

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	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
MHC 550-02
Diversity & Social Justice

COURSE SYLLABUS
MHC 550-Diversity and Social Justice (3 credits)
Spring Semester 2024
Wednesday-1:00-4:15 p.m.
York 101

Instructor: Alexia de León, Ph.D.
Phone: 503.768.6066 (Office)
Email: alexiadeleon@lclark.edu
Office: Rogers Hall, Office 427
Office Hours: By Appointment Only

Required Texts:

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

Other Required Readings:

Abe, J. (2020). Beyond cultural competence, toward social transformation: Liberation psychologies and the practice of cultural humility. *Journal of Social Work Education, 56*(4), 696-707.

American Counseling Association. (2014). *2014 ACA code of ethics*.

Adames, H. Y., Chavez-Dueñas, N. Y., Sharma, S., & La Roche, M. J. (2018). Intersectionality in psychotherapy: The experiences of an AfroLatinx queer immigrant. *Psychotherapy, 55*(1), 73.

Aggarwal, N. K., & Lewis-Fernández, R. (2020). An introduction to the cultural formulation interview. *Focus, 18*(1), 77-82.

Anzaldúa, G. (2009). Disability & identity. In Anzaldúa, G. (Ed). *The Gloria Anzaldúa reader*. (pp. 298-302). Duke University Press.

Anzaldúa, G. (2002). Preface:(Un) natural bridges, (un) safe spaces. In Anzaldúa, G. & Keating, A. (Eds.). *This bridge we call home: Radical visions for transformation*, (pp. 1-5). Routledge.

- Anandavalli, S. (2022). Not Your Fetish: Broaching Racialized Sexual Harassment Against Asian Women. *Journal of Mental Health Counseling*, 44(4), 297-311.
- Awad, G. H., Martinez, M. S., & Amer, M. M. (2013). Considerations for psychotherapy with immigrant women of Arab/Middle Eastern descent. *Women & Therapy*, 36(3-4), 163-175.
- Bayne, H. B., & Branco, S. F. (2018). A phenomenological inquiry into counselor of color broaching experiences. *Journal of Counseling & Development*, 96(1), 75-85.
- Branco, S. F., & Bayne, H. B. (2020). Carrying the burden: Counselors of color's experiences of microaggressions in counseling. *Journal of Counseling & Development*, 98(3), 272-282.
- Branco, S. F., & Jones, C. T. (2021). Supporting black, indigenous, and people of color counselors: Considerations for counselor skills training and practice. *Journal of Mental Health Counseling*, 43(4), 281-300.
- Butler, S. K. (Host). (2022, March 23). Spirituality and religion in counseling (No S1 E29) [Audio podcast episode]. In *The voices of counseling*. American Counseling Association. <https://podcasts.apple.com/us/podcast/spirituality-and-religion-in-counseling/id1581474035?i=1000555069076>
- Cénat, J. M. (2020). How to provide anti-racist mental health care. *The Lancet Psychiatry*, 7(11), 929-931.
- Chang, D. F., Dunn, J. J., & Omid, M. (2021). A critical-cultural-relational approach to rupture resolution: A case illustration with a cross-racial dyad. *Journal of Clinical Psychology*, 77(2), 369-383.
- Collins, P. H. (2017). Intersectionality and epistemic injustice. In *The Routledge handbook of epistemic injustice* (pp. 115-124). Routledge.
- Crumb, L., Haskins, N., & Brown, S. (2019). Integrating social justice advocacy into mental health counseling in rural, impoverished American communities. *Professional Counselor*, 9(1), 20-34.
- Cruz, C., Greenwald, E., & Sandil, R. (2017). Let's talk about sex: Integrating sex positivity in counseling psychology practice. *The Counseling Psychologist*, 45(4), 547-569.
- Day-Vines, N. L., Cluxton-Keller, F., Agorsor, C., & Gubara, S. (2021). Strategies for broaching the subjects of race, ethnicity, and culture. *Journal of Counseling & Development*, 99(3), 348-357.

