

DIVERSITY AND SOCIAL JUSTICE

CPSY

550

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Dates: Sept 8, 2011–Dec 15, 2011 5:30 p.m.–8:50 p.m.

Course Description: Development of counseling techniques within an understanding of the historical, structural and cultural context of clients who are diverse in race, ethnicity, gender, age, class and sexual orientation in the United States. Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs, biases, prejudices and socio-cultural position.

Introduction:

Welcome! In this course, I have brought together some very diverse forms of clinically applicable multicultural material.

This includes:

- ◆ current research and theory in multicultural psychotherapy, ethical guidelines and competencies,
- ◆ narratives of multicultural clients, therapists, researchers, clinical supervisors, and fiction about choices made around clinical experience, colonialism, cultural marginalization/oppression and multicultural identity,
- ◆ descriptions of multicultural history and socio-political conditions,
- ◆ and critical and multicultural theory deconstructing the very roots of central psychological concepts.

My purpose in bringing you this array of information is not so that you learn it as "true," but that you learn critical skills in analysis, learning to take multiple perspectives, investigating your own cultural assumptions and how you have been cultured, deepen your empathetic skills and comprehend different levels of understanding the social and personal world of diverse people in the United States. This is an introductory course. As such, I have intended the material to offer you the broad scope of the field and its context, as well as personal and clinical applications. As much as possible, there will be extensive observation and discussion of multicultural counseling, conversations, and clinical role-playing.

While there will be discussion of techniques, reviews of scholarship and research, and other appearances of academic classes, this course cuts to the essence of our work as counselors. It takes the invitation presented by the immediate conditions of human diversity across race, ethnicity, gender, sexual orientation, socio-economic class, physical and mental ability, language, religion, geography, and any other distinctions that might mediate human experience. This invitation is to see how honestly we may be of support, how the roles in which we appear in this life may be carried out with compassion,

humility, and service. To do this we must bring our hearts, a willingness to look at how we have become who we have become, so that we may reach into the conditions of another as unjudgmentally and as uncentered in our own worldviews, biases, and opinions as possible-- knowing we will never truly experience the life of another.

Objectives:

1. Think critically and reflexively about the history, presuppositions and social context of dominant American culture, student's individual culture, and the cultural precepts inherent in all clinical practice. This includes the ability to recognize cultural limitations of existing counseling practices to consider how to use privilege to promote social equity.
2. Demonstrate beginning awareness, knowledge and skill for working cross-culturally, using ethical guidelines and multicultural competencies, including the ability to respectfully explore clients' lives, values, and beliefs integral to it.
3. Develop an awareness of how one's own assumptions, values, and worldview, including cultural heritage, race, class, gender, sexual orientation, ability, life experiences, affiliations and identities, inform your definitions of normality, pathology, the process of treatment and the therapeutic alliance.
4. Identify and critically understand identity as intersecting/multiple and recognize issues of power and privilege relative to the intersecting identities of gender, race, class, religion, sexual orientation, ability, national origin, age, and language and how these influence social location in and out of therapeutic contexts.
5. Gain basic skills in discussing presenting issues within their cultural context.
6. Explore larger community, institutional and systemic forces that promote and maintain social inequalities related to group memberships (e.g. agencies of social control, transferability of knowledge/intellectual colonization, systems of class reproduction, institutionalized classism, racism and sexism in social policy and dominant discourse).
7. Consider the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.
8. Discuss approaches to culturally competent client advocacy and counseling.
9. Identify ethical and legal considerations.
10. Inspire students to answer how people of different axes of privilege might construct the world and demonstrate an unjudgmental assessment of that worldview, as a resource, as a life-view "bubble," and the complexities of particular axes of life circumstances and their cultural context of meaning systems they draw from.

Required Texts: Brown, L. (2008): *Cultural Competence in Trauma Therapy: Beyond the Flashback*. Washington, D.C.: American Psychological Association.

Sue & Sue. (1999). *Counseling the Culturally Different*. NY, NY: John Wiley & Sons.

Recommended Reading: Lipsitz, G. (1998). *The Possessive Investment in Whiteness*. PA: Temple Univ. Press.

