Course: APCE 623: Counseling Diverse Populations

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Christopher Ward MA, LPCC, NCC  
Christopher.Ward@unco.edu

Class Meets:  
Class Meeting Dates: July 15th-July 17th and August 5th-August 7th  
Class Meeting Time: 4:00 to 10:00 pm Friday, Saturday & Sunday 9:00am-4:00pm

Class Location: University of Northern Colorado (Extended Campus Lowry)

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 and 2016 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:

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<thead>
<tr>
<th>2009 STANDARD(S)</th>
<th>ASSIGNMENT(S)</th>
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<tr>
<td>1. Understand the cultural context of relationships, issues, and trends in a</td>
<td>Assigned Readings, Class Discussions, and Community Service Learning Project</td>
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<td>multicultural society (CACREP II.G.2.).</td>
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<td>2. Learn multicultural and pluralistic trends, including characteristics and</td>
<td>Assigned Readings and Class Discussions</td>
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<td>concerns within and among diverse groups nationally and internationally</td>
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<tr>
<td>(CACREP II.G.2.a.).</td>
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<td>3. Understand attitudes, beliefs, understandings, and acculturative experiences,</td>
<td>Assigned Readings, Class Discussions,</td>
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<td>including specific experiential learning activities</td>
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designed to foster students’ understanding of self and culturally diverse clients (CACREP II.G.2.b.).

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<tr>
<th>4. Understand theories of multicultural counseling, identity development, and social justice (CACREP II.G.2.c.)</th>
<th>Assigned Readings, Class Discussions, Cultural Exploration Project, and Community Service Learning Project</th>
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<td>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.).</td>
<td>Assigned Readings, Class Discussions, Cultural Exploration Project, and Community Service Learning Project</td>
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<td>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.).</td>
<td>Assigned Readings, Class Discussions, Cultural Exploration Project, and Community Service Learning Project</td>
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<td>7. Learn the counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP II.G.2.f.).</td>
<td>Assigned Readings, Class Discussions, Cultural Exploration Project, and Community Service Learning Project</td>
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<td>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).</td>
<td>Assigned Readings, Class Discussions, Cultural Exploration Project, and Community Service Learning Project</td>
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<td>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 &amp; CACREP MCFC.E.1).</td>
<td>Assigned Readings, Class Discussions, and Community Service Learning Project</td>
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<td>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 &amp; CACREP MCFC.E.4).</td>
<td>Assigned Readings, Class Discussions, Cultural Exploration Project, and Community Service Learning Project</td>
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<td>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).</td>
<td>Assigned Readings, Class Discussions, and Community Service Learning Project</td>
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<td>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).</td>
<td>Assigned Readings, Class Discussions, and Community Service Learning Project</td>
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<td><strong>13.</strong> 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).</td>
<td>Assigned Readings, Class Discussions, and Community Service Learning Project</td>
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<td><strong>14.</strong> Know public policies on the local, state, and national levels that affect the quality and accessibility of mental health services (CACREP CMHC.E.6).</td>
<td>Assigned Readings, Class Discussions, and Community Service Learning Project</td>
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<td><strong>15.</strong> Understand the relevance and potential biases of commonly used diagnostic tools with multicultural populations (CACREP CMHC.K.4).</td>
<td>Assigned Readings, Class Discussions, and Community Service Learning Project</td>
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<td><strong>16.</strong> Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning (CACREP SC.E.1).</td>
<td>Assigned Readings, Class Discussions, Cultural Exploration Project, and Community Service Learning Project</td>
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<td><strong>17.</strong> 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).</td>
<td>Assigned Readings, Class Discussions, and Community Service Learning Project</td>
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<td><strong>18.</strong> 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).</td>
<td>Assigned Readings, Class Discussions, and Community Service Learning Project</td>
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**2016 STANDARD(S)**

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<tr>
<td><strong>1.</strong> Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP F.1)</td>
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<td><strong>2.</strong> Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP F.2)</td>
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<td><strong>3.</strong> Multicultural counseling competencies (CACREP F.3)</td>
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<td><strong>4.</strong> The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (CACREP F.4)</td>
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5. The effects of power and privilege for counselors and clients (CACREP F.5)  Assigned Readings, Class Discussions, Cultural Exploration Project, and Community Service Learning Project

6. Help-seeking behaviors of diverse clients (CACREP F.6)  Assigned Readings, Class Discussions, and Community Service Learning Project

7. The impact of spiritual beliefs on clients’ and counselors’ worldviews (CACREP F.7)  Assigned Readings, Class Discussions, and Cultural Exploration Project

8. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP F.8)  Assigned Readings, Class Discussions, and Community Service Learning Project

COURSE CONTENT:

This course is designed to meet the CACREP 2009 (Section II.G.2) and 2016 (Section II. F.2) standards for Social and Cultural Diversity and Multicultural and Social Justice Counseling Competencies. The course introduces students to multicultural issues counselors face as a result of working with diverse populations. Students will be introduced to topics including the following: intersectionality and multiplicity of identity, socioecological perspective, and more expanded definition of multiculturalism that meets current scholarship, the role oppression and privilege, social justice advocacy, racism, discrimination, sexism, power, ageism, etc. Course material is intended to prepare students for the challenges of working in a multicultural society.

