

CLINICAL WORK WITH DIVERSE POPULATIONS CPSY 550

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Counseling Psychology

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Course Description: Development of counseling techniques within an understanding of the historical, structural and cultural context of clients who are diverse in race, ethnicity, gender, age, class and sexual orientation in the United States. Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs, biases, prejudices and socio-cultural position.

Introduction:

Welcome!

In this course, I have brought together some very diverse forms of clinically applicable multicultural material. This includes:

- ♦ current research and theory in multicultural psychotherapy, ethical guidelines and competencies,
- ♦ narratives of multicultural clients, therapists, researchers, clinical supervisors, and fiction about choices made around clinical experience, colonialism, cultural marginalization/oppression and multicultural identity,
- ♦ descriptions of multicultural history and socio-political conditions,
- ♦ and critical and multicultural theory deconstructing the very roots of central psychological concepts.

My purpose in bringing you this array of information is not so that you learn it as “true,” but that you learn critical skills in analysis, learning to take multiple perspectives, investigating your own cultural assumptions and how you have been cultured, deepen your empathetic skills and comprehend different levels of understanding the social and personal world of diverse people in the United States. This is an introductory course. As such, I have intended the material to offer you the broad scope of the field and its context, as well as personal and clinical applications. As much as possible, there will be extensive observation and discussion of multicultural counseling, conversations, and clinical role-playing.

While there will be discussion of techniques, reviews of scholarship and research, and other appearances of academic classes, this course cuts to the essence of our work as counselors. It takes the invitation presented by the immediate conditions of human diversity across race, ethnicity, gender, sexual orientation, socio-economic class, physical and mental ability, language, religion, geography, and any other distinctions that might mediate human experience. This invitation is to see how honestly we may be of support, how the roles in which we appear in this life may be carried out with compassion, humility, and service. To do this we must bring our hearts, a willingness to look at how we have become who we have become, so that we may reach into the conditions of another as unjudgmentally and as uncentered in our own worldviews, biases, and opinions as possible--knowing we will never truly experience the life of another.

Objectives:

1. Think critically and reflexively about the history, presuppositions and social context of dominant American culture, student's individual culture, and the cultural precepts inherent in all clinical practice. This includes the ability to recognize cultural limitations of existing counseling practices to consider how to use privilege to promote social equity.
2. Demonstrate beginning awareness, knowledge and skill for working cross-culturally, using ethical guidelines and multicultural competencies, including the ability to respectfully explore clients' lives, values, and beliefs integral to it.

3. Develop an awareness of how one's own assumptions, values, and worldview, including cultural heritage, race, class, gender, sexual orientation, ability, life experiences, affiliations and identities, influence legitimate a form of normality, pathology, the process of treatment and the therapeutic alliance.
4. Identify and critically understand identity as intersecting/multiple and recognize issues of power and privilege relative to the intersecting identities of gender, race, class, religion, sexual orientation, ability, national origin, age, and language and how these influence social location in and out of therapeutic contexts.
5. Gain basic skills in discussing presenting issues within their cultural context.
6. Explore larger community, institutional and systemic forces that promote and maintain social inequalities related to group memberships (e.g. agencies of social control, transferability of knowledge/intellectual colonization, systems of class reproduction, institutionalized classism, racism and sexism in social policy and dominant discourse.

Required Texts:

Brown, L. (2008): *Cultural Competence in Trauma Therapy: Beyond the Flashback*. Washington, D.C.: American Psychological Association.

Recommended: Sue & Sue. (1999). *Counseling the Culturally Different*. NY, NY: John Wiley and Sons.

Lipsitz, G. (1998). *The Possessive Investment in Whiteness*. PA: Temple University Press.

