



UNIVERSITY OF
**NORTHERN
COLORADO**

APCE 623: Understanding and Counseling Diverse Populations
Fall 2023 ~ Lowry Campus

Class Meets: August 18-20 & Sept. 8-10
Friday: 4:00pm – 10:00pm
Saturday: 8:00am – 5:00pm
Sunday: 8:00am – 4:00pm

Instructor: Matt Tis, PhD, NCC, LPC (he/him/his) **Email:** matthew.tis@unco.edu

Office Hours: By Appointment

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, gain understanding of experiences of privilege and oppression, and develop a social justice approach.

Required Readings:

Coates, T. (2015). *Between the world and me*. Spiegel & Grau. **Read complete book**

Bates, L. (2016). *Everyday sexism*. Thomas Dunne Books. **You will only read Chapter 1 & it will be provided to you.*

Bayne, H. B., & Branco, S. F. (2018). A phenomenological inquiry into counselor of color broaching experiences, *Journal of Counseling and Development*, 96, 75-85. DOI: 10.1002/jcad.12179mn

Fletcher, A. (2018a). *Creating safe and supportive youth voice environments*. Retrieved from: <https://freechild.org/creating-safe-and-supportive-youth-voice-environments/>

Fletcher, A. (2018b). *Introduction to adultism*. Retrieved from: <https://freechild.org/introductionto-adultism/>

- Girard, A., & Brownlee, A. (2015). Assessment guidelines and clinical implications for therapists working with couples in sexually open marriages. *Sexual and Relationship Therapy, 30*(4), 462-474. <http://dx.doi.org/10.1080/14681994.2015.1028352>
- Hoover, S. M., & Morrow, S. L. (2016). A qualitative study of feminist multicultural trainees' social justice development, *Journal of Counseling and Development, 94*, 306-318. DOI: 10.1002/jcad.12087
- Johnson, A. G. (2018). The social construction of difference. In M. Adams et al. (Eds.), *Readings for diversity and social justice* (4th ed.) (pp. 15-21). Routledge.
- Kozan, S., & Blustein, D. L. (2018). Implementing social change: A qualitative analysis of counseling psychologists' engagement in advocacy. *The Counseling Psychologist, 46*(2), 154-189. DOI: 10.1177/0011000018756882
- Lee, F. (2017). Excommunicate me from the church of social justice. Retrieved from: <https://www.cbc.ca/radio/sunday/the-sunday-edition-september-17-2017-1.4291332/excommunicate-me-from-the-church-of-social-justice-an-activist-s-plea-for-change-1.4291383>
- Lott, B. (2012). The social psychology of class and classism. *American Psychologist, 67*(8), 650-658. <http://dx.doi.org.unco.idm.oclc.org/10.1037/a0029369>
- McCullough, R., Dispenza, F., Parker, L. K., Viehl, C. J., Chang, C. Y., & Murphy, T. M. (2017). The counseling experiences of transgender and gender nonconforming clients. *Journal of Counseling and Development, 95*, 423-434. DOI: 10.1002/jcad.12157
- Moe, J. L., Finnerty, P., Sparkman, N., & Yates, C. (2015). Initial assessment and screening with LGBTQ clients: A critical perspective. *Journal of LGBT Issues in Counseling, 9*, 36-56. DOI: 10.1080/15538605.2014.997332
- Schlosser, L. Z. (2011). Christian privilege: Breaking a sacred taboo. *Journal of Multicultural Counseling and Development, 31*, 44-51. <https://doi.org.unco.idm.oclc.org/10.1002/j.2161-1912.2003.tb00530.x>
- Singh, A. A., Appling, B., & Trepal, H. (2020). Using the multicultural and social justice counseling competencies to decolonize counseling practice: The important roles of theory, power, and action. *Journal of Counseling and Development, 98*, 261-271. DOI: 10.1002/jcad.12321
- Stryker, S. (2017). *Transgender history: The roots of today's revolution* (2nd ed.). Seal Press. *You will only read Chapter 1 & it is will be provided to you.
- Sue, D. W. (2017). The challenges of becoming a white ally. *The Counseling Psychologist, 45*(5), 706-716. DOI: 10.1177/0011000017719323
- Tatum, B. D. (2000). *The complexity of identity: "Who am I?"* In Adams, M., Blumenfeld, W. J., Hackman, H. W., Zuniga, X., Peters, M. L. (Eds.), *Readings for diversity and social justice: An anthology on racism, sexism, anti-semitism, heterosexism, classism and ableism* (pp. 9-14). Routledge. *Available at <https://static1.squarespace.com/static/5a73cb4bbe42d69316a2a3a3/t/5f7db32349f01a0aa9cb91d9/1602073380136/Session+2+Readings.pdf>
- Walsh, C. A., Olson, J. L., Ploeg, J., Lohfeld, L., & Macmillan, H. L. (2010). Elder abuse and oppression: Voices of marginalized elders. *Journal of Elder Abuse & Neglect, 23*(1), 17-42. doi:10.1080/08946566.2011.534705

