

**Lewis & Clark College**  
**Professional Mental Health Counseling & Professional Mental Health Counseling –**  
**Specialization in Addictions**  
**CPSY 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
- 2e. the effects of power and privilege for counselors and clients
- 2f. help-seeking behaviors of diverse clients
- 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

## Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but **will not be the only requirements/expectations.** The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.	Demonstrates self awareness and emotional stability. Immerging use of self in therapeutic process, uses supervision to continue growth.	Demonstrates self awareness, emotional stability and a beginning understanding of impact of self in relationships with clients, seeks assistance for continued learning	Demonstrates self awareness, emotional stability, and willingness to address/mediate problems.	Student demonstrates lack of self awareness or emotional instability that impedes learning or client care.	MHC 503/MHCA 502 Professional Qualities/Dispositions Evaluation  MHC 509/MHCA 511: Professional Qualities/Dispositions Evaluation	Self as Counselor (2 of 5)
Submission Method: Instructor Complete PQE in Taskstream						

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
PQE Critical Items: Openness to supervision	Seeks supervision from faculty, supervisors and peers. Utilizes supervision to grow and develop.	Complies with suggestions, requests and directives from faculty and supervisors	Responds to supervision from faculty and supervisors reluctantly, has difficulty with feelings of defensiveness	Refuses supervision or fails to comply with supervisor requests and directives	MHC 503/MHCA502 And MHC511/CPS Y 550  Professional Qualities/Dispositions Evaluation	Self as Counselor (5 of 5)
Submission Method: Instructor Complete PQE in Taskstream						

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
Students develop awareness of the effect of power, privilege, and difference and their own cultural attitudes, beliefs,	Demonstrates strong awareness of own social locations and how attitudes, values and beliefs have been affected by it	Demonstrates good awareness of own social locations and how attitudes, values and beliefs have been affected by it	Demonstrates beginning awareness of own social locations and how attitudes, values and beliefs have been affected by it	Demonstrates little to no awareness of own social location and how attitudes, values and beliefs have been affected by it	MHC 511/CPSY 550 Cultural self portrait or Culminating Cultural Activity	Multicultural Competence (1 of 4)
Submission Method: Student submission to Taskstream						

	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
PQE Critical items: Responsibility Item 5 Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. Integrity Items 3,4,5 Respect for others	Score of 2: Meets	Score of 1: Emerging	Score of 0: Inadequate	MHC 503/MHCA502 AND MHC 511/CPSY 550  Professional Qualities/Dispositions Evaluation (PQE) Note: PQE is given for all students in these courses, and as needed when problems emerge in other courses	Multicultural Competence (2 of 4)
Submission Method: Instructor completes PQE in Taskstream					

Multicultural Competence	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
Goal 4 of 4					
<p>Learns strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.</p> <p>Submission Method: Instructor submits overall course grade to registrar AND Taskstream</p>	CPCE Score Average or Above or Score below average and Course grade 90-100%	CPCE score below average and course grade 0-90%	CPCE score below average and course grade below 80%	CPCE Score Average or Above OR MHC511/CPSY 550 CPCE score below average and Course grade of A	Multicultural Competence (4 of 4)

## **COURSE SYLLABUS**

Lewis & Clark College: Graduate School of Education and Counseling  
CPSY 550/MHC 511 Counseling and Interventions with Adults  
Spring 2017

**“The moment we choose to love we begin to move against domination, against oppression. The moment we choose to love we begin to move towards freedom, to act in ways that liberate ourselves and others.”**  
-bell hooks

**Instructor: Tanya Prather, Ph.D.**  
**E-mail: tanyaprather@lclark.edu**  
**Phone: 971-219-1025 (cel)**

**Time: Fridays, 8:30 AM – 11:45 PM, 1/13/17 – 4/21/17 (except 3/31/16 for Spring Break)**  
**Room: York 116**

### **Textbooks/Materials:**

Required Texts: Sue, D.W. & Sue, D., (2016). Counseling the Culturally Diverse: Theory and Practice. 7th Edition.

