

## CLINICAL WORK WITH DIVERSE POPULATIONS

CPSY 550

Instructor: Michelle Maher, PhD Candidate

Lewis & Clark College

Email: [maher@lclark.edu](mailto:maher@lclark.edu)

Counseling Psychology

Date:

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**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, influence legitimate a form 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. Learn about advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
8. 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.
9. Discuss effective strategies for client advocacy in public policy and other matters of equity and accessibility.
10. Identify ethical and legal considerations.

**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 and Sons.

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

Week Due	Course Schedule	Assignments
Class 1 5/12/2009	Welcome, Introduction, Syllabus, Multicultural Competencies & The Social Construction of Reality.	Create TRIOS Groups
Class 2 5/19/2009	<p>Understanding Diversity &amp; Multicultural &amp; Ethical Counseling Guidelines</p> <p>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.</p> <p>Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 1 &amp; 2. (TRIO Organizing Time)</p>	<p>No paper, read ahead</p> <p>TRIO Topic Time</p>
Class 3 & 4 5/23/2009 8:30-4:30	<p>SOC 101: Social Constructionism &amp; The Study of How Citizens Have Been Cultured</p> <p>Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 3.</p> <p>Boler, M. (2000). <i>Feeling Power: Emotions &amp; Education</i>. NY: Routledge. Ch 1 &amp; 2: Theorizing Emotions and Social Control.</p> <p>Lipsitz, G. (1998). <i>The Possessive Investment in Whiteness</i>. PA: Temple University Press. Ch 1 &amp; Ch 2: Law &amp; Order.</p> <p>Review: Sue &amp; Sue: Counseling African-Americans</p>	<p>Required Reading</p> <p>Reflection Paper</p> <p>Last Chance for Eden</p>
Class 5 5/26/2009	<p>Gender &amp; Sexual Orientation</p> <p>Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 6 &amp; 8: Gender &amp; Sexual Orientation.</p> <p>Psychological Association Council of Representatives. (2000). Guidelines for psychotherapy with lesbian, gay and bisexual clients. <i>American Psychologist</i>, 55(12), 1440-1451.</p> <p>Recommended: Sue &amp; Sue: Counseling LGBT &amp; Women Garnets, L. et al. (1991). Issues in psychotherapy with lesbians and gay men: A</p>	<p>Required Reading</p> <p>Reflection Paper</p> <p>Last Chance for Eden II</p>

	survey of psychologists. <i>American Psychologist</i> , 46(9), 964-972.	
Class 6 6/2/2009	<p>Conceptualizations of Diversity &amp; Age</p> <p>Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 4 &amp; 5. Diversity &amp; Age</p> <p><u>Recommended:</u> Lesko, N. (2000). <i>Act Your Age: The Social Construction of Adolescence</i>. NY: Routledge. Introduction.</p>	
Class 7 6/9/2009	<p>Culture, Phenotype, Ethnicity &amp; Identity Development</p> <p>Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 7.</p> <p>Thadeka R. (1999), <i>Learning to Be White</i>. NY: Continuum. Ch 1 &amp; 3.</p> <p>Sue &amp; Sue: <i>White Identity Development, Racial Identity Development</i></p>	Required Reading Reflection Paper
Class 8 6/16/2009	<p>Race, Ethnicity and Power Relations.</p> <p>Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 11: Migration &amp; Dislocation.</p> <p>David, E. &amp; Okazaki, S. (2006). Colonial Mentality. <i>Cultural Diversity &amp; Ethnic Minority Psychology</i>, 12(1), 1-16.</p> <p>Rastogi &amp; Wieling (2005, Eds.) <i>Voices of Color: First-Person Accounts of Ethnic Minority Therapists</i>. Thousand Oaks, CA: Sage. Ch 7: When Racism is Reversed.</p> <p>Sue &amp; Sue: <i>Counseling Asian Americans</i></p>	
Class 9 6/23/2009	TRIO Activity	
Class 10 & 6/27/2009 8:30-4:30	<p>TRIO Debriefing/Presentations</p> <p>Socially Constructed Abilities Markers &amp; Social Class</p> <p>Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 9 &amp; 10: Disabilities and Social Class.</p> <p>Sue &amp; Sue: <i>Counseling Disabled</i></p> <p><u>Recommended:</u> <i>Social Construction of Disability</i></p>	<p>TRIO Debriefing/ Presentation</p> <p>Required Reading Reflection Paper</p>
Class 12 7/07/2009	<p>The Great Divide: Social Class &amp; Migration &amp; Assimilation.</p> <p>Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 10 &amp; 11: Social Class, Migration &amp; Dislocation.</p> <p><u>Recommended:</u></p>	<p>TRIO Reflection Papers Due</p> <p>Classroom Eval</p>

	Sue & Sue: Counseling Latino/as hooks, b. (2000) <i>Where We Stand: Class Matters</i> . NY: Routledge.	
Class 13 7/14/2009	Complete Action Plans	
Class 14 7/21/2009	Putting it all together: Multicultural Competence & the "Subject of Psychology" & Meaning Making & Support  Henriques, et al. (Eds, 2000). <i>Changing the Subject</i> . NY: Routledge. Intro to Section I and II.	Action Plans Due  Final Examination  Potluck?

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 being ready to discuss 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 as well. 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 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 learning in another way. For example, you may be asked to write a brief summary about, and personal reactions to, the required readings and/or provide abstracts from additional related readings for course participants. 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: This course has a significant amount of reading, discussion, reflection and a little practice. I have created exercises that require analytical thinking as well as those that I hope will serve as the conditions needed to challenge you to develop multicultural competencies. All written material is graded upon accuracy, 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.