Recommended Readings (OPTIONAL):

- Adams, M., Blumenfeld, W. J., Catalano, D. C. J., Dejong, K., Hackman, H. W., Hopkins, L. E., Love, B., Peters, M. L., Shlasko, D., & Zuniga, X. (2018). *Readings for Diversity and Social Justice (4th ed.)*. Routledge.
- Ratts, M., & Pedersen, P. (2014). *Counseling for Multiculturalism and Social Justice, Integration, Theory and Application*. American Counseling Association ACA. Wiley.
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S. C., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 28-48. doi:10.1002/jmcd.12035
- Sue, D.W., & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice (6th ed.)*. Wiley.
- Thomas, A.J. & Schwarzbaum, S. (2011). *Culture & identity: Life stories for counselors and Therapists (2nd ed.)*. Sage.

Resources:

American Counseling Association Code of Ethics -

<https://www.counseling.org/Resources/acacode-of-ethics.pdf>

American Psychological Association (2009). *Publication manual of the American Psychological Association (7th ed.)*.

Course Content:

This course is designed to meet the CACREP 2016 standards for Social and Cultural Diversity (Section 2.F.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.

To meet accreditation standards for counselor education programs, students who successfully complete the course must master the following knowledge and skill outcomes.

Knowledge & Skill Outcomes:

Upon successful completion of this course students will understand the:

1. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP Standard: 2.F.2.a). – reading reactions, class discussion, critical media examination, class activities, small group advocacy project
2. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP Standard: 2.F.2.b). – reading reactions, class discussion, small group advocacy project
3. Multicultural counseling competencies (CACREP Standard: 2.F.2.c). – small group advocacy project, class discussion, course readings, implicit bias results and reflection
4. Impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (CACREP Standard: 2.F.2.d). – small group advocacy project, class discussion, course readings, implicit bias results and reflection
5. The effects of power and privilege for counselors and clients (CACREP Standard:

- 2.F.2.e). – small group advocacy project, class discussion, course readings, implicit bias results and reflection
6. Help-seeking behaviors of diverse clients (CACREP Standard: 2.F.2.f). – course readings, class discussion, small group advocacy project
 7. The impact of spiritual beliefs on clients' and counselors' worldviews (CACREP Standard: 2.F.2.g). – course readings, class discussion, small group advocacy project
 8. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP Standard: 2.F.2.h). – small group advocacy project, course readings, implicit bias results and reflection, critical media examination
 9. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (CACREP Standard: 2.F.4.g). – small group advocacy project, course readings
 10. Ethical and culturally relevant strategies for addressing career development (CACREP Standard: 2.F.4.j). – small group advocacy project, course readings, class discussion
 11. Models and competencies for advocating for clients at the individual, system, and policy levels (CACREP Standard: 2.F.5.j). – small group advocacy project, course readings, class discussion
 12. Ethical and culturally relevant leadership and advocacy practices (CACREP Standard: 2.F.5.l) – small group advocacy project, course readings, class discussion
 13. Cultural factors relevant to clinical mental health counseling (CACREP Standard: 5.C.2.j). – course readings, class discussion, small group advocacy project, implicit bias results and reflection
 14. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP CMHC Standard: 5.C.2.d). – course readings, class discussion
 15. Legislation and government policy relevant to clinical mental health counseling (CACREP CMHC Standard: 5.C.2.i). – course readings, class discussion
 16. Cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration (CACREP MCFC Standard: 5.F.2.m). – course readings, class discussion, small group advocacy project
 17. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP Standard: 2.F.1.e). – small group advocacy project, course readings, course discussion, implicit bias results and reflection, critical media examination

**The methods used to evaluate each Knowledge and Skill Outcomes are listed after each standard.*

Counseling Psychology Profession Wide Competency (for Doctoral students) Upon successful completion of this course students will:

ELEMENT 3A	An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
ELEMENT 3B	Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
ELEMENT 3C	The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
ELEMENT 3D	Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Methods of Instruction:

Students will engage in readings, didactic, and experiential activities geared toward integration and application of multicultural counseling and social justice knowledge and skills. Instruction will consist of lecture, small group discussion, experiential engagement and reflection, and a group project. You will be assigned small groups for reading and content processing with the instructor and co-instructor. These groups will be formed during the first class period.

Professional Conduct and Ethics:

All students are required to know and adhere to their respective professional association (e.g., ACA, APA) code of ethics. Ethical violations may result in failure of the course and possibly dismissal from the program.

University and APCE Policies

COVID-19

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. Current information and related UNC policies can be found at <https://www.unco.edu/coronavirus/>.

