

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 ([link-schedule](#))
- 2b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy ([link-schedule](#))
- 2c. multicultural counseling competencies ([link-schedule](#))
- 2d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others ([link-schedule](#))
- 2e. the effects of power and privilege for counselors and clients ([link-schedule](#))
- 2f. help-seeking behaviors of diverse clients ([link-schedule](#))
- 2g. the impact of spiritual beliefs on clients' and counselors' worldviews ([link-schedule](#))
- 2h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination ([link-schedule](#))

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C2j. cultural factors relevant to clinical mental health counseling ([link-schedule](#))
- C2l. legal and ethical considerations specific to clinical mental health counseling ([link-schedule](#))
- C3e. strategies to advocate for persons with mental health issues ([link-schedule](#))

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	
DVD/Video Presentation	X
Supervised Small Group Work	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	X
Off-Campus / Field Visit	
Other:	

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
CACREP 2.F.5 Counseling & Helping Relationships 2.F.2 Social & Cultural Diversity						
PO 4.2 Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with	Demonstrates self-awareness and emotional stability. Emerging use of self in	Demonstrates self awareness, emotional stability and a beginning understanding of impact of self in	Demonstrates self-awareness, emotional stability, and willingness to address/mediate problems.	Student demonstrates lack of self-awareness or emotional instability that impedes learning or	MHC 503/MHCA 502 Professional Qualities/Dispositions Evaluation	Self as Counselor (2 of 5)

clients.	therapeutic process, uses supervision to continue growth.	relationships with clients, seeks assistance for continued learning		client care.	MHC 509/MHCA 511: Professional Qualities/Dispositions Evaluation	
Submission Method: Instructor Complete PQE in Taskstream Link back to self study : section 4F						

CACREP 2.F.1: Professional/Ethical Dispositions	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
PO 4.5 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/CPSY 550 Professional Qualities/Dispositions Evaluation	Self as Counselor (5 of 5)
Submission Method: Instructor Complete PQE in Taskstream Link back to self study : section 4F						

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
CACREP 2.F.2 Social & Cultural Diversity						

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 Link back to self study : section 4F						

CACREP 2.F.2 Social & Cultural Diversity 2.F.1: Professional/Ethical Dispositions	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
PO 5.2 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 Link back to self study : section 4F					

Multicultural Competence	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
CACREP 2.F.2 Social & Cultural Diversity					
<p>PO 5.4 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 Link back to self study : section 4F</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)

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology
CPSY 550
Diversity and Social Justice

COURSE SYLLABUS
CPSY 550-Diversity and Social Justice (3 credits)
Spring Semester 2019
Wednesday: 1:00-4:15 p.m.
York Graduate Center-Room 107

Instructor: Alexia DeLeon
Phone: 503.768.6066 (Office) 325.277.4813 (Cell)
Email: alexiadeleon@lclark.edu

Office: Rogers Hall, Office 328
Office Hours: Wednesday afternoons & Thursdays all day

Required Texts:

Sue, D.W. & Sue, D., (2016). *Counseling the Culturally Diverse: Theory and Practice*.
7th Edition, Wiley & Sons, New York, New York.

DiAngelo, R. (2018). *White Fragility*. Beacon Press: Boston, Massachusetts.

Required Articles/Outside Chapters:

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.

Lewis, J., Arnold, M.S., House, R., & Toporek, R.L. (2003). *ACA Advocacy Competencies*. Retrieved from

https://www.counseling.org/Resources/Competencies/Advocacy_Competencies.pdf

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.

Mun Wah, L. (2013). How we have failed our white students. *Stir Fry Seminars*. Available on Moodle.

Mun Wah, L. (2013). How we have failed our students of color. *Stir Fry Seminars*. Available on Moodle.

Mun Wah., L. (2014). The privilege of numbness. *Stir Fry Seminars*. Available on Moodle.

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., McCullough, J. R., & Hipolito-

- Delgado, C. (2015). Multicultural and social justice counseling competencies. *AMCD: Alexandria, VA*.
- 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.
- Toporek, R. L., Lewis, J. A., & Crethar, H. C. (2009). Promoting systemic change through the ACA advocacy competencies. *Journal of Counseling & Development*, 87(3), 260-268.

Recommended Readings:

- Anzaldúa, G. (2002). Now let us shift... the path of conocimiento... inner work, public acts. *This bridge we call home: Radical visions for transformation*, 540-578.
- Comas-Diaz, L. (2011). *Multicultural care: A clinician's guide to multicultural competence*. American Psychological Association. Washington, DC.
- Yamato, G. (1988). "Something about the Subject Makes It Hard to Name." In *Changing Our Power: An Instruction to Women's Studies*, edited by Jo Whitehorse Cochran, Donna Langston and Carolyn Woodward. Dubuque, IA: Kendall-Hunt.

