

University of Northern Colorado
Professional Counseling Programs
APCE 623: Understanding and Counseling Diverse Populations
FA2024 Lowry (In-Person)

Course Syllabus

Primary Instructor: M Watson Saltis, PhD, LPC, NCC, RPT-S, ACS (They/Them)

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Class Location: In-Person, Lowry Campus

Course Dates: August 23-25 & September 6-8

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 social justice education and understanding various systems of oppression as they relate to counseling. This course is designed to help counselors develop the knowledge, skills, and awareness needed to adopt a multicultural and social justice counseling framework.

Required Textbook:

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.)*. New York: Routledge.

Required Readings:

(All can be accessed on canvas from the home page or [here](#)).

Branco, S. F. & Bayne, H. B. (2020). Carrying the burden: Counselor of color's experiences of microaggressions, *Journal of Counseling and Development*, 98, 272-282.

Day-Vines, N.L., Cluxton-Keller, F., Agorsor, C., Gubara, S. and Otabil, N.A.A. (2020), The Multidimensional Model of Broaching Behavior. *Journal of Counseling & Development*, 98: 107-118.

Lenz, A. S., & Lemberger-Truelove, M. E. (2023). The social determinants of mental health and professional counseling: A call to action. *Journal of Counseling & Development*, 101, 375-380.

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and Social Justice Counseling Competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development, 44*(1), 28–48.

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

Smith, C. A. (2019). Intersectionality and sizeism: Implications for mental health practitioners. *Women & Therapy, 42*(1-2), 59-78. <https://doi.org/10.1080/02703149.2018.1524076>

Required Readings (one as part of a group book club):

Coates, T. (2015). *Between the world and me*. New York: Spiegel & Grau.

Davis, A. (2016). *Freedom is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement*. Chicago: IL: Haymarket Books.

Price, D. (2022). *UnMasking Autism: Discovering the New Faces of NeuroDiversity*. New York: NY: Harmony Books.

Owens, L. R. (2020). *Love and Rage: The path of Liberation Through Anger*. Berkeley: CA: North Atlantic Books.

Peipzina-Samarasinha, L. L. (2022). *The Future is Disabled: Prophecies, Love Notes, and Mourning Songs*. Arsenal Pulp Press.

Tarana, B & Brown, B. (2021). *You are our best thing: Vulnerability, shame, resilience, and the Black experience, an anthology*. New York: Random House.

Taylor, S. B (2021). *The body is not an apology, second edition: The power of radical self-love*. San Francisco: Berrett-Koehler Publishers.

Recommended Readings (OPTIONAL):

There are lots of awesome readings in the [course readings handouts files](#) for someday when you aren't so busy.

Resources:

American Counseling Association Code of Ethics - <https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

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). –readings, course lectures, class discussion, book club, class activities, group presentations, reflections
2. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP Standard: 2.F.2.b). – readings, course lectures, class discussion, class activities, group presentations, reflections reactions, class discussion, small group advocacy presentation
3. Multicultural counseling competencies (CACREP Standard: 2.F.2.c). – readings, course lectures, class discussion, reflections, small group advocacy project
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, reflections, book club, small group advocacy presentation, readings
5. The effects of power and privilege for counselors and clients (CACREP Standard: 2.F.2.e). – small group advocacy presentation, book club, class discussion, course readings, course lectures, reflections
6. Help-seeking behaviors of diverse clients (CACREP Standard: 2.F.2.f). -course readings, class discussion, book club, 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, book club, 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 presentation, book club, course readings, reflections, course discussions and activities
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, course readings, class discussions and activities
10. Ethical and culturally relevant strategies for addressing career development (CACREP Standard: 2.F.4.j). – small group advocacy presentation, book club, 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, , course readings, class discussion and activities
12. Ethical and culturally relevant leadership and advocacy practices (CACREP Standard: 2.F.5.1) –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 and activities, reflections, small group advocacy project,

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, book club
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, course readings, course discussion and activities

**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:

This course will be delivered online in a series of didactic and experiential teaching methods. 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, discussions, reflection activities, community building, 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.

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: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process [here](#).

Food Insecurity and Basic Needs

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, 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.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Academic Integrity:

You 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 Office of Community Standards and Conflict Resolution.

