

Lewis & Clark College
Graduate School of Education & Counseling
Professional Mental Health Counseling &
Professional Mental Health Counseling – Specialization in Addictions

MHC550 Diversity & Social Justice | Syllabus Cover Sheet

Required Course Objectives

Professional Identity Standards (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

| Instruction Methods | |
|--------------------------------|---|
| 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 | X |
| 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 requirement/expectation**. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up in Taskstream and the instructor provides rating for assignment. See syllabus for details.

| | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate (F) | 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. | 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. | Demonstrates lack of self-awareness or emotional instability that impedes learning or client care. | Professional Qualities/ Dispositions Evaluation completed by instructor on Taskstream | Self as Counselor (2 of 5) |
| CACREP 2.F.2 Social & Cultural Diversity | | | | | | |
| Students develop awareness of the effect of power, privilege, and difference and their own cultural attitudes, beliefs, and values | 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 | Cultural self-portrait or culminating activity submitted to Taskstream | Multicultural Competence (1 of 4) |
| PO 5.4 Learns strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups. | Course grade A (90-100%) | Course grade B (80-90%) | | Course grade C or below (0-80%) | Instructor submission of course grade to Taskstream | |
| CACREP 2.F.1 Professional/Ethical Dispositions | | | | | | |
| PO 4.5 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 | Professional Qualities/ Dispositions Evaluation completed by instructor | Self as Counselor (5 of 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. PO 5.2 PQE Critical items: Responsibility Item 5 Integrity Items 3,4,5 Respect for others | Score of 2: Meets consistently for program level | Score of 1: Meets minimally or inconsistently for program level | | Score of 0: Does not meet for program level | Professional Qualities/ Dispositions Evaluation completed by instructor | Multicultural Competence (2 of 4) |

Lewis & Clark College
Graduate School of Education & Counseling

MHC 550-03 Diversity & Social Justice Spring 2022

Tuesdays, 1.11-4.26 | 9am-12pm | York 107

Credit: 3 semester hours

Kate Madden, MA, NCC

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(Business cell number, email is preferred to schedule meetings)

Course 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.

Required Texts

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

Daniels, J., (2020). *Nice white ladies: The truth about white supremacy, our role in it, and how we can help dismantle it*. Seal Press.

Taylor, S.R. (2018). *The body is not an apology*. (2nd ed.). Berrett-Koehler Publishers, Inc.

Other Readings

My teaching style is rooted in responding to the moment-to-moment needs of the class. This means adapting to the questions, conversations, and processes that develop in real-time during class. There may be other readings or learning materials assigned as themes emerge or events unfold. Additional readings and/or other assigned or recommended material will be posted to Moodle and/or discussed prior to the following week, when they will be discussed in class.

Class Objectives

Create a collaborative, inquiry-based community of engaged, reflective, and self-directed scholars and future counselors involved in learning, discussing, understanding, and presenting on the dynamics of social and cultural forces.

Course Evaluations

Instructors must require students to complete course evaluations during class time following established guidelines of the Graduate School of Education and Counseling.

Course Expectations

Departmental Attendance Policy:

Class attendance is expected and required. **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), or 3.0 hours for a 30-hour class (2 credits). In cases of extreme hardship, a grade of incomplete may be given for an assignment or the entire course, at the discretion of the instructor. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met.

General Policies:

This course adheres to the general policies outlined in the catalog and [Student Handbook](#) of the Lewis & Clark Graduate School of Education and Counseling. In addition, this course will follow the [COVID-19 safety protocols](#) as established by the college.

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 Albany Quadrangle (503-768-7192). This contact is the necessary first step for receiving appropriate accommodations and support services. After you have submitted documentation and filled out paperwork for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible. Please discuss with me which accommodations will best support your learning in this class.

Attendance:

If you need to miss a class, **email me prior to the class.** One absence is allowed with prior notification, in accordance with department policy. Two absences may result in a failing grade for the course. You may be assigned additional work for an excused absence. **Class starts at 9am; please be on time and ready to participate.**

Participation:

Because this class will operate in a seminar format, your active participation is required. Participation will be evaluated on your active engagement and the quality of your contributions to class and group discussions.

