

University of Northern Colorado
School of Applied Psychology and Counselor Education
APCE 623: Understanding and Counseling Diverse Populations
Fall 2015
Colorado Spring Campus
Course Syllabus

Instructor:

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Class Meets: 10/16/17/18 and 10/30/31/11/01

Class Meeting Time: 4:00 to 10:00 pm Friday. Saturday & Sunday 9:00am-4:00pm

Class Location: Colorado Springs, CO

COURSE DESCRIPTION:

This course provides an examination of counselor training issues and skills relevant to working with diverse cultural backgrounds. Emphasis is placed on US minority groups; however, various multicultural groups will be discussed. This course is designed to sensitize students to concerns of various cultural groups.

PREREQUISITE:

None

This course is designed to meet the Council for the Accreditation of Counseling and Related Education Programs (CACREP) 2009 Standards. To meet accreditation standards for counselor education programs, students who successfully complete the course must master the following knowledge and skill outcomes.

KNOWLEDGE AND SKILL OUTCOMES: Upon successful completion of this course students will:

1. Understand the cultural context of relationships, issues, and trends in a multicultural society (CACREP II.G.2.).
2. Learn multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (CACREP II.G.2.a.).
3. Understand attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients (CACREP II.G.2.b.).
4. Understand theories of multicultural counseling, identity development, and social justice (CACREP II.G.2.c.).

5. Understand individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies (CACREP II.G.2.d.).
6. Understand counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (CACREP II.G.2.e.).
7. Learn the counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP II.G.2.f.).
8. Describe the principles of mental health including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society (CACREP CMHC.C.1).
9. Understand how living in a multicultural society affects clients, couples, and families who are seeking clinical mental health counseling services (CACREP CMHC.E.1 & CACREP MCFC.E.1).
10. Understand the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client (CACREP CMHC.E.2 & CACREP MCFC.E.4).
11. Understand current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders (CACREP CMHC.E.3).
12. Understand effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling (CACREP CMHC.E.4).
13. Understand the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare (CACREP CMHC.E.5).
14. Know public policies on the local, state, and national levels that affect the quality and accessibility of mental health services (CACREP CMHC.E.6).
15. Understand the relevance and potential biases of commonly used diagnostic tools with multicultural populations (CACREP CMHC.K.4).
16. Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning (CACREP SC.E.1).
17. Understand multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity and their effects on student achievement (CACREP SC.E.4).
18. Recognize societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples) (CACREP MCFC.E.2).

COURSE CONTENT:

This course is designed to meet the CACREP 2009 standards for Social and Cultural Diversity (Section II.G.2). The course introduces students to multicultural issues counselors face as a result of working with diverse populations. Students will be introduced to topics including oppression and privilege, racism, discrimination, sexism, power, ageism, etc. Course material is intended to prepare students for the challenges of working in a multicultural society.

Required Text:

Ratts, M. , Pedersen, P. (2014). *Counseling for Multiculturalism and Social Justice, Integration, Theory and Application*. American Counseling Association ACA. Alexandria, VA

*All assigned readings may not be discussed in class, and you are responsible for having read the material.

****Students are responsible for the information in the editions of the text listed above. Should a student choose a different edition, they do so understanding that they may not have the most accurate/up to date information for tests or assignments.**

Recommended Texts

Johnson A. (2006). *Privilege, Power and Difference*. McGraw-Hill Publisher.

McGoldrick, M., & Giordano, J., & Garcia-Preto, N. (2005). *Ethnicity and Family Therapy*, (3rd. ed.). New York: Guilford.

McGoldrick, M. & Hardy K. (2008). *Re-visioning Family Therapy: Race, Culture and Gender in Clinical Practice*. (2nd. ed.). New York: Guilford.

Hacker, D. & Sommers N. (2013). *A Pocket Style Manual*. APA Version. Sixth Edition. Boston: Bedford/St. Martin's

Please see articles reading list at the end of this syllabus.

Informed consent

One important aspect of the training of a future counselor is self-exploration and self-knowledge. This is achieved, in part, through self-disclosure in the context of an academic environment. Enrollment in this class requires that the student disclose to the professor relevant personal and family of origin information in selected assignments. By enrolling in this class, the student agrees to turn in assignments that include disclosures of personal information for self-exploration, and self-growth in partial fulfillment of the requirements of this class. The instructor is bound by confidentiality rules as reflected in the ACA Code of Ethics. Discussions in this class will be conducted with respect, dignity and honesty, making it safe to participate in them.

1. Participation: Graduate students are expected to be responsible for regular and punctual class attendance. Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in class discussions. All students will be involved in classroom role-plays and experiential exercises and should be prepared to participate in class discussions and activities. Active participation is worth 35% of your final grade.

