





### ST. BONAVENTURE UNIVERSITY SCHOOL OF EDUCATION DEPARTMENT OF COUNSELOR EDUCATION

SESSION: Spring, 2017

**SEMESTER & LOCATION: Fall 2017** 

PROFESSOR: Barbara C. Trolley, PhD, CRC, Professor

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A. COURSE TITLE: CE 638 Multicultural Counseling

## **B. REQUIRED TEXTBOOKS/MATERIALS:**

Orozco, G., Lee, W., Blando, J. & Shooshani, B. (2014). Introduction to Multicultural counseling for helping

professionals. New York, NY: Routledge. ISBN-13: 978-0415540223; ISBN-10: 0415540224

C. CREDIT HOURS: 3 graduate credit hours.

D. APPROVED COURSE DESCRIPTION: This course provides an introduction to cross cultural counseling. The course examines three distinct areas: cultural awareness, knowledge of other cultures, and allows students to look at the skills component. Students are taught through lectures, exercises, videotapes and guest speakers. The course offers an introduction to the lifelong continuous journey of counseling clients from diverse populations.

### E. PREREQUISITES: None.

### F. PROGRAM GOALS:

1. Counselor Education graduates will demonstrate knowledge in the core and relevant specialty areas of counseling as established by the Council for Accreditation of Counseling and Related Educational Programs.

2. Counselor Education graduates will be able to demonstrate competency in facilitating cognitive/behavioral change using evidence-based treatment/educational planning and counseling skills in various settings. 3. Counselor Education graduates will demonstrate the professional knowledge, skills, and dispositions necessary within their specialty counseling context.

Students will engage in in critical thinking, and reflection throughout their work [D1], demonstrate respect for the dignity and worth of all individuals [D5], and create effective learning environments that recognize commonalities while affirming diversity in all its forms [D6].

**G. Learning Objectives:** Learning objectives and outcomes will follow the conceptual framework Developed by the School of Education, which outlines three framework goals and learner outcomes Including demonstrating professional competence, utilization of knowledge skills and values of the university's community and the more global and professional community. The codes represent CACREP, as well as program goals.

The specific objectives of the course are to educate students as to:

OBJECTIVES/STUDENT LEARNING OUTCOMES	CACREP	PROG GOALS
a Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.	2F2a.	G3
b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	2F2b.	G3
c. Multicultural counseling competencies.	2F2c.	
d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2F2d.	G3
e. The effects of power and privilege for counselors and clients.	2F2e.	G3
f. Help-seeking behaviors of diverse clients.	2F2f.	G3
g. The impact of spiritual beliefs on clients' and counselors' worldviews	2F2g.	G3
h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	2F2h.	G1, G3

Knowledge/Skills/Dispositions: In this course, the knowledge, skills and dispositions listed in Appendix I are discusse

# H. **FIELD EXPERIENCE**: Immersion project.

I. COURSE REQUIREMENTS:  Signifies assignment to evaluate CACREP Core Standards	CACREP	PROG GOALS
CLASS ASSIGNMENTS		
Project choice as explained in the related handout. [25% of Grade]	2F2a,h	G3
Immersion Project described in the related handout. [25% of Grade]	2F2a-h	G3
Three take home quizzes based on the readings. There will be 3 open-book, take home quizzes based on the text [see calendar for chapters and standards]. They are not, however, 'team' quizzes. They must be completed independently. [25% of Grade]	2F2 a-h	G3
ONLINE ASSIGNMENTS		
'Selfie: Who Am I' Project described in the related handout. [25% of Grade]	2F2a-h	G3
Discussion Forums as described in the related handout.	2F2a-h	G1, G3

# I. Evaluation/Grading

# Graduate Grading Policy – School of Education

Grade Value	Grade Value Indicator	
A = 100-95	Demonstrates a superior application and connection of knowledge and skills through analysis and synthesis of research and professional practice.	
A- = 90-94	Demonstrates a superior application and connection of knowledge and skills through evaluation and analysis.	

B+ = 89-86	Demonstrates a thorough and effective application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
B = 85-80	Demonstrates consistent application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
C = 79-75	Demonstrates an inconsistent level of application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
F = < 75	Fails to demonstrate a basic application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
Р	Passing grade for field experience/practicum.
F	Failing grade for field experience/practicum.

Each of the assignments is worth 25% of the grade. However, the final grade may be adjusted, based on class attendance, level of active participation in discussions, and quality of discussion forums.

# **Half Grade Deduction:**

One class day missed /Consistently coming late/leaving early to a campus class/Consistent late assignments **Full Grade Deduction:** Missed classes in combination with no notification of the professor \*Exceptions to the above at the discretion of the individual professor.

