



**LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND
COUNSELING**

**AT 550 DIVERSITY AND SOCIAL EQUITY
FALL 2018**

When: Monday 9:00 am – 12:00 pm, 9/10 – 11/12

Where: TBD

Instructor: Marie Mellberg

Office hours: TBD

Office location: TBD

Phone: 503-789-5092

E-Mail: mariemellberg@lclark.edu

Credit: 2 cr.

CATALOG DESCRIPTION

This course is intended to increase the student's understanding of the issues and dynamics in counseling across social and cultural lines. Students will explore the nature of society and culture and how these impact the counseling process. Students will broaden their scope of diversity awareness and knowledge including systems of power and privilege. Attention will be given to developing an understanding of the intersectionality of gender, class, race, and ethnicity in working with diverse populations in a counseling context.

COURSE OBJECTIVES

1. Addresses major societal concerns such as discrimination, and current approaches to alleviate these concerns
2. Apply cultural & social diversity theories and culturally responsive practices
3. Understand counselor's role in identity development, empowerment, collaboration, advocacy, and social justice when working with vulnerable and diverse communities
4. Support student's own cultural and social self-awareness to their view of others, including their cultural assumptions and biases.

CAAHEP STUDENT LEARNING OUTCOMES

SLO-C	Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and
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	historical or current experiences within the dominant culture.
SLO-D	Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.
SLO-E	Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
SLO-K	Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.
SLO-N	Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.

CAAHEP CONTENT AREAS

Content area	Description	Reinforce or introduce	Course assessment
b.A.3	Value advocacy processes necessary to address barriers that block access and equity to mental health and related services for patients/clients	I	AT 550: reflection paper; class discussion
b.A.4	Recognize the need for collaboration and consultation within and among organizations, including interagency and inter-organizational collaboration	I	AT 550: class discussion, cross-cultural self-evaluation art practices and reflections
b.A.5	Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapist professional role, and continuing education	I	AT 550: exercises; cross-cultural self-evaluation art practices and reflections
d.S.1	Apply understanding of artistic language, symbolism, metaphoric properties of media and meaning across cultures and within a diverse society	I	AT 550: experiences & class discussions
e.S.4	Facilitate ethical and culturally responsive group practices, including informed approaches for designing and facilitating diverse groups	I	AT 550: lectures & class discussion; group project

h.S.2	Integrate contextual/ ecological factors bearing on human development such as cultural identities, spiritual, systemic within and outside family nucleus, physical, neurological, biological, and physiological	I	AT 550: cross-cultural self-evaluation art practices and reflections;
i.K.3	Describe trauma-focused art therapy interventions	R	AT 550: trauma-focused with reference to AT;
i.K.7	Understand a systems approach (family, community, political)	I	AT 550: lectures & class discussions;
I.A.4	Acknowledge transference and counter-transference	R	AT 550: lectures, class discussions, exercises;
i.A.5	Value consultation, collaboration and inter-professional teamwork	R	AT 550: lectures & class discussions; group project
j.K.2	Understand potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	R	AT 550: lectures & class discussions; final paper;
j.A.3	Display sensitivity to the prevalence of mental illness and impact on individuals and society	I	AT 550: lectures & class discussions, exercises
j.A.4	Display sensitivity when considering the impact of crisis on individuals with mental health diagnoses	R	AT 550: lectures & class discussions; exercises
I.S.3	Recognize cultural, social, and co-occurring issues that affect assessment outcomes	I	AT 550: lectures, discussions, exercises;
m.A.2	Recognize cultural considerations used when conducting, interpreting, and reporting research	I	AT 550: lectures & class discussions

