

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling – Specialization
in Addictions
CPSY 550-02
Nathaniel O. Brown, Ph.D., CSWA
Diversity and Social Justice
Wednesday - 1:00 p.m. to 4:15 p.m.
York Graduate Center, Room 116
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
- 2d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others
- 2e. the effects of power and privilege for counselors and clients
- 2f. help-seeking behaviors of diverse clients
- 2g. the impact of spiritual beliefs on clients' and counselors' worldviews
- 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

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	
Individual Presentation	X
DVD/Video Presentation	X
Supervised Small Group Work	
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/Fair	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 clients. Submission Method: Instructor Complete PQE in Taskstream	Demonstrates self-awareness and emotional stability. Emerging 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/remediate 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)

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						

	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 (Social Justice Quilt)	Multicultural Competence (1 of 4)
Submission Method: Student submission to Taskstream						

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					

Multicultural Competence	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective Met
CACREP 2.F.2 Social & Cultural Diversity					
PO 5.4 Learns strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups. Submission Method: Instructor submits overall course grade to registrar AND Taskstream	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 550-02
Diversity and Social Justice

Required Texts:

Sue, D.W., Sue, D., Neville, H.A., & Smith, L.L. (2019). *Counseling the culturally diverse: Theory and practice (8th edition)*. John Wiley & Sons Inc.

DiAngelo, R.J. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Beacon Press.

Recommended Texts:

Acho, E. (2020). *Uncomfortable conversations with a black man*. EA Enterprises, LLC.

Collins, P.H. (2019). *Intersectionality as critical social theory*. Duke University Press.

Adams, M. (Ed.), Blumenfeld, W.J. (Ed.), Castañeda, H.H. (Ed.), Peters, M.L. (Ed.), and Zúñiga, X. (Ed.). (2000). *Readings for diversity and social justice, 2nd edition*. Routledge.

Additional Required Readings on Moodle:

One aspect of my teaching style is rooted in the concept of emergent curriculum, a philosophy of teaching and way of planning curriculum that focuses on being responsive to students' interests to create meaningful learning experiences. Therefore, other readings (i.e. articles, blogs, news columns, etc.) or other materials may be assigned throughout the semester as our class process develops. Additional required readings will be posted on Moodle.

Moodle:

Additional required readings are available on Moodle, a learning management system that provides students access to course information; students will submit all course work via Moodle. Use the "Help" feature in Moodle to request assistance in using Moodle.

Ethical Guidelines:

Students will download a current copy of the ACA Ethical Code as a resource to help you learn and understand the values of the counseling profession.

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 ability, gender identity, class, race, ethnicity, religion or spirituality, different ability or disability, sexual or affectional orientation, age, etc. 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 ability, culture, race, ethnicity, gender identity, age, sexual or affectional orientation, different ability or disability.

Mission and Vision Statements:

"Our **mission** is to develop a community of our peers where we are able to learn about topics related to diversity and social justice. We strive to engage with these topics both in the classroom as well as outside in our everyday lives. We are committed to remaining in the conversation and to continue our learning through remaining open and flexible even if we occasionally experience discomfort. We expect to be challenged and to challenge others when needed. We seek to establish a movement towards increased social justice and to create culturally affirmative spaces for our fellow peers, families, advocates and providers."

"Our **vision** is to create a learning environment based on calling others into our own knowledge and experiences rather than calling them out for verbal transgressions or perceived wrongness of opinion or worldview. We see this environment being created and maintained through active listening, remaining attentive to our own level of verbal participation, holding space for emotional reactions, and working to empathize with those who are different from us. We envision an environment which thrives off respect, honesty, and understanding."

***The mission and vision statements above were developed in collaboration with CPSY 550-01 students and finalized with full class approval on 1/25/17.**

Assignments and Grading

1. Attendance and Participation

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 the makeup assignment. Please communicate with the instructor throughout the semester for support. Waiting until the very end of the semester does not provide the instructor of record an opportunity to support you, especially when grades are due. As the instructor of record, I need to know how to support all students throughout the semester. More than one absence may lead to a failure to complete requirements for credit. All students will upload a participation rubric weekly for each class.

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 Personal Short Video and Brief Summary (30 points @ 2 points per weekly entry)

You will be required to maintain a weekly personal short video and brief summary. In your weekly personal short video and brief summary, entries will capture your intellectual, personal and/or experiential discoveries made in class from course readings, class discussions, class activities, community and pop culture, etc. Please use this assignment as an opportunity to discuss your exposure, reactions, and reflections. This is also an opportunity to reflect about your own cultural identity development and discoveries throughout the semester.

The weekly personal short video and brief summary should be uploaded into Moodle. Use the textbox in Moodle to type a brief summary based on the personal short video you uploaded (5-10 paragraphs per entry). There is no specific length for the video. Entries are due weekly and are worth 2 points per weekly entry. Entries are not graded for specific content but rather for breadth and depth. Breadth of learning refers to the full span of knowledge of a subject. Depth of learning refers to the extent to which specific topics are focused upon, amplified, and explored.