# J. COURSE CALENDAR:

Week	Chpts &	CACREP Standard	Topics	Assignment Due Dates
1	1	2F2c	Multicultural Competence	
2	2-4	2F2a,d,e,g	Understanding & Appreciating Difference Cultural Aspects of Psychological Assessment Acculturation, Identity Development & Social Justice	DF 1: Due:
3	5-6	2F2a,d,f,h	Native Americans African Americans	
4	7-8	2F2a,d,f,h	Latinos & Latinas Asian and Pacific Islander Americans	DF 2: Due:
5	9-10	2F2a,d,f,h	European Americans Middle Eastern Americans	Project Choice: Due
6	11-13	2F2a,d,f,h	Men Women LGBTQQ	DF 3: Due
7	14-15	2F2a,d,f,h	Adults Disability	
8	16-17	2F2a,d,f,h	Bicultural/Biracial Undocumented	Immersion Projects: Due DF 4: Due
9			IMMERSION PRESENTATIONS	

			'Selfie: Who Am I':
10			Due
			DF 5: Due
		SELFIE PRESENTATIONS	
11			
			Quizzes: Due
12			
			DF 6: Due
13			
		TBA	
14			
			DF 7: Due
15			

# L. ADDITIONAL COURSE INFORMATION:

<u>Conceptual Framework.</u> This course promotes the 'conceptual framework' of the SBU School of Education ('Educator as Connector').

<u>School of Education Attendance Policy</u> "Attendance is required and critical for success. It is the student's professional responsibility to attend classes, produce quality work, and adhere to the ethics of the profession. Courses may contain content that cannot be made up if classes are missed. Failure to attend all classes may result in lowered grades or failing the course. Instructors have the responsibility for monitoring attendance and determining the effect of attendance on course grades and will inform students of their specific attendance requirements. For hybrid courses, attendance is <u>essential</u> unless there is an extraordinary reason, which is discussed in advance with the instructor.

<u>Technology</u>. This course fosters the 'technology' of the SBU School of Education through the use of technology assisted lectures, presentations, and use of web resources.

<u>Diversity</u>. This course fosters the 'diversity' objective of the School of Education via the following activities: involvement in a comprehensive developmental counseling program for all students, lecture presentations on this topic, recognition of diverse learning styles within the classroom, respect for diverse opinions and beliefs shared within course discussions, encouragement of students to interview community counselors with diverse demographics.

Academic Honesty. Academic dishonesty is inconsistent with the moral character expected of students in a university committed to the spiritual and intellectual growth of the whole person, and with the ethics of the teaching profession. It also subverts the academic process by distorting all measurements. It is a serious matter and will be dealt with accordingly. A list of unacceptable practices,, penalties to be assigned, and procedures to be followed in the prosecuting of cases of alleged academic dishonesty may be found in the Student Handbook. Students should familiarize themselves with these very important provisions of the handbook.

<u>ADA Statement</u>. Students with disabilities who believe that they may need accommodation in this class should contact the Disabilities Support Services Office, Doyle Room 26, at 375-2065, as soon as possible to ensure that such accommodations are implemented in a timely fashion. The instructor should also be informed on or before the first day of class.

<u>Method of Instruction:</u> Various educational strategies which foster knowledge development, critical thinking skills, and active learning, and respect diverse learning styles, are utilized: lectures, discussion of required readings, group activities, class presentations and guest speakers.

<u>Hybrid Courses</u>: Hybrid courses on the surface can appear to be much easier than a totally face to face class, especially if the assignments have a range of time within each time period that they can be completed; it may seem

<sup>&#</sup>x27;Knowledge' (Quizzes, Project Choice & Immersion Project)

<sup>&#</sup>x27;Integrity' ('Selfie' Project, Project Choice, Immersion Project)

<sup>&#</sup>x27;Community' (Project Choice, Immersion Project, Speakers)

like there are 'times off'.. However, a few things to remember:

- a. **Deadlines**: Please adhere to all assignment deadlines. If they are late, the overall course grade will be downgraded a half a grade.
- **b. Discussion Forums**: They must be completed by the time posted. Discussions which are late will be downgraded a half grade.
- c. **Netiquette**: This pertains to the guidelines as to how to communicate effectively and professionally online. See the following websites:
  - The Core Rules of Netiquette by Virginia Shea (http://albion.com/netiquette/corerules.html)
  - Top 26 Most Important Rules of Email Etiquette
     (http://email.about.com/od/emailnetiquette/tp/core\_netiquette.htm)
- d. **Emoticons**: Please do not use.
- e. **Plagiarism:** With online work, it is sometimes more difficult to differentiate what is plagiarism when resources are obtained online. For assistance with these issues, please see the following websites:
  - Definition of Plagiarism
     (http://en.wikepedia.org/wiki/Plagiarism)
  - Self-detection and checking (http://plagiarism.com/self.detect.htm and http://turnitin.com/static/index.html