Week

Course Schedule Assignments Due

Week 1 9/8/11	Welcome, Introduction, Multicultural Competencies & History and Social Justice Exercise. <ul style="list-style-type: none">• National Association of Social Workers. Cultural Competency Guidelines.• Constantine, M. (2007, Ed.) <i>Clinical Practice with People of Color</i>.• APA Multicultural Guidelines on Education, Training, Research, Practice and Organizational Change. NY: Teachers College Press.	Timeline Exercise
Week 2 9/15/11	Preparing for Change <ul style="list-style-type: none">• Parker, W. & Fukuyama, M. (2007). <i>Consciousness-Raising: A Primer for Multicultural Counseling</i>.• Brown, L. (2008) <i>Cultural Competence in Trauma Therapy</i>. Ch 1 & 2.	Review Timeline Exercise, Syllabus, Organize TRIOs and Facilitation Schedule.
Week 3 9/22/11	Diversity, Power & Emotions <ul style="list-style-type: none">• Boler, M. (2000). <i>Feeling Power: Emotions & Education</i>. NY: Routledge. Ch 1 & 2: Theorizing Emotions and Social Control.• Lipsitz, G. (1998). <i>The Possessive Investment in Whiteness</i>. PA: Temple University Press. Ch 1 & Ch 2: Law & Order. Springfield, IL: Charles Thomas Publisher.	
Week 4 9/29/11	Transcultural Relations, Power & Identity Development <ul style="list-style-type: none">• Brown, L. (2008) <i>Cultural Competence in Trauma Therapy</i>. Ch 3: Entering the Healing Process.• Thadeka R. (1999), <i>Learning to Be White</i>. NY: Continuum. 1-28,79-102. (PAGE 13)• Sue, D., et al. (2007). Racial Micro-aggressions in Everyday Life: Implications for Clinical Practice. <i>American Psychologist</i> (5-6), 271-285.• Sue & Sue: <i>Racial & White Identity Development Models</i> (124-129, 147-159). Review: Sue & Sue: <i>Counseling Asian Americans</i>	Journal Required (Schedule Who is picking up camera)
Week 5 10/6/11	Conversations Across Power & Cultural Differences <ul style="list-style-type: none">• Duran, E. (2003) <i>Healing the Soul Wound: Counseling with American Indians and Other Native Peoples</i>. NY: Teachers College Press. Excerpts of Intro, Ch 1.• Day-Vines, N.L., et al. (2007). <i>Broaching</i>	Last Chance I

	<p>the subjects of race, ethnicity, and culture during the counseling process. <i>Journal of Counseling & Development</i>, 85, 401-411.</p> <ul style="list-style-type: none"> • Brown, L. (2008) Cultural Competence in Trauma Therapy Ch 7. <p>Review: Sue & Sue: Native Americans, (READ AHEAD)</p>	
<p>Week 6 10/13/1</p>	<p>Sexual Orientation</p> <ul style="list-style-type: none"> • Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 8: Sexual Orientation. • Ji, P. (2007) Being a Heterosexual Ally to the Lesbian, Gay, Bisexual, and Transgender Community. • Boler, M. (2005). Masculinity on Trial: Undressing Homophobia in the Bible Belt. <i>Men and Masculinities</i>, (7) 261-269. • Psychological Association Council of Representatives. (2000). Guidelines for psychotherapy with lesbian, gay and bisexual clients. <i>American Psychologist</i>, 55(12), 1440-1451. 	<p>Last Chance Journal Due</p> <p>Class meets at Q Center, 4115 North Mississippi Avenue</p>
<p>Week 7 10/20/1</p>	<p>Social Class, Migration & Assimilation.</p> <ul style="list-style-type: none"> • Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 10-12: Social Class, Migration & Dislocation. • Baptiste, D. (1993). Immigrant families, adolescents and acculturation: Insights for therapists. <i>Marriage & Family Review</i>, 345-361. <p>Review: Sue & Sue: Latino/Hispanic Americans</p>	
<p>Week 8 10/27/1</p>	<p>Gender: Last Chance for Eden II</p> <ul style="list-style-type: none"> • Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 4, 6. • Jordan, Judith. (2008). Valuing Vulnerability: New Definitions of Courage. Haworth Press. <p>Review: Sue & Sue: Counseling Women</p>	
<p>Week 9 11/3/11</p>	<p>Age & Socially Constructed Abilities Markers</p> <ul style="list-style-type: none"> • Brown, L. (2008). Cultural Competence in Trauma Therapy. Ch 5: Age and Ageism, Ch 9: Living with Disabilities. • Lesko, N. (2000). <i>Act Your Age: The Social Construction of Adolescence</i>. NY: Routledge. Introduction. • Kirby, J. (2004). Disability and Justice: A Pluralistic Account. <i>Social Theory and Practice</i>, 30(2) 229-246. 	<p>TRIO Client Intake Description Due</p> <p>Begin Action Plan</p>
<p>Week 1</p>	<p>Difference and Power in the Therapy Room & Class.</p>	<p>Journal Due</p>

