



**APCE 623: Understanding and Counseling Diverse Populations
Fall 2021**

INSTRUCTOR: Cassie V. Comeau, Ph.D., Adjunct Professor, APCE

MEETS: July 8th – 10th - July 22nd- 24th; Friday 4pm-10pm Sat/Sun 8-4pm

CREDIT HOURS: Three (3) semester hours

OFFICE HOURS: By Appointment

CONTACT INFORMATION:

Email: dr.cassiecomeau@gmail.com

PREREQUISITES: None

INSTRUCTOR QUALIFICATIONS: Dr. Cassie V. Comeau earned her Ph.D. in Counseling Psychology from the University of Northern Colorado in 2012. She currently works in Private Practice providing psychotherapy and consulting services. She previously served as the Chief Behavioral Health Officer for the Summit Community Care Clinic. Her clinical interests and areas of specialization include mindfulness, integrated health care, trauma, Latino communities, men's issues, and policy related to mental health.

IMPORTANT NOTE: Although every attempt will be made to follow this syllabus, the instructor reserves the right to make changes as the course proceeds. In such instances, you will be provided with as much advance notice and/or accommodations as possible.

COURSE DESCRIPTION: Majors only. This course is 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 (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: intersectionality and multiplicity of identity, socioecological perspective, expanded definitions of multiculturalism, 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. The following points will be covered throughout the class:

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
9. Issues of Social Justice and strategies for change

METHODS OF INSTRUCTION: This class is taught in a lecture/discussion/activity format. Students will be involved in learning in a variety of ways (lectures and discussion, video/DVD cases, and group processing). This course is intended to be comprehensive and therefore will be intense and fast-paced. Students are informed of deadlines in advance and are expected to adhere to them.

REQUIRED TEXT:

Sue & Sue (2022). *Counseling the Culturally Diverse: Theory and Practice* 9th Edition. Wiley & Sons ISBN 978-1-119-86190-4

Recommended Text:

Johnson, A.G. (2018). *Privilege, Power and Difference* 3rd edition. McGraw Hill.

Additional reading list will be e-mailed prior to class

COURSE KNOWLEDGE and SKILL OUTCOMES (OBJECTIVES):

Upon successful completion of this course, students will:

- A. 2009 Standards-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) (lecture, textbook, discussion; small group strategizing)
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).(lecture, textbook, discussion, film)
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). (lecture, discussion, film, textbook)

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). (textbook, lecture, discussion, paper)

B. 2016 Standards:

1. Multicultural and pluralistic characteristics within and among diverse populations nationally and internationally (CACREP F.1)
2. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP F.2)
3. Multicultural counseling competencies (CACREP F.3)
4. The impact of heritage, attitudes, beliefs, understandings, and acculturation on an individual's view of others (CACREP F.4)
5. The effects of power and privilege for counselors and clients (CACREP F.5)
6. Help-Seeking behaviors of diverse clients (CACREP F.6)
7. The impact of spiritual beliefs on clients' and counselors' worldviews (CACREP F.7)
8. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP F.8).

Informed Consent: One important aspect of a future counselor is self exploration and self awareness. This is achieved, in part, through self-disclosure in the academic environment. Enrollment in this class requires that the student disclose certain personal and family of origin information to the professor in assignments. By enrolling in this class the student agrees to turn in assignments that include this kind of personal information with the aim of encouraging self exploration and professional growth. The instructor is bound by confidentiality rules as reflected in the APA code of ethics. See informed consent document at end of syllabus.

COURSE REQUIREMENTS/ASSIGNMENTS:

All written assignments should be submitted using standard APA format (7th edition). Unless indicated otherwise, please submit all assignments electronically via the e-mail provided in this syllabus. All assignments are due on the respective dates posted in this syllabus. Any assignment turned in later than the posted time will receive a 10% reduction in the total points possible for that assignment for **each day** that it is late. Exceptions will be made only in cases of documented family or personal emergencies.

1) **Participation and Professionalism (30 points):** This is the most important aspect of this course! Please plan to attend all course meetings in their entirety and **meaningfully engage** in all course discussions and activities. This class is highly collaborative in nature; lack of participation impacts the learning of the whole group. Meaningful engagement means that your comments are additive to the discussion at hand, do not detract from the conversation, and are not focused solely on personal issues. Completion of all textbook and article reading prior to class is also necessary for meaningful discussion –This class is particularly focused on processing personal experiences and discovery related to diversity. Class members will have differing views on some issues and respect is essential to a safe and productive class

environment. People who are unable to demonstrate respect will be asked to reconsider their enrollment in this class at this time.

You are expected to notify the instructor, via email, of any need to be absent from class. If you suspect that regular attendance of this class may be difficult for you, then please consider taking it at another time. Lack of participation, tardiness, or any unexcused absences will result in a loss of points and may result in a course grade reduction of at least one letter grade. "Incompletes" are to be completed in the next academic term.

