

Lewis & Clark College
Professional Mental Health Counseling Program
CPSY 550/ MHC 511
Diversity and Social Justice / Cultural Foundations and Social Justice
Syllabus Cover Sheet

Required Objectives:

Professional Identity Standards (CACREP 2009 Standards)

- 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

Clinical Mental Health Standards (CACREP 2009 Standards)

- 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.

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but **will not be the only requirements/expectations.** The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.	Demonstrates self awareness and emotional stability. Immerging use of self in therapeutic process, uses supervision to continue growth.	Demonstrates self awareness, emotional stability and a beginning understanding of impact of self in relationships with clients, seeks assistance for continued learning	Demonstrates self awareness, emotional stability, and willingness to address/mediate problems.	Student demonstrates lack of self awareness or emotional instability that impedes learning or client care.	MHC 503/MHCA 502 Professional Qualities/Dispositions Evaluation MHC 509/MHCA 511: Professional Qualities/Dispositions Evaluation	Self as Counselor (2 of 5)
Submission Method: Instructor Complete PQE in Taskstream						

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
PQE Critical Items: Openness to supervision	Seeks supervision from faculty, supervisors and peers. Utilizes supervision to grow and develop.	Complies with suggestions, requests and directives from faculty and supervisors	Responds to supervision from faculty and supervisors reluctantly, has difficulty with feelings of defensiveness	Refuses supervision or fails to comply with supervisor requests and directives	MHC 503/MHCA502 And MHC511/CPS Y 550 Professional Qualities/Dispositions Evaluation	Self as Counselor (5 of 5)
Submission Method: Instructor Complete PQE in Taskstream						

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
Students develop awareness of the effect of power, privilege, and difference and their own cultural attitudes, beliefs,	Demonstrates strong awareness of own social locations and how attitudes, values and beliefs have been affected by it	Demonstrates good awareness of own social locations and how attitudes, values and beliefs have been affected by it	Demonstrates beginning awareness of own social locations and how attitudes, values and beliefs have been affected by it	Demonstrates little to no awareness of own social location and how attitudes, values and beliefs have been affected by it	MHC 511/CPSY 550 Cultural self portrait or Culminating Cultural Activity	Multicultural Competence (1 of 4)
Submission Method: Student submission to Taskstream						

	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
PQE Critical items: Responsibility Item 5 Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. Integrity Items 3,4,5 Respect for others	Score of 2: Meets	Score of 1: Emerging	Score of 0: Inadequate	MHC 503/MHCA502 AND MHC 511/CPSY 550 Professional Qualities/Dispositions Evaluation (PQE) Note: PQE is given for all students in these courses, and as needed when problems emerge in other courses	Multicultural Competence (2 of 4)
Submission Method: Instructor completes PQE in Taskstream					

Multicultural Competence	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
Goal 4 of 4					
<p>Learns strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.</p> <p>Submission Method: Instructor submits overall course grade to registrar AND Taskstream</p>	CPCE Score Average or Above or Score below average and Course grade 90-100%	CPCE score below average and course grade 0-90%	CPCE score below average and course grade below 80%	CPCE Score Average or Above OR MHC511/CPSY 550 CPCE score below average and Course grade of A	Multicultural Competence (4 of 4)

COURSE SYLLABUS

Lewis & Clark College: Graduate School of Education and Counseling
CPSY 550/MHC 511 Counseling and Interventions with Adults
Spring 2016

“The moment we choose to love we begin to move against domination, against oppression. The moment we choose to love we begin to move towards freedom, to act in ways that liberate ourselves and others.”
-bell hooks

Instructor: Tanya Prather, Ph.D.
E-mail: tanyaprather@lclark.edu
Phone: 971-219-1025 (cel)

Time: Thursdays, 5:30 – 8:45 PM, 1/14/16 – 4/21/16 (except 3/24/16 for Spring Break)
Room:

Textbooks/Materials:

Required Texts: Sue, D.W. & Sue, D., (2012). Counseling the Culturally Diverse: Theory and Practice. 6th Edition. ESNB: 9781118283837

Desmund, Tim (2015) Self-Compassion in Psychotherapy: Mindfulness-Based Practices for Healing and Transformation. 1st Edition. ISBN: 9780393711004

Recommended Text:

Voices of Color: First Person Accounts of Ethnic Minority Therapists. Thousand Oaks: Sage Publishers

Other Readings:

Due to the constructivist nature of this course, there will be additional readings to be announced during the semester. Additional readings and/or journal articles assigned will be placed on reserve at Watzek Library or on our class Moodle Page. Log on to moodle.lclark.edu (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email. If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225, consult@lclark.edu or Maia Penchansky maiap@lclark.edu or 503 – 768-6195.

