

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
CPSY 550
Diversity & Social Justice
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 2a multicultural and pluralistic characteristics within and among diverse groups nationally and internationally ([link-schedule](#))
- 2b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy ([link-schedule](#))
- 2c. multicultural counseling competencies ([link-schedule](#))
- 2d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others ([link-schedule](#))
- 2e. the effects of power and privilege for counselors and clients ([link-schedule](#))
- 2f. help-seeking behaviors of diverse clients ([link-schedule](#))
- 2g. the impact of spiritual beliefs on clients' and counselors' worldviews ([link-schedule](#))
- 2h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination ([link-schedule](#))

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C2j. cultural factors relevant to clinical mental health counseling ([link-schedule](#))
- C2l. legal and ethical considerations specific to clinical mental health counseling ([link-schedule](#))
- C3e. strategies to advocate for persons with mental health issues ([link-schedule](#))

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	
DVD/Video Presentation	X
Supervised Small Group Work	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	X
Off-Campus / Field Visit	
Other:	

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
CACREP 2.F.5 Counseling & Helping Relationships 2.F.2 Social & Cultural Diversity						
PO 4.2 Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.	Demonstrates self-awareness and emotional stability. Emerging use of self in therapeutic	Demonstrates self awareness, emotional stability and a beginning understanding of impact of self in relationships	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	Self as Counselor (2 of 5)

Submission Method: Instructor Complete PQE in Taskstream Link back to self study : section 4F	process, uses supervision to continue growth.	with clients, seeks assistance for continued learning			509/MHCA 511: Professional Qualities/Dispositions Evaluation	
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CACREP 2.F.1: Professional/Ethical Dispositions	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
PO 4.5 PQE Critical Items: Openness to supervision Submission Method: Instructor Complete PQE in Taskstream Link back to self study : section 4F	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)

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
CACREP 2.F.2 Social & Cultural Diversity						
Students develop awareness of the effect of power, privilege, and difference and their own cultural attitudes,	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)

beliefs,						
Submission Method: Student submission to Taskstream Link back to self study : section 4F						

CACREP 2.F.2 Social & Cultural Diversity 2.F.1: Professional/Ethical Dispositions	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
PO 5.2 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 Link back to self study : section 4F					

Multicultural Competence	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
CACREP 2.F.2 Social & Cultural Diversity					

<p>PO 5.4 Learns strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.</p>	<p>CPCE Score Average or Above or Score below average and Course grade 90-100%</p>	<p>CPCE score below average and course grade 0-90%</p>	<p>CPCE score below average and course grade below 80%</p>	<p>CPCE Score Average or Above OR MHC511/CPSY 550 CPCE score below average and Course grade of A</p>	<p>Multicultural Competence (4 of 4)</p>
<p>Submission Method: Instructor submits overall course grade to registrar AND Taskstream Link back to self study : section 4F</p>					

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology
CPSY 550-04
Diversity & Social Justice

COURSE SYLLABUS
CPSY 550-Diversity and Social Justice (3 credits)
Spring Semester 2020
Wednesday-1:00-4:15 p.m.
***Online** unless otherwise instructed

Instructor: Alexia DeLeon, Ph.D.
Phone: 503.768.6066 (Office) 325.277.4813 (Cell)
Email: alexiadeleon@lclark.edu
Office: Rogers Hall, Office 328
Office Hours: Wednesday afternoons & Thursdays all day

Required Texts:

Sue, D.W. & Sue, D., (2019). *Counseling the Culturally Diverse: Theory and Practice*.
8th Edition, Wiley & Sons.

Acho, Emmanuel, (2020). *Uncomfortable Conversations with a Black Man*. Flatiron Books.

OR

DiAngelo, R. (2018). *White Fragility*. Beacon Press.

Taylor, S.R. (2018). *The Body is Not an Apology*. Berrett-Koehler Publishers, Inc.

Other Required and Recommended Readings:

Other readings will be announced throughout the semester and posted to Moodle.

