

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/remediate 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/CPSY 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	Multicultural Competence (2 of 4)

Submission Method: Instructor completes PQE in Taskstream				needed when problems emerge in other courses	
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Multicultural Competence	Benchmark (B)	Emerging (C)	Inadequate/ Fail	As evidenced by:	Program Objective Met
Goal 4 of 4					
Learns strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups. Submission Method: Instructor submits overall course grade to registrar AND Taskstream	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)

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology

Cultural Foundations and Social Justice
MHC 511-02
Cort Dorn-Medeiros, PhD, LPC, CADC III
971-222-9777 (personal cell)
dorn-medeiros@lclark.edu

Office Hours: Available upon request. Please call or e-mail to arrange a time.

Course Information:

Time: Wednesday, 1:00 – 4:15pm
Location: York Graduate Center, Room 107
Class Dates: 1/13/2015 – 4/20/2015 (no class the week of Spring Break)
Credits: 3 credit hours
Pre-requisites: MHCA 502 or MHC 503

Required Text:

Sue, D.W. & Sue, D., (2012). *Counseling the Culturally Diverse: Theory and Practice*.
6th Edition, Wiley & Sons, New York, New York.

Required Articles/Outside Chapters:

Comas-Diaz, L. (2012). "Cultural Self-Assessment." In *Multicultural Care: A Clinician's Guide to Cultural Competence*. American Psychological Association, Washington, DC.

Harris, C. (1995). "Whiteness as Property." In *Critical Race Theory: The Key Writings that Formed the Movement*, edited by Crenshaw, K., Gotanda, N., Peller, G., and Thomas, K. New York: The New Press.

Kadi, J. (1999). "Moving from Cultural Appropriation to toward Ethical Cultural Connections." In *Cultural Activism: Poetic Voices, Political Voices*, edited by Gertrude M. James Gonzalez and Anne J.M. Mamary, Albany, NY.

Mantsios, G. (2007). "Class in America – 2006." In *Race, Class, and Gender in the United States*, edited by Paula S. Rothenberg, Worth Publishers, New York, NY.

Pompeo, A.M. and Levitt, D.H. (2014). A path of counselor self-awareness. *Counseling & Values*, 59(1), 80-94.

Ratts, M., Singh, A.A., Nassar-McMillan, S., Butler, K. and McCullough, J. (2015). Multicultural and Social Justice Competencies. American Counseling Association. Retrieved from: <http://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

Yamato, G. (1988). "Something about the Subject Makes It Hard to Name." In *Changing Our Power: An Instruction to Women's Studies*, edited by Jo Whitehorse Cochran, Donna Langston and Carolyn Woodward. Dubuque, IA: Kendall-Hunt.

Recommended and Additional Required Readings:

To be announced during the semester. Additional readings and/or journal articles assigned will be placed on reserve at Watzek Library and/or posted to Moodle.

Moodle:

Other readings are available on Moodle, the Lewis & Clark online course program. 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:

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 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 Principles (Adapted from those by Margaret Anderson, University of Delaware):

Given the nature of this course, the following principles 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 help 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.
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 share information and ideas with members of the class and we will never demean, devalue, or "put down" people for their experience.
6. 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.
7. 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.
8. We will create an atmosphere that facilitates and supports 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. We will respect all members' request for confidentiality.
9. 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.

Class Assignments/Grading:

1. Attendance.

You **must attend and participate in all classes**. If an emergency requires that you miss a class or any portion of a class, you must contact the instructor as soon as possible and a make up assignment will be required. The instructor will determine the exact content of this makeup assignment. **More than one absence may lead to a failure to complete requirements for credit.**

2. Participation.

Each week there will be an assignment related to the readings. You may be given questions to consider and be prepared to discuss, you may develop questions, there may be an activity to complete and share with classmates, or you may need to be prepared to discuss your 12-step meeting attendance and diversity experiences on assigned dates. Well-prepared students make for the best class discussions!

3. Weekly Journal. (15 points)

You will be required to keep a weekly journal. 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. 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; 1-2 pages in length per entry, and are due twice in the semester. The first compilation of journals is due **February 24th** (6 entries) the final compilation of journals is due **April 13th** (7 entries). There will be a total of 13 entries in the entire journal. These do not need to be APA formatted. 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.