Week	Course Schedule	Assignments Due
Week 1 9/4/2008	Welcome, Introduction, Syllabus, Multicultural Competencies & The Social Construction of Reality. Trios Assigned	
Week 2 9/11/2008	Understanding Diversity, Social Power, Regulation of Emotions & Multicultural & Ethical Counseling Guidelines Constantine, M. (2007, Ed.) <i>Clinical Practice with People of Color</i> . APA Multicultural Guidelines on Education, Training, Research, Practice and Organizational Change. NY: Teachers College Press. Brown, L. (2008) <i>Cultural Competence in Trauma Therapy</i> . Intro & Ch 1. (TRIO Organizing Time)	Reading Reflection Paper
Week 3 9/18/2008	Social Constructionism & The Study of How We Have Been Cultured Boler, M. (2000). <i>Feeling Power: Emotions & Education</i> . NY: Routledge. Ch 1 & 2: Theorizing Emotions and Social Control. Lipsitz, G. (1998). <i>The Possessive Investment in Whiteness</i> . PA: Temple University Press. Ch 1 & Ch 2: Law & Order.	TRIO Topic Time Reading Reflection Paper
Week 4 9/25/2008	Multiple Identities, Power, & Healing Brown, L. (2008) <i>Cultural Competence in Trauma Therapy</i> . Ch 2 & Ch 3.	(TRIO Organizing Time)
Week 5 10/2/2008	Conceptualizations of Diversity, Trauma & Age Brown, L. (2008) <i>Cultural Competence in Trauma Therapy</i> . Ch 4 & 5. Diversity & Age Recommended: Lesko, N. (2000). <i>Act Your Age: The Social</i>	Reading Reflection Paper Exercises

	<i>Construction of Adolescence</i> . NY: Routledge. Introduction.	
Week 6 10/9/2008	Gender & Sexual Orientation Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 6 & 8: Gender & Sexual Orientation. Psychological Association Council of Representatives. (2000). Guidelines for psychotherapy with lesbian, gay and bisexual clients. <i>American Psychologist</i>, 55(12), 1440-1451. Recommended: Garnets, L. et al. (1991). Issues in psychotherapy with lesbians and gay men: A survey of psychologists. <i>American Psychologist</i>, 46(9), 964-972. Culture of One's Own Presentations	Reading Reflection Paper
Week 7 10/16/2008	Culture, Phenotype, & Ethnicity Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 7. Thadeka R. (1999), Learning to Be White. NY: Continuum. Ch 1 & 3.	Reading Reflection Paper
Week 8 10/23/2008	TRIO Taping (Classroom Scheduled Time)	Reading Reflection Paper
Week 9 10/30	Cultural Difference in Treatment Modalities & Worldview Duran, E. (2003) <i>Healing the Soul Wound: Counseling with American Indians and Other Native Peoples</i>. NY: Teachers College Press. Excerpts of Intro, Ch 1, Ch 3.	Reading Reflection Paper Intake Assessment Due
Week 10 11/6/2008	Race, Ethnicity and Power Relations. Sue & Sue. Racial Identity Development Theories. David, E. & Okazaki, S. (2006). Colonial Mentality. <i>Cultural Diversity & Ethnic Minority Psychology</i>, 12(1), 1-16. Rastogi & Wieling (2005, Eds.) <i>Voices of Color: First-Person Accounts of Ethnic Minority Therapists</i>. Thousand Oaks, CA: Sage. Ch 7: When Racism is Reversed. Recommended: Craighead, J. & Schoenherr, J. (1972). <i>Julie of the Wolves</i>. NY: Harper Collins Publishing.	Reading Reflection Paper TRIO Report & Presentations Due
Week 11 11/13/2008	Socially Constructed Abilities Markers Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 9: Disabilities. Recommended: Social Construction of Disability.	Reading Reflection Paper TRIO Report & Presentations Due
Week 12 11/20/2008	The Great Divide: Social Class. Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 10: Social Class. Recommended:	Reading Reflection Paper

	hooks, b. (2000) <i>Where We Stand: Class Matters</i> . NY: Routledge.	
Week 13 11/27/2008	Migration & Assimilation Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 11: Migration & Dislocation.	Reading Reflection Paper Culture of One's Own Summary
Week 14 12/4/2008	Thanksgiving Break	
Week 15 12/11/2008	Putting it all together: Multicultural Competence & the "Subject of Psychology" & Meaning Making & Support Henriques, et al. (Eds, 2000). <i>Changing the Subject</i> . NY: Routledge. Intro to Section I and II. Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 12:	Culture of One's Own Summary

Assignments & Grading:

Participation in a Learning Community: Students are required to attend and *actively* participate in all scheduled class meetings. This includes being on time, reading all of the assigned material and being ready to discuss it, and otherwise engaging with colleagues as fellow professionals. It also includes 2 sessions as a client and 2 sessions as a therapist in the TRIO exercise. Becoming a counselor, psychologist, or family therapist involves looking closely at ourselves, our values, beliefs and biases. Learning happens relationally as well. This can be a very personal and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse worldviews encourages a collaborative milieu of care in which we all challenge ourselves and each other to critically examine and develop our skills and perspectives. *Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information.* Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning in another way. For example, you may be asked to write a brief summary about, and personal reactions to, the required readings and/or provide abstracts from additional related readings for course participants. According to the Counseling Psychology Department attendance policy, missed class periods may result in lowered final grades and students who miss two class periods may be failed.