<u>Instructor Accessibility:</u> The instructor may be reached by email Monday through Friday. She is in her office at the Buffalo Center on Tuesday mornings if an appointment needs to be scheduled. She is also available most weekends on Friday and Saturday at the Buffalo Center campus; and before class. Please check in advance to schedule an appointment. Responses to emails will be given within one business day of receiving them.

'Attendance': For weeks that work is online, students should be online for a substantial period of time 2 to 3 times a week.

## M. Selected Bibliography

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# I.KSD's

II. Assignments

# Conceptual Framework Outcomes

- K1. Candidate uses content knowledge and strategies for short- and long-term planning activities appropriate to the professional discipline.
- K2. Candidate considers learner or client and environmental characteristics when planning activities.
- K3. Candidate uses research and evaluation findings to guide critical thinking when working with learners and clients.
- S1. Candidate communicates effectively in speech and writing with students or clients, administrators, parents, and other stakeholders in the educational process.
- S2. Candidate uses technology appropriately and effectively for professional work (communication, collaboration, and production).
- S3. Candidate uses appropriate assessment tools and techniques to inform practice.
- D1. Candidate uses reflection to improve professional practice.
- D2. Candidate demonstrates professionalism in interactions, appearance, and behaviors.
- D3. Candidate is receptive to feedback.
- D4. Candidate works as an active part of a learning community.
- D5. Candidate demonstrates respect for the dignity and worth of individuals.
- D6. Candidate creates effective learning environments that recognize commonalities while affirming diversity in all its forms.

# a. Quizzes <mark><sup>©</sup> 2F2a-h</mark>

Three take home quizzes based on the readings. There will be 3 open-book, take home quizzes based on the text [see calendar for chapters and standards]. They are not, however, 'team' quizzes. They must be completed independently. [25% of Grade]

# b. 'Selfie: Who Am I' Project 💆 2F2a-h

Students will create a 'scrapbook' to include the following content:

- Title of 'Selfie'
- o **Genogram**: A genogram of your choice. Complete it back to your grandparents at the minimum.
- Chart: 2F2a,d,g

U CII	21 C.	zrza,u,g
Aspect of Identity	Description	
Cultural		
Racial		
Ethnic		
Spiritual		
Sexual		
Ability		
Gender		
Generation		
Personal		
Professional		
Other		
Values		
Beliefs		
Traditions		

Summary 'snapshot': A 2- page summary [can be bulleted] which includes:

# • Self Description & Impact"

2f2a,d

- o Who you are
- How your heritage, culture, attitudes and beliefs understandings and acculturative experiences on your view of others

## Theories & Competencies

2F2b,c

- The theory you would use if you were counseling someone with your background and why
- A description of your multicultural competencies in each of the areas of Awareness, Knowledge and Skills

### Barriers & Power & Privilege

2F2e,h

- Identify 5 barriers people of diverse backgrounds have in obtaining counseling
- o Identify 5 effects power and privilege have on counselors and clients

## Help-Seeking Behaviors & Strategies 2F2f,h

- o 5 Help-Seeking Behaviors of diverse populations
- 5 evidenced-based tools:

- Specific to counseling someone with your multi-cultural background
- Be sure to give the full reference for article, website

- Illustrations:
  - You may use any medium you would like to illustrate this scrapbook and who you are: photos, pictures, poems, collages, songs, poetry, art work, a brief video, etc.

Class presentation: Each student will share their 'selfie' with the class. Note, students will share only what they are comfortable in disclosing to the class. Please creative in your presentations [e.g., could share a food, tradition, a dance, etc.]

#### **Grade:**

This project will be graded on:

- o integration of class concepts
- o clarity and organization
- o thoroughness
- o creativity
- level of analysis; critical thinking
- o resources used
- o class presentation

# c1.Immersion Project 2F2a-e,h

With a partner you have self-selected, you are asked to identify a group and spend at least a half a day in a setting that is "foreign" to you.