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. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

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

- UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr Hotline: 970-551-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

Equity, Diversity, and Inclusion Statement:

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, 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, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance

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, including having videos on as often as possible. 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, reflections throughout the course, and small group activities. *Part of your participation grade will be bringing two personal objects of racial/ethnic significance to you by 4pm on September 6th (fourth class).*

Sandtray Processing and Writing Reflections (35 points): Students will complete one sandtray and writing reflection at the end of each course day, to be turned in by 9am the next day at the latest. Students will complete one sandtray reflection in-between the two weekends. *The last sandtray will need to be turned in by 11:59pm on 9/8 due to Canvas closing submissions that night.* Students will be given time in class for this assignment.

Students will create a sandtray online at: <https://www.onlinesandtray.com> about their journey in the class so far. This could include how they are feeling about the course, what emotions are coming up for them, what they are learning, things they agree/disagree with, feedback around the lecture/course content, how they are developing in their own multicultural and social justice awareness, how they have grown by the end of the course, etc., as examples. Students will save the sandtray as a PDF and upload this PDF as well as a 2-3 page reflection about their sandtray and experience for each of the 7 sandtrays.

Identity Collage Project: (5 points): As a part of the first day in class, students will create an identity collage during class time and then share at least 2-3 of their social and/or personal identities with the course the following morning. They will upload these to Canvas by **9am on the second day of class, August 24th**.

Book Club Assignment (50 points): Students, in groups of about 3 people (about 6 groups of 3), will read one of 6 books as a part of the book club assignment. These books touch on various isms/historically oppressed identities. Students will read the books independently and work on a one-page handout summarizing the book/what they have learned. Students can choose if they work on the handout collaboratively, or individually.

1. **Selection of Books: submit to canvas by 12pm on the second day of the course (8/24)** your book choice (1st, 2nd, 3rd). Book club choices are in required reading.
2. **Book Club Discussion (20 Points)-On Sept 8th:** Students will meet for an hour with their book club (folks who read the same book) to discuss their reactions to the book, what they have learned, etc.
3. **Handout & Sharing (20 Points)-Due Sept 8th:** Students can choose to create a handout independently or together as a group. This handout should:
 - a. (1) share key information learned from the book (more than just a summary would portray) and
 - b. (2) what they learned from the book. Students are encouraged to creatively present the information, what resonated with them, etc.
 - c. Students will be put in a roundtable with one person from each of the other books. In a roundtable style, students will take turns sharing their handouts and what they learned with the other students in the group. **This meeting is at 8am over breakfast on the last day of the course.**

Small Group Advocacy Project (75 Points): In groups of up to 4 people (about 5 groups of 4) students will develop and implement a group project. These projects may vary slightly based on topic, but students will be expected to explore how a particular ism/oppression (e.g., racism, sexism, ableism, sizeism, heterosexism, transgender oppression, classism, religious oppression, etc.) manifests in counseling contexts. Each project should incorporate course readings and lectures by:

- 1) identifying manifestations of oppression at the institutional/cultural levels, take into account the five faces of oppression, address the MSJCC, etc., and
- 2) taking action to intervene or transform the cultural and institutional structures that maintain oppression.

Part I: Envisioning the Project (5 Points): Due by Class 3, August 25th by 11:59pm

- By the end of the day, you need to identify your group members and which ism you will work on. **Note: No solo projects will be accepted. Submit a document to canvas naming your group members and topic/ism.**

Part II: Planning the Project (15 Points): Due on August 28th at 5pm

You will need to decide what type of action you plan to implement. Here are some suggested project ideas:

- Take a traditional counseling modality and adapt to address your ism/oppression (an example would be taking traditional DBT and Queering the curriculum)
- Professional development training for counseling colleagues
- Interview current counselors/supervisors on how they address particular isms/oppression in their work
- If one of your members is currently working at a counseling-type agency, addressing your ism at your workplace

The proposal should include (one proposal will be submitted per group; every member receives the same grade) (15 points total):

- **A 2-3 page literature review that includes (10 points):**
 - A discussion of relevant course literature and topics, such as: oppression, the multicultural social justice and counseling competencies, cycle of socialization, and the five faces of oppression and how this applies to the historically oppressed group you have chosen and your action project
 - Additionally, one source in your paper (does not have to be an academic journal) should be from an in-group member of that group (if the historically oppressed identity you are studying is folk with historically oppressed gender identities, please include a source from this group); this could be your book club book and/or another source if you would like
 - A minimum of at least 3 sources needs to be included
- **An action plan (5 points):** This will include a minimum of a 1 page write-up of the action/advocacy plan that your group has chosen, including what, where, when, why, and how of the project.