Desmund, Tim (2016) Self-Compassion in Psychotherapy: Mindfulness-Based Practices for Healing and Transformation. 1st Edition.

### Recommended Texts:

Rastogi, M. & Wieling, E., (2005), Voices of Color: First Person Accounts of Ethnic Minority Therapists.

Wah, L. M., (2204) The Art of Mindful Facilitation.

### Other Readings:

Due to the constructivist nature of this course, there will be additional readings to be announced during the semester. Additional readings and/or journal articles assigned will be placed on reserve at Watzek Library or on our class Moodle Page. Log on to moodle.lclark.edu (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email. If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225, consult@lclark.edu or Maia Penchansky maiap@lclark.edu or 503 – 768-6195.

### Ethical Guidelines:

Students will obtain and bring a current copy of the ACA Ethical Guidelines to class.

### Catalog Description:

Development of diversity awareness and knowledge including systems of power and privilege. Introduction to methods/skills for working with clients who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability. Focus is on helping students

become capable therapists in varied environments, including becoming aware of their own beliefs, biases, and prejudices.

#### Course Purpose & Objectives:

- Develop an awareness of attitudes, beliefs, understandings of acculturative experiences; identify biases regarding various social groups and the similarities and differences within and between groups
- Demonstrate an understanding of the role and relationships of the individual cultural identity development verses group cultural identity
- Increase knowledge and identify multicultural and pluralistic trends within and among diverse groups
  - Demonstrate culturally appropriate counseling interventions when working with diverse clients
  - Use advocacy to address institutional and societal barriers that impede human development; able to identify micro/macro-level strategies to address social, political and economic barriers of human development
    - Operationalize the multicultural competencies and culturally appropriate intervention strategies
  - Demonstrate an understanding of how living in a multicultural society effects clients seeking mental health counseling, career counseling, and students in a school setting
  - Understand the counselor's role as a change agent and advocate; understand ethical and legal issues that may arise as they relate to multicultural and social justice advocacy.

Ground Rules (Adapted from those by Margaret Anderson, from the University of Delaware and Cort Dorn-Medieros, from here) and with a few of my own ideas thrown in:

Given the nature of this course, the following rules are intended to promote an atmosphere that will facilitate the learning process as well as respect the experiences of different groups in the classroom and the larger society. The class can agree to revise these rules and add others, but all students must commit themselves to the final set of rules by the end of the first class. These principles will guide our class discussions and interactions.

1. Acknowledge that oppression exists in our society.
2. Acknowledge that one of the key elements of oppression is that we are all systematically taught misinformation about race, ethnicity, and gender. This is true for both majority and minority group members.
3. While we cannot be blamed for the misinformation that we have learned, we can and will be help responsible for repeating misinformation after we have learned otherwise. The Lakota say you can not make a mistake if you did not know.
4. We will actively pursue information about racial, ethnic, and cultural groups. However, the basis for this information will not be on societal learned myths or stereotypes about these groups.
5. We will strive to facilitate learning through a safe and open atmosphere, we will share information and ideas with members of the class and we will never demean, devalue, or "put down" people for their experience. We will try to remember the "sweet spot" and notice our triggers and stay compassionate toward ourselves and others.

6. We will be courageous and allow ourselves to experience what comes up for us. We will be compassionate and bring care to whatever comes up for us and for others in class.

7. We each have an obligation to combat actively the myths and stereotypes about diverse populations so that we can break down the barriers that impede group cooperation. We will look for ways to take action.

8. We will assume that all of us, regardless of our racial identity, nationality, sex, class, or cultural background, have been influenced by the racism, sexism, and heterosexism of our society and that individuals can actively change.

9. We will create a safe atmosphere for open discussion. At times, members of the class may wish to make comments that they do not want repeated outside of the classroom. If so, the student will preface his or her remarks with a request that the class will agree not to repeat the remarks.

10. We will try to see the world through the experiences of people who have different perspectives than our own. This will mean not assuming that one's own perspective is the only or best way to see and think.

