

Lewis & Clark College
Graduate School of Education & Counseling
Professional Mental Health Counseling &
Professional Mental Health Counseling – Specialization in Addictions

MHC550 Diversity & Social Justice | Syllabus Cover Sheet

Required Course Objectives

Professional Identity Standards (CACREP 2016 Standards)

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

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

- C2j. cultural factors relevant to clinical mental health counseling
- C2l. legal and ethical considerations specific to clinical mental health counseling
- C3e. strategies to advocate for persons with mental health issues

Instruction Methods	
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	X
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 requirement/expectation**. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up in Taskstream and the instructor provides rating for assignment. See syllabus for details.

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate (F)	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.	Demonstrates lack of self-awareness or emotional instability that impedes learning or client care.	Professional Qualities/ Dispositions Evaluation completed by instructor on Taskstream	Self as Counselor (2 of 5)
CACREP 2.F.2 Social & Cultural Diversity						
Students develop awareness of the effect of power, privilege, and difference and their own cultural attitudes, beliefs, and values	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	Cultural self-portrait or culminating activity submitted to Taskstream	Multicultural Competence (1 of 4)
PO 5.4 Learns strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.	Course grade A (90-100%)	Course grade B (80-90%)		Course grade C or below (0-80%)	Instructor submission of course grade to Taskstream	
CACREP 2.F.1 Professional/Ethical Dispositions						
PO 4.5 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	Professional Qualities/ Dispositions Evaluation completed by instructor	Self as Counselor (5 of 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. PO 5.2 PQE Critical items: Responsibility Item 5 Integrity Items 3,4,5 Respect for others	Score of 2: Meets consistently for program level	Score of 1: Meets minimally or inconsistently for program level		Score of 0: Does not meet for program level	Professional Qualities/ Dispositions Evaluation completed by instructor	Multicultural Competence (2 of 4)

Lewis & Clark College
Graduate School of Education & Counseling

MHC 550-03 Diversity & Social Justice Spring 2022

Tuesdays, 1.11-4.18 | 9am-12:15pm | York 115

Credit: 3 semester hours

Kate Madden, MA, LPC, NCC

katemadden@lclark.edu | 503.389.5646

(Business cell number, email is preferred to schedule meetings)

Course 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.

Required Texts

Sue, D.W., Sue, D., Neville, S., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice*. (8th ed.). John Wiley & Sons.

Daniels, J., (2020). *Nice white ladies: The truth about white supremacy, our role in it, and how we can help dismantle it*. Seal Press.

Taylor, S.R. (2018). *The body is not an apology*. (2nd ed.). Berrett-Koehler Publishers, Inc.

Other Readings

My teaching style is rooted in responding to the moment-to-moment needs of the class. This means adapting to the questions, conversations, and processes that develop in real-time during class. There may be other readings or learning materials assigned as themes emerge or events unfold. Additional readings will be posted to Moodle.

Class Objectives

Create a collaborative, inquiry-based community of engaged, reflective, and self-directed scholars and future counselors involved in learning, discussing, understanding, and presenting on the dynamics of social and cultural forces.

Course Evaluations

Instructors must require students to complete course evaluations during class time following established guidelines of the Graduate School of Education and Counseling.

Course Expectations

Departmental Attendance Policy:

Class attendance is expected and required. **Missing more than ten percent of class time may result in failure to complete the class.** This would be 4.5 hours of a 45-hour class (3 credits), or 3.0 hours for a 30-hour class (2 credits). In cases of extreme hardship, a grade of incomplete may be given for an assignment or the entire course, at the discretion of the instructor. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met.

General Policies:

This course adheres to the general policies outlined in the catalog and [Student Handbook](#) of the Lewis & Clark Graduate School of Education and Counseling. In addition, this course will follow the [COVID-19 safety protocols](#) as established by the college.

Disability Services Statement:

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). This contact is the necessary first step for receiving appropriate accommodations and support services. After you have submitted documentation and filled out paperwork for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible. Please discuss with me which accommodations will best support your learning in this class.

Attendance:

If you need to miss a class, **email me prior to the class.** You may be assigned additional work for an excused absence. **Class starts at 9am; please be on time and ready to participate.** Lateness or missed class time may have an impact on your participation grade.

Devices:

All electronic devices are to be turned off, silenced, and out of sight during class unless explicitly needed for a class activity. You will have an opportunity to check your devices during breaks.

Inclement Weather:

If the college is officially closed, class will not convene. For our individual class, the instructor reserves the right to cancel or reschedule the class out of concern for the safety of the students and travel conditions. Please watch your email for messages about our individual class. If you are unable to travel to campus and class is not cancelled, please email the instructor as soon as possible; you are responsible for obtaining class notes and materials from a colleague in the class.

Professionalism:

As a future professional counselor, you are expected to maintain a capacity for openness to points of view, theories, experiences, and perspectives that are different from your own and to demonstrate the ability to engage in thoughtful, open dialogue with people who carry or hold other perspectives. You are expected to behave in ways that show respect for the other person and their point of view. You will work to understand other perspectives and demonstrate the ability to balance your own worldviews and judgements with accountability to professional knowledge and behavior.

Participation:

Because this class will operate in a seminar format, your active participation is required. Participation will be evaluated on your active engagement and the quality of your contributions to class and small group discussions. The point of our discussions each week is to allow a place and time to process what you are learning in a supported, respectful context. It will be more challenging for some than for others. The goal is not to reach some pre-conceived level of insight, but rather to explore your own understanding as you challenge yourself and each other to expand that insight together. You are expected to adhere to the ground rules established by the class during the first class session and to demonstrate growth in exploring topics of social justice & diversity

Please keep eating and/or drinking during lecture, discussions, and other class activities to a minimum to reduce unnecessary distractions.