n.K.1	Identify research addressing characteristics of help-seeking behaviors of diverse cultural and social groups and implications for responsive practice	I	AT 550: lectures & class discussions;
n.K.2	Demonstrate an understanding of current issues and trends in a multicultural society	I	AT 550: lectures, discussions, final paper;
n.K.3	Describe cultural and social diversity theories and competency models including AATA's Multicultural and Diversity Competencies	I	AT 550: lectures & class discussions, group project
n.S.1	Plan strategies for identifying the impact of oppression and privilege on individuals and groups and eliminating barriers, prejudices, intentional and unintentional oppression, and discrimination	I	AT 550: lectures & class discussions, group project
n.S.2	Make use of experiential learning activities (e.g., cultural genogram) designed to explore and develop student cultural and social self-awareness including self-assessment of attitudes, beliefs, and acculturative experiences	I	AT 550: lectures, class discussions, exercises
n.S.3	Apply cultural and social diversity theories and competency models to an understanding of identity development, empowerment, collaboration, advocacy, and social justice	I	AT 550: lectures, class discussions;
n.A.1	Value strategies for collaborating with and advocating for wellness within diverse communities	I	AT 550: lectures, class discussions;
n.A.2	Display a professional commitment to AATA's Multicultural and Diversity competencies	I	AT 550: lectures & discussions
n.A.3	Justify the role of arts in social justice, advocacy, and conflict resolution	I	AT 550: lectures & discussions

n.A.4	Contrast connections of student cultural and social self-awareness to their view of others, including their cultural assumptions and biases	I	AT 550: Group project, reflection papers; discussion, exercise;
p.A.1	Display cultural competence in consideration of unique characteristics of specific populations and settings	I	AT 550: lectures & class discussions, group project, final;
q.A.1	Value multicultural and ethical strategies for facilitating career and educational planning and development with diverse clients	I	AT 550: lecture & class discussions, group project

NONDISCRIMINATION

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

TEACHING METHODS

A variety of teaching methods will be used during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures. Students will watch videos clips, engage in group learning tasks, and participate in role-play demonstrations.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3

credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for her/him/themself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

CLASS PREPARATION

You must complete all assigned readings and watch any assigned video prior to attending class. This will allow us to focus on application of readings in class. Watching videos will help bring models to life, allowing you to better understand the material and ask questions.

REQUIRED TEXTS & READINGS

Weekly readings are to be completed for the day indicated. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

Books

hooks, b. (2003). *Teaching community: A pedagogy of hope*. New York: Routledge.

Jocson, K. M. (2013). *Cultural transformations: Youth and pedagogies of possibility*. Massachusetts: Harvard Education Press.

Chapter in book:

McIntosh, P. (2004). White privilege: Unpacking the invisible knapsack. In P. S. Rothenberg (Ed.), *Race, Class and Gender in the United States: An Integrated Study*. (pp 188-192). New York, NY: Worth Publishers.

Articles

Cashwell, C. S., & Watts, R. E. (2010). The new ASERVIC competencies for addressing spiritual and religious issues in counseling. *Counseling and Values*, 55(1), 2-5.

Cahill, C. Cerecer, D.A.Q., & Bradley, M. (2010). "Dreaming of...": Reflections on participatory action research as a feminist praxis of critical hope. *Affilia*, 25(4), 406-416. doi: 10.1177/0886109910384576

Hocoy, D. (2005). Art therapy and social action: A transpersonal framework. *Art Therapy: Journal of the American Art Therapy Association*, 22(1), 7-16.

McCullough, R., Dispenza, F., Parker, L. K., Viehl, C. J., Chang, C. Y., & Murphy, T. M. (2017). The counseling experiences of transgender and gender nonconforming clients. *Journal of Counseling & Development*, 95(4), 423-434.

Sajani, N., Marxen, E., & Zarate, R. (2017). Critical perspectives in the arts therapies: Response/ability across a continuum of practice. *The Arts in Psychotherapy*, 54, 28-37.

Shin, R.Q. (2015). "The Application of Critical Consciousness and Intersectionality as Tools for Decolonizing Racial/Ethnic Identity Development Models in the Fields of Counseling and Psychology." In *Decolonizing "Multicultural" Counseling through Social Justice*, edited by Rachael D. Goodman and Paul C. Gorski. New York, NY: Springer.

Talwar, S. (2010). An Intersectional Framework for Race, Class, Gender, and Sexuality in Art Therapy. *Art Therapy: Journal of the American Art Therapy Association*, 27(1), 11-17.