11/10/1	<ul style="list-style-type: none"> • Lee, L.J. (2005) Taking Off the Mask. In Rastogi & Wieling (Eds.) <i>Voices of Color: First-Person Accounts of Ethnic Minority Therapists</i>. Thousand Oaks, CA: Sage. • Rasheed: (2005). When Racism is Reversed. In Rastogi & Wieling. (Eds.) <i>Voices of Color: First-Person Accounts of Ethnic Minority Therapists</i>. Thousand Oaks, CA: Sage. • Bartolli, E. & Pyati, A. (2009). Addressing Client's racism in individual therapy. <i>Psychotherapy Theory, Research, Practice, Training</i>, 46(2), 145-157. 	
Week 11 11/17/1	TRIO Taping	
Week 12 11/24/1	Thanksgiving Break	
Week 13 12/1/11	TRIO Debrief & Study Session.	
Week 14 12/8/11	TRIO Review Session: TRIO Papers Due	Reflections Papers Due
Week 15 12/15/1	Putting it all together: Final Exam Recommended: Henriques, et al. (Eds, 2000). <i>Changing the Subject</i> . NY: Routledge. Intro to Section I and II.	Action Plans Due

Course Requirements:

Participation in a Learning Community: Students are required to attend and *actively* participate in all scheduled class meetings. This includes being on time, reading all of the assigned material and discussing it, and otherwise engaging with colleagues as fellow professionals. It also includes 2 sessions as a client and 2 sessions as a therapist in the TRIO exercise. Becoming a counselor, psychologist, or family therapist involves looking closely at ourselves, our values, beliefs and biases. Learning happens relationally. This can be a very personal and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse worldviews encourages a collaborative milieu of care in which we all challenge ourselves and each other to critically examine and develop our skills and perspectives. *Class discussion and interaction with colleagues are fundamental to the process of learning to be a psychotherapist and all sessions include necessary information.* Therefore, if you must miss a class, the instructor may ask you to contribute to learning in another way. According to the Counseling Psychology Department attendance

policy, missed class periods may result in lowered final grades and students who miss two class periods may be failed.

Grading: All written material is graded based upon fulfillment of assignment requirements, applicable course objectives, your critical analysis of the material and its assumptions, your analysis of the your own cultural/epistemological assumptions and personal application of material. Students are not graded on culturally competent counseling skills performance in the TRIO exercise. LATE REPORTS lose 1 pt every day.

Class Facilitation	10
Four Journals	20
<u>TRIO</u> : Culturally Competent Client Description	10
<u>TRIO</u> : Therapist/Client Reflection Paper/Presentation (10 pts each)	20
Two Action Plans (5 pts each)	10
Final (All Required Reading Material)	30
Four TRIO sessions (-10 if miss any)	Required

Class Facilitation

In student groups of three, facilitate a one-half hour class discussion on the readings on the date that your group is assigned to do so. Be sure that the discussion covers the main points of the article and encourage your classmates to critically analyze the author's argument and its clinical applicability both personally and professionally. Consider your objectives for learning. Considering using guide questions, small group discussions, imagery or other class formats to assist in getting at the question "How does this reading serve counseling diverse populations and social justice?" Review your plan with the professor (via email) before doing so.

