

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology

COURSE SYLLABUS
MHC 550-03 - Diversity & Social Justice
Spring Semester 2024 (1/11/24-4/18/24)
Thursdays 5:30-8:45 pm, York 107

Instructor: Marissa Ferry, MS
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Office Hours: By appointment

CATALOG DESCRIPTION

Development of diversity awareness and knowledge including systems of power and privilege. Introduction to methods/skills for working with clients who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability. Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs, biases, and prejudices.

REQUIRED TEXTS

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice*. John Wiley & Sons.

Additional readings may be uploaded to Moodle

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/gseconduct
- 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 submitting documentation to the Office of Student Accessibility in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Well-Being Services

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Please feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable.

Lewis & Clark College services are also available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via:

https://www.lclark.edu/offices/counseling_service/

https://www.lclark.edu/offices/counseling_service/emergency/

Academic Integrity

The following policy regarding academic integrity is stated in the Student Handbook: “Lewis & Clark College believes that each student holds responsibility for the integrity of his or her individual academic and professional performance. When the student abrogates this responsibility, the College may take appropriate steps to maintain standards of academic honesty. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or integrity of his or her academic study, scholarship, or practice.” We expect that all work you complete is your individual work. Please provide citations when your claims come from another source. When in doubt, cite!

COURSE EXPECTATIONS

Assignments

All assignments are due by **11:59 pm on the due date**. Late assignments will generally not be accepted. Grade will be lowered at a rate of one letter per day for any late assignments (i.e., A to A-) unless you have obtained pre-approval by the instructor or with accommodations. All assignments must be successfully completed to pass the class. All written work is to be typed, double spaced, and adhere to APA style 7th edition guidelines unless otherwise stated.

Attendance

Class attendance is expected and required. **Per departmental policy, 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). 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. 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.

Participation

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group activities, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at values, our beliefs, biases, and ourselves. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to the learning community in another way.

Professional Behavior and Ethics

Students are expected to conduct themselves in an ethical and professional manner as outlined in the program's handbook and "Professional Qualities Evaluation" document. Students' behavior in class should be consistent with the role of a professional counselor who is operating

outside of a clinical context (e.g. not with clients). Students must always adhere to the current ACA Code of Ethics.

Respect in the Learning Environment

All personal electronic devices are to be turned off or silenced. You will have the opportunity on breaks to respond to texts or voice messages. Laptop computers are allowed to take notes and may be needed for some in class activities; the expectation is that students will be fully participating in discussions or presentations – particularly when other students are presenting.

Please be respectful when eating/drinking during lecture, conversations, role playing, and case studies and ensure that it is not a distraction to the class.

Students will understand and demonstrate the ability to balance their own judgments and worldviews with accountability for professional knowledge and behavior. 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/or points of view. Consideration of the merits of alternative viewpoints will be done in a thoughtful and respectful manner, and with an awareness of privilege and its impacts on participation in dialogue.

ASSIGNMENTS

Social Justice Essay - Due Thursday, 2/1 by 11:59pm

Please 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.**

Assignment should be uploaded to Moodle as a .doc or PDF.

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 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	

Journal Reflections - Due Sundays at 11:59pm

Students will write 10 journal reflection entries throughout the semester, 2 points each.

Students will be given the last 15 minutes of class, the weeks that a journal reflection is due, to work on their journal entries. Students are welcome to journal about any topic discussed in class that week, 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 about/discussing 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 reflection entry will be 1-2 pages in length (double spaced). You do not need to use APA formatting for these reflections. Each journal entry will need to be typed in a document and upload it on Moodle as a .doc or PDF by **11:59pm the Sunday after class. You do not need to complete a journal reflection the week you are presenting your Identity Group Presentation.**

Identity Group Presentations - Due During Class on Chosen Presentation Day

As counselors, we will be working with different populations that may be different from our own. Part of our role as counselors is to continue expanding our knowledge to better serve clients. During the second session, the class will sign up to present on a particular week. Each group will present not only on one of the topics for the week, but will present on historical events and current events that are currently still impacting this particular diverse group as well as any current research, interventions, and information that may be beneficial for your peers to be aware of. This additional information will be a part of outside research done to ensure the

group is represented in a way that is fair to their history, culture, and issues impacting the group. Please be mindful of who and when the research or articles presented were written when presenting.

These presentations should include leading the class in some type of discussion or experiential exercise that would be beneficial to the community’s learning. Some examples may include utilizing large and small group discussions, presenting a therapeutic tool, or utilizing a case study, but the options are limitless.

<i>Needs Improvement</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Limited or no reference any readings or limited evidence additional research done to provide essential or supplemental information about the group.	Connection to some reading and some evidence of additional research done to provide essential or supplemental information about the group.	Clear connection to reading and clear evidence of additional research done to provide essential or supplemental information about the group.
Provides superficial, or fails to integrate any connections between readings, historical, and current events impacting the group.	Provides several strong connections between readings, historical, and current events impacting the group.	Provides multiple, well-thought out connections between readings, historical, and current events impacting the group.
Presentation needed work to incorporate course material and outside material that supported explanation of group identity.	Presentation was organized and provided some learning modalities that support learning. Presentation somewhat incorporated course material and outside material that supported explanation of group identity.	Presentation was well-organized and provided a variety of learning modalities (i.e. slides, videos, discussion, activities). Presentation incorporated course material and outside material that supported explanation of group identity.

Broaching Role-Play Assignment - Due Thursday, 4/11 at 11:59pm

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. You will be given a case study to read over with a class partner. Meet outside of class with your partner, in person or over Zoom, to record a counseling demonstration using your best broaching skills. 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.

Your video will be uploaded to Moodle.

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

<i>Does Not Meet Expectations</i>	<i>Needs Improvement</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
<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>

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 Summary

Attendance and Participation	20 points
Social Justice Essay	20 points
Journal Reflections	20 points
Identity Group Presentations	25 points
Broaching Role Play Assignment	15 points
TOTAL POINTS	100 points

94-100 A	80-83 B-	67-69 D+
90-93 A-	77-79 C+	64-66 D
87-89 B+	74-76 C	60-63 D
84-86 B	70-73 C-	0-59 F

TENTATIVE Weekly Course Schedule

Class Date	Topic	Readings Due	Assignments Due
1/11/24	-Introductions -Syllabus review -From Safe Spaces to Brave Spaces -Class Ground Rules -Understanding Resistance to Multicultural Training	None	None
1/18/24	-Choose small groups -Sign up for Identity Group Presentations -Multicultural Counseling & Therapy	S&S: Ch. 1 & 2	Journal Reflection #1 (Due by Sunday, 1/21 at 11:59pm)
1/25/24	-Cultural Perspectives and Barriers -Microaggressions	S&S: Ch. 3 & 4	Journal Reflection #2 (Due by Sunday, 1/28 at 11:59pm)
2/1/24	-Sociohistorical Privilege and Oppression -Racial, Ethnic, Cultural (REC) Identity Attitudes in People of Color	S&S: Ch. 5 & 6	Social Justice Essay due by 11:59pm Journal Reflection #3 (Due by Sunday, 2/4 at 11:59pm)
2/8/24	-White Racial Consciousness -Multicultural Counseling Competence and Cultural Humility for People of Color Counselors and Therapists	S&S: Ch. 7 & 8	Journal Reflection #4 (Due by Sunday, 2/11 at 11:59pm)
2/15/24	-Multicultural Evidence-Based Practice -Culturally Competent Assessment	S&S: Ch. 9 & 11	Journal Reflection #5 (Due by Sunday, 2/18 at 11:59pm)
2/22/24	-Indigenous and Cultural Methods of Healing -Counseling American Indians/Native Americans and Alaskan Natives	S&S: Ch. 10 & 13	Identity Group Presentation 1 Journal Reflection #6 (Due by Sunday, 2/25 at 11:59pm)

2/29/24	-Counseling African Americans -Counseling Asian Americans and Pacific Islanders	S&S: Ch. 12 & 14	Identity Group Presentation 2 Journal Reflection #7 (Due by Sunday, 3/3 at 11:59pm)
3/7/24	VIRTUAL CLASS -Counseling Latinx Communities -Counseling Multiracial Americans <i>Guest speaker: Alicia Vasquez, MS - Topic TBA</i>	S&S: Ch. 15 & 16	Identity Group Presentation 3 Journal Reflection #8 (Due by Sunday, 3/10 at 11:59pm)
3/14/24	-Counseling Arab Americans -Counseling Marginalized Religious Communities	S&S: Ch. 17 & 18	Identity Group Presentation 4 Journal Reflection #9 (Due by Sunday, 3/17 at 11:59pm)
3/21/24	-Counseling Immigrants and Refugees -Counseling LGBTQ Communities	S&S: Ch. 19 & 20	Identity Group Presentation 5 Journal Reflection #10 (Due by Sunday, 3/24 at 11:59pm)
3/28/24	NO CLASS - Spring Break		
4/4/24	-Counseling Older Adults -Counseling Women <i>Guest Speaker: Taylor Loskot, MS - Counseling Older Adults</i>	S&S: Ch. 21 & 22	Identity Group Presentation 6 Journal Reflection #11 (Due by Sunday, 4/7 at 11:59pm)
4/11/24	ASYNCHRONOUS CLASS -Counseling Individuals Living in Poverty -Counseling Individuals with Disabilities	S&S: Ch. 23 & 24	Broaching Presentation due by 11:59pm

4/18/24	-Bring photos, items, stories, etc. that represent aspects of your identity that you are comfortable sharing with the class		
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