11. Perfection is not the goal; mistakes are how we learn.

12. Assume positive intent/Extend compassion to others.

13. Fully attend class, no electronic usage that is not for class and no side conversations. Share your whole self with the class.

### **Course Calendar:**

### **Date Topics, Readings & Assignments Due**

**I am grateful to the many women and men who dare to create theory from the location of pain and struggle, who courageously expose wounds to give us their experience to teach and guide, as a means to chart new theoretical journeys (bell hooks, 1994, p. 74)**

**Again, due to the constructivist nature of this course, the following schedule is intended as a guide. I, or we, might decide to make some changes in topics, in readings, in activities. In addition, I have several guest speakers planned and will need to schedule them as they are available. You will always know ahead of time if that is the case and I recommend you read the Sue and Sue readings even if we change topics as the information from them is what will be on your counseling exam.**

1/13/16 – Class # 1-Introductions, syllabus and course overview, ground rules, hopes and fears, the “sweet spot”.

1/20/16 – Class # 2 – The Multicultural Journey to Cultural Competence

S & S: Ch. 1

Self-Compassion in Psychotherapy and our class

Desmond: Ch. 1 & 3

Peggy McIntosh, White Privilege: Unpacking the Invisible Knapsack

**Sign up for class facilitation**

1/27/16 – Class # 3 – The superordinate Nature of Multicultural Counseling and Therapy, Multicultural Counseling Competencies, Micro-aggressions in Counseling, Barriers to Multicultural Counseling and Therapy

S & S: Ch. 2, 6, 7 & 12

Tim Wise, The Kids are all White

Tim Wise, Race, Class, Violence and Denial

2/03/16 – Class # 4 – The Political and Social Justice Implications of Counseling, The Impact of Systemic Oppression

S & S: Ch. 4 & 5

Universal Declaration of Human Rights

UN Statement on the Rights of those of African Descent

FACILITATORS: \_\_\_\_\_

Additional readings chosen by facilitators: \_\_\_\_\_

2/10/16 – Class # 5 – To be “raced” in America

R & W Ch. 18

In class film and discussion: The Color of Fear

Mindfulness of the body and mind

Desmond: Ch. 4 & 5

FACILITATORS: \_\_\_\_\_

Additional readings chosen by facilitators: \_\_\_\_\_

2/17/16 – Class # 6 – Multicultural Counseling Competence for Counselors of Marginalized Groups

S & S Ch. 3

Effects of Patriarchy on Men

Article on Masculinities

Articles handed out in class: "The Social Causes of Women's Depression: A Question of Rights Violated?" and "Empowering Depressed Women: The Importance of a Feminist Lens"

In class viewing of a feminist therapy video

In class viewing of multicultural counseling videos

2/24/16 – Class # 7 - Micro-aggressions in Counseling, Barriers to Multicultural Counseling and Therapy

S & S: Ch. 6, 7 (review)

Communication Styles and Its Impact on Therapy, Multicultural Evidence-Based Practice

S & S: Ch. 8 & 9

FACILITATORS: \_\_\_\_\_

Additional readings chosen by facilitators: \_\_\_\_\_

**Cultural Self-Portrait Paper Due**



3/03/16 – Class # 8 – Guest Speaker - Stace Parlen, LGBTQ Advocate, LMFT Intern, QMHP  
Gender and sexual identity models -Theoretical models and approaches (revisited/reviewed)  
S & S: Ch. 5 (review), Ch. 23  
Tiq Milan & Kim Katrin Milan, video “A Queer Vision of Love and Marriage”

3/10/16 – Class # 9 – Counseling Individuals with Disabilities, Older Adults & Women  
S & S: Ch. 23, 24 & 26  
APA article on psychologists with disabilities  
Article on working with older adults  
FACILITATORS: \_\_\_\_\_  
Additional readings chosen by facilitators: \_\_\_\_\_

