SECTION A

Unique ID Number CCC000179655
Discipline(s) Counseling
Division Counseling
Subject Area Human Services
Subject Code HSRV
Course Number 124
Course Title Working With Diverse Populations
TOP Code/SAM Code 2104.00 - Human Services, General* / C - Occupational

Rationale for adding this course to the curriculum Change subject code from COUN to HSRV to align with program title of Human Services.

Units 3
This Course Is AA/AS Degree
Certificate/Skill Award
Degree Applicable
Distance Ed
Transfer Prep

Cross List N/A
Typical Course Weeks 18

Total Instructional Hours

Contact Hours
Lecture 54.00
Lab 0.00
Activity 0.00
Work Experience 0.00

Total Contact Hours 54

Hours per semester in outside of class assignments 108.00

Open Entry/Open Exit No
Maximum Enrollment

Grading Option Letter Grade or P/NP
Distance Education Mode of Instruction: On-Campus

SECTION B

General Education Information:
NVC General Education:
E - Multicultural/Gender Studies
CSU Transferable:
CSU Transferable

SECTION C

Course Description
Repeatability: May be repeated 0 times
Catalog Description: A course examining the historical and current values, problems, issues, concerns, and support needs of special population groups including, but not limited to age, gender, race, ethnicity, culture, immigration status, socioeconomic status, physical or psychiatric disability, sexual orientation, and gender identity. The role of power in the helping relationship will be examined with regard to social and cultural identities and viewing both the service provider and the client within the context of the larger society. Emphasis is on the importance of self-awareness and examining personal biases and prejudices in order to be an effective human services provider.

Schedule Description

SECTION D

Condition on Enrollment
1a. Prerequisite(s): None
1b. Corequisite(s): None
1c. Recommended: None
1d. Limitation on Enrollment: None

SECTION E

Course Outline Information
1. Student Learning Outcomes:
   A. Students will have an increased awareness of their own cultural bias/values/beliefs/attitudes, and gain deeper awareness of other cultural groups bias/values/beliefs/attitudes within the Human Services field.
2. Course Objectives: Upon completion of this course, the student will be able to:
   A. Evaluate the historical perspectives of culturally diverse populations and define key terms.
   B. Appraise racism, sexism and prejudice in self, institutions, and culture.
   C. Evaluate one's own cultural values, beliefs and attitudes and compare and contrast them to American culture, issues of race, gender roles, and sexual identity.
   D. Identify bias and barriers in service delivery systems.
   E. Distinguish differences and commonalities in working with diverse populations.
   F. Examine critical issues in working with culturally different clients and develop methods to address their needs.
   G.

3. Course Content
   Introduction to Cultural Diversity
A. Historical Perspective
B. Self Assessment
C. Overview of local demographics and human service agencies

Understanding Racism, Sexism and Prejudice

A. Individual racism, sexism and prejudice
B. Institutional racism, sexism, and prejudice
C. Cultural racism and sexism
D. Self assessment

Understanding Culture and Cultural Differences

A. What is Culture?
B. Cultural influence of gender roles
C. Values, beliefs, attitudes & socialization
D. Cross-cultural human service models

Bias in Service Delivery

A. Impact of social, political and racial attitudes
B. Cultural aspects of human service delivery
C. Unconscious Bias in institutions
D. Barriers to community resources

Working with Diverse Populations, including but not limited to:

A. Latinos/as
B. Native Americans
C. African Americans
D. Asian Americans
E. Women
F. Gays, Lesbians, Bisexuals, and transgender individuals
G. Socioeconomic status differences
H. Children, parents and families

Critical Issues in working with Culturally Different Clients

A. Preparing for cross-cultural work
B. Assessing culturally different clients
   a. gender and sex roles
   b. ethnicity
   c. age
   d. religious affiliation
   e. sexual orientation
   f. gender identity/expression or transgender
C. Establishing rapport
D. Avoiding stereotypes
E. Mental Health Issues
   a. assimilation and acculturation
b. unresolved trauma and historical grief
c. drug and alcohol use
d.

4. Methods of Instruction:
   Activity
   Discussion
   Lecture
   Visiting Lecturers

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

   Typical classroom assessment techniques
   Exams/Tests --
   Quizzes --
   Papers --
   Class Work -- Example: Students will be given client case vignettes and work in small groups to write responses to questions.
   Home Work --
   Final Exam --
   Mid Term --

   Additional assessment information:
   Grades will be based upon:
   1. Mid-term and final exams, in-class and homework assignments, and written assignments.
   Example 1: chapter quiz on the reading
   Example 2: Cultural autobiography paper
   Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

   A. Reading Assignments
      Students will be required to complete all reading assignments. Example 1: Select a book on a given cultural topic to read for a book report.
      Example 2: Read a chapter from the assigned textbook and write a chapter summary.

   B. Writing Assignments
      Students will be required to complete all writing assignments including papers, journal entries, and free writing in class.
      Example 1: Write a book report on a book that includes a personal response to the cultural topics discussed.
      Example 2: Cultural report on a group of people who may seek assistance in Human Services, and who is different from the student.

   C. Other Assignments
      Discussion Boards - Required once/week or once/every two weeks. Students will respond to 1-3 discussion posts/week or every other week based on the reading or online topics, and post 1-3 comments or questions/week or every other week.

7. Required Materials
   A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.
      Book #1:
      Author: Hayes, P. A.
      Title: Connecting Across Cultures
| Book #2: | Author: Diller, Jerry V. |
| Book #2: | Title: Cultural Diversity: A Primer for the Human Services |
| Book #2: | Publisher: Cengage |
| Book #2: | Date of Publication: 2019 |
| Book #3: | Author: Lum, Doman |
| Book #3: | Title: Culturally Competent Practice: A Framework for Understanding Diverse Groups and Justice Issues |
| Book #3: | Publisher: Cengage |
| Book #3: | Date of Publication: 2011 |
| Book #4: | Author: Healey, Joseph F., Stepnich, Andi, & O'Brien, Eileen |
| Book #4: | Title: Race, Ethnicity, Gender, and Class: The Sociology of Group Conflict and Change |
| Book #4: | Publisher: Sage Publishing |
| Book #4: | Date of Publication: 2018 |
| Book #5: | Author: Anderson, Sharon K./Middleton, Valerie A. |
| Book #5: | Title: Diversity and Society: Race, Ethnicity, and Gender |
| Book #5: | Publisher: Sage Publishing |
| Book #5: | Date of Publication: 2016 |
| Book #6: | Author: Koppelman, Kent L. |
| Book #6: | Title: Understanding Human Differences: Multicultural Education for a Diverse America, Enhanced Pearson eText with Loose-Leaf Version |
| Book #6: | Publisher: Pearson |
| Book #6: | Date of Publication: 2019 |

**B. Other required materials/supplies.**

- National Association of Social Workers (NASW), (2014-2016). Cultural Competence [https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0](https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0)