



LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND COUNSELING

AT 550-: DIVERSITY AND SOCIAL EQUITY FALL 2023

Instructors: Portia Jones, MA, LMHC: Wednesday Section
Maria Leija Briones MA, NCC, LPCa: Friday Section

Office:

Availability: by appointment

E-Mail: portiajones@lclark.edu; mleijabriones@lclark.edu

Credit: 2 cr.

Course Meeting Times:

(Wednesday 1-4PM Section AT 550-2/York 121)

9/6,9/13,9/20,9/27,10/4,11/8,11/15, 11/29, 12/6, 12/13

(Friday 1-4 pm Section AT 550-1/York Room 107)

9/9,9/16,9/23,9/30,10/7,10/14,10/21,10/28,11/4,11/11

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.

COURSE OBJECTIVES

1. Addresses major societal concerns such as discrimination, and current approaches to alleviate these concerns
2. Apply cultural & social diversity theories and culturally responsive practices
3. Understand counselor's role in identity development, empowerment, collaboration, advocacy, and social justice when working with vulnerable and diverse communities
4. Support student's own cultural and social self-awareness to their view of others, including their cultural assumptions and biases.

This course is designed to prepare counselors in training to work in a diverse society.

You will have the opportunity to examine your own cultural identity development, your own relationship with power, privilege, and oppression and how those will influence your counseling practice. It is important to understand that this course is about you and your self-awareness. The course will examine the evolution of the multicultural and social justice movement in the counseling profession, along with major issues and concerns. You will learn about multicultural theory as it relates to counseling. This course will cover the issues and concerns of several specific populations, including diverse racial groups, diversity in gender, ability status, sexual identity, religion, age, and other non-dominant populations.

CAAHEP STUDENT LEARNING OUTCOMES

SLO-C	Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity, or disability, and historical or current experiences within the dominant culture.
SLO-E	Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
SLO-K	Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.
SLO-N	Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.

CAAHEP CONTENT AREAS

Content Area	Description	Introduce or Reinforce	Course Assessment
b.A.3	Value advocacy processes necessary to address barriers that block access and equity to mental health and related services for patients/clients	Introduce	Lectures; Class discussions; Reflections; Art Project or Reflective Essay
b.A.4	Recognize the need for collaboration and	Introduce	Lectures; Class discussions; Reflections; Art Project or

	consultation within and among organizations, including interagency and inter-organizational collaboration		Reflective Essay
b.A.5	Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapist professional role, and continuing education	Introduce	Lectures; Class discussions; Reflections; Art Project or Reflective Essay
e.S.4	Facilitate ethical and culturally responsive group practices, including informed approaches for designing and facilitating diverse groups	Introduce	Lectures; Class discussions; Reflections; Art Project or Reflective Essay
h.S.2	Integrate contextual/ ecological factors bearing on human development such as cultural identities, spiritual, systemic within and outside family nucleus,	Introduce	Lectures; Class discussions; Reflections; Art Project or Reflective Essay

	physical, neurological, biological, and physiological		
i.K.7	Understand a systems approach (family, community, political)	Introduce	Lectures; Class discussions; Reflections; Art Project or Reflective Essay
I.A.4	Acknowledge transference and countertransference	Introduce	Lectures; Class discussions; Reflections
i.A.5	Value consultation, collaboration, and interprofessional teamwork	Introduce	Lectures; Class discussions; Reflections; Art Project or Reflective Essay
j.K.2	Understand potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	Introduce	Lectures; Class discussions; Reflections
j.A.3	Display sensitivity to the prevalence of mental illness and impact on individuals and society	Introduce	Lectures; Class discussions; Reflections; Art Project or Reflective Essay

j.A.4	Display sensitivity when considering the impact of crisis on individuals with mental health diagnoses	Introduce	Lectures; Class discussions; Reflections
I.S.3	Recognize cultural, social, and co-occurring issues that affect assessment outcomes	Introduce	Lectures; Class discussions; Reflections; Art Project or Reflective Essay
m.A.2	Recognize cultural considerations used when conducting, interpreting, and reporting research	Introduce	Lectures; Class discussions; Reflections
n.K.1	Identify research addressing characteristics of help seeking behaviors of diverse cultural and social groups and implications for responsive practice	Introduce	Lectures; Class discussions; Reflections
n.K.2	Demonstrate an understanding of current issues and trends in a multicultural society	Introduce	Lectures; Class discussions; Reflections; Art Project or Reflective Essay
n.S.1	Plan strategies for identifying the impact of	Introduce	Lectures; Class discussions; Reflections