Ethical Guidelines:

Students will obtain and bring a current copy of the ACA Ethical Guidelines to class.

Catalog Description:

Development of diversity awareness and knowledge including systems of power and privilege. Introduction to methods/skills for working with clients who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability. Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs, biases, and prejudices.

Course Purpose & Objectives:

- Develop an awareness of attitudes, beliefs, understandings of acculturative experiences; identify biases regarding various social groups and the similarities and differences within and between groups
- Demonstrate an understanding of the role and relationships of the individual cultural identity development verses group cultural identity
- Increase knowledge and identify multicultural and pluralistic trends within and among diverse groups
 - Demonstrate culturally appropriate counseling interventions when working with diverse clients
- Use advocacy to address institutional and societal barriers that impede human development; able to identify micro/macro-level strategies to address social, political and economic barriers of human development
 - Operationalize the multicultural competencies and culturally appropriate intervention strategies
- Demonstrate an understanding of how living in a multicultural society effects clients seeking mental health counseling, career counseling, and students in a school setting
- Understand the counselor's role as a change agent and advocate; understand ethical and legal issues that may arise as they relate to multicultural and social justice advocacy.

Ground Rules (Adapted from those by Margaret Anderson, from the University of Delaware and Cort Dorn-Medieros, from here) and with a few of my own ideas thrown in:

Given the nature of this course, the following rules are intended to promote an atmosphere that will facilitate the learning process as well as respect the experiences of different groups in the classroom and the larger society. The class can agree to revise these rules and add others, but all students must commit themselves to the final set of rules by the end of the first class. These principles will guide our class discussions and interactions.

1. Acknowledge that oppression exists in our society.
2. Acknowledge that one of the key elements of oppression is that we are all systematically taught misinformation about race, ethnicity, and gender. This is true for both majority and minority group members.
3. While we cannot be blamed for the misinformation that we have learned, we can and will be help responsible for repeating misinformation after we have learned otherwise. The Lakota say you can not make a mistake if you did not know.
4. We will actively pursue information about racial, ethnic, and cultural groups. However, the basis for this information will not be on societal learned myths or stereotypes about these groups.
5. We will strive to facilitate learning through a safe and open atmosphere, we will share information and ideas with members of the class and we will never demean, devalue, or "put down" people for their experience. We will try to remember the "sweet spot" and notice our triggers and stay compassionate toward ourselves and others.
6. We will be courageous and allow ourselves to experience what comes up for us. We will be compassionate and bring care to whatever comes up for us and for others in class.

7. We each have an obligation to combat actively the myths and stereotypes about diverse populations so that we can break down the barriers that impede group cooperation. We will look for ways to take action.
8. We will assume that all of us, regardless of our racial identity, nationality, sex, class, or cultural background, have been influenced by the racism, sexism, and heterosexism of our society and that individuals can actively change.
9. We will create a safe atmosphere for open discussion. At times, members of the class may wish to make comments that they do not want repeated outside of the classroom. If so, the student will preface his or her remarks with a request that the class will agree not to repeat the remarks.
10. We will try to see the world through the experiences of people who have different perspectives than our own. This will mean not assuming that one's own perspective is the only or best way to see and think.
11. Perfection is not the goal; mistakes are how we learn.

Course Calendar:

Date Topics, Readings & Assignments Due

Again, due to the constructivist nature of this course, the following schedule is intended as a guide. I, or we, might decide to make some changes in topics, in readings, in activities. In addition, I have several guest speakers planned and will need to schedule them as they are available. You will always know ahead of time if that is the case and I recommend you read the Sue and Sue readings even if we change topics as the information from them is what will be on your counseling exam.

1/14/16 – Class # 1-Introductions, syllabus and course overview, ground rules, hopes and fears, the “sweet spot”.

Optional Fieldtrips:

1/16/16 – Solidarity Event

1 PM Portland City Hall 1120 SW 5th Ave

1/18/16 – Food Justice and the Civil Rights Movement (see attached)

6 – 8:15 at People’s Co-op 3029 SE 21st Ave

1/21/16 – Class # 2 – The Multicultural Journey to Cultural Competence

S & S: Ch. 1

Self-Compassion in Psychotherapy and our class

Desmond: Ch. 1 & 3

1/28/16 – Class # 3 – The superordinate Nature of Multicultural Counseling and Therapy, Multicultural Counseling Competencies

S & S: Ch. 2 & 3

Mindfulness of the body and mind

Desmond: Ch. 4 & 5

2/04/16 – Class # 4 – The Political and Social Justice Implications of Counseling, The Impact of Systemic Oppression
S & S: Ch. 4 & 5

