

# **Clinical Work with Diverse Populations**

## **CPSY 550**

**Summer 2009**

Instructor: Mary M. Clare, Ph.D.

This course is an opportunity.

It is an opportunity to investigate notions of human diversity and clinical service delivery alongside questions of culture, mind, and self. What is human diversity and how has it come to be so influential in the lives of human beings? What does it mean to provide service as a counselor, therapist or school psychologist? How can that service be culturally relevant? What are the ways of knowing at the core of concepts linked with delivering or receiving service? What is the source of those ways of knowing? What is the relevance of this sort of inquiry to lives of service professionals?

At the center of these questions are two that are fundamental to any human endeavor.

**Who are you?**

**What do you want?**

This course is based on the understanding that these questions must be fully engaged by any person wishing to be of service.

That basis means this class offers the possibility of dropping out of the usual singular focus on mind and into the heart of inquiry. This shift can allow investigation of the fundamental truths that underlie all diversity, all service, all culture, and every other idea the mind generates. 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, school psychologists and marriage & family therapists. 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 distinction that might mediate human experience. This invitation is to see how honestly we may be of support – how the roles in which we appear may be carried out with compassion, humility, and respect.

### **Assignments:**

- Engage the questions of the course with full attention and sincerity.
- Attend class meetings, group meetings, and any cultural events outside of class with your whole self.
- Tell the truth without blame or judgment.
- Pay attention to what has heart and meaning – refuse distraction into what is unnecessary (drama).
- Stay open but unattached to particular outcomes.

**MOODLE**—Most of the class material and assignment descriptions will be on line and accessible through the Moodle system ([www.moodle.lclark.edu](http://www.moodle.lclark.edu)). The password for your access to this information is *a ver* (one of the sayings I picked up from my Mexican ‘aunties’ when I lived briefly in Michoican). More on Moodle in the first class.

**Readings**—Note the required readings listed below (and in Moodle). Additional readings will be completed for each class. That is, twice during the term, you will seek out, read and summarize readings supplementing the topic listed on the syllabus (see **MSummaries** in schedule below). The articles you read will focus on techniques and/or diversity categories other than race/ethnicity (i.e., to balance with the required texts that focus primarily on racial/ethnic considerations).

You will submit citation information, an article summary (in your words) and, when possible, a link to the article itself on Moodle by Sunday night of the week for which you have responsibility. The rest of the class will be responsible for reading the summaries and one of the available articles by class time on Wednesday.

In general, the readings for each class meeting provide a common conceptual ground for all participants in the class. Your capacity for participation in this course will depend in large part on your preparation for each class session.

**Group Inquiry**—In the first class meeting, you will be assigned to an inquiry group. This group will be an anchor point for a significant part of your experience in this class.

**Dialogue Journal**—Following each class you will write something (on paper) to reflect your experience with the readings, discussions, and activities of this course. During class meetings, you will give your journal to another class participant for her or his written response. This dialogue simulates peer supervision and provides another opportunity for you to articulate and refine the insights you have related to the material and inquiry of this class. No part of your grade will be based on the content of these journals, but the presence or absence of entries and responses will be noted.

**Direct Experience**—Over the next two weeks, you will engage in at least two substantive social interactions outside of your apparent (and any other familiar) cultural affiliation(s). Informal reports of these experiences may be shared in class. You’ll submit a one page summary to me describing your experience and its relevance to you as a mental health service provider.

**Project**—Together with your group, you will determine a project to complete (either individually or collaboratively). This project must meet these criteria:

- It will involve substantive and probing inquiry into any area of relevance to counseling, therapy or school psychological services with diverse populations. We will discuss possibilities in the first class.
- It will be of demonstrable use to the authors.

- It will be presented to the class in some form that includes oral description of the project (its story) and what was learned from the experience.

Discussion of ideas will begin in the first class and, by the end of that class you will have come to agreement, with your group's consultation, on the nature of your project. In group meetings during and outside of class projects will be reviewed by group members to identify any gaps in the work and to aid with revision.