Teaching Statement:

My teaching style is rooted in the concept of emergent curriculum meaning there may be other readings (articles, blogs, news columns, etc.) or other material assigned throughout the semester as the in-class process develops, as well as online discussion forums through Moodle. This may include additional articles, book chapters, podcasts, videos, other forms of media, etc. Additional readings and/or other assigned or recommended material will be posted to Moodle and/or discussed prior to the following week when they will be discussed in class. I also utilize an anti-oppressive pedagogy named *Sentipensante* in all of my classes. This pedagogy

incorporates contemplative practices, such as mindfulness meditation, and other practices, as a way to help ground students and liberate them from past experiences of oppression. Mindfulness allows us to be fully present and less guarded, which helps to create connection and work against oppression of all forms within the group setting (Berila, 2016). This pedagogy highlights the mind/body/spirit connection and allows for students to integrate their inner (sensing) and outer (thinking) learning experiences (Rendón, 2009). You can expect to begin every class with mindfulness meditation and to be challenged to think critically about the material we are discussing amongst your peers and myself as the course instructor. If you have further questions about my style of pedagogy please reach out via email to schedule a meeting with me. I look forward to this learning journey with you!

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.

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.

Class Assignments/Grading:

1. *Attendance & Participation (20 points)*

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**. 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, or there may be an activity to complete and share with classmates. Well-prepared students make for the best class discussions! You will have a participation rubric that you will be graded on throughout the

semester. It is important that you engage with the course material via Zoom, Moodle and other learning platforms. For **Zoom** classes your camera needs to be on during classes unless otherwise permitted by the instructor.

3. Weekly Journal (20 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 21st** (7 entries). There will be a total of 13 entries in the entire journal. These do not need to be APA formatted. Journal entries do not receive credit for specific content but rather for depth of reflection and thoughtfulness. 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. **These journals must be uploaded to Moodle on the due date in a Word doc.**

3. Quién Soy Yo (Who Am I) Testimonio Presentation (40 points)

For this assignment, students will use everyday objects (e.g., magazine cut-outs, photos, family artifacts, poems, written documentation, songs or music, dance, etc.) to create a ***digital*** presentation that represents the most salient aspects of their identity, which may include: Race, Ethnicity, Gender Identity, Sexual or Affectional Orientation, Ability, Different Ability, or Disability, Gender Expression, Religion or Spirituality, Class, Biological Sex, Age, Adulthood, etc. *You need to include a minimum of 4 items to share different identities for this presentation.* You will need to present for 20 minutes. You will need to include the following elements in your presentation:

- a. What items you choose to share with us and which identities they represent for you
- b. Why you chose these specific items to share in regards to the discussion surrounding your identities
- c. What you were sensing and thinking as you gathered each item for this assignment (I would suggest journaling throughout the process as you prepare for this presentation)
- d. Where you see yourself in terms of the racial identity development process
- e. How history and context have played a role in how you identify (think about identities of yours that have evolved/shifted/changed over time)
- f. How you see this assignment being helpful as you think about what it will be like to work with different clients within the counseling profession

****This presentation (digital version) needs to be uploaded to Moodle on March 31st!!***

4. Facilitation of Class Discussion (20 points)

In small groups (5 groups of 3), you will facilitate one hour of class discussion based on the readings due for your respective week. This is not meant to be a group presentation. Rather, it is an opportunity for you to guide your peers through a series of readings, engage them in dialogue, and help one another make clinical application of the material. If visuals are provided they should be supplemental. You should be prepared to have questions that generate discussion where necessary, but the idea is that you help facilitate the flow of the class dialogue. Thus, this will require that you have a thorough understanding of the readings.

While you are not required to follow a specific template for your discussion, you may find the following time management recommendation helpful:

Brief overview of reading(s): 10 minutes

- What were the main important point(s) of each chapter or article?
- What were the intended take-aways from each reading (i.e. what was the purpose of the reading)?

Group members reflect on their own experience of the reading(s): 10 minutes

- What questions came up for you?
- Was there anything surprising or new for you?

Present class with questions and/or topic for discussion related to readings: 30 minutes

- What came up for your classmates?
- Did the information contained in the readings challenge any of their current understandings of the topic(s)?
- Did the readings provide information that seems contrary to current understandings of the topic(s)?

Summarize and close: 10 minutes

- Provide a summary of the discussion.
- Make notes of any unanswered questions that came up during the discussion.

Groups will sign up for class presentations on **1/13/2021**.

Grading Summary:

Attendance & Participation	20
Weekly Journal	20
<i>Quién Soy Yo Testimonio</i>	40
Class Discussion Facilitation	20
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.

