

The Tentative and Ever Evolving Syllabus of MHC 511 Cultural Foundations and Social Justice Spring 2015

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Catalog Description:

This course is intended to increase the student's understanding of the issues and dynamics in counseling across social and cultural lines. Students will explore the nature of society and culture and how these impact the counseling process. Students will broaden their scope of diversity awareness and knowledge including systems of power and privilege. Attention will be given to developing an understanding of the intersectionality of gender, class, race, and ethnicity in working with diverse populations in a counseling context. Particular attention is paid to students' understanding of themselves as cultural beings and their identities as helping professionals. This work is foundational for an introduction to methods and skills for working with clients who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental abilities.

Course Objectives

This course meets the requisite CACREP standards for core curricular experiences...

Students will understand:

- 1j. the ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
- 2a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- 2b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- 2c. theories of multicultural counseling, identity development, and social justice;
- 2d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- 2e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- 2f. counselors' roles in eliminating biases, prejudices, and processes

A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (2001-A4)

B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.

E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.

E4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

F2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

Helpful Websites:

American Counseling Association (ACA)

www.counseling.org

Oregon Counseling Association (ORCA)

or-counseling.org

Council for Accreditation of Counseling and Related Education Programs (CACREP)

www.cacrep.org

Required Text

Choudhuri, D. D., Santiago-Rivera, A. L., & Garret, M. T. (2012). *Counseling and Diversity*.

Belmont, CA, Cengage Learning

*Based off class discussions, I may assign additional readings. I will also provide additional videos or articles to supplement course material

COURSE EXPECTATIONS:

CPSY Departmental Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence.

PLEASE NOTE (Americans with Disabilities Act): Students with specific learning needs and/or disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should inform the instructor as soon as possible, no later than the first week of term.

Class Agreements

- Be aware of the level of sharing- time taken
- Be polite
- Allow silence
- We all say “dumb” things, maintain the benefit of the doubt
- It is okay for things to be unfinished
- Speak for yourself
- Do not gang up on people
- Be brave- okay to say give me a minute
- Okay to correct language
- Pause before responding
- NO attacks
- NO judgment
- NO side talk
- NO gossip
- NO interruptions
- NO aggression or hostility
- We will strive towards facilitating learning through a safe and more open atmosphere.
- We will try to minimize internalizing (taking things said personally) within ourselves.
- Perfection is not the goal; mistakes will be made and growth happens through accepting and owning them.

Course Requirements:

1. Attend and participate in class. Attendance is mandatory. (See course Expectations)
2. Complete weekly readings prior to class meetings.
3. Complete assigned reflections with small group (15% of grade)
Learning about the issues of race and ethnicity, age, gender and sexuality, sexual orientation, class, spirituality and religion and disability can trigger challenges and questions. Assigned reflections are a means to learn more about the subject as well as more fully explore those questions with one another. By the second week of class, students will pick two additional classmates that will serve as their small group for the remainder of the semester. Reflections will be assigned periodically throughout the semester and will be shared with your small group within Google Drive. These reflections can be used to help facilitate class discussion and on-going engagement with course topics. An example of a reflection assignment is the SNAP food challenge, or one of the exercises from the text.

4. In-depth investigation into a cultural group (Phenomenological Study) (25% of grade)
Over the course of the semester, each student will participate in an in-depth investigation of a cultural group different from their own. Cultural groups will be assigned in class. This experience is designed in a series of steps to immerse students into the worldview and experiences of their assigned group. It is also designed to expose students to community resources and cultural contexts beyond campus. The group will be examined from multiple perspectives and the investigation will involve increasing levels of engagement and personal involvement. One of the purposes of this multi-tiered approach is to help you learn (gain knowledge), grow (gain awareness), and be a more effective mental health professional (gain new skills) in working with diverse populations. The paper should not exceed 10 pages and follow APA guidelines. The steps of the project include:

Step 1: Read scholarly, peer-reviewed journal articles describing the group, its history, past/current issues and cultural implications. Good literature reviews have approximately seven sources and the peer-reviewed journal articles you cite should not be older than 10 years, unless it is a landmark article.

Step 2: Interview and dialogue with two different members of *the group*. This can include members of the group or therapists working with this group. Be sure to draft questions relating to the individuals' lived in experiences of being part of the group, or how therapists' experiences in working with the population. The text and class discussions, should help serve as a guide into the possible questions.

Step 3: A personal reflection of what was learned from doing this project and how your own social location influenced the work you did. Your reflection should include any conclusions you can make as a result of your literature review and interviews and include thoughts of how current societal influences continues to perpetuate or alleviate the problems that this group faces (don't forget to cite the literature, when doing this!). Lastly, write how the findings from your investigation can aid the therapeutic process and be sure to include specific findings that would be beneficial for other mental health professionals for improving their practice.

Due: 3/16/15

5. Group presentation on cultural group (25% of grade)
After completing Steps 1, 2, & 3, students will be asked to join with other students who are investigating the same cultural group in the class. As a group, students will put together a 35-minute presentation that describes **practical counselor applications** (based on your discoveries and the literature) that may be helpful for counselors working with this cultural group. The group may incorporate their personal experiences with their group, common themes relating to their group, how what they discovered is consistent/inconsistent with the literature, how they personally changed and were

challenged by their interactions with members of the group, and their discoveries about community resources and agencies.

6. Social Advocacy Project (25% of grade)

Being congruent with Lewis and Clark's emphasis on Social Justice, as well as living up to the values of the counseling profession, we will all become advocates for a particular cause. Some examples in the past have included going to the capitol to support or oppose a bill, drafting a letter to a senator, or doing something active in the local community with the goal of providing equity to a disenfranchised/marginalized group. This has traditionally been done as a class, though students who are passionate in a specific area, may choose to do their own project. Grade of this assignment will be around student demonstrating awareness of the specific area and understanding of societal impacts, and active participation in the decided project.

7. Culminating Cultural Activity (10% of grade)

This is a creative expression of your experience of yourself, including your salient identities and self in relation to others during the duration of this multicultural class. The project will integrate and synthesize your whole class experience, including your learning and cultural growth. You will be asked to share your finished project with class during our "culminating experience". Grading will be based on your creative expression of your cultural learning.

Due: 4/27/15

Weekly Readings and Agenda*

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments</u>
1/12	Introduction, Course & Syllabus Overview		
1/19	MLK Day (no classes, offices closed)		Small Groups
1/26	Multiculturalism in Counseling, Etic and Emic, Review Cultural Groups/Assign, Creative Activity	Chapter 1	
2/2	Culture, How to have Dialogues around Culture, Cultural Humility Approach	Chapter 2	Reflection
2/9	Worldview and Identity	Chapter 3	
2/16	Oppression, Power, and Privilege	Chapter 4	
2/23	Race and Ethnicity	Chapter 5; Video Clip	Group Presentation 1 Reflection
3/2	Ageism	Chapter 6	Group Presentation 2
3/9	Gender and Sexuality	Chapter 7	Group Presentation 3
3/16	Sexual Orientation	Chapter 8	Group Presentation 4 Cultural Group Investigation
3/23	Spring Break (no class)		Reflection (SNAP food challenge)
3/30	Video, Social Advocacy Brainstorm		
4/6	Social Class	Chapter 9	Group Presentation 5 Reflection
4/13	Spirituality and Religion	Chapter 10	Group Presentation 6
4/20	Disability	Chapter 11; Ted Talk Video	Group Presentation 7
4/27	Individual Presentations, Closing Activity & Potluck!!!		Culminating Cultural Activity

***Please Note: The weekly schedule is offered as a guideline only and is subject to revision by the instructor based on the needs of the class.**