Professionalism: Becoming a professional counselor means assuming responsibility not only for your clients' well-being, but also for the well-being of the school or agency where you work and your own reputation. As such, you are expected to conduct yourself with the same level of professionalism that will be expected of you in your work setting. This encompasses confidentiality and respect in your presentation and management of clinical material; professional dress; respect for colleagues, clients, faculty and peers in your conversation and behavior; timeliness and attentiveness and participation in all class meetings, assignments and activities; timely and respectful communications with faculty and colleagues; willingness to deepen your self-awareness and growth; and responsibility for your own personal wellness.

Reading: Please read the assigned readings prior to class and be prepared to discuss during class. Lecture and small group discussion times will focus on assigned reading.

The amount of information in the book can seem overwhelming, but the material is important as a part of developing competencies in multicultural counseling. **For the 1st weekend read chapters 1 thru 12 of the Sue & Sue text** and pay particular attention to the topics of social justice, systemic oppression, microaggressions, and identity development. For the 2nd weekend read chapters 13 thru 26.

2) **View a film or read a book (10 points)** related to diversity or prejudice; potential films include "12 Years a Slave," "Selma," "Invictus" "Crash," "Schindler's List," "Stand and Deliver," "Betrayed," "Do the Right Thing," "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," "Amistad" etc. (These are only a few suggestions. There are many other films that would also be appropriate). A book reference list will be sent separately. Be prepared for a class discussion during the second weekend that includes: a) the significance (to you) of the film/book (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 an outline to help you remember your thoughts when you discuss the film in class during the second weekend.

3) **Intersecting Identities paper (30 points)**: This paper should be 5-8 pages in length and is due **Sunday the 17th at 6pm**. The paper should explore your own intersecting identities and cultural socialization process in regard to Multicultural Social Justice and Counseling

Competencies (MSJCC). The paper will require you to look at the domains of MSJCC and use information to explore and reflect on your own cultural identities and their impact on your future self as a counselor. Your paper should address the following:

- Describe at least 3 of your own privileged and/or oppressed identities and how they intersect.
- What values do you have associated with these identities and where did they come from?
- What is the role of socioecology in your intersecting identities?
- Where would you place yourself in your own cultural identity develop with regard to these identities?
- What is the role of social justice advocacy in your life with regard to your identities?
- What skills or areas of growth do you identify your need to work on in order to enhance your counseling abilities with diverse populations? Why?

Variables to consider in this reflection:

Variables of Culture:

Family composition	Gender relationships
Spirituality	Clothing/style of dress
Birth rituals and beliefs	Children
Death	Politics/authority/hierarchy
Marriage	Class

Cultural References:

Race & ethnicity	Sexual orientation
Religion	Education
Age	Profession
Gender	Politics
Geography: urban/rural/etc	Economics
Language	Disability/ability
	Time orientation (focus on past, present, future)

3) Group Cultural Presentation (30 points) Due Friday the 22nd at the start of class: In pairs students will present on a specific cultural group to the class (selected from Sue & Sue's specific populations chapters). Presentations will be approximately 1 hour in length and will include cultural information specific to this group as well as specific information related to working with this group in therapy. For example, cultural values, communication styles, strengths and challenges in addressing mental health issues in therapy. Presentations need to include at least 6 other primary empirical sources apart from the text book. Presentations will also include and experiential activity or discussion questions to help facilitate self-awareness and discussion.

BREAKDOWN OF TOTAL POINTS POSSIBLE:

Participation/Professionalism/Reading:	30 points
Intersectionality paper:	30
Group presentation:	30
Film/Book reflection:	10

Total Points Possible: 100 points

EVALUATION/GRADING SCALE:

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

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” or “U” 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.

ELECTRONIC DEVICES: All cell phones are to be turned off or set to vibrate mode during class time. No writing or checking text messages during class. If a student has a particular need (is on-call for work or has children at home) s/he is expected to notify the instructor prior to the beginning of class so that accommodations can be made.

ACCOMMODATIONS STATEMENT: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

INCLUSIVITY 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, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own. Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (<http://www.unco.edu/cebs/diversity>).

**PLEASE READ and PRINT THIS SYLLABUS and BRING TO CLASS EVERY DAY.
**MAKE SURE TO SAVE A COPY OF ALL SYLLABI FOR YOUR RECORDS AND FOR
POSSIBLE FUTURE SUBMISSION TO LICENSURE BOARDS****

Informed Consent

Student name: _____ Date: _____

Due to the complex, and at times controversial, nature of this course, I understand and agree to the following:

- At times, controversial topics may be discussed in this course. My peers and I may experience reactions to these topics and may have already established opinions and values related to these topics. Although it is not necessary for us to agree with one another in relation to any controversial issues discussed in this course, I agree to remain respectful of my peers throughout the course.
- This class will involve personal self-reflection related to examining my personal values, beliefs, and biases surrounding diversity issues. It is expected that I remain open to self reflection throughout the course. The purpose of self-reflection is to prepare myself for managing reactions, values, and biases that may arise when working with diverse clients, counselors-in- training, and research participants.
- I am expected to participate in a meaningful and appropriate manner. Although talking about diversity issues can be difficult, I am expected to verbally engage in the learning process.

My signature below means that I have read and agreed to the terms in this consent.

Signature: _____ Date: _____