Devices:

All electronic devices are to be turned off, silenced, and out of sight during class unless explicitly needed for a class activity. You will have an opportunity to check your devices during breaks.

Assignment Evaluation:

Your work will be evaluated on depth, effort, professional quality, completeness, and timeliness. Please take advantage of electronic tools to check spelling and grammar, but don't underestimate the value of a final proofreading! Punctuation is also important and may alter the meaning or interpretation of your work if not used appropriately. Citations should be in APA format, following the styles indicated in *APA's Publication Manual, 7th Edition*. Late assignments will be accepted with prior approval; however, your assignment grade will be lowered at the rate of one letter grade per day for late assignments.

Assignment Submission:

All assignments will be submitted through Moodle unless indicated on the assignment sheet. Please name your files using the following convention:

FirstInitialLastName_AssignmentTitle.pdf

So, if Joe Smith was submitting the Social Justice Essay, they would submit a file named:

JSmith_SocialJusticeEssay.pdf

Professionalism:

As a future professional counselor, you are expected to maintain a capacity for openness to points of view, theories, experiences, and perspectives that are different from your own and to demonstrate the ability to engage in thoughtful, open dialogue with people who carry or hold other perspectives. You are expected to behave in ways that show respect for the other person and their point of view. You will work to understand other perspectives and demonstrate the ability to balance your own worldviews and judgements with accountability to professional knowledge and behavior.

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the [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).

Grading Criteria

Points Breakdown

| | | | |
|----|--------------|-------------------------|------------|
| A | 94%-100% | Social Justice Essay | 50 points |
| A- | 90-93% | Weekly Reflections | 20 points |
| B+ | 87-89% | Discussion Facilitation | 20 points |
| B | 83-86% | Participation | 20 points |
| B- | 80-82% | | |
| C+ | 77-79% | | |
| C | 74-76% | | |
| F | 73% or below | | |
| | | TOTAL | 110 points |

ASSIGNMENT 1

Social Justice Essay & Reflection

Due 3/15 (50 pts)

This essay invites you to discuss your relationship to social justice. The essay should be a minimum of **4 pages, double-spaced, 1" margins, APA format.**

Briefly summarize how your social locations/positionality (without using these words) may influence your view of social justice (**address this in the introduction paragraph of your paper**). In the body of the paper, you are asked to describe and examine your own background related to social justice, as well as your current and future relationship to social justice.

Here are some guiding questions:

- What does social justice mean to you personally?
- Why is it important to you and how do you connect with this topic?
- How did it become important to you?
- What SJ areas of growth do feel you need to work on in the immediate term? **Be very specific...**
- What scares or worries you? What keeps you going or nourishes you?

Please write this essay without using the following words (or any similar words) to express yourself:

| | | | |
|-------------------|--------------------|--------------------|-------------------|
| Activist/activism | Diversity | Justice/injustice | Safe Space |
| Ally | Dominance/dominant | Minoritized | Silence/silencing |
| Appropriation | Ethnocentrism | Misogyny | Stereotype |
| Assumptions | Equity | Other/othering | Social justice |
| Bias | Gentrification | Oppression | Society/social |
| Bigotry | Globalization | Patriarchy | "Splaining" |
| Change agent | Guilt | Prejudice | Supremacy |
| Collusion | Hegemony | Phobic/phobias—all | System/systemic |
| Colonialism | Institutional | Positionality | Tolerance |
| Discrimination | Intersectionality | Power | Woke |
| Disenfranchised | Isms of any kind | Privilege | Xenophobia |

Then, write a **brief reflection** of your experience doing this activity. This reflection should be **no more than 3 pages, single-spaced, 1" margins, APA format.** Submit both the essay and your reflection to Moodle on the due date. Your final paper should be a **minimum of 7 pages** total to cover both parts of the assignment (outlined above).