**Midterm Review**  
**Sign-up for Social Advocacy Presentations**

3/17/16 – Class # 10 – Introduction to class and classism  
S & S: Ch. 25  
Sharing community event insights  
Viewing of the Sisters of the Road film  
FACILITATORS: \_\_\_\_\_  
Additional readings chosen by facilitators: \_\_\_\_\_

3/24/16 Class # 11 – Multicultural competencies -Non-western and indigenous methods of healing  
S & S: Ch. 10  
Voices of color  
Voices of Color: First Person Accounts of Ethnic Minority Therapists.  
Appropriation Article  
Site on Native History of Oppression  
FACILITATORS: \_\_\_\_\_  
Additional readings chosen by facilitators: \_\_\_\_\_

3/31/16 — No class, spring break

4/07/16 – Class # 12 – Counselor advocacy and social justice, Racial/Cultural Identity  
Development in People of Color  
S & S: Ch. 11  
Psychosocial Cost of Racism to White Counselors: Predicting Various Dimensions of  
Multicultural Counseling Competence  
Adverse Community Events article  
Case Study on Moodle to include in your reflection  
In class viewing of Multicultural Counseling videos  
Using Self-compassion with clients  
Desmond: Ch. 6 & 7

**Social Advocacy presentations**

4/14/16 – Class # 13 – Overcoming obstacles in self-compassion  
Desmond: Ch. 8 & 9

### **Social Advocacy presentations**

4/21/16 – Class # 14 - Class wrap-up, review and reflection

#### Class Assignments/Grading:

##### 1. Attendance and Reflection Journals. (10 points)

Class attendance and participation is vital. In order to practice what I preach, and provide constructivist learning, each you will be required to do a weekly reflection. (This will account for 10% of your grade, 1 point for 10 of the weeks we are together.)

Entries will capture your intellectual, personal and/or experiential discoveries made in class (from group discussion, class activities, etc.), from the weekly reading assignments or even from things you come across in popular culture or what is happening on your campus. Please use this as an opportunity to discuss your reactions or reflections of course discussions or dialogue. This is also an opportunity to reflect about your own cultural identity development and discoveries.

The reflections should be typed; about 1 page in length per entry, and are due each week, except for weeks when we have a guest speaker and the 1<sup>st</sup> and last class. There will be a total of 10 reflections. Reflections are not graded for specific content but rather for depth. The purpose of writing is to carve out time for intentional reflection on class discussion and readings. Through intentional reflection we can work towards a deeper understanding and integration of course material.

If you must miss a class, you will need to check-in with me for a suitable make-up assignment. You will not get credit for the course without doing a make-up assignment.

##### 2. Cultural Self-Portrait, Family Tree Exploration. (30 points)

Students will generate a narrative and creative cultural portrait of themselves. Please utilize your own knowledge (discovered self-awareness and reflection of your own cultural identity and beliefs), talk with your immediate and extended family members, your partners...call your grandmother's neighbor of 30 years to get his/her perspective of your family's culture; do some research about your heritage!

The following questions may help guide your cultural self-portrait, family tree exploration:

- Who am I as a cultural being? What is my cultural profile?
- How have the different dimensions of diversity influenced who I am as a person?
- How does my culture influence my relationships?

- How do I think that my cultural background and attitudes will hinder me in working with culturally diverse clients?
- How do I think that my cultural background and attitudes will help me in working with culturally diverse clients?

Reflect on each of these questions thoughtfully and thoroughly. The Cultural Self-Portrait narrative should integrate personal examples and reflections.

An 8-10 page paper will be due on February 24th. Feel free to get creative and add additional creative materials, visual aids, etc. to the Appendix (all materials in the Appendix are not counted as part of the 8-10 required pages).

### 3. Facilitation of a class discussion (25 points)

In groups of 4, you will facilitate one of the class discussions. This is not meant to be a group presentation. Rather, it is an opportunity for you to guide your peers through a series of readings, engage them in dialogue, and help one another make clinical application of the material. If visuals are provided they should be supplemental. You should be prepared to have questions that generate discussion where necessary, but the idea is that you help facilitate the organicity of the course dialogue. Thus, this will require that you have a thorough understanding of the readings. Dates of class facilitation: 2/3, 2/10, 2/24, 3/10, 3/17, & 3/24.