Active participation is essential and will be evaluated in the following way:

- Excellent (80-100) – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
- Satisfactory (69-79) – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
- Minimally Acceptable (48-68) – Passive participation: present, awake, alert, attentive, but not actively involved.
- Unsatisfactory (47 or less) – Uninvolved: absent, present but not attentive, sleeping, answering email, surfing the web, texting, making irrelevant contributions that inhibit the progress of the discussion.

1. **Professionalism 10%: Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, we expect you to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This encompasses confidentiality and respect in your presentations and management of clinical material; professional dress while working with clients; respect for colleagues, clients, faculty and peers in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities (including clinical documentation); timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness and other appropriate activities.**
2. **Cultural Autobiography-** Students will write a cultural autobiography. Students' paper will reflect what they have learned in the course of the semester and will explore their cultural identity and cultural socialization processes in regard to issues of power, privilege and oppression. Additionally, the paper should include identity development analysis, the impact of culture on current functioning, behaviors, attitudes, and values, as well as the impact of culture on views of mental

health and counseling. Include, when relevant, oppression and resilience issues. Students the cultural autobiography guidelines provided at the end of this syllabus. **IMPORTANT: The autobiographical chronological events are less important than the analysis of the autobiographical events**, with proper use of conceptual ideas learned in class, with in-text citations and reference page. The paper will be **no more than** 6-8 pages long, font 12, double spaced. **Due: November 8th . 2015.**

Grading rubric for cultural autobiography

“EXCELLENT”: Shows superior insight and self-reflection ability, willingness to be open. Superior ability to summarize, synthesize and analyze autobiographical information and its impact on development, functioning, worldview and values. Superior connection with the literature and, superior use of conceptual ideas. Flawless APA style (A).

“GOOD”: Self-reflection is somewhat superficial, ability to summarize, synthesize and analyze autobiographical effect on development and worldview is limited. Connection to literature or use of conceptual ideas adequate. APA style adequate (B or C).

“FAIR/POOR”: Minimal self-reflection, little ability to summarize, synthesize and analyze how autobiographical issues impacted development, functioning, values, behaviors and worldview. Too much chronology and/or too little connection to literature or scant use of conceptual ideas. Several mistakes in APA style (C or lower).

3. Creative Project: This is an opportunity for you to get personally involved in an area of diversity that you have not experienced. **In addition** to the experiential activity, you are required to locate an article from the counseling academic literature on the topic, read it before your experience, and incorporate it into your reaction paper. Some suggestions include:
 1. Involve yourself in the Colorado AIDS Project and receive HIV testing.
 2. Volunteer at a local soup kitchen, meal center, food kitchen or food bank
 3. Volunteer at a refugee resource center in your community
 4. Attend a spiritual or religious service or event in your community
 5. Volunteer your time at a nursing home or assisted living facility
 6. Explore what resources are available to children with developmental disabilities in your community. Go beyond the Internet and actually seek out those resources.
 7. Create a project of your own that meets the purpose of the assignment. If you choose this option, explain your idea with the professor beforehand to ensure it will be accepted toward completion of the assignment. You are also invited to brainstorm with the professor or co-teaching assistant about your topic areas of interest and potential relevant creative projects.

Write a two-page reaction paper regarding your experience while completing this project. Include both your personal and professional reactions. Reaction papers **must include** a rationale for why this particular activity was selected or created, a brief overview of the project, how the student experienced the activity (positively and negatively), which components of the project (if any) led to comfort or discomfort for the student, an analysis of the experience and the chosen research article, and a reflection on how the student's reactions will inform his or her practice. This paper must be typed and double-spaced, 12 point font. If not, it will be returned to the student, and considered a late submission. **Due October 30th 2015.**

Late Paper Policy

Students who turn in late papers will lose 10 points for every 24 hours the assignments is late (e.g. a paper that would have merited an "90" will received a "80", if submitted within 24 hours after the due date). Any paper submitted after the due date and time (11:59pm of due date), will received a ten-point deduction.

Students may request an extension for a paper/assignment during the course of the semester, ***for emergencies only***. An extension a paper/assignment will only be granted at the discretion of Dr. Cardona.