Required Text:


*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:

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.

GRADE BREAKDOWN:

1. Participation 30%:
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 exercises and should be prepared to participate in class discussions and activities. This course is rooted and heavily focused in in a community service learning approach to Multicultural Counselor Education. This means that active participation requires an outside of 6 direct community service engagements. The course content is directly related to the community service learning experience. Active participation is worth 30% 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. Actively participates in Community Service Learning Project, which includes contacting site and giving instructors notice, completing 6 required hours by due date, and actively participating at site (i.e., student went over and beyond in effort put into CSL project).

• 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. Adequately participates in Community Service Learning Project, which includes contacting site and giving instructors notice, completing 6 required hours.
by due date, and actively participating at site (i.e., student went over and beyond in effort put into CSL project) (i.e., student put average effort into CSL project).

• Minimally Acceptable (48-68) – Passive participation: present, awake, alert, attentive, but not actively involved. Minimal participation in Community Service Learning Project, which includes contacting site and giving instructors notice, completing 6 required hours by due date, and actively participating at site (i.e., student went over and beyond in effort put into CSL project) (i.e., student put minimal effort into CSL project).

• 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. Little to no effort in participation of Community Service Learning Project, which includes contacting site and giving instructors notice, completing 6 required hours by due date, and actively participating at site (i.e., student went over and beyond in effort put into CSL project) (i.e., student put minimal to no effort put into CSL project).

2. 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. This level of professionalism is extended to your contact and interaction with community partners for your time in the community service learning approach.

3. Cultural Exploration Project 20%:
Students will write a cultural exploration paper. Students’ paper will reflect what they have learned and will explore their cultural identity and cultural socialization processes in regards to the Multicultural Social Justice and Counseling Competencies (MSJCC). This paper will challenge you to look at the individual domains of the MSJCC and utilize the information to challenge and explore your own cultural identities(s) and its impact on future counseling practice.

Questions to answer in your paper:
• How do you use self-awareness and knowledge around your own beliefs and values and how it impacts your personal worldview? Where did these beliefs and values originate, and how do they play out in your everyday experiences?
• What skills (personal and professional) do you need in order to enhance the areas of self-awareness and knowledge? Please provide at least three and explain.
• What are some of your privileged and oppressed identities and their possible intersections? Provide at 3-4
• What are some relationships that would be impacted from these privileged and oppressed identities? How would you address this? What is the role socio-ecology in regards to your multiple intersecting identities?
• What is the role of social justice advocacy with your identity?

IMPORTANT: The cultural exploration needs to address the provided questions, with proper use of conceptual ideas learned in class, with in-text citations (minimum of two beyond the textbook or in class readings) and reference page. The paper will be no more than 5-6 pages long, font 12, double-spaced. Due: August 5th

Grading rubric for cultural autobiography:
“EXCELLENT”: Shows superior insight and self-reflection ability, willingness to be open. Superior ability to summarize, synthesize and analyze cultural identities 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 cultural identities’ 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 cultural identities’ impacted development, functioning, values, behaviors and worldview. Little connection to literature or scant use of conceptual ideas. Several mistakes in APA style (C or lower).

4. Community Service Learning Project 40%:
This is an opportunity for you and a partner to get personally involved in an area of diversity that you have not experienced. You will choose a partner and be immersed within this population for total 6 hours direct hours. You must provide email verification of contact with your site. You must also provide verification of hours completed (e.g., email from contact source). In addition to this 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 (you will be required to cite this source in your paper).
* Dr. Cardona or Graduate Teaching Assistant must approve population and area prior to involvement

Some suggestions include:
1. Involve yourself in a Colorado LGBT organization or event
2. Volunteer at a local soup kitchen, meal center, food kitchen, food bank, or homeless centers
3. Volunteer at a refugee resource center in your community
4. Soccer Without Borders in Greeley
5. Attend a spiritual or religious service or event in your community (not just passively attending)
6. Volunteer your time at a nursing home or assisted living facility
7. Explore what resources are available to children with developmental disabilities in your
community.
8. Cultural Centers (e.g., Latin@, Asian American/Pacific Islander, African American, Russian)
9. 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 5-8 page reaction paper regarding your experience while completing this project. Include
both your personal and professional reactions. You will also need to identify a specific individual
during your CSL time to focus on.