### 4. Social Advocacy Group Project (30 points)

- A. In groups of 2 - 3, work to identify a critical issue/need in the field of either mental health or addictions counseling as it relates to diversity and multiculturalism. Look to the literature to support the need for advocacy for your identified ‘critical issue.’ The purpose of this assignment is to synthesize knowledge about oppression, advocacy and the relationship to the counseling profession. Identify a specific issue of a multicultural population/group that reflects a dynamic oppression such as lack of/limited access to mental health counseling, education, other services and/or opportunities.

Some examples of a “critical issue” could be:

- Investigation of, and advocacy for, access for differently-abled clients, students or citizens to mental health or educational services
- Investigation of, and advocacy for, underrepresented students in gifted and talented programs
- Investigation of, and advocacy for, access to mental health services for people who have committed felonies and served prison time.

Investigation of, and advocacy for, indigenous people’s access to mental health and social services.

- Investigation of, and advocacy for, access to outpatient/residential addiction treatment programs for low income and/or uninsured individuals

B. Construct an Advocacy Plan:

- Select and describe a school, institution, agency or community facility as a target site for your project.

- Collect information from the target site that you will use to identify a systemic problem/oppression that prevents student, client, and/or family success.
- Develop a realistic advocacy plan based on your assessment of the systemic problem/oppression. Remember, the plan must be appropriate to the multicultural population that it serves. Your advocacy plan should include:
  - A clear statement of the problem/issue (supported by evidence, literature, interviews from your target site, etc.).
  - A discussion of systematic and cultural attitudes towards the problem/issue.
  - Identification of target for advocacy. Where will you be advocating and to whom?
  - Specific plan, timeline, tactics, strategies, resources needed/available, etc.
  - A discussion of possible solutions to the problem/issue.
  - Identify potential obstacles to your advocacy plan. What might be some barriers to change and how do you plan to address these?

As a group, you will turn in one written paper of your advocacy plan (10 pages, maximum). All of the above bullet pointed questions/statements must be addressed in this paper. However, feel free to provide additional information as desired or needed to support and clarify your plan.

Additionally, provide a concise, bulleted handout representing your advocacy plan to your classmates and present your proposal for change/advocacy in class. Each group will be given approximately 30 minutes to present their advocacy plan to the class. Groups will present over the course of two class sessions.

All group papers are due on April 7th. Groups will sign up for sharing presentations with the class on either April 7<sup>th</sup> or April 14<sup>th</sup>.

#### 5. Attending a community event (5 points)

Find a community event that addresses issues of social justice and diversity either through this website: <http://portland.activatehub.org/organizations?topic=social+justice>, or on your own. You are required to attend one of these events this term and write a 2–page summary of what you learned and what impact you think the workshop will have on the Portland community. You will share with your fellow students briefly as well.

#### Grading Summary:

Attendance & Participation N/A

Weekly Journal 10

Cultural Self-Portrait 30

Facilitation of a class discussion 25

Social Advocacy Group 30

Attending a community event 5

Total Possible Points 100

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook

([http://www.lclark.edu/graduate/student\\_life/handbook/registration\\_policies/index.php#system](http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system))

and is the point equivalent of that grading scale (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0).

Thus, grades for the course are determined by the following percentages:

A = 94-100, A- = 90-93

B+ = 87-89, B = 84-86, B- = 80-83

C+ = 77-79, C = 74-76, C- = 70-73

F = Below 73

Below 80%: As graduate students, you are expected to do the work as assigned and described. If you are unable to complete the work at an acceptable level of performance you will be asked to complete the work again or to complete alternative tasks. A grade of B or above is considered acceptable performance for the class.

Students with Disabilities:

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

Whoever believes in the good in people, draws forth the good in people.

Jean Paul