Grading: This course has a significant amount of reading, discussion, reflection and a little practice. I have created exercises that require analytical thinking as well as those that I hope will serve as the conditions needed to challenge you and develop multicultural competencies. These papers are graded on your ability to fulfill assignment requirements, your analysis of your own cultural point of view and your critical analysis of your experience in the TRIO Exercises. Evaluation is also based on the applicable course objectives. These include:

8 Reflection Papers on the assigned reading	40
Culture of One's Own Paper & Presentation	20
<u>TRIO</u> : Culturally Competent Intake Assessment	20
Reflection Paper/Presentation on TRIO Experiences as a client	20
Reflection Paper/Presentation on TRIO Experiences as a therapist	20
2 sessions as a client in the TRIO exercise	Required
2 sessions as a therapist in the TRIO exercise	Required

As an introductory course, it would not be ethical to evaluate students on their skills with diverse populations, nor their skills at writing a truly thorough intake without appropriate prerequisite coursework. Therefore, the Intake Assessment is solely graded on the descriptive capacity of the student to demonstrate a well-written culturally embedded presenting issue. Next students are required to participate in 4 'practice' sessions with clients with culturally embedded concerns in the TRIO assignment to pass the course.

Reflection Papers (40%: 5 points each): Choose 8 out of 11 classes to reflect upon the required readings and compose a 2-single spaced page Reflection Paper. These papers will then be summarized in your "A Culture of One's Own." A Reflection Paper contains your reflections, personal and social applications, analyses, and critiques of the assigned reading. They should be analytical as well as personal in nature. You are not required to describe anything you do not wish to. It is a requirement in our field to personally reflect on our social positioning (our achieved and ascribed characteristics and the role of culture, power and difference). This assignment fulfills this requirement and culminates in "A Culture of One's Own."

A Culture of One's Own Report/Presentation:

A Culture of One's Own (20%) is a report/presentation using your 8 reflection papers, class and other readings and experience. It is intended for you to reflect on what the overt and hidden 'cultural' curriculum has been for your life, how you have responded to it, how you see it now, and what you would like to see in future. The hidden curriculum concerns the messages people learn by *how* something is taught and what is left out. Since so many cultural issues are not taught overtly, I wish you to investigate for yourself your own presuppositions and assumptions. You may choose one or two identifiers, like in your readings (e.g. age, phenotype, ability) and speak from there. This assignment assumes that humans respond, albeit differently, to meanings they make from their experience and its context. Assuming you were a somewhat blank slate, how have you been cultured and how have you responded to that cultural curriculum?

Be creative and have fun in this assignment. Former students have made collages about the role resistance has had in their life, a minute-by-minute diary of a day of reflections and experience of White privilege, a symbolic story of difference, the culture of a small isolated community, and a review of "what I have taken for granted." You may include narrative, quotes, pictures, art work, multiple voices, video. You can make it an analytic collage, if you will, of what experiential opportunities, or not, you have been given and ways you have consciously or unconsciously accepted, negotiated, responded, or resisted them.

This is NOT a presentation of your own cultural history, although that may be included. This report is your answer to the question: How have you been taught to culturally orient yourself to the world, what assumptions have you made and how have you chosen to negotiate it? This report is a critical and investigative reflection of what you have been formally or informally taught to relate to, avoid, believe, evaluate and act upon. Some people may find it interesting to take an identity or influential aspect of their lives and pull it apart, re-evaluate it. For example, investigating how you have been gendered and how you have negotiated, or altered other's ideas of what that gender is supposed to mean to you, would get at what I am talking about. You may also look at how your ancestors have historically survived and analyze how that was transmitted to you. What may be operating on the level of a generational story. Like Thandeka (1999) in *Learning to Be White*, I am asking you to critically take up, how you learned to be. *Address the course objectives in the narrative.* My instructional

objective is that you will review and question the ways we all make sense of our lives, so that we can be more conscious of our own such that we are increasingly open to different points of view that our clients might bring.

