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


**Recommended Readings (OPTIONAL):**


**Resources:**

American Counseling Association Code of Ethics - [https://www.counseling.org/Resources/aca-code-of-ethics.pdf](https://www.counseling.org/Resources/aca-code-of-ethics.pdf)


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**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, group presentation, cultural immersion 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 presentation

3. Multicultural counseling competencies (CACREP Standard: 2.F.2.c). – small group advocacy presentation, cultural immersion 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 presentation, cultural immersion 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 presentation, cultural immersion 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, cultural immersion project

7. The impact of spiritual beliefs on clients’ and counselors’ worldviews (CACREP Standard: 2.F.2.g). -course readings, class discussion, cultural immersion 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 presentation, cultural immersion 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 presentation, cultural immersion project, course readings

10. Ethical and culturally relevant strategies for addressing career development (CACREP Standard: 2.F.4.j). – small group advocacy presentation, cultural immersion 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 presentation, cultural immersion project, course readings, class discussion

12. Ethical and culturally relevant leadership and advocacy practices (CACREP Standard: 2.F.5.l) – cultural immersion project, course readings, class discussion, small group advocacy presentation

13. Cultural factors relevant to clinical mental health counseling (CACREP Standard: 5.C.2.j). -course readings, class discussion, cultural immersion 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, immersion 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 presentation, cultural immersion 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 activity, dyadic interaction, experiential engagement, and group presentations.

**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.

**Academic Conduct and Integrity:**

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. Student Handbook: [http://www.unco.edu/dos/handbook/index.html](http://www.unco.edu/dos/handbook/index.html)

**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 your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office:
Inclusivity and 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.

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.

Course Requirements/Assignments and Evaluation:

Attendance, Punctuality, and Participation (15 pts.): Experiences that are conducted within the course are highly interactive and students must be present in order to experience engaged learning. The expectation that students will contribute to class meetings is held by the instructor. Therefore, attendance, punctuality, preparation, and participation are mandatory and necessary. Individuals who cannot commit to regular attendance are asked to withdraw and take the course when they are able to attend and participate. Students who miss over 5% (2 hours) of class time will receive an automatic single grade reduction; over 10% (4 hours) will result in an additional grade reduction; over 4 hours will result in failure in the course. Participation will be based off of student engagement during in-class discussions as well as small group processing held at the end of each class meeting. Participation will be assessed at mid-term and end of term using the participation rubric at the end of this syllabus.

Reading Logs and Reflections (15 pts): Students are to read all assigned course readings as outlined in the Course Schedule below. After completing each class meeting’s required reading, students will complete the reading log provided at the end of this syllabus. Students are to reflect on personal reactions (e.g. thoughts, feelings, somatic responses) to all required readings per class meeting; meaning, there will be one reading log turned in at the start of each class meeting that covers all reading due for that class meeting. Reading logs are required to be printed and submitted at the start of the class meeting. The last section regarding the class reflection journal will be completed in class at the end of each class meeting.

Implicit Bias Results and Reflection (10 pts): Students will complete segments of the Implicit Bias Project, a Harvard study, as determined by the professor during class. Students are required to print their results to attach to their reflection for submission. This part of the assignment will
be done in the first weekend of the course. The reflection paper will be completed outside of class time and submitted at the start of the second weekend of the course. Reflections are to focus on reactions and processing of the results of their 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 3-5 pages in length. Results from completed modules from the Implicit Bias Project are to be attached to this paper in order to received a grade.

**Critical Media Examination (15 pts):** Students will self-select one favorite childhood books, music, or movies 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 do these books/movies 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/affectional 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) Do the books/movies help you to instill a sense of pride in yourself? For which identities? If not, describe why not. 5) Generally reflect on your experience doing this assignment, include some discussion about how these books/movies informed your beliefs about yourself and the world during your youth?