6 Reflection Papers on assigned reading (5 pts each) . . . .	30
<u>TRIO</u> : Culturally Competent Client Description . . . . .	5
<u>TRIO</u> : Two Reflection Paper/Presentation: Review of 2-taped sessions as a therapist & as a client . . . . .	10
Two Cultural Competence Action Plans for Cultural Competence (5 pts each) . . . . .	10
Final (All Written and Lectured Material) . . . . .	30
Four TRIO sessions . . . . .	Required

Regular Class Participation and Attendance ..... 15

### Reflection Papers

Choose 6 classes in which to reflect upon the required readings and compose a 1 single-spaced page for each reading in your Reflection Paper. There are 4 classes in which a Reflection Paper is required. See schedule above. Critically reflect on the assigned reading. This means demonstrating your understanding of the central topics/thesis (evidence that you read the reading) and analyzing the tenets of the argument and its professional and personal implications. It is a requirement in our field to personally reflect on our social positioning (our achieved and ascribed characteristics and the role of culture, power and difference). This assignment fulfills this requirement. Reflection papers are due the date the reading is due, no exceptions.

## TRIO Reports & Presentations

TRIO Exercise: This exercise is intended to give you an experience with people who are culturally different than you. 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. Last, write up your reflections on role-playing a therapist and client.

Client Description : (2-3 single spaced pages): This is a thorough description of a client that you have created who presents with a culturally-embedded presenting problem. Each student is required to 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) that they have created through their research of a realistic cultural identity other than of Europe proper. Choose a client whose culture you are interested in learning more about. Suggestions include: 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 (Quetchua), Ukrainian Jews, local trans/inter-gendered communities, Buddhist communities, Middle-Eastern immigrants, Palestinian, Tlingit, etc. 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. Choices are subject to instructor approval.

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

- ♦ Presenting issue and its' history (e.g. age and conditions of onset, former treatment, culturally-embedded context),

- ◆ Current and Past Social & Cultural Context, (e.g. Family of Origin, History, Significant Relationships, Psychosocial Status, Employment, Education, Medical/Alcohol/Drug Abuse if relevant.)
- ◆ Summary (Summarize clients' presenting issue and 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 struggles with (either or both) the client's dominant culture and dominant American culture. You may also add cultural issues 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 because she is a woman.

Client & Therapist Role Plays: You will assist your classmates by role-playing the client you create for two different classmates in a first session format (video-taped) for 30 minute sessions in which two classmates (individually) will role play the therapist. Then you switch and get to video-tape yourself role-playing the therapist with the same two classmates. The second time you role-play your client, you may alter the presentation as you see relevant for the purposes of this exercise. (Once the camera is running the third person should leave the room). Debrief this session with your classmate. 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 the cultural issues it brought up. I expect that there will be some uncomfortable aspects of this exercise since we must draw on our own stereotypes when role-playing anyone. Since we do not want to be racist, most people are concerned to avoid role-playing a stereotype or slipping into racism. That is also the beauty of this assignment, because it will bring up our own counter-transference, our assumptions about other cultures and force us to relate to others in a way

only role-playing can. Here are a few questions to help you reflect:

*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 (10 minutes) the TRIO exercise for your colleagues in class. This includes 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 will be given to your advisor for continued support.

1. Choose an Emic or Etic category (e.g. age), or sub-category (e.g. youth gang membership) of the ADDRESSING Model that will inform you of a group that you wish to deepen your understanding and professional abilities and follow the guidelines below.
2. Choose an Emic category of the ADDRESSING Model where you have social privilege (e.g. Caucasian heterosexual) 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).

### Action Plan Guidelines

1. State your goal.
  - 1a. Thoroughly describe why this is important and the nuances of this particular cultural competency (For ideas consult Required Readings, Multicultural Guidelines). Use the multicultural guidelines to help you describe this.
  - 1b. Assess your current level of competence (or ways privilege functions with regard to this ADDRESSING category) and where your strengths, limits and barriers of your bubble. Demonstrate your understanding of the needs you have in further professional development. Be honest.
2. 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).
3. Name 5 potential barriers to these objectives and ways that you will gain support instead.
4. Affirmation to help inspire you and remind you why this is important.
5. 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 questions that assesses primary/secondary points in all readings, lectures and audio-visual material. Some of these questions will evaluate basic understanding of the material while others will be applied. You will not be assessed on

theorists names, dates of publications or percentages of populations studied. You will be expected to understand the primary aspects of the professional discussion concerning counseling and culture, and the cultural presuppositions of counseling.

## COURSE SYLLABUS COVER SHEET

Lewis & Clark College  
Graduate School of Education and Counseling

*Please attach completed cover sheet to course syllabus.*

<b>Course Name</b>	<b>Clinical Work with Diverse Populations</b>
<b>Course Number</b>	<b>CPSY 550</b>
<b>Term</b>	<b>Summer 2009</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Faculty Name</b>	<b>Michelle Maher</b>

**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:**

<b>Guiding Principles/Standards</b>
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<p><b><i>Learning and Living Environments</i></b> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.</p>	<b>X</b>
<p><b><i>Disciplinary Knowledge</i></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.</p>	<b>X</b>
<p><b><i>Professional Practice</i></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.</p>	<b>X</b>
<p><b><i>Connection to Community</i></b> Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.</p>	<b>X</b>
<p><b><i>Professional and Technological Resources</i></b> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.</p>	<b>X</b>
<p><b><i>Assessment</i></b> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.</p>	<b>X</b>
<p><b><i>Research and Reflection</i></b> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.</p>	<b>X</b>
<p><b><i>Leadership and Collaboration</i></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.</p>	<b>X</b>
<p><b><i>Professional Life</i></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).</p>	<b>X</b>

**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).