Grading policy and scale

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| Active participation in class | 20% |
| Professionalism | 15% |
| Autobiography | 40% |
| Creative Project | 25% |
| Total | 100% |

Grading: Final letter grades will be assigned based on the following distribution:

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|-----------|--------|-----------|----------|
| A | 93-100 | C | 73-76 |
| A- | 90-92 | C- | 70-72 |
| B+ | 87-89 | D+ | 67-69 |
| B | 83-86 | D | 63-66 |
| B- | 80-82 | D- | 60-62 |
| C+ | 77-79 | F | Below 60 |

Attendance Policy:

Readings and classroom discussion are critical. Because of the interactive format students are expected to attend ALL class sessions. *You are expected to notify your instructor **prior to missing class via email, if you need to be absent from class.*** A student who misses more than four hours (consecutive or otherwise) will automatically receive a full letter grade reduction in his or her final grade and/or may receive an incomplete for this course for this semester. Incomplete is given only in cases of illness, death in family, or other extreme circumstances. Proper documentation is required for an incomplete grade.

Academic Conduct: Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

Student Handbook: <http://www.unco.edu/dos/handbook/index.html>

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Disability Statement: Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center at 970-351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Diversity Statement: The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in educational services on the basis of sexual orientation or political affiliation.” (See <http://www.unco.edu/hr/AAEO TitleIX.htm> <<http://www.unco.edu/hr/AAEO TitleIX.htm>>).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (<http://www.unco.edu/cebs/diversity>).

Sexual Misconduct/Title IX Statement

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

APCE 623

| CACREP Standards | Student Learning Outcomes Assessment |
|---|---|
| <ul style="list-style-type: none"> a. Understand the cultural context of relationships, issues, and trends in a multicultural society (CACREP II.G.2.). b. Learn multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (CACREP II.G.2.a.). c. Understand attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients (CACREP II.G.2.b.). | <p>Text-Reading and Personal Reflection in class discussion</p> <p>Creative Project</p> <p>Cultural Autobiography</p> |
| <ul style="list-style-type: none"> d. Understand theories of multicultural counseling, identity development, and social justice (CACREP II.G.2.c.). e. Understand individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies (CACREP II.G.2.d.). f. Understand counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (CACREP II.G.2.e.). | <p>Text-Reading and Personal Reflection in class discussion</p> <p>Creative Project</p> <p>Cultural Autobiography</p> |
| <ul style="list-style-type: none"> g. Learn the counselors' roles in eliminating biases, prejudices, | <p>Creative Project</p> |

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| <p>and processes of intentional and unintentional oppression and discrimination (CACREP II.G.2.f).</p> <p>h. Describe the principles of mental health including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society (CACREP CMHC.C.1).</p> <p>i. Understand how living in a multicultural society affects clients, couples, and families who are seeking clinical mental health counseling services (CACREP CMHC.E.1 & CACREP MCFC.E.1).</p> | <p>Text-Reading and Personal Reflection in class discussion</p> <p>Creative Project</p> |
| <p>j. Understand the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client (CACREP CMHC.E.2 & CACREP MCFC.E.4).</p> <p>k. Understand current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders (CACREP CMHC.E.3).</p> <p>l. Understand effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling (CACREP CMHC.E.4).</p> | <p>Creative Project</p> <p>Text-Reading and Personal Reflection in class discussions.</p> <p>Creative Project</p> |

| | |
|--|---|
| <ul style="list-style-type: none"> m. Understand the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare (CACREP CMHC.E.5). n. Know public policies on the local, state, and national levels that affect the quality and accessibility of mental health services (CACREP CMHC.E.6). o. Understand the relevance and potential biases of commonly used diagnostic tools with multicultural populations (CACREP CMHC.K.4). | <p>Cultural Autobiography</p> <p>Text-Reading and Personal Reflection in class discussions.</p> <p>Creative Project</p> |
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Cultural Autobiography Guideline

The following questions are intended to assist you for writing your cultural autobiography, the story of your life, your identity, and your experiences. The story should tell who you are, how you see yourself, and how you arrived at your perceptions. There is no set format for the story; it should be as creative or reflective of your life as you would like. The following questions are general guidelines to assist in writing. You do not need to answer each question, only those that are most relevant to your life story, nor are they intended to be included in a particular order.

How do you identify yourself?

What factor do you most identify with as your cultural identity? Why?

What significant events in your life have contributed to your cultural identity? What meaning does it provide for your life?

What is your most distinguishing cultural factor? Does it differ from the most important? If so, how? Why?

Has your cultural identity served as a detriment, challenge, problem, difficulty, or deterrent in your life? Has your cultural identity felt like a burden? If so, how?

What childhood message(s) did you receive about your cultural identity/background?

How has your cultural identity served as a source of strength in your life?

Have you used your identity as a coping skill/problem-solving tool? If so, when and how?

Does the cultural factor that you identify most strongly with, differ from the cultural factor with which others identify you? How has that affected your identity development? Are there significant life events associated with this cultural factor?

Have you encountered any difficulties with your cultural identity? If so, what kind? How have you coped with them? What resources have you needed to cope with them? How have the difficulties contributed to your identity?