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loftin. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC's Assault Survivors Advocacy Program (ASAP):

24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>

University of Northern Colorado Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>

UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Food Insecurity and Basic Needs

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Students who face challenges (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS

will help connect students with appropriate referrals based upon their needs. The Dean of Students Office can be reached at dos@unco.edu or via phone at 970-351-2001.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor. For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center

Professional Conduct/Ethics

All students are required to know and adhere to their respective professional association (e.g., ACA, APA) code of ethics. Ethical violations may result in failure of the course and possibly dismissal from the program.

Recording Devices

Using recording devices or recording software/apps of any type will not be permitted (e.g., audio, video). Students audio or video recording classroom lectures must be provided prior approval from this instructor or an accommodation letter from Disability Resource Center Services must be provided by the student prior to recording information. Violations may result in failure of the course and possibly dismissal from the program.

Social Media

There should be no information related to this course posted or shared on any social media platform or the internet in any way. Violations may result in failure of the course and possibly dismissal from the program.

Electronic Devices

Using electronic devices (e.g., computers, iPads, phones) during class/clinic time for any reason not related to the course (e.g., social media or online use, messaging, texting) will not be permitted without prior approval. Violations may result in reduction in final grade or failure of the course.

Course Requirements/Assignments and Evaluation:

Attendance, Participation, and Daily Reflections (30 pts): Because of the interactive and intensive format, you are expected to attend ALL class sessions. Please notify me ahead of time (when possible) if you need to be absent from class. Being late, leaving early, or missing class may result in a reduction of your final grade and/or an incomplete for this course. Incomplete is given only in cases of illness, death in family, or other extreme circumstances. All written assignments will be typed utilizing APA style unless otherwise specified.

You will also submit a brief daily reflection at the end of each class session by responding to a prompt posted in Canvas. This is not a formal, APA style paper, but simply an opportunity to reflect a bit on something that will stick with you from that day's session.

“Between the World and Me” Reading Log (30 pts): Prior to our in-class discussion of the Coates text, you will submit a reading log (found at the end of this syllabus). Please use this form to track your reading and your responses to what you are reading as you work your way through the text. I recommend small chunks and frequent reflection, rather than reading the whole book the night before ☺ **Due 9/7/23**

Implicit Bias Results and Reflection (30 pts): Students will complete two segments/modules of the Implicit Bias Project, a Harvard study. Students will self-select the modules, but the following modules **CANNOT** be included as selections for this assignment: Weapons; Presidents.

Modules can be found at the following link: <https://implicit.harvard.edu/implicit/takeatest.html>

Students are required to include their results by attaching it to their reflection for submission. Reflections are to focus on reactions and processing of the results of held implicit biases. Reactions and processing need to be on cognitive AND affective levels and can also include any resistance to the results. Papers are expected to be 2–4 pages in length excluding the results that are attached. Results from **TWO** completed modules from the Implicit Bias Project are to be attached to this paper in order to receive a grade. **Due 8/25/23**

Critical Media Examination (30 pts): Students will self-select one favorite *childhood* book, music, or movie to read or watch again. Students are to read or watch these *childhood* favorites with critical consciousness. Critical consciousness will focus awareness on the oppressive messages that these selections from childhood knowingly and unknowingly perpetuate. After thoughtful and critical re-examination of selections, students will write a 3–4-page reflection paper. The paper needs to address the following questions: 1) What does this book/movie/song suggest about who you should be based on your social identities/positions (discuss your identities, describe roles)? In other words, if the media decided who you should be based on your identities, what would it decide? 2) What do these books/movies suggest about people who are different than you? How are they portrayed (describe roles)? Be specific (discuss gender identity, race, ethnicity, social class, age, ability/disability, sexual/affectual orientation, religion, language, etc.). 3) To what extent do you see your identities reflected in a wide variety of book/movie roles? Limited roles? Are people who look and sound like you widely represented?

How about people who don't look and sound like you? 4) Does the book/movie/song help you to instill a sense of pride in yourself? For which identities? If not, describe why not. If so, tell how and why you believe it does. 5) Generally reflect on your experience doing this assignment, include some discussion about how this book/movie/song informed your beliefs about yourself and the world during your childhood. **Due 9/1/23**

Small Group Advocacy Project (80 pts): In assigned small groups of 3 or 4 (see below in the syllabus for group assignments), students will identify a marginalized group of which they would like to gain greater understanding. This group must be a collective decision from the group. This project is intended to be a scaffolded approach to understanding and advocating with people marginalized by our society. The steps of this project are outlined below, and hopefully will offer a way of pursuing understanding of and advocacy with people later in your career.