Within any area of study, there will be both breadth and depth of learning, which increase as students advance their knowledge. A college degree represents a focused collection of topics that are interrelated and have breadth and depth within and across those disciplines. The purpose of journaling is to carve out time for **intentional reflection** on class discussions and readings. Through intentional reflection, we can work towards a deeper understanding and integration of course material.

4. Social Justice Quilt and Presentation (40 points)

"The quilt is used symbolically for the feelings about race and ethnicity that cover us while we sleep, comfort against the cold, and are folded and neatly put away during various seasons of the year. They may be pieced together using one small scrap at a time, sometimes cut into beautiful designs from fancy materials, at other times cut into old shapes from plain, ordinary, well-worn fabric, and stitched by a machine instead of by hand. Regardless of any or all of these origins, they are bound with small stitches, bordered, have padded insulation, and are backed with substantial material. We think of them as so necessary to survival that we give them to babies, and often pack them when going on lone and desolate journeys. Some are tattered and torn from overuse, others are carted out for display, company, or special occasions; but we each own one" (Milo, 1995).

For this assignment, students will use everyday objects (e.g., magazine cut-outs, photos, etc.) to create a "social justice quilt" that represents the most salient aspects of their identity.

4.1. Race, Ethnicity, Gender Identity, Sexual or Affectional Orientation, Ability, Different Ability, or Disability, Gender Expression, Religion or Spirituality, Class, Biological Sex, Age, Adulthood, etc.

4.2. History of personal advocacy that shape how students:

a. View Social Justice Theory

- b.** The nature of human challenges and resilience
- c.** The reasons students have chosen a helping profession that utilizes a social justice lens to conceptualize clients, assess clients, consider the environmental factors of clients, consider the life philosophy of a theory, consider the school of thought for the philosophy of a theory, consider the theory of choice in conceptualizing a client regarding human nature and the client's ability to change, consider counseling goals, consider intervention techniques, and consider how to monitor progress and evaluate intervention effectiveness.
- d.** Students will consult with each other, the instructor, and program advisor prior to the beginning of the assignment and document via journal the consultation between all three individuals.
- e.** Students will sign-up via Google or Moodle for a date on the first day of class to present the social justice quilt in class. Students will read ahead for textbook readings and/or articles since their presentation may be scheduled prior to the relevant readings.
- f.** The presentations will become the groundwork for a class discussion.
- g.** Students are evaluated on the development/construction of the social justice quilt, and presentation of the social justice quilt (rubric will be on Moodle).

Consider the following in addressing your history of personal advocacy:

- Who are you and where do you come from?
- What's your narrative and self-portrait portrait?
- What's your knowledge of yourself (i.e. cultural identity, beliefs, values, attitudes, biases, and assumptions)?
- What discussions have you had about your family heritage? Who do you spend time with the most around your family heritage?
- What is your racial and ethnic identity? What are the visible (seen or perceived), nonvisible (not seen or perceived), and invisible (seen or perceived, but ignored)?
- Who makes up your biological family or family of choice? Where do you fit as a member of the 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.
- Who am I as a cultural being?
- What is my cultural profile?
- How have my 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?

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.

5. Social Justice Advocacy Group Plan & Presentation (15 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, multiculturalism, equity, and inclusion. 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 a Social Justice 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 submit one typed presentation (PowerPoint or Prezi) of your advocacy plan (15 slides, maximum), but you will each upload the typed presentation in Moodle individually to receive a grade in Moodle. All of the above bullet pointed questions/statements must be addressed in this presentation. However, feel free to provide additional information as desired or needed to support and clarify your plan. This presentation should adhere to APA 7th edition style and format. Each group will be given approximately 15-20 minutes to present their advocacy plan to the class. All group presentations will be completed on Wednesday, April 14, 2021.

6. Final Multiple Choice Comprehensive Textbook Exam in Moodle (20 points)

Grading Summary:

Attendance & Participation	N/A
Weekly Short Video Journal & Summary	30 – Due weekly on Sunday by 11:30 p.m.
Social Justice Quilt Presentation	40 – Due in class on Wednesday, March 17 th & 31 st
Social Justice Advocacy Group Plan & Presentation	10 – Due on Wednesday, April 14 th by 11:30 p.m.
Final Comprehensive Exam	20 – Due on Wednesday, April 21 st during class.
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 (<https://docs.lclark.edu/search/?P=Navigator+Student+Handbook>) 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 SUBMITTED LATE WILL RECEIVE A REDUCTION OF 5 POINTS A DAY FROM THE TOTAL ASSIGNMENT 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. All submitted coursework uploaded in Moodle is due on the due date by 11:30 p.m. Please review the Graduate School of Education and Counseling Academic Calendar to plan your work and work your plan. See the link below.

<https://graduate.lclark.edu/academics/calendar/>

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.