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the [Student Handbook](#) 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).

Grading Criteria		Points Breakdown	
A	94%-100%	Social Justice Essay	100 points
A-	90-93%	Weekly Reflections	65 points
B+	87-89%	Discussion Facilitation	50 points
B	83-86%	Participation	30 points
B-	80-82%		
C+	77-79%		
C	74-76%	TOTAL	245 points
F	73% or below		

ASSIGNMENT 1

Social Justice Essay & Reflection

Due 2/28 (100 pts)

This essay invites you to discuss your relationship to social justice. The essay should be a minimum of **4 pages, double-spaced, 1" margins, APA format.**

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

In the body of the paper, you are asked to describe and examine your own background related to social justice, as well as your current and future relationship to social justice.

Here are some guiding questions:

What does social justice mean to you personally?

Why is it important to you and how do you connect with this topic?

How did it become important to you?

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	Diversity	Justice/injustice	Safe Space
Ally	Dominance/dominant	Minoritized	Silence/silencing
Appropriation	Ethnocentrism	Misogyny	Stereotype
Assumptions	Equity	Other/othering	Social justice
Bias	Gentrification	Oppression	Society/social
Bigotry	Globalization	Patriarchy	"Splaining"
Change agent	Guilt	Prejudice	Supremacy
Collusion	Hegemony	Phobic/phobias—all	System/systemic
Colonialism	Institutional	Positionality	Tolerance
Discrimination	Intersectionality	Power	Woke
Disenfranchised	Isms of any kind	Privilege	Xenophobia

Then, write a **brief reflection** of your experience doing this activity. This reflection should be **no more than 3 pages, single-spaced, 1" margins, APA format.** 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). Submit your final paper by **sharing a Google Doc file link with the instructor.**

ASSIGNMENT 2

Student-Led Seminars

(50 pts)

In small groups, you will facilitate one hour of class discussion based on **3 readings/podcasts/videos** your group selects to address your topic area. Topic areas, groups, and seminar days will be identified on the first day of class. Your group's readings are to be **submitted via Moodle on the discussion forum no later than 3/21** by one of your group members.

This is not meant to be a group presentation. Rather, it is an opportunity for you to guide your peers through exploring the 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 content and ways of supporting, naming, and challenging emerging group dynamics.

Each group member is also responsible for completing a [Group Project Evaluation form](#), which can be found on the course's Moodle page. Unless details are disclosed that are in violation of college policies, all evaluation information that you share on this form will be kept confidential. **Submit the form via the Moodle assignment submission at the top of the class Moodle page.**

ASSIGNMENT 3

Reflections

(65 pts)

A quote, brief video, or reflection question will be offered as a writing prompt at the beginning of class.

You are invited to reflect on the meaning and import it has for your personal journey and your future work as a clinician and on your professional identity. This is also an opportunity to reflect about your own cultural identity development and discoveries from the readings. Your reflections will be kept confidential between you and the instructor.

A second reflection will be completed at the end of class, allowing you to reflect on the content and experience of the class session.

Course Schedule

This is a preliminary schedule. Our schedule will remain flexible and this page will be updated on Moodle as needed.

Week	Date	In Class Topics & Activities	Prepare for next class	Due
1	1/10	Lecture/Discussion: Introductions, Syllabus & Textbook Review; Class Expectations	S&S Ch. 2 & 3 - Daniels Ch. 1 - <i>Ratts et al. Article</i>	
2	1/17	Lecture/Discussion: Obstacles to cultural competency; Multicultural counseling & therapy overview	S&S Ch. 4 & 5 - Daniels Ch. 2 - <i>Hidden Brain Episode;</i> <i>APA Chronology;</i> <i>Roberts & Risso Article</i>	
3	1/24	Lecture/Discussion: Racism; Impact of systemic oppression within counseling processes	S&S Ch. 11 & 12 - Daniels Ch. 3 - <i>Rowe, Bennett & Atkinson;</i> <i>Cross & Cross Articles</i>	
4	1/31	Lecture/Discussion: Racial identity development	TBD - Daniels Ch. 4	
5	2/7	Lecture/Discussion: TBD	TBD - Daniels Ch. 5	
6	2/14	Lecture/Discussion: TBD	TBD - Daniels Ch. 6	
7	2/21	Lecture/Discussion: TBD	TBD - Taylor Ch. 1 & 2	
8	2/28	Lecture/Discussion: TBD	TBD - Taylor Ch. 3	Assignment #1 Social Justice Essay

Week	Date	In Class Topics & Activities	Prepare for next class	Due
9	3/7	Lecture/Discussion: TBD	S&S Ch. 6 & 7 - Taylor Ch. 4 - <i>Day-Vines, et al.;</i> <i>Yeo & Torres-Harding Article</i>	
10	3/14	Lecture/Discussion: Microaggressions in counseling; Multicultural barriers; Broaching	S&S Ch. 9 & 13 - Taylor Ch. 5 - <i>Advocacy Interview Video;</i> <i>APA Chronology;</i> <i>Ladha & Suša Article</i>	
11	3/21	Lecture/Discussion: Culturally responsive practices in intervention and assessment; Non-Western Methods of Healing; Counselor advocacy & social justice	TBD	Assignment #2 Topic Area Materials Due
3/27 SPRING BREAK				
12	4/4	Student-Led Seminar 1	TBD	
13	4/11	Student-Led Seminar 2	TBD	
14	4/18	Student-Led Seminar 3 Class wrap-up & review	TBD	