**Paper**—In the weeks following the last formal class you will prepare a paper answering the question “So What?” with reference to the experience and inquiry you have completed during the term. Essentially the question asks: What difference does this investigation make to your work as a practitioner? This paper may be an essay or a more formally structured (e.g. APA style) position statement.

Whatever the format, your 5-7 pages of prose will contain:

- A brief statement of what you see/know now that you didn't see/know before.
- Description of the experience, readings, discussions that led to this (these) new or revised understanding(s),
- The practical significance of this (these) new or revised understanding(s) to your professional practice (i.e., What does this look like in action?)
- And lastly, What next? What do you see as your next edges for development in the area of practice that best responds to the interests, concerns and well being of people across the range of human diversity?

Using Moodle, e-mail or paper exchange your inquiry group members will review your paper in support of revision at least once before final submission. The paper will be due via Moodle or e-mail ([clare@lclark.edu](mailto:clare@lclark.edu)) by **10a.m. August 10**. It may, of course, be submitted earlier.

**Texts:** Required

Harold Napoleon. *Yuuyaraq: The Way of Human Being*

Xing & Gonzales-Berry (Eds.). *Indigenous People and Racialized Ethnic Minorities in Oregon*

Recommended

Sue & Sue. *Counseling the Culturally Diverse: Theory and Practice, 5th Edition*

**Evaluation:** Written self-evaluations will be submitted after the last class session and, at the latest, with the submission of the final paper. These evaluations will contain specific observations of the extent to which you participated in and gained from the class. E.g.,

- participation and engagement as a community member (see the five principled assignments listed at the top of the **Assignment** section),
- ideas developed based on this participation alongside related discussions and activities in and out of class, and

- ability to indicate what has been learned.

Your self-evaluation along with your credit/no credit status for each of the assignments outlined above will lead to the final grade:

- A - full credit on each assignment (CREDIT), self-evaluation and evaluation by instructor reflecting full participation engagement with the course curriculum and class community.
- B - full or partial credit\* on each assignment (CREDIT, PARTIAL CREDIT), self-evaluation and/or evaluation by instructor reflecting substantive, but not full participation with the course curriculum and class community.
- C - partial credit on more than half of the assignments, self-evaluation and/or evaluation by instructor reflecting adequate, but not substantive or full participation with the course curriculum and class community.
- D - partial credit on more than half of the assignments, missing assignments, self-evaluation and/or evaluation by instructor reflecting adequate, but not substantive or full participation with the course curriculum and class community.
- F - course failure relative to criteria outlined above.

\*For assignments receiving PARTIAL CREDIT, rewrites may be submitted within three days of your receiving my evaluation on the paper.

**Attendance Policy:** Class attendance is one of the most critical features of this course. Being here, and bringing your openness and attention will matter every time we meet.

Stated more formally...

*Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed at the by the instructor. More than one missed class session (3.25 hours in the case of a three-credit hour class; 2.25 hours for a two-credit class; 1.25 hour for a one-credit class) constitutes failure to complete the class. In extreme hardship situations, and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or for the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines must be met.*

**Course Description from Graduate School Catalogue:**

The development of counseling techniques for working **with** clients who are diverse in culture, 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.

**Related Authorizations:** Successful completion of this course is necessary for fulfillment of degree requirements for any of the specialty areas in the Counseling Psychology Department. This course is also necessary for gaining access to licensure as a professional counselor, as a school psychologist, or as a marriage & family therapist.