What strengths do you associate with your cultural identity? What are the areas of pride associated with them?

How do you understand power, privilege and oppression in regard to your own social identity?

| Class | Date | Topic | Reading & Assignments |
|-------|-------|--|--|
| 1 | 10/16 | Overview of Multicultural and Social Justice Counseling. Privilege, Oppression and Difference. | Chapters 1-2, 3, 4 & 5 TB. Johnson Chapter #2 Available in Bb. |
| 2 | 10/17 | Developing Multicultural and Social Justice Competence. What it all has to do with us. | Chapters 6-7,8 & 9 TB Johnson Chapter # 6 Available in Bb |
| 3 | 10/18 | Addressing Individual and Systemic Oppression | Chapters 10, 11,12,13,14-15 TB. |
| 4 | 10/30 | Addressing Heterosexism in Counseling and Psychology | Chapters 15 & 16TB Creative Project Due |
| 5 | 10/31 | Addressing Transgender Oppression in Counseling and Psychology, Counseling Women | Chapters 16 & 17 TB |
| 6 | 11/01 | Addressing Classism, Religion & Spirituality in Counseling and Psychology. Getting off the Hook: Denial and Resistance. | Chapters 18 & 19. TB Johnson Chapter 8 Available in Bb |

Autobiography due on
November 8th.
2015.

TB indicates textbook

****All assigned readings may not be discussed in class, and you are responsible for having read the material.**

Classic Articles Reading List

Multiculturalism, theory and competence

1991 Special edition, *Journal of Counseling and Development*, 70(1).

Oppression and Resilience

Kivel, P. (2002). *Uprooting Racism: How White people can work for racial justice*. Gabriola Island, BC: New Society Publishers.

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, 10-12.

Mio, J. S., & Awakuni, G. I. (2000). *Resistance to multiculturalism: Issues and interventions*. Philadelphia: Brunner/Mazel.

Prilleltensky, Isaac. (2003). Understanding, resisting, and overcoming oppression: Toward psychopolitical validity. *American Journal of Community Psychology*, 31, 195-201.

Racial identity models

Helms, J. E. (1995). An update of Helm's White and people of color racial identity models. In J. G. Ponterotto, J. M. Casas, L.A. Suzuki, & C. M. Alexander, (Eds). *Handbook of multicultural counseling*, (pp. 181-198). Thousand Oaks, CA: Sage.

Vandiver, B. J., Fhagen-Smith, P. E., Cokley, K. O., Cross, W. E., Jr., & Worrell, F. C. (2001). Cross's nigrescence model: From theory to scale to theory. *Journal of Multicultural Counseling and Development*, 29, 174-200.

Ruiz, A. S. (1990). Ethnic identity: Crisis and resolution. *Journal of Multicultural Counseling and Development*, 18, 29-40.

Ethnicity

McGoldrick, M. (1996). In M. McGoldrick, J. Pearce, & J. Giordano, (Eds.), *Ethnicity and family therapy*, (pp.). New York: Guilford.

Immigration and Acculturation

Birman, D. (1994). Acculturation and human diversity in a multicultural society. In E. J. Trickett, R. J. Watts, & D. Birman, (Eds.), *Human diversity: Perspectives on people in context*, (pp.261-284). San Francisco: Jossey-Bass.

Religion and Spirituality

Walsh, F. (1998). Beliefs, spirituality, and transcendence: Keys to family resilience. In M. McGoldrick, (Ed.), *Re-visioning family therapy: Race, culture, and gender in clinical practice*, (pp.62-77). New York: Guilford.

Fukuyama, M., & Sevig, T. (1999). Integrating Spirituality into multicultural counseling. Thousand Oaks, CA: Sage.

Social Class

Aponte, H. (1994). Bread and spirit: Therapy with the new poor, diversity of race, culture, and values. New York: W. W. Norton & Co.

Kliman, J. (1998). Social class as a relationship: Implications for family therapy. In M. McGoldrick, (Ed.), *Re-visioning family therapy: Race, culture, and gender in clinical practice*, (pp.50-61). New York: Guilford.

Sexual Orientation

Cass, V. C. (1984). Homosexual identity formation: Testing a theoretical model. *Journal of Sex Research*, 20, 143-167.

D'Augell, A. R. (1994). Identity development and sexual orientation: Toward a model of lesbian, gay, and bisexual development. In E. J. Trickett, R. J. Watts, & D. Birman, (Eds.), *Human diversity: Perspectives on people in context*, (pp.312-333). San Francisco: Jossey-Bass.

McCarn, S. R., & Fassinger, R. E. (1996). Revisioning sexual minority identity formation: A new model of lesbian identity and its implications. *Counseling Psychologist*, 24, 508-534.