TENTATIVE Weekly Course Schedule

Week	Class Discussion Topic	Date	Readings Due	Assignments Due
1	-Introductions -Syllabus review -Choose small groups & week for discussions	1/13/21		
2	-Class Norms/Expectations PowerPoint -Meet Your Professor, Pedagogical Influences & More -Cultural Humility	1/20/21	<i>Cultural Humility articles on Moodle</i>	
3	-Obstacles to cultural competence	1/27/21	<i>S & S: Ch. 1-3</i>	In class: Student discussion facilitation #1

	<p>-Multicultural Counseling & Therapy</p> <p>-Multicultural Counseling Competence for Counselors of Marginalized Groups (CACREP 2h.)</p> <p>Building counselor self-awareness and cultural self-assessment (CACREP 2a. 2e.)</p>		<p><i>DiAngelo- Chapters 1 & 2</i> OR <i>Acho Ch. 1 & 2</i></p>	
4	<p>-Racism</p> <p>-Multicultural assessment (CACREP C2j.)</p>	2/3/21	<p><i>S & S: Ch. 13 & Ch. 26</i> <i>DiAngelo- Chapters 3 & 4</i> OR <i>Acho Ch. 3 & 4</i></p>	In class: Student discussion facilitation #2
5	<p>-Counseling African Americans</p> <p>-Counseling American Indians/Native Americans and Alaska Natives</p>	2/10/21	<p><i>S & S: Ch. 14 & 15</i> <i>DiAngelo- Chapter 5</i> OR <i>Acho Ch. 5 & 6</i></p>	In class: Student discussion facilitation #3
6	<p>-Communication Style & Its Impact on Counseling</p> <p>-Multicultural evidence-based practice (CACREP 2f. 2d.)</p>	2/17/21	<p><i>S & S: Ch. 8 & 9</i> <i>DiAngelo- Chapter 6</i> OR <i>Acho Ch. 7 & 8</i></p>	<p>In class film: TBA</p> <p>In class: Student discussion facilitation #4</p>
7	<p>-Microaggressions in counseling</p> <p>-Counseling Individuals Living in Poverty (CACREP 2h.)</p>	2/24/21	<p><i>S & S: Ch. 6 & 25</i> <i>DiAngelo- Chapters 7 & 8</i> OR <i>Acho Ch. 9 & 10</i></p>	<p>DUE: Journal compilation #1</p> <p>In class: Student discussion facilitation #5</p>
8	<p>-Impact of systemic oppression</p> <p>-Racial/cultural identity development (CACREP 2e.)</p>	3/3/21	<p><i>S & S: Ch. 11 & 12</i> <i>DiAngelo- Chapter 9</i> OR <i>Acho Ch. 11 & 12</i></p>	

9	-Impact of systemic oppression -Multicultural Barriers and the Helping Professions (CACREP 2g. 2h.)	3/10/21	<i>S & S: Ch. 5 & 7 Cashwell & Watts (2010)</i> <i>DiAngelo- Chapter 10 OR Acho Ch. 13 & 14</i> Taylor-Chapter 1	
10	-Counseling Individuals with Disabilities -Counseling Asian Americans & Pacific Islanders (CACREP 2c. C21.)	3/17/21	<i>S & S: Ch. 16 & 22</i> <i>DiAngelo- Chapter 11 OR Acho Ch. 15</i> Taylor-Chapter 2	
11	-Counseling Latinx Populations -Counseling Multiracial Populations	3/31/21	<i>S & S: Ch. 17 & 18</i> Taylor-Chapter 3	DUE: <i>Quién Soy Yo Testimonio</i>-Upload to Moodle & 5 students presenting today in class!
12	-Counseling Arab Americans & Muslim Americans -Counseling Immigrants & Refugees -Counseling Jewish Americans	4/7/21	<i>S & S: Ch. 19, 20 & 21</i> <i>DiAngelo- Chapter 12</i>	<i>Quién Soy Yo Testimonio</i>- 3 students presenting today in class!
13	-Counseling LGBTQ Populations -Counselor advocacy and social justice -The Political & Social Justice Implications of Counseling (CACREP 2b. C3e.)	4/14/21	<i>S & S: Ch. 4 & 23</i> Taylor-Chapter 4	<i>Quién Soy Yo Testimonio</i> - 4 students presenting in class today!
14	-Counseling Older Adults -Multicultural & Social Justice Counseling	4/21/21	<i>S & S: Ch. 24</i> Taylor-Chapter 5	<i>Quién Soy Yo Testimonio</i> - 3 students presenting in class today!

	Competencies			DUE: Journal compilation #2
15	-Class wrap-up and review	4/28/21		