Step 1 (5 pts): As a group, select a marginalized group (e.g., Black and African American people, affectional minorities, people who are D/deaf, gender minorities, indigenous populations, etc.) with whom you will further your learning and understanding. Once your population has been identified and agreed upon by the group, select a book or documentary to individually read or watch. This selection must also be agreed upon by the group, but all will engage with the selection on their own time. Provide your group's population and book or documentary selection to Dr. Tis in Canvas. All group members will upload this in a word document, but it must be consistent across group members. **Due 8/20/23**

Step 2 (25 pts): Students will write a group 2–3-page literature review paper focused on understanding the marginalized group and identifying a problem this group experiences due societal oppression. This paper needs to include 3 peer-reviewed articles and one other publication from someone who holds in-group status (meaning, if you are seeking understanding of experiences among transgender people, you need to include something written by a transgender person in your references). The in-group reference may be from websites, blogs, etc. instead of an academic journal, if necessary. All group members will upload the group 2–3-page paper into Canvas, but this paper is done as a group, so there needs to be consistency from one group member's uploaded paper to the other. All group members receive the same grade for this submission. **Due 8/27/23**

Step 3 (25 pts): Students will revisit what it is like to be a member of their selected community/population by engaging with members of the selected community/population directly. Given our current circumstances, students can virtually attend a community event, meet one-on-one or with a small group in an open space, attend a group or meeting held by someone from their selected community/population to name a few options. This engagement must be related to the selected population experiencing marginalization from the above steps 1 and 2. This engagement can be done individually for each group member or as a group. The engagement selections can vary and do not have to be consistent across students within your group. After this engagement, students are to write a 1–2-page reflection paper about engaging directly with a member of the selected community. Each group member will submit a reflection paper for this step individually and this step will be graded based on the individual submission and not the group. **Due 9/8/23**

Step 4 (25 pts): For the final step of this project, your small group of students will develop a project or action that advocates for the selected community/population based on what you have been learning about their experiences. Students, as a small group, will create a product addressing a problem or experience face by their selected community/population. This product could be a video for sharing on social media, a training that can be implemented in their place of work or practicum/internship site, letters sent to an editor or administrator, arts-based project to be displayed that represents narratives of underrepresented persons, documentary video with ingroup perspectives, developing a support group and so many other options. Should your group have difficulty determining what advocacy action is appropriate or doable, please feel encouraged to consult with the instructor. During the last class meeting, student will present what they learned about the marginalized group from the literature, in-group engagement experience, and how they actively addressed a problem or experience through presenting their product to the class and reporting the outcome of the small group advocacy action. **Due 9/10/23**

**The requirements of this course are subject to change at the discretion of the instructor.*

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

Anticipated Course Schedule:

Date	Topic	Reading/Assignments DUE
8/18/23	Introduction and Course Requirements Self as a Cultural Being Multicultural Counseling: Social Justice, Oppression & Institutional Oppression, Counterhegemony, Privilege, Multicultural & Social Justice Counseling Competencies	Tatum (2000) Hoover & Morrow (2016) Kozan & Blustein (2018) Singh, Appling, & Trepal (2020) ACA or APA Code of Ethics Lee (2017) Informed Consent Due (done in class)
8/19/23	Identity Development Broaching Sexism Oppression of Transgender and Gender Nonconforming Persons	Bayne & Branco (2018) Bates (2016) Stryker (2016) McCullough et al. (2017)
8/20/23	Affectional & Sexual Orientations Diverse Relationships: Consensual Nonmonogamy and Polyamory Religious Oppression & discrimination	Moe et al. (2015) Girard & Brownlee (2015) Schlosser (2011) Step 1 of Group Advocacy Project Due
Implicit Bias Results & Reflection Due 8/25/23 Step 2 of Group Advocacy Project Due 8/27/23 Critical Media Examination Due 9/1/23 Between the World and Me Reading Log Due 9/7/23		
9/8/23	Racism, Institutionalized Racism, Colorblindness, & Internalized Racism Privilege Guilt & White Consciousness	Coates (2015) Sue (2017) Step 3 of Group Advocacy Project Due
9/9/23	Classism Indigenous Populations Disability & Ableism	Lott (2012) Johnson (2018)
9/10/23	Ageism & Adulthood Catch anything we missed Group Advocacy Project Presentations	Walsh et al. (2010) Fletcher (2018a) & (2018b) Step 4 of Group Advocacy Project Due

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, colleagues, 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. By signing this document I am also agreeing to abide by the class rules and norms that we collectively created during the first class session.

Signature

“Between the World and Me” Reading Log & Reflection

Independent Reading Log

Reading	Thoughts / Takeaways	Feelings	Somatic Response
List the pages you read	What did you consider that you haven't previously considered? What did you learn? What defenses are coming up? Etc.	How are you feeling? (i.e. sadness, anger, hurt, frustration, hostility, relief)	What bodily reactions are you noticing? (i.e. stomach ache, headache, sweaty palms, tense shoulders)