TRIO Reports & Presentations (60%)

TRIO Exercise: This exercise is intended to give you an experience with people who are culturally different than you. Since it would be unethical to subject people who are culturally different so we can practice, this exercise is meant to give you practice in a supportive environment. First you will prepare a client description (Intake Assessment) that demonstrates a culturally-imbedded issue and role play this client 2 times. Next you will serve as a therapist for two clients (2 ½ hr sessions) that are role played by your classmates. In this way, this assignment requires you to talk about race and culture as a part of the clinical interaction. We will discuss these experiences in class. Last, write up your reflections on role playing a therapist and client.

Intake Assessment (20): Intake Assessment (2-3 single spaced pages): This is an intake assessment of a client that you have created. Each student is required to research, create and present a realistic case study with a moderate presenting adjustment issue (relational, experience marginalization or forced acculturation, immigration, an unpopular lifestyle direction/issue) that they have created through their research of a complex, cultural identity other than one's own. Choose a client whose culture you know little about or struggle to understand. Suggestions include: gay/lesbian communities, veterans, recent immigrant or refugee groups, people who are learning English as a Second Language, Muslim families, Northwest Native Americans, Orthodox Jews, homeless of Portland, local trans/intergendered communities, Buddhist communities, etc. Because members of traditionally marginalized groups must routinely interact with those in the dominant, European-American class, this group will be excluded as a viable choice. Choices will be made at the beginning of the semester and are subject to instructor approval.

The Intake Assessment is to be descriptively and well written and include typical intake assessment categories including: presenting issue and history, cultural, Family of Origin, relational/psychosocial, employment and medical history context. You may use the DSM-IV in your description, but be sure to consider and reflect on its accuracy in your intake. Be creative and enjoy this assignment. Be sure to include ways that your client struggles with (either or both) the client's dominant culture and dominant American culture. You may also add cultural issues with the therapist, such as an African American lesbian complaining that she was placed with a Caucasian lesbian just because someone thought that they would have something in common, a Japanese American client fearing judgment from a Japanese American therapist, whereas he/she expects a Caucasian therapist to be less judgmental, a Nepali man who does not respect his female Caucasian "touchy-feely" therapist because she is a woman.

Client & Therapist Role Plays: You are to role-play the client you create for two different classmates in a first session format (video-taped) for 30 minute sessions in which two classmates (individually) will role play the therapist. Then you switch and get to video-tape yourself role-playing the therapist with the same two classmates. The second time you role-play your client, you may alter the presentation as you see relevant for the purposes of this exercise. (Once the camera is running the third person should leave the room). Debrief this session with your classmate (Debriefing Guide Questions will be handed out). If the therapist chooses, redo this session for 15 minutes more on

video. This session is intended to challenge you and bring out your skills, your counter-transference, so that you see what skills you have, what skills you are developing, where you need support and where you want to learn more.

Trio Reflection Papers (20): The TRIO Reflection Papers are analytical reflections of your experiences as both a therapist and a client and the cultural issues it brought up. I expect that there will be some uncomfortable aspects of this exercise since we must draw on our own stereotypes when role-playing anyone. Since we do not want to be racist, most people are concerned to avoid role-playing a stereotype or slipping into racism. That is also the beauty of this assignment, because it will bring up our own counter-transference, our assumptions about other cultures and force us to relate to others in a way only role-playing can. Here are a few questions to help you reflect: Client: What aspects of your story did your therapist accurately understand? What didn't they understand? What was the most important exchange in the session? What were you looking for? Did you get it? Is what you were looking for really what you needed as the client? How was your worldview respected, understood, misunderstood? Where did knowledge systems meet, interact, conflict, get ignored? Was there a different knowledge system (cultural perspective, epistemology) that that could have helped more?

Trio Presentation: Briefly describe (20 minutes) the TRIO exercise for your colleagues in class. This includes your client's presenting issue and cultural context, and your experience as both therapist and client.