Other Required and Recommended Readings:

To be announced throughout the semester. My teaching style is rooted in the concept of emergent curriculum meaning there may be other readings (articles, blogs, news columns, etc.) or other material assigned throughout the semester as the in-class process develops, as well as online discussion forums through Moodle. Additional readings and/or other assigned or recommended material will be posted to Moodle. I also utilize an anti-oppressive pedagogy named *Sentipensante* in all of my classes. This pedagogy incorporates contemplative practices, such as mindfulness meditation, and other practices, as a way to help ground students and liberate them from past experiences of oppression. Mindfulness allows us to be fully present and less guarded, which helps to create connection and work against oppression of all forms within the group setting (Berila, 2016). This pedagogy highlights the mind/body/spirit connection and allows for students to integrate their inner (sensing) and outer (thinking) learning experiences (Rendón, 2009). You can expect to begin every class with mindfulness meditation and to be challenged to think critically about the material we are discussing.

Moodle:

Other readings are available on Moodle, the Lewis & Clark online course program. 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.

Ethical Guidelines:

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

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. Particular attention is paid to students' understanding of themselves as cultural beings and their identities as helping professionals. This work is foundational for an introduction to methods and skills for working with clients who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental abilities.

Mission Statement: (2018)

Our mission is to increase cultural awareness and self-awareness such that we are able to acknowledge and accept different experiences and backgrounds with empathy and compassion. We would like to create safety and inclusivity that extends beyond the classroom in order to address our biases and respectfully connect with one another. By doing so, we will become social change agents and increase our level of authenticity and engagement with such material as social justice and diversity.

Vision Statement:

Our vision is to foster a confidential and non-judgmental atmosphere that builds honesty, transparency and authenticity. We will voyage through the term, not just as individuals, but as a community of people. We will endeavor to engage in mindful discussion by using inclusive and non-violent language, inviting one another into our experiences, and assuming best intentions. We will strive to connect our experiences with broader systems of power so that we may be agents of change.

Class Assignments/Grading:

1. Attendance

You **must attend and participate in all classes**. If an emergency requires that you miss a class or any portion of a class, you must contact the instructor as soon as possible and a make up assignment will be required. The instructor will determine the exact content of this makeup assignment. **More than one absence may lead to a failure to complete requirements for credit.**

2. Participation

Each week there will be an assignment related to the readings. You may be given questions to

consider and be prepared to discuss, you may develop questions, or there may be an activity to complete and share with classmates. Well-prepared students make for the best class discussions!

3. Weekly Journal (15 points)

You will be required to keep a weekly journal. In your weekly journal, 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. 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 journals should be typed; 1-2 pages in length per entry, and are due twice in the semester. The first compilation of journals is due **February 21st** (6 entries) the final compilation of journals is due **April 11th** (7 entries). There will be a total of 13 entries in the entire journal. These do not need to be APA formatted. Journal entries do not receive credit for specific content but rather for depth of reflection and thoughtfulness. The purpose of journaling 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.

4. Cultural Self-Portrait (40 points)

Who are you and where do you come from? Students will generate a narrative and creative cultural portrait of themselves. Please use 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 their perspective of your family's culture; do some research about your heritage! **You are required to include racial and ethnic identity as a part of culture**, however you are not limited to only exploring "family" culture related to biological family. **This assignment fully recognizes that family can be chosen and encourages exploration of how the spectrum of different types of family has made you who you are today.** The following questions may help guide your cultural self-portrait:

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

The Cultural Self-Portrait narrative should integrate personal examples and reflections. Please note that while you are welcome to make connections to issues of power and privilege, the purpose of this paper is not to redo the *Social Locations* paper from 502/503.

An 8-10 page paper **APA style** will be due on **March 6th**. 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; please see the APA Style guide for assistance in proper use of an Appendix).

5. Facilitation of Class Discussion (10 points)

In small groups (six groups of three, one group of two), you will facilitate approximately one hour of class discussion based on the readings due for your respective week. 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 flow of the class dialogue. Thus, this will require that you have a thorough understanding of the readings.

While you are not required to follow a specific template for your discussion, you may find the following time management recommendation helpful:

Brief overview of reading(s): 10 minutes

- What were the main important point(s) of each chapter or article?
- What were the intended take-aways from each reading (i.e. what was the purpose of the reading)?

Group members reflect on their own experience of the reading(s): 10 minutes

- What questions came up for you?
- Was there anything surprising or new for you?

