long (including references). The following components need to be part of the proposal:

- (a) A description of the social problem and needs of the community
- (b) Rationale for choosing the minority group and setting where the oppression exists
- (c) Detailed description of activities that will address the problem
- (d) Expected outcomes & challenges you might face as you implement the plan
- (e) Schedule and timing of implementing the plan (can be a timeline in bullet points)
- (f) Resources to successfully implement your plan (can be a chart or table)

This assignment will be graded as follows:

- A. Students will give a brief presentation during class on the indicated date **(50 points)**. **The duration of the presentation is 15-25 minutes total.** During the presentation you will provide the main points/concepts of your paper.
- B. Students will prepare a paper where they will cover the points provided above **(100 points)**. The body of the paper should be approximately **8-10 pages (inclusive of reference page)** in length and prepared according to the guidelines outlined in the current edition of the publication manual of APA, 7th edition. **This paper is due to Canvas by the beginning of class on the due date.**

Grading System

Assignment	Points
Participation	100
Culturally Mindful Course Facilitation	100
Identity and Positionality Quilt	150
Social Justice and Advocacy Proposal	150
Reflection Journals	100
TOTAL Points	600

Grading Scale

A	>92%
A-	90%-91%
B+	88%-89%
B	82%-87%
B-	80%-81%
C+	78%-79%

C	72%-77%
C-	70%-71%
D+	68%-69%
D	62%-67%
D-	60%-61%
E	< 59%

Late Assignments

It is my intent that all assignments will be turned in on time (see dates on course schedule below). Assignments cannot be made-up except in the case of extreme circumstances that meet the criteria of the University of Florida policy for an excused absence. Make-ups are only given for illnesses that require medical treatment, valid emergencies, and valid scheduling

conflicts. With this said, as described earlier in the syllabus, we are living through unprecedented times. Therefore, please do not hesitate to reach out if you need accommodations. And, yes, I do consider being exposed to daily experiences of oppression (e.g., racial trauma; the effects of xenophobic and transphobic polities) an emergency and I will work with you to make sure you are successful in this course while prioritizing your emotional well-being.

Course Schedule

Week	Date	Topic	Readings Due	Assignment Due
1	January 10	- Introduction - Overview/Syllabus - Discuss Class Norms - Cultural Mindfulness Overview		
2	January 17	- Intersectionality - Unconscious Biases - Oppression, Liberation, Wellness, and Power Facilitator:	<ul style="list-style-type: none"> • Adames et al (2018) • Prilleltensky (2008) • Prilleltensky & Fox (2007) • Moradi & Grzanka (2018) • Neville et al. 2022 • Racial-Ethnic Trauma and Liberation for MENA Americans-Part 1(Podcast) 	
3	January 24	- Oppression, Liberation, Wellness, and Power - Decolonization Facilitator:	<ul style="list-style-type: none"> • Suzuki et al. (2019) • Singh (2019)- Introduction and Ch. 1 (pp. 11-31) • The Practice of Radical Hope (Podcast) • Dr. E. J. R. David discusses the importance of finding people who validate your experiences (Podcast) 	Identity & Positionality Quilt Presentation #1
4	January 31	- Culturally Mindful Counseling - Culturally Mindful Teaching and Training - Advocacy and Activism Facilitator:	<ul style="list-style-type: none"> • Goodman et al (2015) • Miller et al. (2018) • Sue, Sue, Neville, & Smith (2019)- Chs. 5 and 9 • Singh (2019)- Ch. 2 	Identity & Positionality Quilt Presentation #2
5	February 7	- Culturally Mindful Counseling - Culturally Mindful Teaching and Training - Advocacy and Activism Facilitator:	<ul style="list-style-type: none"> • Haeny (2014) • Melton (2018) • Chapman & Schwartz (2012) • Singh (2019)- Ch. 3 	Identity & Positionality Quilt Presentation #3 Reflection Journal #1
6	February 14	- Class Facilitator:	<ul style="list-style-type: none"> • Woolf et al (2015) • Estrada-Villalta & Adams (2018) • Smith (2005) • Singh (2019)- Ch. 4 	
7	February 21	- Colonization, Indigeneity, and Immigration	<ul style="list-style-type: none"> • Kirmayer et al (2011) • Burnette & Figley (2017) 	

		Facilitator:	<ul style="list-style-type: none"> • O’Keefe et al. 2022 • Jacquez et al. 2022 • Sue, Sue, Neville, & Smith (2019)- Ch. 20 	
8	February 28	- Race and Racial Identity Development Facilitator:	<ul style="list-style-type: none"> • Liu et al. 2022 • Sue, Sue, Neville, & Smith (2019)- Ch.11 • Mosley et al. (2020) • What is Whiteness? with Dr. Janet E. Helms (Podcast) • Dr. Richard Q. Shin: Unlearning internalized racism is a process (YouTube) • Dr. Rossina Zamora Liu: Coping with overt racism and the day to day nuances of racism experiences (YouTube) 	
9	March 7	- Ability & Size Facilitator:	<ul style="list-style-type: none"> • Gaskin (2015) • Keller & Galgay (2010) • Smith (2019) 	Reflection Journal #2
10	March 14	SPRING BREAK ☺	SPRING BREAK ☺	
11	March 21	- Gender Facilitator:	<ul style="list-style-type: none"> • Guidelines for Psychological Practice with Boys and Men (2018) • Guidelines for psychological practice with girls and women (2018) Singh (2016) • Guidelines for Psychological Practice with Transgender and Gender Nonconforming People (2015) • Singh (2019)- Ch. 5 • Ongoing Uprisings in Iran - Woman, Life, Freedom (Podcast) • Alok Vaid-Menon: Beyond the Gender Binary (Podcast) • Trans Liberation is for Everybody: Moving Toward a Psychology of Liberation for All Genders (YouTube) 	
12	March 28	- Sexuality Facilitator:	<ul style="list-style-type: none"> • Singh & Moss (2016) • Burnes, Singh, & Witherspoon (2017) • Guidelines for psychological practice with sexual minority persons (2022) 	