Journals

Write approximately one single spaced space of reflections on your experience in class and topics you are thinking about in the assigned reading. This is a space for you to write about how you have been cultured, what challenges you face in bearing witness to alternative worldviews and investigate and write about your personal responses to class material and dynamics. Journals are graded only in terms of critical thinking, demonstrating knowledge of key concepts in the reading and professionalism. I will check off entries as well as pose questions or responses to encourage further dialogue.

TRIO Reports & Presentations

TRIO Exercise: This exercise is intended to give you a role-play experience with people who are culturally different than you and give you experience speaking about and across our differences. Since it would be unethical to subject people who are culturally different so we can practice, this exercise is meant to give you practice in a supportive environment as well as experience (both positive and negative) what worked and what didn't work as your peers counsel you. First you will prepare a Client Description (similar to an Intake Assessment) that demonstrates a culturally-imbedded issue and role play this client 2 times. In a group of three classmates, you will serve as a therapist for two clients (2--½ hr sessions) that are role played by your classmates. In this way, this assignment requires you to talk about cultural difference as a part of the clinical interaction. You must debrief with your clients/therapist about how the session went. We will discuss these experiences in class. Write up your reflections on role-playing a therapist and client.

Client Description : (1-2 single spaced pages): This is a thorough, professionally-written description of a client's intake assessment that you have created who comes to see you with a culturally-embedded presenting problem. Please research, create and present a realistic case study with a moderate presenting adjustment issue (relational, experience of marginalization or forced acculturation, immigration, an unpopular lifestyle direction/issue).

Choose a client whose culture you are interested in learning more about other than European-American/European. Because members of traditionally marginalized groups must routinely interact with those in the dominant, European-American class,

this group will be excluded as a viable choice. Suggestions include: persons labeled as "disabled," Brazilian-American, African-American gay/lesbian communities, Native American veterans, recent immigrant or refugee groups, acculturated Indian Hindu women, Muslim families, South American Indigenous Communities (Quechua, Ukrainian Jews, local trans/inter-gendered communities, Buddhist communities, Middle-Eastern immigrants, Palestinian, Tlingit, etc.) Choices are subject to instructor approval (2pts). Be sure to outline the culturally embedded context.

The Client Description must include typical intake assessment categories that describe your clients' presenting problem, cultural and social context, and a brief life-history. Be sure to include:

- ◆ Presenting issue and its' history (4 pts) (include: age and conditions of onset, former treatment, culturally-embedded context),
- ◆ Current and Past Social & Cultural Context, (4 pts) (e.g. Family of Origin, History, Significant Relationships, Psychosocial Status, Employment, Education, Medical/Alcohol/Drug Abuse if relevant.)
- ◆ Summary (2 pts) (Summarize clients' presenting issue needs. If this client was your client, what would your concerns and goals be for them? What would you expect them to need from a therapist?)

Be creative and enjoy this assignment. Be sure to include ways that your client experiences the client's culture and dominant "American" culture. You may also add cultural dynamics with the therapist, such as an African American lesbian complaining that she was placed with a Caucasian lesbian just because someone thought that they would have something in common or a Japanese-American client fearing judgment from a Japanese-American therapist, whereas he/she may expect a Caucasian therapist to be less judgmental, or a Nepali man who does not respect his female Caucasian "touchy-feely" therapist.

Client & Therapist Role Plays: You will assist your classmates to discuss difference by role-playing the client you create twice in a first session format (video-taped) for two 30-minute sessions in which two classmates (individually) will role-play the therapist. You will not be given information about your client prior to your session unless if your client looks differently than they actually do. The third class member is not to witness the session. (Once the camera is running the third

person should leave the room). If the therapist chooses, redo this session for 15 minutes more on video. This session is intended to challenge you and bring out your skills, your counter-transference, so that you see what skills you have, what skills you are developing, where you need support and where you want to learn more.