	<p>oppression and privilege on individuals and groups and eliminating barriers, prejudices, intentional and unintentional oppression, and discrimination</p>		
n.S.2	<p>Make use of experiential learning activities (e.g., cultural genogram) designed to explore and develop student cultural and social self-awareness including self-assessment of attitudes, beliefs, and acculturative experiences</p>	<p>Introduce</p>	<p>Lectures; Class discussions; Reflections; Art Project or Reflective Essay</p>
n.S.3	<p>Apply cultural and social diversity theories and competency models to an understanding of identity development, empowerment, collaboration, advocacy, and social justice</p>	<p>Introduce</p>	<p>Lectures; Class discussions; Reflections</p>
n.A.1	<p>Value strategies for</p>	<p>Introduce</p>	<p>Lectures; Class discussions; Reflections; Art</p>

	collaborating with and advocating for wellness within diverse communities		Project or Reflective Essay
n.A.3	Justify the role of arts in social justice, advocacy, and conflict resolution	Introduce	Lectures; Class discussions; Reflections; Photovoice project
n.A.4	Contrast connections of student cultural and social self-awareness to their view of others, including their cultural assumptions and biases	Introduce	Lectures; Class discussions; Reflections; Photovoice project
p.A.1	Display cultural competence in consideration of unique characteristics of specific populations and settings	Introduce	Lecture; Class discussions, Reflections

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. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct

- Sexual misconduct: go.lclark.edu/titleIX

If you have any questions regarding these policies, please speak to your instructor for clarification.

NONDISCRIMINATION

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

DISABILITY SERVICES STATEMENT :If you have a disability that may impact your academic performance, you may request accommodations by meeting with the Office of Student Accessibility staff and submitting documentation on the Office of Student Accessibility website. Email access@lclark.edu with any additional questions or concerns.

TEACHING METHODS

The class is conducted in several ways, with lectures, projects, the use of media and most importantly, in a **self-reflective** format. These preferences allow for student contribution, small group work, and promote discourse with one another, which maintains a consistent focus on the process, where personal experiences serve as legitimate sites of knowledge and provide a place for consciousness raising and for students to increase personal reflection and self-awareness. Because of this variety, class participation is a critical component of the course. All students are expected to participate in class discussions (both in the large and small groups), and activities in a **meaningful way**. Because students may not share the same opinions and/or ideas on different topics in this class, it is important to respect the opinions and ideas of others. In considering respectful communication, students should commit to understanding how institutional racism, structural inequity, prejudice, discrimination, bias, and privilege impact communication, particularly when discussing sensitive and challenging topics. It is expected that some of the class material will evoke strong emotions, and students should work toward self- and other awareness with regard to the impact of course material related to equity and diversity. Students should strive to stay engaged, understand, and learn when respectfully presented with divergent perspectives or feedback related to insensitive or discriminatory comments, content, or assignments.

The use of AI software is not permitted for any assignment or activity in this course without the prior approval of the instructor. Violation of this policy will be considered a violation of the Graduate School's Academic Performance standards.

CTSP DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. 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), 3.0 hours for a 30-hour class (2 credits) or 1.5 hours for a 15-hour class (1 credit.) In case of extreme hardship, and at the discretion of the instructor, a grade of

incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for themselves what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint, show respect for the perspectives of others, and demonstrate cultural humility (see definition below*)

****Cultural Humility definition: operates with a high level of commitment to self reflection and self-critique regarding cultural features, usually demonstrated by curiosity, a willingness to learn about others, and a willingness to ask questions, correct errors, and make a sincere effort to learn.***

REQUIRED TEXTS & READINGS

~ Weekly readings are to be completed ~

Please note that there are more readings assigned for some topics than for

others. Required:

Sue, D., Sue, D., & Smith, L. (2019). Counseling the Culturally Diverse: Theory and Practice (8th ed.). Hoboken: Wiley.

Sensoy, O. & DiAngelo, R. (2012). Is Everyone Really Equal? Second edition, Teacher's College Press: New York.

Articles

There may be other readings (articles, blogs, news columns, etc.) or other materials assigned throughout the semester as the in-class process develops.

Talwar, S. (2010). An Intersectional Framework for Race, Class, Gender, and Sexuality in Art Therapy. Art Therapy: Journal of the American Art Therapy Association, 27(1), 11-17.

Hays, P. A. (1996). Addressing the Complexities of Culture and Gender in Counseling. Journal of Counseling Development, 74(4), 332–338. <https://doi.org/10.1002/J.1556-6676.1996.TB01876.X>

Optional:

DiAngelo, R. (2018). White Fragility: Why It's So Hard for White People to Talk About Racism. Boston: Penguin Books.

ASSIGNMENTS AND COURSE REQUIREMENTS

1. Attendance and participation in all classes (20 points)

Class participation Possible points	
Attending all classes and being on time.	10
Coming to class prepared (having done the readings for the day). Engaging and contributing to large and small group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class. Dealing with other students and/or the instructor in a respectful fashion. Listening actively.	10
Total	20

2. In class journal reflections (20 points)

Students will engage in a free writing exercise during the last 15 minutes of each class, writing a total of 10 journal entries (1 per class/2 points each). Students are welcome to journal about any topic discussed that day, including what came up for them during the large and small group discussions. Students can also journal about what questions came up for them after learning/discussing about the topic. Each journal entry will be an opportunity for the students to self-reflect about their experience in class and about their experience learning the material. Each journal entry will be 1-2 pages (NO APA FORMAT). Each journal entry will need to be typed in a word document and upload it on Moodle by the end of each class day (before midnight).