Journals are submitted to the instructor only and not via Taskstream. They can be submitted either in hard copy form, electronically via e-mail to the instructor or online journaling through a format such as Tumblr or WordPress. If you choose an online format, be sure to e-mail the instructor a link to your journal via e-mail on the assigned due dates. **Please note that if you do choose an online format, and your journal is not password protected, be extremely mindful to classroom confidentiality.**

3. Cultural Self-Portrait, Family Tree Exploration. (30 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 **APA style** will be due on **March 9th**. 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; please see the APA Style guide for assistance in proper use of an Appendix). **This assignment must be submitted via Taskstream.**

4. 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 a minimum of one week during the semester, 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. Pick a week that would work best for you but note that it must be completed no later than **March 16th**.

Submit a 500-word reflection on your experience. **Written reflection does not need to be APA style.** Written reflection is due **March 16th**.

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

5. Social Advocacy Group Project (35 points)

A. In groups of 3-4, work to identify a critical issue/need in the field of either mental health and/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, 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 cultural 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 45 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 6th**. Groups class presentations will be on **April 13th**.

Grading Summary:

Attendance & Participation	N/A
Weekly Journal	15
Cultural Self-Portrait	40
SNAP Food Challenge	10
Social Advocacy Group	35
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

ASSIGNMENTS TURNED IN LATE WILL HAVE 5 POINTS A DAY SUBTRACTED FROM THE TOTAL SCORE

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.

Weekly Course Schedule

Week	Class Discussion Topic	Date	Readings	Assignments Due
1	-Introductions	1/13/15		

	<ul style="list-style-type: none"> -Syllabus review -Class mission statement -Advocacy project group/topic selection 			
2	<ul style="list-style-type: none"> -Constructing a cultural narrative -Implications for clinical practice 	1/20/15	<i>S & S: Ch. 1 Comas-Diaz (2012)</i> <i>Pompeo & Levitt (2014)</i>	
3	<ul style="list-style-type: none"> -What is cultural competence? -ACA Multicultural and Social Justice Competencies 	1/27/15	<i>S & S: Ch. 2 & 3 Ratts, Singh, et al. (2015)</i>	
4	<ul style="list-style-type: none"> -Naming racism -Systematic oppression; Building trust and credibility 	2/3/15	<i>S & S: Ch. 5 Yamato (1988)</i>	
5	-Talking about racism: Film discussion, Part I	2/10/15	<i>Reading: TBA</i>	In class: The Color of Fear (Part I)
6	<ul style="list-style-type: none"> -Talking about racism: Film discussion, Part II -Culturally appropriate intervention strategies -Multicultural evidence-based practice 	2/17/15	<i>S & S: Ch. 8 & 9</i> <i>Additional reading: TBA</i>	In class: The Color of Fear (Part II)
7	<ul style="list-style-type: none"> -Microaggressions in counseling -Barriers to multicultural counseling 	2/24/15	<i>S & S: Ch. 6 & 7</i> <i>Additional reading: TBA</i>	DUE: Journal compilation #1
8	<ul style="list-style-type: none"> -Social justice in counseling -The politics of counseling and therapy 	3/2/15	<i>S & S: Ch. 4 & 10</i> <i>Additional reading: TBA</i>	

	-Non-western methods of healing			
9	-Gender and sexual identity models -Sexism, heterosexism and patriarchal culture	3/9/15	<i>Reading: TBA</i>	DUE: Cultural self-portrait: Upload to Taskstream
10	-Culturally competent assessment -Introduction to class and classism -SNAP debriefing and discussion	3/16/15	<i>S & S: Ch. 13 Mantsios (2007) Additional reading: TBA</i>	DUE: SNAP written reflection
11	NO CLASS – SPRING BREAK	3/23/15	<i>No readings due this week!</i>	
12	-Models of cultural identity development	*3/30/15	<i>S & S: Ch. 11 & 12 Additional reading: TBA</i>	*Class will have substitute instructor OR alternative assignment
13	-Cultural appropriation -Patriarchal violence, rape culture and the impact on women of color	4/6/15	<i>Harris (1995) Kadi (1999)</i>	DUE: Social advocacy group paper <i>Guest Speaker: Stephanie Lumsden, Senior Instructor, Portland State University, Women's Studies</i>
14	-Social Advocacy Project Presentations	4/13/15	<i>No readings due!</i>	DUE: Journal compilation #2
15	-Class wrap-up, review, Q & A	4/20/15	<i>No readings due!</i>	Potluck! Please bring a dish to share ☺