

**Lewis & Clark College**  
**Professional Mental Health Counseling & Professional Mental Health Counseling –**  
**Specialization in Addictions**  
**MHC 550**  
**Social Justice & Diversity**  
**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 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  Link back to self study : section 4F						

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	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 Link back to self study : section 4F						

	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, 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 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>Submission Method: Instructor submits overall course grade to registrar AND Taskstream Link back to self study : section 4F</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)

**Lewis and Clark College**  
**Graduate School of Education and Counseling**  
**Department of Counseling, Therapy & School Psychology**  
**MHC 550-04**  
**Social Justice & Diversity**

COURSE SYLLABUS  
MHC 550-Diversity and Social Justice (3 credits)  
Spring Semester 2021  
Wednesdays-1:00-4:00 p.m.  
**\*Hybrid unless otherwise instructed**

Instructor: Dalia Baadarani, Ph.D.  
Phone: 661-496-4343 (Cell)  
Email: dbaadarani@lclark.edu  
Office: Remote  
Office Hours: 3:00 -3:30 on Wednesdays

**Required Texts:**

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

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

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

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

*Other readings will be announced throughout the semester and 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.

**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.

### 2. Weekly Reflections (20 points)

You will be required to reflect on weekly discussion questions. In your weekly discussions, you will reflect on questions(s) posted by the instructor on the discussion forum. Your response 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 address the question(s), and 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.

Your reflections should be between **400-600 words** in length per entry, and are due every Wednesday at 4:30 pm on Moodle Forum. You are required to respond to two entries completed by your peers. Your responses should be no less than **100-150 words** per entry.

### 3. Social Justice Essay (50 points)

This essay invites you to discuss your relationship to social justice. This should be a minimum of 4 pages, double-spaced, APA formatted.

Briefly summarize how your social locations/positionality (without using these words) may influence your view of social justice (address this in the introduction paragraph of your paper).

Here are some guiding questions for the body of the paper where you will describe and examine your own background related to social justice, as well as your current and future relationship to social justice by using some of the guiding questions below.

What does social justice mean to you personally?

Why is it important to you?

How did it become important to you?

How do you connect with this topic?

What SJ areas of growth do feel you need to work on in the immediate term? Be very specific...

What scares or worries you? What keeps you going or nourishes you?

Please write this essay without using the following words (or any similar words) to express yourself:

Activist/activism	Ethnocentrism	Oppression	Tolerance
Ally	Equity	Patriarchy	Woke
Appropriation	Gentrification	Prejudice	Xenophobia
Assumptions	Globalization	Phobic/phobias-all	
Bias	Guilt	Positionality	
Bigotry	Hegemony	Power	
Change agent	Institutional	Privilege	
Collusion	Intersectionality	Safe Space	
Colonialism	ISMs-all banned	Silence/silencing	
Critical	Justice/Injustice	Social location	
Culture	Marginalized	Social justice	
Discrimination	Microaggression	Society/Social	
Disenfranchised	Minoritized	“Splaining”	
Diversity	Misogyny	Supremacy	



Dominance

Other/Othering

System/Systemic

Then, write a brief reflection of your experience doing this activity. This reflection should be no more than 3 pages, double spaced, APA formatting. Submit both the essay and your reflection to Moodle on the due date.

Your final paper should be a minimum of **7 pages** total to cover both parts of the assignment (outlined above). A grading rubric for this assignment will be available on Moodle as well.

#### 4. Facilitation of Class Discussion (10 points)

In small groups (6 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 **1/19/2022**.