ASSIGNMENT 2

Weekly Reflections

(20 pts)

A quote, brief video/podcast, or reflection question will be offered as a writing prompt at the beginning of class. You are invited to reflect on the meaning and import it has for your personal journey and your future work as a clinician and on your professional identity. This is also an opportunity to reflect about your own cultural identity development and discoveries from the readings. **This reflection will be submitted via Moodle, due the Saturday morning following our class meeting.** Through intentional reflection, we work towards a deeper understanding and integration of course material. Your reflections will be kept confidential between you and the instructor.

ASSIGNMENT 3

Discussion Facilitation

(20 pts)

In small groups, you will facilitate 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 and of supporting, naming, and challenging emerging group dynamics.

Groups will be created on the first day of class. Each group member is also responsible for completing a [Group Project Evaluation form](#), which can be found on the course's Moodle page. Unless details are disclosed that are in violation of college policies, all evaluation information that you share on this form will be kept confidential. **Submit this form via email** to the instructor within 24 hours of completing your facilitation session.

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

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 the class with questions and/or topics 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.

Course Schedule

This is a preliminary schedule. Our schedule will remain flexible and this page will be updated on Moodle as needed.

| Week | Date | In Class Topics & Activities | Prepare for next class | Due |
|-------------|-------------|---|---|------------|
| 1 | 1/11/22 | Lecture/Discussion: Introductions, Syllabus & Textbook Review, Class Expectations | S&S Ch. 1, 2, 3 - Daniels Ch. 1 & 2 | |
| 2 | 1/18/22 | Lecture/Discussion: Obstacles to cultural competency; Multicultural counseling & therapy; Building counselor self-awareness & cultural self-assessment | S&S Ch. 4 & 5 - Daniels Ch. 3 | |
| 3 | 1/25/22 | Lecture/Discussion: Racism; Impact of systemic oppression within counseling processes | S&S Ch. 6-8 - Daniels Ch. 4 | |
| 4 | 2/1/22 | Lecture/Discussion: "Transracialism" and cultural appropriation | Daniels Ch. 5 | |
| 5 | 2/8/22 | Lecture/Discussion: Microaggressions in counseling; Multicultural barriers; Communication styles | S&S Ch. 11 & 12 - Daniels Ch. 6 | |
| 6 | 2/15/22 | Lecture/Discussion: Racial identity development; | S&S Ch. 14 & 15 - Taylor Ch. 1 | |
| 7 | 2/22/22 | Lecture/Discussion: Counseling African Americans; Counseling Native Americans and Alaska Natives Group 1 Facilitation | S&S Ch. 16 & 17 - Taylor Ch. 2 | |
| 8 | 3/1/22 | Lecture/Discussion: Counseling AAPI clients; Counseling Latinx clients Group 2 Facilitation | S&S Ch. 18 & 10 - Taylor Ch. 3 | |

| Week | Date | In Class Topics & Activities | Prepare for next class | Due Today |
|-----------------------------|-------------|--|--|--|
| 9 | 3/8/22 | Lecture/Discussion: Counseling multiracial populations; Non-Western indigenous methods of healing Group 3 Facilitation | S&S Ch. 23 & 26 - Taylor Ch. 4 | |
| 10 | 3/15/22 | Lecture/Discussion: Counseling women; Counseling LGBTQIA+ clients Group 4 Facilitation | S&S Ch. 19-21 - Taylor Ch. 5 | Assignment #1 Social Justice Essay |
| 3/22/22 SPRING BREAK | | | | |
| 11 | 3/29/22 | Lecture/Discussion: Counseling Arab Americans & Muslim American clients; Counseling immigrants & refugees; Counseling Jewish Americans Group 5 Facilitation | S&S Ch. 22, 24 & 25 | |
| 12 | 4/5/22 | Lecture/Discussion: Counseling older adults; Counseling individuals with disabilities; Counseling individuals living in poverty Group 6 Facilitation | S&S Ch. 4 - Ratts, et al. (2015) | |
| 13 | 4/12/22 | Lecture/Discussion: Counselor advocacy & social justice; Political & social implications of counseling Guest Speaker: Dr. Rafe McCullough | TBD | |
| 14 | 4/19/22 | Lecture/Discussion: Culturally competent assessment; Multicultural evidence-based practice | S&S Ch. 9 & 13 | |
| 15 | 4/26/22 | Class wrap-up & review | | |