Trio Reflection Papers: The TRIO Reflection Papers are analytical reflections of your experiences as both a therapist and a client and specifically about your experience as both a client and a therapist when you discussed the differences between you. What cross-cultural and cross-power issues did it bring up? Here are a few questions to help you:

Client: What aspects of your story did your therapist accurately understand? What didn't they understand? What was the most important exchange in the session? What were you looking for? Did you get it? Is what you were looking for really what you needed as the client? How was your worldview respected, understood, misunderstood? Where did knowledge systems meet, interact, conflict, get ignored? Was did you need?

Therapist: How did the session go? What did the client present and how did the process unfold? What was your client really looking for, now as you reflect back upon the session.? What interaction stands out for you the most and why? How did you approach talking about the differences between you? How did that go? When did you feel the client felt heard by you and what did you do that seemed to communicate that? What interactions seemed to go unmet? What did you observe that supported that? Where did you notice counter-transference. Where did you notice cultural (or other knowledge systems) interact or (mis)communicate?

Trio Presentation: Briefly describe (5 minutes) your experience and what you learned in the TRIO exercise for your colleagues in class—center this discussion on talking across our differences. You may wish to include your client's presenting issue and cultural context, and your experience as both therapist and client.

Guide Questions for Debriefing TRIO Exercise

Ask your client:

1. What was it like to have this conversation with me?
2. What were your major concerns and hopes upon entering the therapy office? How did that go?
3. When did this session particularly "click" or fail to "click." What contributed to that?

4. At what point did you feel welcome? What was it that conveyed that to you?
5. Was there a point that you felt any kind of dissonance or felt uncomfortable in any way and why?
6. Is there anything you did not get to talk about that you wanted/needed to? Was there anything you needed to have communicated to you that was not?

For the therapist:

1. What were your goals before meeting your client?
2. What was your experience throughout the intake? When did you feel congruence, dissonance, fear/frustration, understanding? What meaning did you put to that experience?
3. How did you experience asking questions about culture, difference, etc?
4. If there was a point that you wish you had more information, what point was that and what kind of information would have been helpful?
5. Upon reflection, is there a counseling theory that suits this client better than another?
6. How did your goals for your client change throughout the session?
7. How did the client communicate feeling dissonance/alliance with you? What happened to produce this?

Cultural Competence Action Plans

Cultural Competence is a life-long process. This class is a significant start. Cultural Competence Action Plans help you decide where to go from here. This is your opportunity to plan ahead and describe areas of expertise that you would like to achieve. There are two action plans required. These are given to your advisor.

Action Plan I

Choose an etic category of a group that you wish to deepen your understanding and professional abilities, one in which you are not a member. You may choose an ADDRESSING Model category (e.g. age), or sub-category (e.g. youth gang membership, transgendered community).

Action Plan II

Choose an emic category of the ADDRESSING Model where you have social privilege (e.g. male, Caucasian, able-bodied, heterosexual, upwardly mobile) in the United States society. Develop a plan of investigation/action so that this will be less of barrier for you to work with those of the marginalized status (e.g. people of color, LGBTQ).

For Each Action Plan:

1. State your goal. Thoroughly describe why this is important and the nuances of this particular cultural competency.
2. Assess your current level of competence and where your strengths, limits and barriers of your bubble. Demonstrate your understanding of the needs you have in further professional development.
3. Describe how you will continue to develop in this area. Create at least 5 behavioral objectives to achieve your goal. (e.g. volunteer with Sisters of the Road Café, Read Why Do All the Black Kids Sit Together in the Cafeteria, Review the cultural assumptions of your favorite three theories).
4. Name 3 potential barriers to these objectives and ways that you will gain support instead.
5. Develop an affirmation to help inspire you and remind you why this is important.
6. Describe how you will know you have achieved this goal, including if the competency does not happen through your objectives.

Final Examination

There will be a final examination consisting of multiple-choice and essay questions that assess primary points in all assigned

readings. Some of these questions evaluate basic understanding of the material while others will evaluate applied material. You will be expected to understand the primary aspects of the professional discussion concerning counseling and culture, and the cultural presuppositions of counseling.