COURSE OUTLINE
APCE 623
Lowry Campus

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 2009/2016 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)
   (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)

REQUIRED TEXTS: Counseling the Culturally Diverse: Theory & Practice (7th edition) by Derald Wing Sue and David Sue. Wiley & Sons

EVALUATION: Letter grade A through F

COURSE REQUIREMENTS:
1. Regular attendance is very important
2. Participate in class discussions and small group experiential exercises
3. Textbook reading: The textbook is intended to provide you with a background in the multiple topics we will be covering in class. The amount of information in the book can seem overwhelming, but the material is important to developing competencies in multicultural counseling.

For our first weekend, read chapters 1 thru 6 and pay particular attention to the topics of social justice, systemic oppression, microaggressions, identity development as well as information about various groups.

For our 2nd weekend, read chapters 7 thru 13. Our 2nd weekend will focus on gender, sexual orientation, strategies for societal change and specific guidelines for competency in counseling diverse populations.

4. View a film 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,” etc. (These are only a few suggestions. There are many other films that would also be appropriate). Be prepared for a class discussion on 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?

c) Any other content on which you wish to comment

You do not need to write a paper on the film you watch. Just take some notes to help you remember your thoughts when you discuss the film in class.

5. Write a 5 to 7 page paper on a topic of particular interest to you (guidelines follow)*

Requirements/Options:

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

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

*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.

OR

You can spend some extended time with a particular population about which you want to learn more and write about your experience.

Papers are due on Sunday November 3rd, 2018.
**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](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Inclusivity/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, 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.

**Ethics:** All students are required to know and adhere to the Code of Ethics of their professional organization (e.g. CACREP; APA, NASP, etc.) Ethical violations may result in failure of the course and possibly dismissal from the program.

**Academic Integrity:** Students are expected to maintain academic integrity at all times. Academic dishonesty in any form, such as plagiarism, will NOT be tolerated and may result in failure of the course and possibly dismissal from the program. Students should refer to the “Student Conduct Code” for additional information such as ways to prevent academic dishonesty and/or plagiarism.

[http://www.unco.edu/dos/handbook/student_conduct_code.html](http://www.unco.edu/dos/handbook/student_conduct_code.html)

**Clinical Procedures:** All students are required to follow the clinical and/or organizational procedures.

**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](http://www.unco.edu/sexualmisconduct).

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