Present class with questions and/or topic for discussion related to readings: 30 minutes

- What came up for your classmates?
- Did the information contained in the readings challenge any of their current understandings of the topic(s)?
- Did the readings provide information that seems contrary to current understandings of the topic(s)?

Summarize and close: 10 minutes

- Provide a summary of the discussion.
- Make notes of any unanswered questions that came up during the discussion.

6. Social Advocacy Group Project (35 points)

A. In small groups of 4, 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, 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. This paper should adhere to APA style format.

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 45 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 3rd**. Groups will sign up for class presentations on **1/16/19**.

Grading Summary:

Attendance & Participation	C/NC
Weekly Journal	15
Cultural Self-Portrait	40
Class Discussion Facilitation	10
Social Advocacy Group	35
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) 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

ASSIGNMENTS TURNED IN LATE WILL HAVE 5 POINTS A DAY SUBTRACTED FROM THE TOTAL SCORE

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.

Tentative Weekly Course Schedule

Week	Class Discussion Topic	Date	Readings Due	Assignments Due
1	-Introductions -Syllabus review -Choose small groups & week for discussions	1/9/19		
2	-Choose Advocacy Group project groups -Obstacles to cultural competence -Superordinate nature of multicultural counseling (CACREP 2h.)	1/16/19	<i>S & S: Ch. 1 & 2</i> <i>Foreword, Author's Note & Introduction of White Fragility</i>	
3	-Building counselor self-awareness and cultural self-assessment -Multicultural counseling competence/marginalized groups (CACREP 2a. 2e.)	1/23/19	<i>S & S: Ch. 3</i> <i>DiAngelo- Chapters 1 & 2</i>	In class: Student discussion facilitation #1
4	-Racism -Multicultural assessment (CACREP C2j.)	1/30/19	<i>S & S: Ch. 13</i> <i>Mun Wah (2013; 2014)</i> <i>DiAngelo- Chapters 3 & 4</i>	In class film: TBA In class: Student discussion facilitation #2
5	550 Speaker Series: TBA	2/6/19	<i>Reading TBA</i> <i>DiAngelo- Chapter 5</i>	*Meet in South Chapel In class film: TBA In class: Student discussion facilitation #3
6	-Culturally appropriate interventions -Multicultural evidence-based practice (CACREP 2f. 2d.)	2/13/19	<i>S & S: Ch. 8 & 9</i> <i>DiAngelo- Chapter 6</i>	*Meet in South Chapel In class film: The Color of Fear (Part II) In class: Student discussion facilitation #3
7	-Debrief: Film -Microaggressions in	2/20/19	<i>S & S: Ch. 6 & 25</i>	DUE: Journal compilation #1

	counseling -Poverty and classism (CACREP 2h.)		<i>DiAngelo- Chapters 7 & 8</i>	In class: Student discussion facilitation #4
8	-Impact of systemic oppression -Racial/cultural identity development (CACREP 2e.)	2/27/19	<i>S & S: Ch. 5, 11 & 12 Shin (2015) DiAngelo- Chapter 9</i>	
9	-Barriers to multicultural counseling -Religion and spirituality (CACREP 2g. 2h.)	3/6/19	<i>S & S: Ch. 7 Cashwell & Watts (2010) DiAngelo- Chapter 10</i>	In class: Student discussion facilitation #5 DUE: Cultural self- portrait
10	-Gender and sexual identity models -American Counseling Association Multicultural & Social Justice Competencies (CACREP 2c. C2l.)	3/13/19	<i>S & S: Ch. 22 Ratts, et al. (2015) McCullough, et al. (2017) DiAngelo- Chapter 11</i>	In class: Student discussion facilitation #6 Possible Guest Speaker: Rafe McCullough, PhD (ACA Multicultural and Social Justice Competencies)
11	550 Speaker Series: TBA	3/20/19	<i>Readings TBA</i>	*Meet in South Chapel
12	NO CLASS – SPRING BREAK	3/27/19	<i>DiAngelo- Chapter 12</i>	
13	-Counselor advocacy and social justice (CACREP 2b. C3e.)	4/3/19	<i>S & S: Ch. 4 Lewis, Arnold, House, & Toporek (2003) Toporek, Lewis & Crether (2009)</i>	In class: Student discussion facilitation #7 DUE: Social advocacy group paper Social Advocacy Group Presentations (2 groups)

14	550 Speaker Series: TBA	4/10/19	<i>Readings TBA</i>	*Meet in South Chapel DUE: Journal compilation #2
15	-Social Advocacy Project Presentations -Class wrap-up and review	4/17/19		Social Advocacy Group Presentations (2 groups)