**Schedule**  
**CPSY 550**  
**Summer 2009**

<b>DATE</b>	<b>TOPIC AND ASSIGNMENTS DUE</b>	<b>READING</b>
May 24 --all day--	Clinical Work with Diverse Populations What is the source of this discussion? Who are we as we bring ourselves to these questions? Identity Development SPIRAL DYNAMICS	'Black Holes' APA/ACA Ethics and Guidelines Xing 10, 12 <b>identity</b>
May 26	Inventory of multicultural knowledge MODERNISM/POST-MODERNISM What do 'we' know? (who is/are the 'we'?) What are we learning now? What are next edges of learning? <b>DIALOGUE JOURNALS</b>	<b>MSummaries</b> 'Iraqi Women' Clare (in press) <b>next edges</b>
June 2	Foundations of diversity: MODERNISM/POST-MODERNISM Bodies, landscape and history <b>DIALOGUE JOURNALS</b>	<b>MSummaries</b> 'Italy' 'Boyle' Napoleon Xing 9 <b>trauma</b>
June 9	The political and the personal: STRONG OBJECTIVITY Family, language and economic class <b>DIALOGUE JOURNALS</b>	<b>MSummaries</b> 'Dwyer' Napoleon Xing 7, 8 <b>abuse/poverty</b>
June 16	Shared oppressions: STRONG OBJECTIVITY Gender, sexuality & age <b>DIALOGUE JOURNALS</b>	<b>MSummaries</b> 'Fathers' 'Moms' Xing 2, 6 <b>gender/age</b>
June 23	Religion and spirituality TERROR MANAGEMENT THEORY <b>DIALOGUE JOURNALS</b>	<b>MSummaries</b> 'Tolerance' Xing 3, 11 <b>Spiritual couns.</b>

June 30	Community/ies: TERROR MANAGEMENT THEORY Within and between <b>DIALOGUE JOURNALS</b>	<b>MSummaries</b> 'Texas' Xing 4, 13 <b>Comm. interv.</b>
July 7	Media Context What is the impact of media on: Identity? Relationships across diverse groups? The therapeutic process? Your own learning? <b>DIALOGUE JOURNALS</b>	<b>MSummaries</b> 'Trolls' Xing 1, 9 <b>media in tx</b>
July 14	Diverse realities in practice Bowen & praxis Sexual identity & lifespan development	<b>MSummaries</b> TBA  <b>particularities</b>
July 21	Global community: SPIRAL DYNAMICS Multiracial realities <b>DIALOGUE JOURNALS</b>	<b>MSummaries</b> 'Latin Africans' Xing 5 <b>Why global?</b>
July 28	Culturally responsive counseling: Multiple roles, singular lives What does competence look like? <b>DIALOGUE JOURNALS</b> <b>PROJECT REVIEWS</b>	<b>MSummaries</b> 'MLearner' Sue & Sue <b>competent tx</b>
Aug 1 --a.m.--	Cross-cultural competence <b>DIALOGUE JOURNALS</b> <b>PROJECT PRESENTATIONS</b>	
Aug 2 --all day--	Cross-cultural competence <b>DIALOGUE JOURNALS</b> <b>PROJECT PRESENTATIONS</b>	

## COURSE SYLLABUS COVER SHEET

Lewis & Clark College  
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	<u>Clinical Work with Diverse Populations</u>
Course Number	<u>CPSY 550</u>
Term	<u>Summer 2009</u>
Department	<u>Counseling Psychology</u>
Faculty Name	<u>Mary Clare</u>

**Catalogue Description:** Development of counseling techniques 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.

### Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
<b>Learning and Living Environments</b>	<b>X</b>
Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	
<b>Disciplinary Knowledge</b>	<b>X</b>
Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	
<b>Professional Practice</b>	<b>X</b>
Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	
<b>Connection to Community</b>	<b>X</b>
Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	
<b>Professional and Technological Resources</b>	<b>X</b>
Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	
<b>Assessment</b>	<b>X</b>
Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	
<b>Research and Reflection</b>	<b>X</b>
Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	
<b>Leadership and Collaboration</b>	<b>X</b>
Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.	
<b>Professional Life</b>	<b>X</b>
Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).	

### Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

<b>Early Childhood</b>	Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.	
<b>Elementary</b>	3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	
<b>Middle Level</b>	5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	
<b>High School</b>	9 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a High School.	

\*R = Readings and In-class Discussions

\*P = Practicum

### Student Performance:

Student performance criteria appear on page(s) \_\_\_\_\_ of this syllabus (student performance includes goals, evidence, and levels of performance).