Zappa, A. (2017). Beyond erasure: The ethics of art therapy research with trans and gender-independent people. *Art Therapy: Journal of the American Art Therapy Association*, 34(3), 129-134.

EVALUATION AND GRADING

Because of the skill development nature of this course, it is required that students complete ALL assignments to pass this class.

Assignment	Point Value
Participation & 1 page Reflection paper (3 points per day)	30
Photo Reflections	20
Resource Exploration Experience	10
Final Portfolio / Reflection Paper	40
Total Points in the Course:	
	100

FINAL GRADING

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	

NOTE: All assignments must be turned in at the beginning of class (before class starts) on the day they are due (except for the 1 page reflection papers, they are submitted no later than 11:59 pm in Moodle the same day of class). Five points will be deducted for each day an assignment is late.

ASSIGNMENTS AND COURSE REQUIREMENTS

1. Attendance & Participation (30 points)

Students are expected to attend all classes on time and to participate actively. A great deal of our class time will be conducted as a professional dialogue and through activities. We will engage each other. Your participation and positive contribution are valued and important to the success of the class. Students are expected to come to class prepared (having read the assigned readings and completed any assignments due for the day). Based on the readings and class discussion (including your beliefs or perceptions of the material), each class you attend you will be required to turn in a one-page, single-spaced reflection due the beginning of next class (except for the final reflection paper, it will be due no later than 11:59 pm the last day of class- in Moodle).

2. Weekly Photo Reflections (20 points)

During this course you will be participating in a Photovoice experience. This experience will allow you to express your cultural worldview and your perspective of the world through a camera lens. This is a *qualitative, action research technique*.

- a) **Part One:** During this course you will take two and submit two photos per class session (not including 1st and 10th week = approximately 16 photos) based on each week's topic that represents your understanding of that topic and how it relates to your life.
- b) **Part two:** You will turn in a brief written description addressing these questions for each photo:
 - What's going on in each photo? How does it relate to the topic for the week? [you may want to point out a particular activity or relationship in the photo] What challenges are being highlighted here? How are they being addressed successfully or unsuccessfully?
 - Please tell me more about the people and/or objects in each photo. Why did you want to focus on them? What does this photo not show?
 - Tell me more about why you took this picture. How does this relate to or not relate to you and/or your life?

3. Resource Exploration Experience (10 points)

Students will pair up in groups of two or more to explore local resources most important/interesting to you as a professional. You may do this activity alone if you like. You will identify a non-dominant population that you are either interested in learning more about or likely to work with (or both, which would be ideal). You will be asked to visit two to three agencies that serve a non-dominant population (this could include but are not limited to; GLBTQ+, immigration, native/first nation people, people of color, low-income, people with disabilities, adoption, people who are homeless, people who have committed felonies and served prison time, outpatient/residential addiction treatment). You will be asked to go to those agencies, fill out an assessment of them and to discuss your specific clientele with agency personnel. More information will be provided in class about this experience, but each student will have the opportunity to experience two to three of the agencies first hand, collect information from the agency and return to class for reflection and discussion. Please note that if one of your resources falls through, that is the purpose of having a third space in mind. **The forms for this paper will be due by the 6th day of class. Consider previewing resources that you may be using as a professional in the field, or agencies in your area.**

4. Final Portfolio / Reflection Paper (40 points total)

- A. Using your readings, photo summaries, and your personal responses, please write a 4-page, double-spaced, reflection paper. Please include at least 3 references from class reading and at least 2 additional outside readings. The references should be APA style with current references starting in 2000. Using these resources, combined with your personal experience- please reflect and write about:
- The tangible and intangible aspects of your life: work, sense of belonging, social connections, choice, education, healthy food, legal protection, housing, transportation, medical care. How easy or hard has it been for you to attain each?
 - How does the impact of oppression, discrimination and privilege effect individuals and groups regarding those same aspects of life?
- B. Combining the photos taken from each week, create a power point/slideshow of each photo that depicts your journey through this class and the topics covered. Be prepared to present your power point/slideshow to the class on the final day, along with the reasoning behind each photo and any final thoughts you may have about your experience with the project. What did you learn about yourself through this journey?