Part III: Final Advocacy Plan/Paper (30 points): Due September 8th by 11:59pm

For this, students **must incorporate feedback from the instructor in part II by making changes in track changes/a different color**. Then, students will work on taking their proposed action/advocacy plan to create their final project. Final projects will be different from every group, and therefore different products will be turned in. Some examples of final products turned in during past sections of this course: a completed children's book design, a comprehensive two-day conference outline, a community group gathering curriculum with flyers, advertisements, and structure of the group, and a proposed plan to advocate to a school board. **This will be turned in to canvas by 11:59pm on the last day of class.**

Part IV: Presenting your Project (25 points): September 8th between 11-3pm

On the last day of class your group will prepare and **Present Your Advocacy Project** in class. Your group will have 30 minutes to present your project. This will include:

- a brief overview of the historically oppressed identity/ism you chose (no more than 5 min)
- how your project fits in with course materials (no more than 5 min)
- the details of your advocacy plan (this should be the bulk of your presentation)
- and what you learned from the experience

At the conclusion of your presentation, there will be a question and answer session from your classmates. **Best of Luck and I Look Forward to Hearing About Your Projects!**

Note: Students will receive a failing grade for this assignment if they do not create an advocacy project that works to ameliorate systems of oppression and help historically oppressed groups. For example, if students create a project furthering unearned white body privilege, they will receive a failing grade for this assignment.

Grading: Final letter grades will be assigned based on the following distribution:

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

Course Schedule/Readings & Assignments DUE

Full schedule on next page with links to canvas.

Course schedule, reading schedule, and assignments due

Date	Topics Covered & Schedule	Readings Due	Assignments Due
<p>Weekend one</p> <p>Day one 8/23/2024</p>	<p>Introductions & Meet N' Greet (4-4:30pm)</p> <p>Syllabus (4:30-5pm)</p> <p>5:00-5:05-break</p> <p>Class Participation Guidelines; Comfort Zone, Learning Edge, and Activators (5:05-6:15pm)</p> <p>6:15-7:15pm- dinner</p> <p>Defining Social Justice Education (7:15-8pm)</p> <p>8-8:05 break</p> <p>Identity & Social Construction of Difference (8:05-9pm)</p> <p>Social Identity Collage Creation (9-9:30pm)</p> <p>Reflections (9:30-10pm)</p>	<p>Required: Readings for Diversity and Social Justice (RDSJ): Section 1, Ch. 1-3 & 6 (pg. 1-21).</p>	

<p>08/24/24 Class Two</p>	<p>[Optional] Informal discussion, breakfast together, finishing reflection/collage from last night (8-8:30am)</p> <p>Identity Collage Sharing (8:30-9am)</p> <p>Discrimination and Oppression Frameworks (9-10:30am)</p> <p>10:30-10:45 break</p> <p>Cycles of Socialization (10:45-11:15am)</p> <p>MSJCC, Intersectionality, Decolonizing Counseling (11:15-12:30pm)</p> <p>Lunch 12:30-1:30pm</p> <p>MSJCC, broaching cont. (1:30-2pm)</p> <p>Social Action Frameworks & the Cycle of Liberation (2-3pm)</p> <p>Break 3:00-3:15pm</p> <p>Self-awareness & community building activity (3:15pm-4:15pm)</p> <p>Reflections (4:15-5pm)</p>	<p>Required:</p> <p>RDSJ Section 1, Ch. 4-5, & 7-8</p> <p>RDSJ section 8 'context' Sections 130-134</p> <ul style="list-style-type: none"> • Choose at least 1 reading from the 'voices' section • Choose at least 1 reading from the 'next steps' section <p><u>Day-Vines et al. (2020)</u></p> <p><u>Lenz et al. (2023)</u></p> <p><u>Ratts et. al. (2016)</u></p> <p><u>Singh et al. (2020)</u></p>	<p><u>Book Club Choices Submitted (1st, 2nd & 3rd to canvas)</u></p> <p><u>Reflection #1 Due by 9am</u></p> <p><u>Identity Collage Due by 9am</u></p>
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<p>08/25/24</p> <p>Class 3</p>	<p>[optional] informal discussion, breakfast together, finishing reflection from last night (8-8:30am)</p> <p>Youth & Elder Oppression (8:30am-10am)</p> <p>10-10:15 am break</p> <p>Ableism & Sizeism (10:15am-12:15pm)</p> <p>Lunch 12:15-1:15pm</p> <p>Classism (1:15-2:45pm)</p> <p>Break 2:45-3pm</p> <p>Book Club & Action Plan Meetings/Planning/reflections (3-4pm)</p>	<p>Required:</p> <p>RDSJ section 7 ‘context’ sections 116-121</p> <ul style="list-style-type: none"> Choose at least 1 reading from the ‘voices’ section <p>RDSJ section 6 ‘context’ sections 96-105</p> <ul style="list-style-type: none"> Choose at least 1 reading from the ‘voices’ section <p>RDSJ section 3 ‘context’ sections 26-34</p> <p>-Choose at least 1 reading from the ‘voices’ section</p> <p><u>Smith (2019)</u></p>	<p><u>Reflection #2 Due by 9am</u></p> <p><u>Reflection #3 due by 9am tomorrow morning</u></p> <p><u>Action Plan Group and Topic Choice Submitted</u></p>
<p>In between weekends one and two</p>	<p>Rest! Rest is resistance. Joy is resistance</p>	<p>reading book club book</p>	<p><u>Action Plan Project Proposal Due Wednesday 8/28th by 5pm</u></p> <p><u>Reflection #4 due before start of weekend #2</u></p>