- The requirements are:
  - That it be one that both of you have had little knowledge about and that is different from who
    you are
  - That is not a past event that you attended but one visited during the course time
    [Some examples of an activity include but are not limited to: religious events or worship services,
    visiting specific ethnic neighborhoods, volunteering at a local community site such as a senior
    center, visiting an Independent Living Center, attending a support group].
  - You will EACH fill out the survey of the event, Surveys are to be uploaded online.
  - You will collaboratively do a 30 minute presentation on this experience, to include:
    - O A power point [to be uploaded online]: 15 minutes
      - an overview of the group you studied based on empirical resources you
        researched prior to the activity; needs to go beyond the text; [please include
        these resources at the end of the power point]
      - stereotypes and pre-conceived expectations of the group you had prior to the activity;
      - a description of the experiences and what was learned;
      - counseling considerations and evidence-based tools
    - An audience activity [e.g., a youtube video to react to, a scale to do, role plays, case study] to demonstrate counseling principles in working with this group 10 minutes
    - A 3-5 PSA video that educates the general public about the group, advocates for, and decreases stereotypes about the group **2F2b**
- Immersion projects will be graded on:
  - Individual Survey
    - Clarity & Organization
    - Level of Analysis; Critical thinking
    - Thoroughness
  - o Power Point
    - Clarity & Organization
    - Level of Analysis; Critical thinking

- Thoroughness
- o Presenters' Style
- o Presenters' Team Involvement
- Presentation Format
- o Audience Involvement
- o PSA
- o Integration of Text Concepts

# **C2. MC Immersion Survey**

# **Group Studied:**

Why did you choose this group to study?	CACREP Standard	Response
Description of the visit [where, who, what]	2F2a,c	
3 Stereotypes/preconceptions you had of this group prior to the visit	2F2e,h	
3 feelings you had prior to the visit & why	2F2d	
3 questions you will ask this group & their responses to each	2F2c	
3 things you learned	2F2c	
5 articles related to counseling this group [2010 on]	2F2b	
5 online counseling resources related to this group [url addresses & one line descriptor]	2F2b	
5 community resources related to counseling this group [contact information & one line descriptor]	2F2b	
Other		

¼ of Grade

# d.Project Choices 2F2a,h

## Pick one to do:

# 1) Diversity Notebook

- Compile a 'Diversity Notebook".
- Collect a minimum of 8 different examples of how stereotypes of diversity are portrayed; try to find examples where the stereotype may be covertly conveyed. You may use examples from media like TV, newspapers and/or magazines; song lyrics, video games, internet material, greeting cards; you can also use a camera to photograph such things as billboards, and displays.
- For each example, include the following [please use headings]:
  - Description of the Stereotype
  - Possible Impact of the Stereotype
  - How Would You Correct It
- The Notebooks will be graded on:
  - o integration of class concepts and class articles
  - o clarity & organization
  - thoroughness
  - variety of diversity area addressed
  - o range of resources used
  - o the level of analysis; critical thinking

# 2) Current Events Articles

- You are a reporter for the NY Daily Times. Find 4 recent newspaper articles on topics on diversity. Note, these topics should not be the same.
- You will be writing an editorial response to each article [please include the original newspaper article].
- In the form of 4 newspaper columns, discuss current events related to multiculturalism/diversity. At the end of each article, address how you would advocate for positive change.
- The articles will be graded on:
  - o integration of class concepts and articles
  - o clarity & organization
  - o thoroughness
  - o level of analysis; critical thinking.
  - o variety of diversity area addressed
  - o range of resources used

# 3) Case Study [Bullet Form; Case is presented below]

- Contents of the Case Study will include:
  - Your Initial Reactions to the Case
  - Outline of Presenting Problems
  - o Specification of Diversity Issues that must be Considered in Counseling
  - Treatment Plan [Goals and Interventions]
- The case study will be graded on:
  - o integration of class concepts and articles
  - o clarity & organization
  - thoroughness
  - o level of analysis; critical thinking.
  - variety of diversity area addressed
  - o range of resources used

### The Case of Shu-Li

Shu-Li is a 19-year-old Vietnamese female who became deaf at age five as a result of a childhood illness. Shu-Li,