- Day-Vines, N. L., Wood, S. M., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., & Douglass, M. J. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling & Development, 85*(4), 401-409.
- Deepak Dhananjaya (2022) We Are the Oppressor and the Oppressed: The Interplay Between Intrapsychic, Interpersonal, and Societal Intersectionality, *Transactional Analysis Journal, 52*:3, 244-258, DOI: 10.1080/03621537.2022.2082031
- Dolmage, J. (2017). Disabled upon arrival: The rhetorical construction of disability and race at Ellis Island. In Davis, L. J. (Ed.), *The disability studies reader (5th ed., pp. 43-70)*. Routledge.
- Erby, A. N., & White, M. E. (2022). Broaching partially-shared identities: Critically interrogating power and intragroup dynamics in counseling practice with trans people of Color. *International Journal of Transgender Health, 23*(1-2), 122-132.
- Galarza, J. (2013). Borderland queer: Narrative approaches in clinical work with Latina women who have sex with women (WSW). *Journal of LGBT Issues in Counseling, 7*(3), 274-291.
- Grayshield, L., Rutherford, J. J., Salazar, S. B., Mihecoby, A. L., & Luna, L. L. (2015). Understanding and healing historical trauma: The perspectives of Native American elders. *Journal of Mental Health Counseling, 37*(4), 295-307.
- Hargons, C. N., Malone, N., & Montique, C. (2022). Intersectionality in therapy for African American and Black women. In Shelton, King Lyn, M. M., & Endale, M. (Eds.). *A handbook on counseling African American women: psychological symptoms, treatments, and case studies* (pp. 1-19). Praeger.
- Keating, A. (2006). From borderlands and new mestizas to nepantlas and nepantleras. *Human architecture: Journal of the Sociology of Self-knowledge, 4*, 5-16.
- King, K. M., & Borders, L. D. (2019). An experimental investigation of white counselors broaching race and racism. *Journal of Counseling & Development, 97*(4), 341-351.
- Leblanc, S., & Kinsella, E. A. (2016). Toward epistemic justice: A critically reflexive examination of 'sanism' and implications for knowledge generation. *Studies in Social Justice, 10*(1), 59-78.
- Lee, E., & Bhuyan, R. (2013). Negotiating within whiteness in cross-cultural clinical encounters. *Social Service Review, 87*(1), 98-130.
- Lewis-Fernández, R., Aggarwal, N. K., Hinton, L., Hinton, D. E., & Kirmayer, L. J. (Eds.). (2016). DSM-5® handbook on the cultural formulation interview.

- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development, 44*(1), 28-48.
- Sahu, A., Console, K., Tran, V., Xie, S., Yin, C., Meng, X., & Ridley, C. R. (2021). A case using the process model of multicultural counseling competence. *The Counseling Psychologist, 49*(4), 568-585.
- Shanmugaraj, N. (2022). Disidentifying from the “model minority”: How Indian American women rearticulate dominant racial rhetorics. *Quarterly Journal of Speech, 1-23*.
- Stewart, T. J., & Breeden, R. L. (2021). “Feeling good as hell”: Black women and the nuances of fat resistance. *Fat Studies, 10*(3), 221-236.
- Sue, D. W., & Sue, D. (2016). The superordinate nature of multicultural counseling and therapy. In Sue, D. W., & Sue, D. (Eds). *Counseling the culturally diverse: Theory and practice*. (pp. 31-60c). Wiley.
- Tangen, J. L., & Felton, A. D. (2018). Spirituality and Existentialism. In Gill, C. S. & Freund, R. R. (Eds). *Spirituality and Religion in Counseling* (pp. 83-97). Routledge.
- Toporek, R. L. & Daniels, J. (2018). *American Counseling Association Advocacy Competencies-Updated*. Endorsed by ACA 2003 (Lewis, Arnold, House & Toporek) and Updated in 2018 (Toporek & Daniels). <https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf>
- Wright, A. J., & Constantine, K. (2020). *Wright-Constantine Structured Cultural Interview [WCSCI]*. New York, NY: New York University.

Recommended Text:

- Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice*. John Wiley & Sons.
- Summers, L.M. & Nelson, L. (2022). *Multicultural counseling: Responding with cultural humility, empathy and advocacy*. Springer Publishing Company

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. 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 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 community learning environment (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 some form of contemplative practice 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 may be required. You and the instructor will collaborate on 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, podcast, video, etc. 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 available on **moodle**. You will receive a minimum of 2 graded participation rubrics for the course.

2. Social Justice Essay (20 points)

Write an essay discussing your relationship to social justice using the prompts below, and follow the directions carefully, as you will be omitting certain words listed below. Then write a brief reflection of your experience doing this activity at the end of the paper. This is not an APA assignment and should be no more than **4 pages**, including the reflection. Here are the guiding questions:

- What does social justice mean to you personally?
- Why it is important to you and how do you connect with this topic?
- How did SJ become important to you?
- What scares or worries you about your involvement with SJ?
- What makes you feel hopeful? What personally keeps you motivated to engage in SJ?
- What SJ areas of growth do you want to work on for yourself in the immediate short term?
Be specific.
- Reflect on your process of engaging in this writing activity

Please write this essay **without** using the following words (or any similar words):

Activist/activism	Ethnocentrism	Oppression
Ally/Accomplice	Equity/Equality	Patriarchy
Appropriation	Gentrification	Prejudice
Assumptions	Globalization	Power
Bias	Guilt	Privilege
Bigotry	Hegemony	Safe Space
Capitalism	Inclusion	Silence/silencing
Change agent	Institutional	Stereotype
Collusion	Intersectionality	Social justice
Colonize/decolonize	ISMs (all banned)	Society/Social
Critical	Justice/Injustice	Supremacy
Culture/cultural	Marginalized	System/Systemic
Discrimination	Microaggression	Tolerance
Disenfranchised	Minoritized	Woke
Diversity	Misogyny	Xenophobia
Dominance	Other/Othering	

