COURSE OUTLINE
APCE 623

Understanding and Counseling Diverse Populations

CREDIT HOURS: 3 semester hours

CATALOG DESCRIPTION: Majors only. An examination of counselor training issues and skills relevant to working with persons from diverse cultural backgrounds. Emphasis is on U.S. minorities but 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)
6. Counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP G.2.f)
   (lecture, textbook, discussion; small group strategizing)

7. Describe the principles of mental health including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society (CACREP CMHC.C.1).
   (lecture, textbook, discussion)

8. Understand how living in a multicultural society affects clients, couples, and families who are seeking clinical mental health counseling services (CACREP CMHC.E.1 & CACREP MCFC.E.1).
   (lecture, discussion, textbook and film)

9. Understand the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client (CACREP CMHC.E.2 & CACREP MCFC.E.4).
   (paper, film, discussion groups, textbook and lecture)

10. Understand current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders (CACREP CMHC.E.3).
    (textbook, lecture, discussion)

11. Understand effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling (CACREP CMHC.E.4).
    (textbook, lecture, discussion, small group strategizing)

12. Understand the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare (CACREP CMHC.E.5).
    (lecture, film, discussion, paper)

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

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

15. Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning (CACREP SC.E.1).
16. Understand multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity and their effects on student achievement (CACREP SC.E.4).

17. Recognize societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples) (CACREP MCFC.E.2).


EVALUATION: Letter grade A through F

COURSE REQUIREMENTS:
1. regular attendance
2. participate in class discussions and activities
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 as a part of developing competencies in multicultural counseling. For the 1st weekend read chapters 1 thru 12 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.

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,” “Amistad” etc. (These are only a few suggestions. There are many other films that would also be appropriate). Be prepared for a class discussion later in the semester that includes:
   a) the significance (to you) of the film (e.g. what message was the film trying to convey?; what did you learn?)
   b) any insights, feelings? (negative and/or positive)
   c) any content on which you wish to comment

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

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

**Requirements/Options:**
Requirements for an A: Meet all five of the above requirements.
Requirements for a **B**: Meet the requirements of 1 through 4

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

*Guidelines for Paper-Writing:

**5-8 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 about 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 time with a particular population about which you want to learn more and write about your experience.

Papers are due on **Sunday September 8**th, 2019

**Academic Conduct:** Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

**Professional Conduct:** Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is deemed unethical will be grounds for dismissal from the program.

**Disability Statement:** Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center at 970-351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

**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.” 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.
**Additional Textbook Resources:**


**Classic Articles Reading List:**


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