her mother, uncle, and two younger siblings fled Vietnam as a part of the second wave of refugees in 1982. Her father and one brother were left behind in Vietnam. Her mother has acquired limited English language skills and has found part-time work in a local Vietnamese-American restaurant. Her uncle is unemployed. A local Methodist church "adopted" Shu-Li and her family and made the referral to the VR agency. The family receives some support through the state public assistance agency. There appears to be a number of Vietnamese families in the community. Shu-Li's basic language development is in Vietnamese, and she has acquired a few American Sign Language (ASL) "survival" communication skills. She had participated in special education classes for two years before she dropped out. She spent a month at a rehabilitation workshop in work evaluation and work adjustment training. The available information from the workshops indicated that "she seems to catch on quickly, has good eye-hand coordination, very pleasant--smiles a lot--but is not sociable. The special education reports seem to contradict this information, indicating that Shu-Li is withdrawn and unable to handle simple tasks. While in school, Shu-Li was occasionally made fun of by her classmates due to her deafness and her national origin. The counselor has little other assessment data available. Shu-Li feels pressured to obtain work to assist the family. Available medical information shows no other discernible physical limitations, although she has begun to describe recent severe headaches. Her uncle has expressed disappointment that Shu-Li did not finish school and that she has made no real contribution to the family. Shu-Li (through an interpreter) has been agreeable to all of the suggestions made by the counselor but has offered little information about herself or her interests.

### 1/4th of the Grade

## e. Discussion Forums 2F2a-h

- Students will post by Wednesday Morning at 9am:
  - A response to the questions for the assigned chapters [note, use bullets for responses unless otherwise noted on the handout]
  - A reaction statement to one article read
    - Chosen from the sample discussion forum article list or pick one of your own choice [please include the name of article and url if choosing your own]
    - Raise one question for classmates to respond to based on the topics for the week
- By **Saturday morning, 9am,** students will react to two peers' responses. Note, students may respond to different peers each week.
- Practical examples [e.g., experiences through work, internships, life experiences] may be utilized in these
  discussion, with appropriate professional boundaries being respected.
- These discussions should not be a regurgitation of the chapters but rather a critical analysis of them.
- Discussion forums are not formally graded, but their thoroughness will be considered in the final grade.
- These posts must be submitted on time. Please notify the professor in advance of any exceptional circumstances.

# DF 1

# Chapter 1:

Given that it is impossible to know every culture in depth, what can service providers do to ensure they bring the appropriate understanding into their interaction with clients/students/consumers?

Find 3 Graduate Counseling Programs online [other than SBU] and share a brief paragraph for each [bullets are fine] as to how diversity is addressed in each program [e.g. courses, mission statement, placements, faculty, students, committees]. Please give the name of the University/College and URL.

#### Chapter 2:

Respond to the questions asked in Exercise 2, pg. 32.

### Chapter 3:

Take and score the following quiz:

Equity and Diversity Awareness Quiz (2008); http://www.edchange.org/multicultural/quiz/quiz1.htm

- What was your reaction to this specific assessment scale?
- What did you learn?

### Chapter 4:

How might you apply the concept of 'social justice' in 3 concrete ways when working with diverse populations? **DF 2** 

### Chapter 5, 6, 7, 8, 9 & 10

Pick a video to watch from the list provided with respect to each population or pick one of your own. If you choose your own, please give the title of the video and url]. Write 2 points you observed in each video for each of the following groups represented:

- Native Americans
- African Americans
- Latinos
- Asian and Pacific Islander Americans
- European Americans
- Middle Eastern Americans

#### DF 3

### Chapter 11 & 12:

Watch 3 TV shows in which men and women are portrayed. List in bullet form 3 things portrayed about the men and 3 about the women [One observation about each gender from each show]. Add whether you think each portrayal was positive or negative and why. Give the title of the 3 shows watched.

# Chapter 13:

Many clients/students/consumers who are becoming transgender are required to undergo counseling prior to presenting themselves for hormone therapy or sexual reassignment surgeries. What 3 topics/issues issues might you explore with such a client/student/consumer and why?

### DF 4

### Chapter 14:

Provide 3 examples how ageism exists in our society with respect to [put in a chart]:

- Youth
- Young Adults
- Middle Age
- The Elderly

## DF 5

### Chapter 15:

In what ways have societal views of disabilities changed over the years? Have these changes been mostly positive or negative for people with disabilities?

What personal characteristics (of the client/student/consumer) might be utilized in a counseling relationship in order to help the person cope with his/her disability? How?

### Chapter 16:

Complete a genogram of your family at least two generations back and identify the primary cultural affiliations of each person.

# Chapter 17:

Find 3 resources online with respect to guidelines in counseling people who are undocumented. Give the name of the site, the URL, and briefly summarize the information obtained.

# DF 6

Listen to the following webinar and summarize:

- 3 things you learned
- 3 things you will apply to your work
- 3 things you wanted to know more about

### Webinar:

• <a href="http://www.counseling.org/continuing-education/podcasts-all/docs/aca-podcasts/ht013-multiculturalism-and-diversity-what-is-the-difference-is-not-counseling-counseling-why-does-it-matter-under-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-matter-is-not-counseling-why-does-it-

# **DF 7** TBA