COURSE OUTLINE
APCE 623
Understanding and Counseling Diverse Populations

CREDIT HOURS: 3 semester hours

CATALOG DESCRIPTION: Majors only. An examination of counselor training issues and skills relevant to working with persons from diverse cultural backgrounds. Emphasis on American minorities; other groups are discussed. Also, class is designed to sensitize students to the concerns of various ethnic/cultural groups and other marginalized populations.

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.

OBJECTIVES:
A. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural society, including all of the following (CACREP G.2):

1. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally (CACREP G.2.a) (lecture, discussion and textbook)

2. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities. (CACREP G.2.b) (lecture, textbook, small group exercises, film, paper)

3. theories of multicultural counseling, theories of identity development, and multicultural competencies (CACREP G.2.c) (lecture, textbook, discussion)

4. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups (CACREP G.2.d) (textbook, lecture, film, discussion; small group strategizing)

5. 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 G.2.e)
6. Counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP G.2.f)
   (lecture, textbook, discussion; small group strategizing)

7. 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).
   (lecture, textbook, discussion)

8. 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).
   (lecture, discussion, textbook and film)

9. 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).
   (paper, film, discussion groups, textbook and lecture)

10. 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).
    (textbook, lecture, discussion)

11. 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).
    (textbook, lecture, discussion, small group strategizing)

12. 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).
    (lecture, film, discussion, paper)

13. Know public policies on the local, state, and national levels that affect the quality and accessibility of mental health services (CACREP CMHC.E.6).
    (lecture, textbook, discussion)

14. Understand the relevance and potential biases of commonly used diagnostic tools with multicultural populations (CACREP CMHC.K.4).
    (lecture, textbook, discussion)

15. Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning (CACREP SC.E.1).
16. 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).

17. 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:

1. Developing multicultural competencies in counselors, psychologists, teachers and others in the helping professions; guidelines for multicultural counseling
2. Theories of Identity Development
3. Multicultural/pluralistic trends
4. Multicultural families
5. Racism, Sexism, Classism, Ageism, Heterosexism, Ethnocentrism and other forms of prejudice experienced by individuals, couples and families
6. Economic and social consequences of prejudice on individuals, couples and families (e.g. education, medical care, career, legal system, governmental policies, mental health system, etc.)
7. Families in distress due to discrimination
8. Counselor self-understanding
10. Related activities/films/videos


EVALUATION: Letter grade A through F

COURSE REQUIREMENTS:

1. attendance
2. participate in class discussions and exercises
3. textbook reading: For the 1st weekend, read the sections on Social justice, Identity Development, and Micro-aggressions. For the 2nd weekend, read the chapters covering specific groups.
4. view a film related to diversity or prejudice; potential films include “12 Years a Slave,” “Selma,” “Cry Freedom,” “Dry White Season,” “Mississippi Burning,” “The Accused,” “Higher Learning,” “American History X,” “La Bamba,” “Straight Out of Brooklyn,” “Devil’s Arithmetic,” “Rosewood,” the “Human Stain,” “Gran Torino,” etc. (These are only a few suggestions. There are many other films that would also be appropriate). Be prepared for a class discussion during our 2nd weekend that includes:
   a) the significance (to you) of the film (e.g. what message was the film trying to convey?; what did you learn?)
   b) any insights, feelings? (negative and/or positive)
c) any content on which you wish to comment
You do not need to write a paper on the film you watch. Just take some notes/make and outline to help you remember your thoughts when you discuss the film in class.

5. write a paper on a topic of particular interest to you *

Requirements/Options:

Requirements for an A: Meet all five of the above requirements.

Requirements for a B: Meet the requirements of 1 through 4

Note: The degree to which the course objectives are reflected in your paper writing and discussion will also be taken into consideration when assigning class grade.

*Guidelines for Paper-Writing:

5-7 page paper: (typed, double spaced) This paper can be on a topic of special interest to you, such as a group you want to learn more about; or it can be on a group you realize that you harbor many prejudices toward. Also, you may choose to write on your own experiences with diversity and/or prejudice. This paper may include such things as:

what you have learned about the group (or topic); b) any change in feelings in you as a result of your research and/or paper; c) origin of your prejudices (i.e. family, society, experience, etc) if that is your topic of choice; d) how institutionalized oppression has affected the group; e) any insights into yourself that you may wish to share.

OR
You can write about a specific culture you want to learn more about. It can be on any culture you choose. You can include information on cultural values, practices, celebrations, family structure, spiritual beliefs, healing methods, recreation and other information that you find important to understanding the culture.

Papers are due on Sunday, July 26, 2015.

Academic Conduct: Cheating on examinations, 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.

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is 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.

5/2015 DG