RUBRIC FOR DIVERSITY & EQUITY GRADING

1. Attendance + 1 page Reflection Paper (single spaced)

30 points/ 3 a day

- ___ Day 1
- ___ Day 2
- ___ Day 3
- ___ Day 4
- ___ Day 5
- ___ Day 6
- ___ Day 7
- ___ Day 8
- ___ Day 9
- ___ Day 10

2. Weekly Photo Reflections (2 photos + descriptions)

20 points/ 2.5 a day (.75 per photo, .5 per description)

- ___ Day 1
- ___ Day 2
- ___ Day 3
- ___ Day 4
- ___ Day 5
- ___ Day 6
- ___ Day 7
- ___ Day 8

3. Resource Exploration Experience

10 points

___ 3 points for each form turned in

___ 2 points for demographic information on each place

___ Extra credit for taking the bus, bringing family, or visiting an extra site

4. Final Portfolio / Reflection Paper

40 points

___ 5 points for APA style citation of the literature, lectures, and any other information given in order to create an integrated paper.

___ 5 points for all current references

___ 20 points for content

___ 10 points power point/slideshow presentation

COURSE OUTLINE

Class Date	Topic	Readings	Assignments Due
Week 1: 9/10/18	Intersectionality	Talwar (2010) Shin (2015)	1 page reflection paper #1 due at beginning of <u>next class</u>- in class First 2 photos and descriptions due <u>next class</u>- in class
Week 2: 9/17/18	-isms	hooks Teach 1-3 Jocson ch. 6	Photos & Descriptions <u>due</u>- in class (Intersectionality) 1 page reflection paper #2 due at beginning of <u>next class</u>- in class
Week 3: 9/24/18	Race & Racism	hooks Teach 5 & 8 Jocson ch. 4	Photos & Descriptions <u>due</u>- in class (-isms) 1 page reflection paper #3 due at beginning of <u>next class</u>- in class
Week 4: 10/1/18	Oppression & Privilege	hooks Teach 7 & 9 Jocson ch. 2 & ch. 5	Photos & Descriptions <u>due</u>- in class (Race & Racism) 1 page reflection paper #4 due at beginning of <u>next class</u>- in class
Week 5: 10/8/18	Community & Collaboration	hooks Teach 11 & 13 Jocson ch. 7	Photos & Descriptions <u>due</u>- in class (Oppression & Privilege) Resource Exploration Experience forms due <u>next class</u>- in class 1 page reflection paper #5 due at beginning of <u>next class</u>- in class

Week 6: 10/15/18	Intention & Impact		Photos & Descriptions <u>due</u>- in class (Community & Collaboration) Resource Exploration Experience forms <u>due</u>- in class 1 page reflection paper #6 due at beginning of <u>next class</u>- in class
Week 7: 10/22/18	Decolonizing framework for practice	Sajnani, Marxen & Zarate (2017) Hocoy (2005)	Photos & Descriptions <u>due</u>- in class (Intention & Impact) 1 page reflection paper #7 due at beginning of <u>next class</u>- in class
Week 8: 10/29/18	Gender	McIntosh(2004) McCullough, et al. (2017) Zappa (2017)	Photos & Descriptions <u>due</u>- in class (Decolonizing framework for practice) Final Paper due <u>next class</u>- in class 1 page reflection paper #8 due at beginning of <u>next class</u>- in class
Week 9: 11/5/18	Feminist art therapy	Cahill, Cerecer & Bradley (2010)	Photos & Descriptions <u>due</u>- in class (Gender) Final Paper <u>due</u>- in class Final Portfolio due <u>next class</u>- in class 1 page reflection paper #9 due at beginning of <u>next class</u>- in class
Week 10: 11/12/18	Final Presentations		Final Portfolio <u>due</u>- in class 1 page reflection paper #10 due at <u>11:59 pm tonight- in Moodle</u>