TURN IN & GRADING:

Submit your paper only in Word document or PDF formats on **moodle**. A rubric will be provided

in **moodle**. If you submit your paper in a Word document you will receive track changes throughout the paper. If it is submitted in a PDF format your feedback will be a short paragraph of feedback at the end of your paper or feedback on the feedback/comments section on **moodle** where the assignment is uploaded.

3. Video Reflections (20 points)

It is highly recommended to keep a weekly journal for this class to help with your video reflections (since they are due every other week). In your weekly journal, reflections will capture your intellectual, personal and/or experiential discoveries made in class (from class readings, community learning and discussion, experiential class activities, etc.). Please use this as an opportunity to discuss your reactions or reflections of course discussions or dialogue. This is also an opportunity to reflect on your own cultural identity development and discoveries throughout the term.

These short video reflections (**10 mins each**) are due every few weeks of the semester. The first video reflection is due **January 24th**, and the final video reflection is due **April 19th** (*see course schedule below for all other due dates*). There will be a total of **4** short video reflections for the semester. Video reflections do not receive credit for specific content, rather for depth of reflection and thoughtfulness. The purpose of reflection/reflecting in action 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.

****Short video reflections are due on the date noted in the course schedule below by 11:59 p.m. PST.***

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

For this assignment, students will use everyday objects (e.g., magazine cut-outs, letters from family members, photos, family artifacts, jewelry, poems, written documentation, songs or music, dance, etc.) to create a **digital OR in person** 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 parts of your different identities for this presentation.** You will need to present for a minimum of **20 minutes**, and **no longer than 30 minutes**, via **recorded video OR during class time in person**. If you plan to present in person, I will need to know by **3/6/24** for planning purposes. You **MUST** include the following elements in your presentation:

- a. What items you chose 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, as well as why you chose these specific identities to share with us
- 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. What you have learned/unlearned about your own identities and how they intersect with those who have different identities (think counseling context, such as what are some things that you may have anxiety about in a session, how you are perceived by others, etc.)

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

You may refer to the RESPECTFUL framework as well as other classroom activities for this assignment to help guide you. You can make it different than your social locations paper from the Intro class as some identities may have shifted/evolved for you or maybe you have learned more about some of your identities since taking the Intro course. Be as creative as your mind imagines!

**This presentation (digital version) needs to be uploaded to moodle on March 20th!! All assignments are due on the due date (as noted on the course schedule below) by 11:59 p.m. PST.*

5. Broaching Demonstration (10 points)

Broaching Demonstration

You will be given a case study to read over with a class partner for this assignment. You need to meet outside of class with your partner, in person or over Zoom, to record a counseling demonstration using your **best broaching skills**. The session should be 18-20 minutes long and should not go over the 20-minute limit. This recording can be of a snapshot in time, so there is no need to have a proper session closing. The goal should not be to squeeze an entire counseling session into 20 minutes, but you should focus more on broaching aspects of identity with the client, such as taking cultural opportunities when they arise.

You will sign up for an individual feedback session to view and evaluate your broaching skills with me after the due date.

Broaching describes a counselor's actions to address racial, ethnic, and cultural issues, intentionally and directly to clients' relevant presenting concerns (Day-Vines, 2021). Moreover, these actions often include addressing clients' multiple dimensions of identity, and intersections of marginalization. This video assignment will assess for: (a) willingness to take risks to broach race, class, cultural and identity content with the client in a role-play with a peer, and (b) depth of self-evaluation and analysis in the reflection of the role-play session. The session should be 18-20 minutes long and should not go over the 20-minute limit. This recording should be a snapshot in time of the session, so there is no need to have a proper session opening/closing. The goal should not be to squeeze an entire counseling session into 20 minutes, but to focus more on broaching skills with the client. Counseling skill execution will not be evaluated, though that

may be commented on during the verbal feedback. Note: Taking risks, rather than perfection in execution is what is being evaluated.