			<ul style="list-style-type: none"> • Nakamura et al. 2022 • Singh (2019)- Ch. 6 • Alok Vaid-Menon: The Urgent Need for Compassion (Podcast) 	
13	April 4	- Religion and Spirituality Facilitator:	<ul style="list-style-type: none"> • Blumenfeld & Jaekel (2012) • Schlosser et al (2009) • Vieten & Lukoff (2022) • Singh (2019)- Chs. 7 & 8 	Reflection Journal #3
14	April 11	- Age Facilitator:	<ul style="list-style-type: none"> • Guidelines for psychological practice with older adults • Burnes et al. 2019 	
15	April 18	- Social Justice and Advocacy Proposal Presentations		Social Justice & Advocacy Presentation and Paper Due
16	April 25	- Wrap-Up Reflection and Cultural Celebration		Reflection Journal #4

Reader Sections

- Adames, H. Y., Chavez-Dueñas, N. Y., Sharma, S., & La Roche, M. J. (2018). Intersectionality in psychotherapy: The experiences of an AfroLatinx queer immigrant. *Psychotherapy, 55*(1), 73-79.
- American Psychological Association, Boys and Men Guidelines Group. (2018). APA guidelines for psychological practice with boys and men. Retrieved from <http://www.apa.org/about/policy/psychological-practice-boys-men-guidelines.pdf>
- American Psychological Association. (2007). Guidelines for psychological practice with girls and women. *The American Psychologist, 62*(9), 949-979.
- American Psychological Association (2012). Guidelines for psychological practice with lesbian, gay, and bisexual clients. *American Psychologist, 67*(1), 10-42. doi:10.1037/a0024659
- American Psychological Association. (2014). Guidelines for psychological practice with older adults. *The American Psychologist, 69*(1), 34-65.
- American Psychological Association. (2019). Guidelines for Psychological Practice for People with Low-Income and Economic Marginalization. Retrieved from www.apa.org/about/policy/guidelines-lowincome.pdf
- American Psychological Association. (2015). Guidelines for Psychological Practice with Transgender and Gender Nonconforming People. Retrieved from <http://www.apa.org/practice/guidelines/transgender.pdf>
- Blumenfeld, W. J., & Jaekel, K. (2012). Exploring levels of Christian privilege awareness among preservice teachers. *Journal of Social Issues, 68*(1), 128-144.
- Burnes, D., Sheppard, C., Henderson, C. R., Wassel, M., Cope, R., Barber, C., & Pillemer, K. (2019). Interventions to Reduce Ageism Against Older Adults: A Systematic Review and Meta-Analysis. *American Journal of Public Health, 109*(8), e1–e9. <https://doi.org/10.2105/AJPH.2019.305123>
- Burnes, T. R., Singh, A. A., & Witherspoon, R. G. (2017). Sex positivity and counseling psychology: An introduction to the major contribution. *The Counseling Psychologist, 45*(4), 470–486. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=psych&AN=2017-30398-002&site=ehost-live>
- Burnette, C. E. & Figley, C. R. (2017). Historical Oppression, Resilience, and Transcendence: Can a Holistic Framework Help Explain Violence Experienced by Indigenous People? *Social Work, 62*(1), 37–44. <https://doi.org/10.1093/sw/sww065>
- Chapman, S., & Schwartz, J. P. (2012). Rejecting the null: Research and social justice means asking different questions. *Counseling and Values, 57*(1), 24–30. <https://doi.org/10.1002/j.2161-007X.2012.00004.x>
- Estrada-Villalta, S., & Adams, G. (2018). Decolonizing development: A decolonial approach to the psychology of economic inequality. *Translational Issues in Psychological Science, 4*, 198–209. <http://dx.doi.org/10.1037/tps0000157>
- Gaskin, C. J. (2015). On the potential for psychological researchers and psychologists to promote the social inclusion of people with disability: a review. *Australian Psychologist, 50*(6), 445-454.
- Goodman, R. D., Williams, J. M., Chung, R. C. Y., Talleyrand, R. M., Douglass, A. M., McMahon, H. G., & Bemak, F. (2015). Decolonizing traditional pedagogies and practices in counseling and psychology education: A move towards social justice and action. In *Decolonizing "multicultural" counseling through social justice* (pp. 147-164). Springer, New York, NY.
- Haeny, A. M. (2014). Ethical considerations for psychologists taking a public stance on controversial issues: The balance between personal and professional life. *Ethics & Behavior, 24*(4), 265-278.

- Jacquez, F., Dutt, A., Manirambona, E., & Wright, B. (2021). Uniting liberatory and participatory approaches in public psychology with refugees. *American Psychologist, 76*(8), 1280–1292. <https://doi.org/10.1037/amp0000835>
- Keller, R. M., & Galgay, C. E. (2010). Microaggressive experiences of people with disabilities. In D. W. Sue (Ed.), *Microaggressions and marginality: Manifestation, dynamics, and impact* (pp. 241-267). John Wiley. Retrieved from https://nau.edu/uploadedFiles/Offices_and_Committees/CDAD/_Forms/Microaggressions.pdf
- Liu, W. M., Liu, R. Z., & Shin, R. Q. (2022). Understanding systemic racism: Anti-Blackness, white supremacy, racial capitalism, and the re/creation of white space and time. *Journal of Counseling Psychology.*
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