Optional Field Trips:

2/4/16 - Developing Inclusive Practices
1 PM YWCA of Greater Portland, 1111SW 10th Ave
2/9/16 – Understanding Oppression
12:30 Brentwood-Darlington Community Center
7211 SE 62nd Ave

2/11/16 – Class # 5 – Micro-aggressions in Counseling, Barriers to Multicultural Counseling and Therapy
S & S: Ch. 6 & 7

Optional fieldtrip: 1Billion Rising Event:
3:30 at MLC 2033 NW Glisan St

2/18/16 – Class # 6 – Guest speaker Stephen Siegel, school counselor and social justice advocate
In class film and discussion: The Color of Fear

2/25/16 – Class # 7 - Communication Styles and Its Impact on Therapy, Multicultural Evidence-Based Practice
S & S: Ch. 8 & 9
Multicultural competencies -Non-western and indigenous methods of healing
S & S: Ch. 10
Voices of color
Voices of Color: First Person Accounts of Ethnic Minority Therapists.
Cultural Self-Portrait Paper Due

Optional Field Trip:

2/25/16 - Sex, Gender, and Sexual Orientation
12:30 Brentwood-Darlington Community Center
7211 SE 62nd Ave

3/03/16 – Class # 8 - Gender and sexual identity models -Theoretical models and approaches (revisited/reviewed)
S & S: Ch. 5 (review), Ch. 23

3/10/16 – Class # 9 – Counseling Individuals with Disabilities, Older Adults & Women
S & S: Ch. 22, 24 & 26
Spirituality and Religion
S & S: Ch. 21

SNAP Food Challenge Week – March 7 - 13

3/17/16 – Class # 10 – Introduction to class and classism
S & S: Ch. 25
In class: Homelessness in Portland

-SNAP debriefing and discussion
SNAP Challenge Paper Due

3/24/16 – No class, spring break

Optional Field Trip:
YWCA – Dynamics of Poverty
1 PM Brentwood-Darlington Community Center
7211 SE 62nd Ave

3/31/16 – Class # 11 – Using Self-compassion with clients
Desmond: Ch. 6, 7 & 8
Social Advocacy presentations

4/07/16 – Class # 12 – Overcoming obstacles in self-compassion
Desmond: Ch. 9, 10 11
Social Advocacy presentations

4/14/16 – Class # 13 - Counselor advocacy and social justice
S & S: Ch. 11 & 12
Guest speaker – Arika Bridgeman-Bunyoli, Community Health Worker and Researcher on Social Justice Issues in Portland, OR

4/21/16 – Class # 14 - Class wrap-up, review and reflection

Class Assignments/Grading:

1. Attendance and Reflection Journals. (12 points)

Class attendance and participation is vital. In order to practice what I preach and provide constructivist learning, each you will be required to keep a weekly journal. (This will account for 12% of your grade, 1 pint for each week) In your weekly journal, entries will capture your intellectual, personal and/or experiential discoveries made in class (from group discussion, class activities, etc.), from the weekly reading assignments or even from things you come across in popular culture or what is happening on your campus. Please use this as an opportunity to discuss your reactions or reflections of course discussions or dialogue. This is also an opportunity to reflect about your own cultural identity development and discoveries.

The journals should be typed; about 1 page in length per entry, and are each week. There will be a total of 12 entries in the entire journal. Journal entries are not graded for specific content but rather for depth. The purpose of journaling is to carve out time for intentional reflection

on class discussion and readings. Through intentional reflection we can work towards a deeper understanding and integration of course material.

If you must miss a class, you will need to check-in with me for a suitable make-up assignment.

2. Cultural Self-Portrait, Family Tree Exploration. (35 points)

Students will generate a narrative and creative cultural portrait of themselves. Please utilize your own knowledge (discovered self-awareness and reflection of your own cultural identity and beliefs), talk with your immediate and extended family members, your partners... call your grandmother's neighbor of 30 years to get his/her perspective of your family's culture; do some research about your heritage!

The following questions may help guide your cultural self-portrait, family tree exploration:

- Who am I as a cultural being? What is my cultural profile?
- How have the different dimensions of diversity influenced who I am as a person?
- How does my culture influence my relationships?
- How do I think that my cultural background and attitudes will help me in working with culturally diverse clients?
- How do I think that my cultural background and attitudes will hinder me in working with culturally diverse clients?

Reflect on each of these questions thoughtfully and thoroughly. The Cultural Self-Portrait narrative should integrate personal examples and reflections.

