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## **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 on American minorities; other groups are discussed. Also, class is designed to sensitize students to the concerns of various cultural groups.

#### **OBJECTIVES:**

- A. **SOCIAL AND CULTURAL DIVERSITY** - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following (CACREP II.K.2)
1. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally (CACREP II.K.2.a)
  2. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities. (CACREP II.K.2.b)
  3. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups (CACREP II.K.2.c)
  4. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body. (CACREP II.K.2.d)
  5. theories of multicultural counseling, theories of identity development, and multicultural competencies (CACREP II.K.2.e)
  6. ethical and legal considerations in the context of social and cultural diversity (CACREP II.K.2.f)
- B. Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations (CACREP II.K.7.f)

## **COURSE CONTENT:**

1. Developing multicultural competencies in counselors, psychologists, teachers and others in the helping professions; guidelines for multicultural counseling
2. Theories of Identity Development
3. Multicultural/pluralistic trends
4. Racism, Sexism, Classism, Ageism, Heterosexism, Ethnocentrism and other forms of prejudice
5. Economic and social consequences of prejudice (e.g. education, medical care, career, legal system, governmental policies, mental health system, etc.)
6. Counselor self-understanding
7. Issues of Social Justice and strategies for change
8. Related activities/films/videos

**REQUIRED TEXTS:** Robinson (2008). *The Convergence of Race, Ethnicity, and Gender: Multiple Identities in Counseling*. 3rd Edition. Pearson-Merrill Prentice Hall

**EVALUATION:** Letter grade A through F

## **COURSE REQUIREMENTS:**

1. attendance
2. participate in class discussions and exercises
3. read the required text
4. view a film related to diversity or prejudice; potential films include "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," etc. (These are only a few suggestions. There are many other films that would also be appropriate). Be prepared for a class discussion that includes:
  - a) the significance (to you) of the film (e.g. what message was the film trying to convey?)
  - b) any insights, feelings (negative and/or positive)
  - c) any content on which you wish to comment
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:**

#### **Option 1**

**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:

**a)** 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)** any other insights into yourself that you feel comfortable sharing **e)** please feel free to write your paper in whatever fashion that is most meaningful for you (research, poetry, metaphor, allegory, etc.)

## **Option 2**

**5-7 page paper:** This paper can be on 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, recreation and other information that you find important to understanding the culture.

**Paper will be due on Sunday, December 20th.**

**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.

**10/2009 DG**