3. Class Discussion Facilitation (30 points)

In small groups (of 2 or 3), students will facilitate one hour of class discussion based on the (Sue & Sue text only) readings due for that respective week. This is not meant to be a group presentation but it can include a brief PowerPoint as a guide. This is an opportunity for students to guide their 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. Students should be prepared to have questions that generate discussion where necessary, but the idea is that students help facilitate the flow of the class dialogue. Thus, this will require that students have a thorough understanding of the readings.

While students are not required to follow a specific template for their discussion, students 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 an experiential activity related to readings: 30 minutes

- _What came up for your classmates?
- _Did the information contain 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.

*Students will be graded based on providing an overview of the readings, self-reflecting on the readings, and being able to engage the class.

Groups will sign up for class presentations on the first day of class.

4. Art Project OR Reflective essay (30 points)

As a final project, students will have the opportunity to choose between creating an art project or writing a reflective essay as a way to self-reflect on their learning experience and self-growth. Students can refer back to their journal entries in order to complete this assignment. **Students will present their art project or reflective essay to the class on week 10.** Students will have 10-15 minutes each to present. Reflective Essays need to be uploaded on Moodle by midnight.

Art Project: Students will express their experience learning the class material as well as reflecting on their own self-growth through art. It can be through any type of art such as creating a painting, writing a poem, writing a song, or any other art that they students would like to choose.

Reflective essay: Students will write a 6-page paper (not including cover page and reference page) reflecting on the key concepts from this class. Students will integrate literature from readings and include at least 2 additional references from peer reviewed articles or books.

Presentation: 15 points

Art Project or Reflective Essay: 15 points

**** All assignments are to be submitted electronically as a PDF ** **
Anything turned in after the deadline time is considered late and 5 grade
points will be deducted for every day the assignment(s) is/are late. ****

EVALUATION AND GRADING

Assignment	Point Value
Attendance and Participation	20
In class journal reflections	20
Class Discussion Facilitation	30
Art Project or Reflective essay	30
Total Points in the Course:	100

FINAL GRADING

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	

COURSE OUTLINE

Class Date	Topic	Readings Due	Assignments Due
Week 1:	-Introductions -Syllabus Review -Choose Small Groups -Sign up for Class Discussion Facilitation	None	-Journal Entry #1
Week 2:	-Culture and Socialization -Prejudice and Discrimination -Oppression and Power -Privilege	Sensoy & DiAngelo Ch. 3, 4, 5, & 6	-Journal Entry #2
Week 3:	-Cultural Humility	Sue & Sue – Ch. 1, 2, & 3	-Journal Entry #3 -Class Discussion Facilitation Group 1

	<ul style="list-style-type: none"> -Obstacles to cultural competence -Multicultural Counseling & Therapy -Multicultural Counseling Competence for Counselors of Marginalized Groups 		
Week 4:	<ul style="list-style-type: none"> -Political & social justice implications of counseling -Impact of Systemic Oppression Within Counseling Process 	<p>Sue & Sue Ch. 4 & 5</p>	<ul style="list-style-type: none"> -Journal Entry #4 -Class Discussion Facilitation Group 2
Week 5:	<ul style="list-style-type: none"> -Racism -Microaggressions in Counseling -Multicultural Barriers -Communication Styles 	<p>Sensoy & DiAngelo Ch. 8 & 9</p> <p>Sue & Sue Ch. 6, 7, & 8</p>	<ul style="list-style-type: none"> -Journal Entry #5 -Class Discussion Facilitation Group 3
Week 6:	<ul style="list-style-type: none"> -Racial Identity Development Models -Culturally Competent Assessment -Counseling Native Americans & Alaska Natives -Counseling Latinas/os 	<p>Sue & Sue Ch. 11, 12, 13, 15, & 17</p>	<ul style="list-style-type: none"> -Journal Entry #6 -Class Discussion Facilitation Group 4 -Guest Speaker

Week 7:	<ul style="list-style-type: none"> -Counseling African Americans -Counseling AAPI Clients -Counseling Multiracial Population 	Sue & Sue Ch. 14, 16, & 18,	<ul style="list-style-type: none"> -Journal Entry #7 -Class Discussion Facilitation Group 5
---------	---	--------------------------------	--

Week 8:	<ul style="list-style-type: none"> -Counseling Arab Americans and Muslim Americans -Counseling Immigrants & Refugees -Counseling Jewish Americans 	Sue & Sue Ch. 19, 20, & 21	<ul style="list-style-type: none"> -Journal Entry # 8 -Class Discussion Facilitation Group 6
Week 9:	<ul style="list-style-type: none"> -Counseling Individuals with Disabilities -Counseling LGBT Populations -Counseling Women 	Sue & Sue Ch. 22, 23 & 26	<ul style="list-style-type: none"> -Journal Entry # 9 -Guest Speaker
Week 10:	<ul style="list-style-type: none"> -Final Project and Presentations -Evaluations 		<ul style="list-style-type: none"> -Art Project or Reflective Essay Due -Presentations