Weekly Course Schedule

Week	Class Discussion Topic	Date	Text Readings Due	Assignments Due
1	-Introductions -Mission & Vision Statements -Syllabus review -Obstacles to cultural competence	1/13/21	None	Weekly Short Video Journal & Summary by 11:30 p.m.
2	Obstacles to Developing Cultural Competence and Cultural Humility: Understanding Resistance to Multicultural Training White Racial Identity Development: Counseling Implications	1/20/21	S & S: Ch. 1 & 12 Diangelo book, the forward by Michael Eric Dyson and Introduction	Weekly Short Video Journal & Summary by 11:30 p.m. Watch Chapter 1 and 12 Video using the textbook student companion site link below. View “Browse by Chapter at the top of the page and select the chapter video to be watched. Use the same link for all of the chapters for the remainder of the semester. http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1119448247&bcsId=11550
3	Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups Multicultural Counseling and Therapy (MCT)	1/27/21	S & S: Ch. 3 & 2 Diangelo book – Ch. 1	Weekly Short Video Journal & Summary by 11:30 p.m. Watch Chapter 3 and 2 Video using the textbook student companion site link.
4	The Impact of Systemic Oppression Within the Counseling Process: Client Worldviews and Counselor Credibility The Political and Social Justice Implications of Counseling and Psychotherapy	2/3/21	S & S: Ch. 5 & 4 Diangelo book – Ch. 2	Weekly Short Video Journal & Summary by 11:30 p.m. Watch Chapter 5 and 4 Video using the textbook student companion site link.
5	Microaggressions in Counseling and Psychotherapy Multicultural Barriers and the Helping Professional: The Individual Interplay of Cultural Perspectives	2/10/21	S & S: Ch. 6 & 7 Diangelo book – Ch. 3	Weekly Short Video Journal & Summary by 11:30 p.m. Watch Chapter 6 and 7 Video using the textbook student companion site link.
6	Communication Style and Its Impact on Counseling and Psychotherapy Multicultural Evidence-Based Practice (EBP)	2/17/21	S & S: Ch. 8 & 9 Diangelo book – Ch. 4	Weekly Short Video Journal & Summary by 11:30 p.m. Watch Chapter 8 and 9 Video using the textbook student companion site link.
7	Racial, Ethnic, Cultural (REC) Identity Attitudes in People of Color: Counseling Implications Non-Western Indigenous Methods of Healing: Implications for Multicultural Counseling and Therapy (MCT)	2/24/21	S & S: Ch. 11 & 10 Diangelo book – Ch. 5	Weekly Short Video Journal & Summary by 11:30 p.m. Watch Chapter 11 and 10 Video using the textbook student companion site link.

8	Culturally Competent Assessment Counseling African Americans	3/3/21	S & S: Ch. 13 & 14 Diangelo book – Ch. 6	Weekly Short Video Journal & Summary by 11:30 p.m. Watch Chapter 13 and 14 Video using the textbook student companion site link.
9	Counseling American Indians/Native Americans and Alaska Natives Counseling Asian Americans and Pacific Islanders	3/10/21	S & S: Ch. 15 & 16 Diangelo book – Ch. 7	Weekly Short Video Journal & Summary by 11:30 p.m. Watch Chapter 15 and 16 Video using the textbook student companion site link.
10	Counseling Latinx Populations Counseling Multiracial Populations	3/17/21	S & S: Ch. 17 & 18 Diangelo book – Ch. 8	Weekly Short Video Journal & Summary by 11:30 p.m. Social Justice Quilt Presentations Watch Chapter 17 and 18 Video using the textbook student companion site link.
11	Counseling Arab Americans and Muslim Americans Counseling Immigrants and Refugees Spring Break – No class, but continue to read and complete assignments.	3/24/21	S & S: Ch. 19 & 20 Diangelo book – Ch. 9	Weekly Short Video Journal & Summary by 11:30 p.m. Watch Chapter 19 and 20 Video using the textbook student companion site link.
12	Counseling Jewish Americans Counseling Individuals with Disabilities (or different abilities)	3/31/21	S & S: Ch. 21 & 22 Diangelo book – Ch. 10	Weekly Short Video Journal & Summary by 11:30 p.m. Social Justice Quilt Presentations Watch Chapter 21 and 22 Video using the textbook student companion site link.
13	Counseling LGBTQ+ Populations Counseling Older Adults	4/7/21	S & S: Ch. 23 & 24 Diangelo book – Ch. 11	Weekly Short Video Journal & Summary by 11:30 p.m. Watch Chapter 23 and 24 Video using the textbook student companion site link.
14	Counseling Individuals Living in Poverty Counseling Women	4/14/21	S & S: Ch. 25 & 26 Diangelo book – Ch. 12	Weekly Short Video Journal & Summary by 11:30 p.m. Social Justice Advocacy Group Plan & Presentation Watch Chapter 25 and 26 Video using the textbook student companion site link.
15	Final Comprehensive Exam Good luck!	4/21/21	None	Weekly Short Video Journal & Summary by 11:30 p.m.