An 8-10 page paper will be due on February 25th. Feel free to get creative and add additional creative materials, visual aids, etc. to the Appendix (all materials in the Appendix are not counted as part of the 8-10 required pages).

3. SNAP Food Challenge. (10 points)

Poverty has been called the 'great equalizer' in that it does not discriminate between race, ethnicity, age, gender, religion, sexual orientation, or any other category of difference. The Supplemental Nutrition Assistance Program (SNAP) makes a difference in the lives of millions of American across the country that without this vital support might find it more challenging to feed themselves and their families. However, research shows that the amount budgeted for individuals (about \$4 per day) still poses a threat of hunger. Your assignment for one week is to take the SNAP/food stamp challenge. For the week of March 7 – March 13, I challenge you to live on a food budget of \$28 for the entire week. In other words, ANYTHING you eat would be accounted for by this \$28.

Submit a 500-word reflection on your experience. Written reflection does not need to be APA style. Written reflection is due March 17.

For more information on the SNAP Challenge: <http://frac.org/initiatives/snapfood-stamp-challenges/>

4. Social Advocacy Group Project (40 points)

- A. In groups of 2 - 3, work to identify a critical issue/need in the field of either mental health or addictions counseling as it relates to diversity and multiculturalism. Look to the literature to support the need for advocacy for your identified ‘critical issue.’ The purpose of this assignment is to synthesize knowledge about oppression, advocacy and the relationship to the counseling profession. Identify a specific issue of a multicultural population/group that reflects a dynamic oppression such as lack of/limited access to mental health counseling, education, other services and/or opportunities.

Some examples of a “critical issue” could be:

- Investigation of, and advocacy for, access for differently-abled clients, students or citizens to mental health or educational services
- Investigation of, and advocacy for, underrepresented students in gifted and talented programs
- Investigation of, and advocacy for, access to mental health services for people who have committed felonies and served prison time.
- Investigation of, and advocacy for, indigenous people’s access to mental health and social services.
- Investigation of, and advocacy for, access to outpatient/residential addiction treatment programs for low income and/or uninsured individuals

B. Construct an Advocacy Plan:

- Select and describe a school, institution, agency or community facility as a target site for your project.
- Collect information from the target site that you will use to identify a systemic problem/oppression that prevents student, client, and/or family success.
- Develop a realistic advocacy plan based on your assessment of the systemic problem/oppression. Remember, the plan must be appropriate to the multicultural population that it serves. Your advocacy plan should include:
 - A clear statement of the problem/issue (supported by evidence, literature, interviews from your target site, etc.).
 - A discussion of systematic and cultural attitudes towards the problem/issue.
 - Identification of target for advocacy. Where will you be advocating and to whom?
 - Specific plan, timeline, tactics, strategies, resources needed/available, etc.
 - A discussion of possible solutions to the problem/issue.
 - Identify potential obstacles to your advocacy plan. What might be some barriers to change and how do you plan to address these?

As a group, you will turn in one written paper of your advocacy plan (10 pages, maximum). All of the above bullet pointed questions/statements must be addressed in this paper. However, feel free to provide additional information as desired or needed to support and clarify your plan. This paper should adhere to APA style format.

Additionally, provide a concise, bulleted handout representing your advocacy plan to your classmates and present your proposal for change/advocacy in class. Each group will be given approximately 30 minutes to present their advocacy plan to the class. Groups will present over the course of two class sessions.

All group papers are due on April 7th. Groups will sign up for class presentations on either March 31st or April 7th.

5. Attending a community event (8 points)

I have compiled a list of community workshops and events that look at issues of diversity. You are required to attend one of these events this term (of course you could attend all of them) and write a 2–page summary of what you learned and what impact you think the workshop will have on the Portland community.

Grading Summary:

Attendance & Participation N/A

Weekly Journal 12

Cultural Self-Portrait 30

SNAP Food Challenge 10

Social Advocacy Group 40

Attending a community event 8

Total Possible Points 100

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook (http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system) and is the point equivalent of that grading scale (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0).

Thus, grades for the course are determined by the following percentages:

A = 94-100, A- = 90-93

B+ = 87-89, B = 84-86, B- = 80-83

C+ = 77-79, C = 74-76, C- = 70-73

F = Below 73

Below 80%: As graduate students, you are expected to do the work as assigned and described. If you are unable to complete the work at an acceptable level of performance you will be asked to complete the work again or to complete alternative tasks. A grade of B or above is considered acceptable performance for the class.

Students with Disabilities:

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving

appropriate accommodations and support services. Please inform me if you need accommodations in class.

Whoever believes in the good in people, draws forth the good in people.

Jean Paul