<p>weekend two</p> <p>9/6/24</p> <p>Class 4</p>	<p>race/ethnicity sharing circle 4-5pm</p> <p>break 5-5:10pm</p> <p>Racism/ethnic oppression lecture, activities 5:10-6pm</p> <p>dinner 6-7pm</p> <p>“I am not your Negro” documentary. 7-8:30pm</p> <p>break 8:30-8:45pm</p> <p>discussions/processing 8:45-9:30pm</p> <p>Reflections (9:30-10pm)</p>	<p>RDSJ section 2 ‘context’ sections 9-16</p> <p>· Choose at least 2 readings from the ‘voices’ section</p> <p><u>Branco & Brayne (2020)</u></p>	<p>2 Personal Items of Racial/Ethnic Significance Due at 4pm</p>
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<p>09/7/24 (Class 5)</p>	<p>[optional] informal discussion, breakfast together, finishing reflection from last night (8-8:30am)</p> <p>Sexism, cisheteronormativity oppression lecture/reviews of context 8:30am-9:45am</p> <p>9:45am-10break</p> <p>Sexism, cisheteronormativity oppression lecture/reviews of context 10am-11am</p> <p>Religious Oppression 11-12:30pm</p> <p>12:30-1:30pm Lunch</p> <p>1:30-3pm: broaching practice & feedback</p> <p>3-3:15pm Break</p> <p>3:15-5pm: book club, action plan meetings, reflections</p>	<p>RDSJ section 4 ‘context’ sections 45-55</p> <ul style="list-style-type: none"> Choose at least 1 reading from the ‘voices’ section <p>RDSJ section 5 ‘context’ sections 63-78</p> <ul style="list-style-type: none"> Choose at least 2 readings from the ‘voices’ section 	<p><u>Reflection #5 due by tomorrow</u></p>
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<p>9/8/24</p> <p>Class 6</p>	<p>Required: Book club members meet up and processing time over breakfast (8-9am)</p> <p>Break 9-9:15am</p> <p>Book Club Roundtables (9:15-10:45am)</p> <p>Break 10:45-11am</p> <p>Action Plan Group Presentations (11-12:30pm)</p> <p>Lunch 12:30-1:30pm</p> <p>Action Plan Group Presentations (1:30-2:30pm)</p> <p>Class wrap-up, discussion, closing (2:30-4pm)</p>		<p><u>Sandtray Reflection #6 due by 9am</u></p> <p><u>Book Club Discussion at 8am</u></p> <p><u>Book Club Roundtable & Handout due by 8am</u></p> <p><u>Action Plan Paper Due by 11:59pm</u></p> <p><u>Action Plan Presentation TODAY Slides uploaded by 11:59pm</u></p> <p><u>**Final Sandtray #7 and writing reflection due by 10pm (UNC made it so we cannot do submissions after the course ends)</u></p>
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Student name & pronouns: _____

Date: _____

Informed Consent

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: