

COURSE SYLLABUS
Lewis & Clark College
Professional Mental Health Counseling/Addictions
Dept of Counseling, Therapy, and School Psychology



COURSE INFORMATION

Course: MHC-550-01
Title: *Diversity & Social Justice (3 cr)*
Room: York 107
Day/Time: Wednesdays, 1:00-4:15 PM
Term: Spring 2024 (1/10-4/17)

INSTRUCTOR

Rafe McCullough, Ph.D., LPC, LMHC, NCC
Office: Rogers 309
Office hours: Please feel free to reach out
anytime and make an appointment
Phone: **(503) 768-6144**
Email: rafemccullough@lclark.edu

COURSE MATERIALS

Required Texts and/or Readings:

Articles & Book Chapters from LC Library, online, or Moodle:

- 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.
- 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.
- Englar-Carlson, M., & Kiselica, M. S. (2013). Affirming the strengths in men: A positive masculinity approach to assisting male clients. *Journal of Counseling & Development, 91*, 399-409. <http://dx.doi.org/10.1002/j.1556-6676.2013.00111.x>
- 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.
- Lee, E., Greenblatt, A., Hu, R., Johnstone, M., & Kourgiantakis, T. (2022). Developing a model of broaching and bridging in cross-cultural psychotherapy: Toward fostering epistemic and social justice. *American Journal of Orthopsychiatry*.
- 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.
- Santiago, P. N., & Gall, T. L. (2016). Acceptance and commitment therapy as a spiritually integrated psychotherapy. *Counseling and Values*, 61(2), 239-254.
- 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>
- Turner, E. (Host). (2020, June 3). Let's talk depression and Black men with Patrice Douglas. (No S3 E8) [Audio podcast episode]. *The breakdown with Dr. Earl: A mental health podcast*. <https://podcasters.spotify.com/pod/show/breakdownwithdrearl/episodes/S3-E8---Lets-Talk-Depression-and-Black-Men-with-Patrice-Douglas-e1o9110/a-a8iu3v2>
- Wright, A. J., & Constantine, K. (2020). *Wright-Constantine Structured Cultural Interview [WCSCI]*. New York, NY: New York University.

Recommended Text:

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

COURSE DESCRIPTION

Basic theoretical assumptions of the counseling profession, with an overview of its historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation. Introduction to social justice principles and how they apply to professional counseling.

COURSE OBJECTIVES

At the conclusion of this course, students will be able to demonstrate competency in the following areas:

- Understanding of the history and philosophy of the counseling profession and its specialty areas, with an emphasis on clinical mental health counseling.

- Understanding of the professional roles and functions of professional counselors, with an emphasis on clinical mental health counseling.
- Understanding of advocacy to address institutional and social barriers for clients, and advocacy for the profession, with an emphasis on clinical mental health counseling.
- Understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others, and the effects of power and privilege for counselors and clients.
- Understanding of professional counseling credentialing, certification, licensure, and accreditation practices and standards, and the effects on public policy, with an emphasis on clinical mental health counseling.
- Knowledge of professional counseling organizations' activities, service, and current issues for the profession, with an emphasis on clinical mental health counseling.
- Understanding of professional ethical standards and some ethical and legal considerations in professional counseling, with an emphasis on clinical mental health counseling.

Related CACREP 2016 Standards

2. SOCIAL AND CULTURAL DIVERSITY

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

Section 5 C: Clinical Mental Health Counseling

2. CONTEXTUAL DIMENSIONS

- j. cultural factors relevant to clinical mental health counseling
- e. strategies to advocate for persons with mental health issues
- l. legal and ethical considerations specific to clinical mental health counseling

COURSE INSTRUCTIONAL METHODS

This course employs a range of instructional methods to promote high-quality learning. Methods may include the use of (a) small-group and whole-class discussion; (b) interactive problem solving; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) role-plays and/or simulations.

STUDENT PERFORMANCE EVALUATION CRITERIA AND EXPECTATIONS

Assignments:

Assignment	Points Possible	Due																																																
<p>Class Participation Please refer often to the rubric for participation for guidelines on how you will be assessed in this area.</p> <p>See rubric at end of syllabus.</p>	15	ongoing																																																
<p>Social Justice Essay Please write an essay discussing your relationship to social justice and why social justice is personally important to you. 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 5 pages (double-spaced), including the reflection. Here are the guiding questions:</p> <ul style="list-style-type: none"> • 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 initially become important to you? • What scares or worries you about your engagement with SJ? • What makes you feel hopeful? What personally keeps you motivated to engage in SJ? • What SJ areas of growth do want to work on for yourself in the immediate short term? <u>Be specific.</u> • Reflect on your process of engaging in this writing activity. <p>Please write this essay without using the following words (<u>or any similar words</u>):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Activist/activism</td> <td style="width: 25%;">Ethnocentrism</td> <td style="width: 25%;">Other/Othering</td> <td style="width: 25%;">Tolerance</td> </tr> <tr> <td>Ally/Accomplice</td> <td>Equity/Equality</td> <td>Oppression</td> <td>Woke</td> </tr> <tr> <td>Appropriation</td> <td>Fragility</td> <td>Patriarchy</td> <td>Xenophobia</td> </tr> <tr> <td>Assumptions</td> <td>Gentrification</td> <td>Prejudice</td> <td></td> </tr> <tr> <td>Bias</td> <td>Globalization</td> <td>Power</td> <td></td> </tr> <tr> <td>Bigotry</td> <td>Guilt</td> <td>Privilege</td> <td></td> </tr> <tr> <td>Capitalism</td> <td>Hegemony</td> <td>Restorative Justice</td> <td></td> </tr> <tr> <td>Change agent</td> <td>Inclusion</td> <td>Safe Space/Brave Space</td> <td></td> </tr> <tr> <td>Cis-heteropatriarchy</td> <td>Institutional</td> <td>Silence/silencing</td> <td></td> </tr> <tr> <td>Collusion</td> <td>Intersectionality</td> <td>Social justice</td> <td></td> </tr> <tr> <td>Colonize/Decolonize</td> <td>Internalized</td> <td>Society/Social</td> <td></td> </tr> <tr> <td>Critical</td> <td>ISMs (all banned)</td> <td>Stereotype</td> <td></td> </tr> </table>	Activist/activism	Ethnocentrism	Other/Othering	Tolerance	Ally/Accomplice	Equity/Equality	Oppression	Woke	Appropriation	Fragility	Patriarchy	Xenophobia	Assumptions	Gentrification	Prejudice		Bias	Globalization	Power		Bigotry	Guilt	Privilege		Capitalism	Hegemony	Restorative Justice		Change agent	Inclusion	Safe Space/Brave Space		Cis-heteropatriarchy	Institutional	Silence/silencing		Collusion	Intersectionality	Social justice		Colonize/Decolonize	Internalized	Society/Social		Critical	ISMs (all banned)	Stereotype		15	1/17
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<p>Culture/cultural Discrimination Disenfranchised Diversity Dominance</p>	<p>Justice/Injustice. Marginalized Microaggression. Minoritized Misogyny</p>	<p>Structure/Structural Stigma Supremacy System/Systemic Trauma-informed</p>		
<p>TURN IN & GRADING: Submit your paper on Moodle. A rubric will be provided in Moodle.</p>				
<p>Interpersonal & Professional Growth Project As counselors, our role is to develop genuine and authentic connections with clients whose worldviews, attitudes, beliefs, and values may greatly differ from our own. Counselors model ethical, compassionate, and just interactions while equipping clients with strategies to navigate complex relationships in various spheres of life—be it intimate partners, family members, friends, or professional relationships. To nurture personal growth and well-being, counselors must take relational risks to explore facets of clients’ identities and experiences. This could be broaching aspects of clients’ race, class, or culture, or addressing clients’ shame and fears, or using immediacy to address aspects of the counseling relationship with the client during the session. For most of us, these skills do not come naturally and need to be practiced. One way to practice is in through clinical applications within the program context, but another way is through real, personal actions.</p> <p>The purpose of this project is for you to commit to engaging in behaviors and/or actions that have the potential to promote real and meaningful interpersonal and professional growth on your path to becoming a more socially just counselor.</p> <p style="text-align: center;">See Moodle for full description!</p> <p>TURN IN AND GRADING: Grading will be based on your sustained and deep engagement in real relational risk-taking to promote your interpersonal growth as a counselor in training. I will assess this through your ability to articulate your process through your answers to the reflection questions. Your grade will be based on your process, not your outcomes. In other words, your grade will not be higher if you achieved what you set out to do, but I am more interested in whether you tried and took interpersonal risks, and what you learned from the process.</p>			20	3/17
<p>Broaching Demonstration Broaching describes a counselor’s actions to intentionally and directly address racial, ethnic, and cultural issues relevant to clients’ presenting concerns (Day-Vines, 2021). Moreover, these actions often include</p>			30	4/3

<p>addressing clients’ multiple dimensions of identity, and intersections of marginalization.</p> <p>You will be given a case study to read over with a class partner. You will meet outside of class with your partner, in person or over Zoom to record a counseling demonstration using your best broaching skills.</p> <p>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: <u>Taking risks</u>, rather than <u>perfection</u> in execution is what is being evaluated.</p> <p>TURN IN AND GRADING: You will sign up for an individual feedback session to view and evaluate your broaching skills. Below are two links provided, one for in-person meeting, and one for a Zoom meeting. Click on one of the links below to schedule your broaching feedback meeting:</p> <p>In-Person Sessions: https://calendly.com/drrafemccullough/video-feedback-session-in-person</p> <p>Zoom Sessions: https://calendly.com/drrafemccullough/video-feedback-session-zoom</p> <p>Turn in nothing. All feedback will be given verbally in person.</p> <p>See rubric at end of syllabus for guidelines.</p>		
<p>Community Appreciation Reflection Letter Write a 2-page letter to a member of the class, guest speaker, article author, or someone else associated with the class that you learned from about an aspect of social justice and diversity. The letter will also serve as a type of personal reflection, but also crediting a person with their contribution to your learning. Letters will be assumed private unless you decide to share them with the person yourself.</p> <p>TURN IN AND GRADING:</p>	20	4/17

You will turn the letter in on Moodle. Grading will be based on your ability to deeply reflect about specific things you learned, identify where they came from, and communicate that in the form of a letter.		
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Grading (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

Course Expectations:

Assignments: All assignments are due by 11:59 pm on the due date. Late assignments will generally not be accepted. Assignments will lose 5% of the points for each day late unless an extension is approved in advance, or a disability accommodation plan is already in place. 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: In-person class attendance is expected and required. There is no Zoom option for this class, which is heavily discussion-based and experiential. Any excused, missed class time will be made up by completing extra assignments/activities designed by the instructor. Missing more than 10% 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 hours for a 30-hour class (2 credits) or 1.5 hours for a 15-hour class (1 credit.).

Readings and Discussion: All assigned readings are to be completed prior to the beginning of class. There are many ways you can work to make this class fun and engaging. This class is often discussion-based, so please do all the reading to the best of your ability. I want you to interact with the texts and come with informed opinions, so perhaps highlight, and take some notes, and find connections with your personal experiences and others'. Fun and engaging discussions also depend on your willingness to take risks, which will help cultivate a climate of openness and intellectual humility.

Professional Behavior & Ethics: Students are expected to conduct themselves in an ethical and professional manner as outlined in the program's handbook and "Counselor Professional Qualities Evaluation" (CPQE) 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.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics	Readings Due	CACREP Standard	Assignments Due
Class #1 1/10/24	Intros & Class Expectations Multicultural/SJ & Cultural Humility Frameworks Legal & Ethical Considerations	<u>Articles:</u> <i>Abe (2020)</i> <i>Ratts et al. (2016)</i>	2a, 2b, 2c Contextual Dimensions: C.2i	
Class #2 1/17/24	Intersectionality Epistemic Justice/Injustice Epistemic Resistance and Ableism, Sanism, & Mental Health Activism	<u>Articles:</u> <i>Collins (2017)</i> <i>Leblanc & Kinsella (2016)</i>	2b, 2e	Social Justice Essay Due 1/17
Class #3 1/24/24	Power, Privilege, Oppression Racial Identity Development Cultural Concepts of Distress Cultural Interview Protocols	<u>Articles:</u> <i>Aggarwal & Lewis-Fernández (2020)</i> <i>Lewis-Fernández et al. (2016)</i> <i>Sue & Sue (2016)</i> <i>Wright & Constantine (2020)</i>	2a, 2b, 2c, 2e	
Class #4 1/31/24	Understanding Whiteness in Clinical Encounters Process Model of Multicultural Counseling	<u>Articles:</u> <i>Lee & Bhuyan (2013)</i> <i>Sahu et al. (2021)</i>	2f, 2h Contextual Dimensions: C.2j	
Class #5 2/7/24	Identity & Disidentification Activism vs Resistance Theories for Social Change	<u>Articles:</u> <i>Anzaldúa (2009)</i> <i>Keating (2006)</i> <i>Shanmugaraj (2022)</i> <i>Stewart & Breeden (2021)</i>	2d	
Class #6 2/14/24	Multicultural and Intersectional Applications in Counseling and Assessment	<u>Articles:</u> <i>Adames et al. (2018)</i> <i>Hargons et al. (2022)</i> <i>Galarza (2013)</i>	2f	
Class #7 2/21/24	Multicultural/SJ Case Conceptualization Supporting BIPOC Counselors Client Microaggressions	<u>Articles:</u> <i>Branco & Bayne (2020)</i> <i>Branco & Jones (2021)</i>	Contextual Dimensions: C.2j	
Class #8 2/28/24	Historic Trauma Immigration, Acculturation, and Acculturative Stress Historical Racialization & Disability Construction	<u>Articles:</u> <i>Grayshield et al. (2015)</i> <i>Dolmage (2017)</i> <i>Awad et al. (2013)</i>	2a, 2d	

Date	Topics	Readings Due	CACREP Standard	Assignments Due
Class #9 3/6/24	Religion/Spirituality Integrating Sex Positivity Gerontological Perspectives Death and Grief	<u>Articles:</u> ***Tangen & Felton (2018) OR Santiago & Gall (2016) Cruz et al. (2017) <u>Podcast:</u> Butler (2022)	2g	
Class #10 3/13/24	Broaching & Bridging Frameworks, Strategies & Interventions White Counselors Broaching Race and Racism	<u>Articles:</u> Day-Vines et al. (2021) King & Borders (2019) Lee et al. (2022)	2b, 2e, 2h	Interpersonal & Professional Growth Project 3/17
Class #11 3/20/24	Broaching Applications-Trans, PoC, Racialized Sexual Harassment Against Asian Women Counselors of Color Broaching Experiences	<u>Articles:</u> Erby & White (2022) Anandavalli (2022) Bayne & Branco (2018)	2b, 2f	
NO CLASS 3/27---SPRING BREAK				
Class #12 4/3/24	ACA Advocacy Competencies Class & Social Justice Applications in Rural Impoverished Communities	<u>Articles:</u> Crumb et al. (2019) Toporek & Lewis (2018)	2 b, 2h Contextual Dimensions: C.3e	Broaching Demonstration Due 4/3
Class #13 4/10/24	Rupture & Repair Men, Masculinity & Mental Health	<u>Articles:</u> Chang et al. (2021) Englar-Carlson & Kiselica (2013) <u>Podcast:</u> Turner (2020)	2h Contextual Dimensions: C.3e	
Class #14 4/17/24	Structural Racism & Anti-Racist Approaches to Mental Health Closing & Celebration	<u>Articles:</u> Anzaldúa (2002) Cenat (2020)	2h Contextual Dimensions: C.3e	Community Appreciation Letter Due 4/17

COLLEGE POLICIES

Notice to Students Regarding Disabilities, Mental Health Crises & Medical Emergencies:

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](tel: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.

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, difficult 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!

Links to Lewis & Clark Graduate School essential policies

Lewis & Clark adheres to a nondiscriminatory policy with respect to educational programs, activities, employment, and admission. We do 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, gender expression, or any other basis prohibited by applicable federal, state, and local laws.

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.

Class Participation Rubric

AREA	DISTINGUISHED (3)	PROFICIENT (2)	EMERGING (1)	UNACCEPTABLE (0)
Frequency (3 pts)	<ul style="list-style-type: none"> Initiates contributions (in small or large group) more than once in a class period 	<ul style="list-style-type: none"> Initiates contributions (in small or large group) once per class period 	<ul style="list-style-type: none"> Initiates contributions occasionally (in small or large group) 	<ul style="list-style-type: none"> Rarely, or does not contribute during class
Preparation (3 pts)	<ul style="list-style-type: none"> Reading completed and prepared to discussion level; On time and able to arrive or become present soon after 	<ul style="list-style-type: none"> Reading mostly completed or prepared to discussion level; Mostly on time and able to arrive or become present soon after 	<ul style="list-style-type: none"> Reading seldom completed or prepared to discussion level; Infrequently on time and/or present 	<ul style="list-style-type: none"> Rarely, or does not prepare or complete readings and is not on time and/or present
Engagement (3 pts)	<ul style="list-style-type: none"> Consistently builds on others' comments instead of offering only individual comments; Consistently stays actively engaged in dialogue, and takes responsibility for own thoughts and reactions 	<ul style="list-style-type: none"> Occasionally builds on others' comments instead of offering only individual comments; Mostly actively engaged in dialogue, and largely takes responsibility for own thoughts and reactions 	<ul style="list-style-type: none"> Infrequently builds on others' comments; Infrequently engaged and/or does not take responsibility for thoughts and reactions 	<ul style="list-style-type: none"> Rarely, or does not build on others' comments and is rarely engaged
Contributions (3 pts)	<ul style="list-style-type: none"> Willing to be unsure or risk partially formed ideas; Comments thoughtful or insightful, and deepen dialogue 	<ul style="list-style-type: none"> Occasionally risks partially formed ideas; Comments frequently thoughtful or insightful 	<ul style="list-style-type: none"> Usually does not risk partially formed ideas; Comments sometimes thoughtful or insightful 	<ul style="list-style-type: none"> Comments rarely, or comments not relevant to discussion
Self/Other Awareness (3 pts)	<ul style="list-style-type: none"> Balances frequency of own comments with others; Actively creates and invites space for quieter students; Expresses frequent verbal appreciation for others in learning community Acknowledges missteps and perspective shifts and credits person who facilitated shift 	<ul style="list-style-type: none"> Mostly balances frequency of own comments with others; Occasionally creates or invites space for quieter students; Expresses occasional verbal appreciation for others in learning community Sometimes acknowledges missteps and perspective shifts or credits person with shift 	<ul style="list-style-type: none"> Difficulty balancing frequency of own comments with others; Dominates class discussion, or interrupts others; Does not usually express verbal appreciation and/or does not acknowledge missteps or perspective shifts 	<ul style="list-style-type: none"> Frequently shuts down other students, or otherwise creates a hostile classroom environment for others Does not express verbal appreciation or acknowledge missteps or perspective shifts

Broaching Video Evaluation

	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations
	18 or less pts	19-22 pts	23-26 pts	27-30 pts
Final Video Evaluation	<p>Did not attempt the 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 own 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>

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 550
Diversity and Social Justice
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (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 views 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

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	
Individual Presentation	
DVD/Video Presentation	X
Supervised Small Group Work	X
Individual/Triadic Supervision	X

Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	X
Off-Campus / Field Visit	
Other:	