Reaction papers must include the following:
1. A rationale for why this particular activity was selected or created,
2. A brief overview of the project,
3. How this project expanded your definition of multiculturalism
4. Address the role of intersectionality and multiplicity of identity for you and a specific
   individual within the observed population,
5. The role of privileged and oppressed identities (for you and the identified individual) and
   how it impacted or could possibly impact the relationship between you and that identified
   individual,
6. Address possible socioecological perspectives,
7. Address how this has affected your awareness, knowledge, skills, and action for working
   with this population
8. Which components of the project (if any) led to comfort or discomfort for the student,
9. 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: 6 direct hours due by August 5th (email
verification required); paper due August 14th**

**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
emergences only. An extension a paper/assignment will only be granted at the discretion of Dr.
Cardona.

**Grading policy and scale:**
Active participation in class: 30%
Professionalism: 10%
Cultural Exploration Project: 20%
Community Service Learning Project: 40%
Total: 100%
Grading:
Final letter grades will be assigned based on the following distribution:
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.
IMPORTANT: This includes 6 hours of direct contact with your community service learning experience

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.

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)
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.

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

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<tr>
<th>CLASS</th>
<th>TOPIC</th>
<th>READINGS AND ASSIGNMENTS</th>
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<tr>
<td>Weekend #1</td>
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| Day 1: 7/15 (Friday) | • Ice Breaker Activity  
                   | • Syllabus                              
                   | • CSL Project                           
                   | • Overview of MSJCC                     
                   |   • What is Multiculturalism?           
                   |   • Intersectionality and Multiplicity of Identity  
                   |   • Privilege and Oppression            
                   |   • Socioecological Perspective        | Ibrahim & Heuer Chapters 2 & 3   |
| Day 2: 7/16 (Saturday) | • Incorporating Social Justice and Advocacy in Counseling  
                   | • What is Advocacy?                     
                   | • What is Social Justice?               
                   | • Understanding Race and Ethnicity:     
                   |   • Latin@s                             
                   |   • African-Americans                   | Ibrahim & Heuer Chapters 1, 4, & 5 |
|                |                                            |                                            |
|                |                                            | **Journal Articles:**                     |
|                |                                            | • Ratts et al., 2015                     |
|                |                                            | • Ratts et al., 2016                     |
|                |                                            | **Journal Articles:**                     |
|                |                                            | • Ratts, D’Andrea, & Arredondo, 2004     |
|                |                                            | • Ratts & Hutchins, 2009                 |
|                |                                            | • West-Olatunji, 2010                    |
| Day 3: 7/17 (Sunday) | Understanding Race and Ethnicity:  
- Asian Americans  
- Native Americans  
- Arab Americans  
- Social Class | Ibrahim & Heuer Chapter 4 |
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<td>Before Class Meeting #4</td>
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<tr>
<td><strong>Weekend #2</strong></td>
<td>6 direct CSL hours with verification due August 5th</td>
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| Day 4: 8/5 (Friday) | Religion and Spirituality  
- Ability and Disability  
- Age Developmental and Biological | Cultural Exploration Project due today |
| Day 5: 8/6 (Saturday) | Affectual Orientation and Gender Identity  
- LGB persons  
- Counseling Men and Women | Ibrahim & Heuer Chapter 8  
**Journal Articles:**  
TBA |
| Day 6: 8/7 (Sunday) | Transgendered Persons  
- Queer Persons  
- Immigrants and Refugees | Ibrahim & Heuer Chapters 6 & 7  
**Journal Articles:**  
TBA |

**Classic Articles Reading List:**

**MULTICULTURALISM, THEORY AND COMPETENCE:**


doi:10.1002/jmcd.12035


**SOCIAL JUSTICE ADVOCACY:**


**OPPRESSION AND RESILIENCE:**


**RACIAL IDENTITY MODELS:**


**ETHNICITY:**

IMMIGRATION AND ACCULTURATION:
Trickett, R. J. Watts, & D. Birman, (Eds.), Human diversity: Perspectives on people in

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

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.
McGoldrick, (Ed.), Re-visioning family therapy: Race, culture, and gender in clinical
practice, (pp.50-61). New York: Guilford.

AFFECTUAL ORIENTATION:
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, & DBirman, (Eds.), Human