	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations
Final Video Evaluation	<p>Did not attempt broaching skills.</p> <p>Unwilling to take broaching risks.</p> <p>Waited for client to bring up aspects of their own identities.</p> <p>Self-evaluation and/or analysis of the session was not present.</p>	<p>Attempted broaching skills 2 or fewer times. Did not broach a variety of identities or intersections.</p> <p>Demonstrated little willingness to take necessary risks, or stayed in comfort zone.</p> <p>Attempted to broach first, but mostly the client brought up aspects of their own identities.</p> <p>Self-evaluation and analysis of the session lacked some depth and/or accuracy.</p>	<p>Attempted broaching skills more than three times. Broached a variety of identities and/or intersections of marginalization.</p> <p>Demonstrated significant willingness to take necessary risks.</p> <p>Mostly broached first, and occasionally waited for client to bring up aspects of their own identities.</p> <p>Demonstrated some depth and accuracy in self-evaluation and analysis of the session.</p>	<p>Repeatedly attempted broaching skills, including various dimensions of client identity, and intersections of client marginalization throughout video.</p> <p>Demonstrated exceptional willingness to take necessary risks throughout video.</p> <p>Broached first, consistently, instead of waiting for client to bring up aspects of their own identities.</p> <p>Demonstrated significant depth and accuracy in self-evaluation and analysis of the session.</p>

TURN IN AND GRADING:

Nothing. All feedback will be given verbally in person.

Grading will be based on: (a) your willingness to take risks to have broach race, class, cultural and identity content with the client in the role-play, and (b) your depth of self-evaluation and analysis in your reflection of your session. I will not be evaluating your practical skill execution, though I may comment on the presence of these skills in your verbal feedback. I want to stress that taking risks, rather than perfection in execution is what you are being evaluated on.

**This assignment is due on 4/3/24 by 11:59 p.m. PST on moodle.*

Grading Summary:

Attendance & Participation	20
Social Justice Essay	20
Video Reflections	20
<i>Quién Soy Yo Testimonio</i>	30
Broaching Demonstration	10
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 Office of Student Accessibility, 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 -Day One PowerPoint- <i>Setting the tone of the class for the semester</i>	1/10/24	<i>Readings on moodle</i>	
2	-Defining Multiculturalism, Culturally Responsiveness and Cultural Humility -Multicultural and Intersectional Applications in Counseling and Assessment (CACREP 2f.)	1/17/24	<i>Readings on moodle</i>	
3	-Cultural humility and understanding intersectionality (CACREP 2b, 2e)	1/24/24	<i>Articles on moodle</i>	DUE: Upload to moodle <i>First video reflection</i>
4	-Multicultural & Social Justice Frameworks -Power, Privilege, Oppression -Racial Identity Development (CACREP 2a, 2b, 2c, 2e)	1/31/24	<i>Articles on moodle</i>	DUE: Upload to moodle Social Justice Essay
5	- Understanding Racial Identity in Clinical Encounters -Process Model of Multicultural Counseling (CACREP 2f, 2h)	2/7/24	<i>Articles on moodle</i>	
6	-Multicultural and Intersectional Applications in Counseling and Assessment (CACREP, 2f)	2/14/24	<i>Articles on moodle</i>	DUE: Second Video Reflection
7	- Multicultural/SJ Case	2/21/24		

	Conceptualization -Supporting BIPOC Counselors -Client Microaggressions (CACREP, C.2j)		Articles on <i>moodle</i>	
8	- Historical Trauma Immigration, Acculturation, and Acculturative Stress Historical Racialization & Disability Construction (CACREP C. 2j)	2/28/24	Articles on <i>moodle</i>	
9	- Religion/Spirituality Integrating Sex Positivity Gerontological Perspectives Death and Grief (CACREP 2g)	3/6/24	Articles on <i>moodle</i> & Taylor-Chapter 1	DUE: <i>Third Video Reflection</i>
10	-Broaching Race, Class, Culture -Broaching Frameworks -Strategies & Interventions for White Counselors Broaching Race and Racism (CACREP 2b, 2e, 2h)	3/13/24	Articles on <i>moodle</i> & Taylor-Chapter 2	
11	- Broaching Applications Trans PoC, Racialized Sexual Harassment Against Asian Women Counselors of Color Broaching Experiences (CACREP 2b, 2f)	3/20/24	Articles on <i>moodle</i> & Taylor-Chapter 3	DUE: Upload to <i>moodle</i> <i>Quién Soy Yo Testimonio</i>
12	SPRING BREAK NO CLASS	SPRING BREAK	SPRING BREAK NO CLASS	SPRING BREAK NO CLASS
13	-Class & Social Justice Applications in Rural Impoverished Communities (CACREP 2h) ACA Advocacy	4/3/24	Taylor-Chapter 4	DUE: Upload to <i>moodle</i> <i>Broaching Demonstration</i>

	Competencies -Cultural Concepts of Distress (CACREP 2b, C. 2e)			
14	-APA Cultural Formulation Interview -Structured Cultural Interview -Wrapping up Taylor text & discussion -Final course learnings & more	4/10/24	Taylor-Chapter 5	DUE: Upload to moodle Final (Fourth) Video Reflection
15	SELENA's Birthday Week! LAST CLASS!! -Putting it All Together -Learnings/Unlearnings -Course wrap-up & evals	4/17/24		