**Cultural Immersion Plan and Actions (30 pts):** Students are to thoughtfully and intentionally select a marginalized cultural group (i.e., refugees, African Americans, Muslims, LGBTQ persons, Native Americans) with which they hold a personal bias or about which they do not have personal knowledge of their lived experience. Students are write a 1-2 page reflection paper identifying their bias or lack of exposure and why they believe they hold this bias or have not sought connection with the identified cultural group. This paper must also include a plan for how they will immerse themselves in the marginalized cultural group. The plan will include two immersive interactions the student is planning to engage in to learn about the lived experiences of the identified cultural group. One interaction must be on the group level and one interaction on the individual level. Additionally, the plan needs to briefly identify the student’s anticipated final product (example ideas are provided below). This reflection and plan of action is due at the start of the second class meeting. Students will engage in the immersive interactions in the two weeks that follow and then create a product that brings about further reflection on what the student learned about themselves and the identified cultural group. The product can be a photo series, video documentary, series of poems, paintings, spoken word, a written document such as a paper, etc. The product must explore personal growth, understanding of the lived experience of the identified cultural group, and how exposure to the identified cultural group impacted the personhood of the student. The product and individual growth will be shared and processed in the last class meeting on 7/25.
Small Group Advocacy Presentation (15 pts): In self-selected small groups of 3 or 4, students will identify a problem experienced by a marginalized group. Students will write a 1-2 page literature review paper focused on understanding the marginalized group and identifying the problem. This paper needs to include 3 peer-reviewed articles and one other publication from someone who holds in-group status. Students will write a 1-2 page paper focused on how the problem will be addressed and create a product addressing the problem (e.g. 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, develop a support group). During the last class meeting, students will present what they learned about the marginalized group from the literature and how they actively addressed the problem through presenting their product with the class. Small group will be established during the first class meeting.

*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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</table>

Anticipated Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/12/19</td>
<td>Introduction and Course Requirements</td>
<td>Tatum (2000)</td>
</tr>
<tr>
<td></td>
<td>Self as a Cultural Being</td>
<td>Hoover &amp; Morrow (2016)</td>
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<td></td>
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<td>ACA or APA Code of Ethics</td>
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<td></td>
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<td>Lee (2017)</td>
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<td></td>
<td><strong>Informed Consent Due</strong></td>
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<td></td>
<td></td>
<td>(see end of syllabus)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Log and Reflection Due</td>
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</tbody>
</table>
| 7/13/19  | Identity Development  
Broaching  
Privilege, Oppression, & Institutional  
Oppression  
Sexism  
Oppression of Transgender and Gender  
Nonconforming Persons | Bayne & Branco (2018)  
Bates (2016)  
Stryker (2016)  
McCullough et al. (2017)  
**Cultural Immersion Plan**  
**Due**  
**Reading Log and Reflection 1**  
**Due** |
| 7/14/19  | Affectional & Sexual Orientations  
Diverse Relationships: Consensual  
Nonmonogamy and Polyamory  
Religious Oppression | Moe et al. (2015)  
Girard & Brownlee (2015)  
Schlosser (2011)  
**Reading Log and Reflection 2**  
**Due**  
**Participation Assessed** |
| 7/26/19  | Racism, Institutionalized Racism,  
Colorblindness, & Internalized Racism  
Privilege Guilt & White Consciousness | Coates (2015)  
Sue (2017)  
**Implicit Bias Results & Reflection**  
**Due**  
**Reading Log and Reflection 3**  
**Due** |
| 7/27/19  | Classism  
Refugee Populations  
Disability & Ableism | Lott (2012)  
Wendell (2013)  
**Critical Media Examination**  
**Due**  
**Reading Log and Reflection 4**  
**Due** |
| 7/28/19  | Ageism & Adultism  
**Group Advocacy Presentations** | Walsh et al. (2010)  
Fletcher (2018)  
[https://freechild.org/introduction-to-adultism/](https://freechild.org/introduction-to-adultism/)  
Fletcher (2018)  
**Cultural Immersion Actions**  
**Product Due** |
<table>
<thead>
<tr>
<th>Reading Log and Reflection 6 Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Assessed</td>
</tr>
</tbody>
</table>
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.

Signature
### Reading Log & Reflection

<table>
<thead>
<tr>
<th>Reading</th>
<th>Thoughts</th>
<th>Feelings</th>
<th>Somatic Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide author and year</td>
<td>What did you consider that you haven’t previously considered?</td>
<td>How are you feeling? (i.e. sadness, anger, hurt, frustration, hostility, relief)</td>
<td>What bodily reactions are you noticing? (i.e. stomach ache, headache, sweaty palms, tense shoulders)</td>
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<tr>
<td></td>
<td>What did you learn?</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>What defenses are coming up?</td>
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</tr>
</tbody>
</table>

How did you practice self-care today?

**Reflection and Process Journal** (this will be completed at the end of each class by hand in-class)