**Grading Summary:**

Attendance & Participation	20
Weekly Journal	20
Social Justice Essay	50
Class Discussion Facilitation	10
<b>Total Possible Points</b>	<b>100</b>

**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](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	1/12/22		
2	-Obstacles to cultural competence -Multicultural Counseling & Therapy -Multicultural Counseling Competence for Counselors of Marginalized Groups (CACREP 2h.) Building counselor self-awareness and cultural self-assessment (CACREP 2a. 2e.)	1/19/22	<i>S &amp; S: Ch. 1,2,3</i>  <i>DiAngelo-Chapters 1 &amp; 2</i> <b>OR</b>  <i>Acho Ch. 1 &amp; 2</i>	
3	-Racism -Multicultural assessment (CACREP C2j.)	1/26/22	<i>S &amp; S: Ch. 13 &amp; Ch. 26</i>  <i>DiAngelo-Chapters 3 &amp; 4</i> <b>OR</b>  <i>Acho Ch. 3 &amp; 4</i>	<b>In class: Student discussion facilitation #1</b>
4	-Counseling African Americans -Counseling American Indians/Native Americans and Alaska Natives	2/02/22	<i>S &amp; S: Ch. 14 &amp; 15</i>  <i>DiAngelo-Chapter 5</i> <b>OR</b>  <i>Acho Ch. 5 &amp; 6</i>	<b>In class: Student discussion facilitation #2</b>
5	-Communication Style & Its Impact on Counseling -Multicultural evidence-based practice (CACREP 2f. 2d.)	2/09/22	<i>S &amp; S: Ch. 8 &amp; 9</i>  <i>DiAngelo-Chapter 6</i> <b>OR</b>  <i>Acho Ch. 7 &amp; 8</i>	In class film: TBA  <b>In class: Student discussion facilitation #3</b>
6	-Microaggressions in counseling	2/16/22	<i>S &amp; S: Ch. 6 &amp; 25</i>	<b>In class: Student discussion facilitation #4</b>

	-Counseling Individuals Living in Poverty (CACREP 2h.)		<i>DiAngelo-Chapters 7 &amp; 8</i> <b>OR</b> <i>Acho Ch. 9 &amp; 10</i>	
7	-Impact of systemic oppression -Racial/cultural identity development (CACREP 2e.)	2/23/22	<i>S &amp; S: Ch. 11 &amp; 12</i>  <i>DiAngelo-Chapter 9</i> <b>OR</b> <i>Acho Ch. 11 &amp; 12</i>	
8	-Impact of systemic oppression -Multicultural Barriers and the Helping Professions (CACREP 2g. 2h.)	3/02/22	<i>S &amp; S: Ch. 5 &amp; 7</i> <i>Cashwell &amp; Watts (2010)</i>  <i>DiAngelo-Chapter 10</i> <b>OR</b> <i>Acho Ch. 13 &amp; 14</i>  <i>Taylor-Chapter 1</i>	<b>In class: Student discussion facilitation #5</b>
9	-Counseling Individuals with Disabilities -Counseling Asian Americans & Pacific Islanders (CACREP 2c. C2I.)	3/09/22	<i>S &amp; S: Ch. 16 &amp; 22</i>  <i>DiAngelo-Chapter 11</i> <b>OR</b> <i>Acho Ch. 15</i>  <i>Taylor-Chapter 2</i>	<b>In class: Student discussion facilitation #6</b>
10	-Counseling Latinx Populations -Counseling Multiracial Populations	3/16/22	<i>S &amp; S: Ch., 17 &amp; 18</i>  <i>Taylor-Chapter 3</i>	<b>DUE: Social Justice Essay-Upload to Moodle</b>
11	<b>Spring Break</b>	<b>3/19-3/27</b>	<b>N/A</b>	<b>Enjoy the Break!</b>
12	-Counseling Arab Americans & Muslim Americans -Counseling Immigrants & Refugees -Counseling Jewish Americans	3/30/22	<i>S &amp; S: Ch. 19, 20 &amp; 21</i>  <i>DiAngelo-Chapter 12</i>	

13	--Counseling LGBTQ Populations -Counselor advocacy and social justice -The Political & Social Justice Implications of Counseling (CACREP 2b. C3e.)	4/06/22	<i>S &amp; S: Ch. 4 &amp; 23</i>  <i>Taylor-Chapter 4</i>	
14	-Counseling Older Adults -Multicultural & Social Justice Counseling Competencies	4/13/22	<i>S &amp; S: Ch. 24</i>  <i>Taylor-Chapter 5</i>	
15	<b>Lecture/Discussion:</b> Counselor advocacy & social justice; Political & social implications of counseling  Class wrap-up and review	4/20/22		