

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 550
Diversity and Social Justice
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 2a multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- 2b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- 2c. multicultural counseling competencies
- 2d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- 2e. the effects of power and privilege for counselors and clients
- 2f. help-seeking behaviors of diverse clients
- 2g. help-seeking behaviors of diverse clients
- 2h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

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

- C2j. cultural factors relevant to clinical mental health counseling
- C2l. legal and ethical considerations specific to clinical mental health counseling
- C3e. strategies to advocate for persons with mental health issues

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	X
DVD/Video Presentation	X
Supervised Small Group Work	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	X
Off-Campus / Field Visit	
Other:	X

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 clients.	Demonstrate s self-awareness and emotional stability. Emerging use of self in therapeutic	Demonstrates self-awareness, emotional stability and a beginning understanding of impact of self in relationships	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/Dis positions Evaluation	Self as Counselor (2 of 5)

Submission Method: Instructor Complete PQE in Taskstream Link back to self-study : section 4F	process, uses supervision to continue growth.	with clients, seeks assistance for continued learning			MHC 509/MHCA 511: Professional Qualities/Dispositions Evaluation	
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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 Social Justice Paper or Culminating Cultural Activity	Multicultural Competence (1 of 4)

Submission Method: Student submission to Taskstream Link back to self-study : section 4F						
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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					
PO 5.4 Learns strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.	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)
Submission Method: Instructor submits overall course grade to registrar AND Taskstream Link back to self-study : section 4F					

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology
MHC 550-04- Diversity & Social Justice
Spring Semester 2023

Instructor: Maria Leija Briones, MA, NCC, LPCa
Email: mlejabriones@lclark.edu
Office Hours: By appointment
Meeting
Information: 01/11/2023-04/19/2023 -Wednesday-1:00-4:15 p.m.
Class Location: Rogers Hall, Room 219
Credit: 3 Credits

Required Texts:

Sue, D. W., Sue, D., Neville H.L., & Smith, L. (2019). *Counseling the Culturally Diverse: Theory and Practice* (8th ed.). Wiley & Sons.

Other Required Readings:

There may be other readings (articles, blogs, news columns, etc.) or other materials assigned throughout the semester as the in-class process develops. They will be posted to Moodle.

Teaching Statement:

The class is conducted in several ways, with lectures, experiential exercises, small group and large group discussions, and most importantly, in a **self-reflective** format. These preferences allow for student contribution, small group work, and promote discourse with one another, which maintains a consistent focus on the process, where personal experiences serve as legitimate sites of knowledge and provide a place for consciousness raising and for students to increase personal reflection and self-awareness. Because of this variety, class participation is a critical component of the course. All students are expected to participate in class discussions (both in the large and small groups), and activities in a **meaningful way**. Because students may not share the same opinions and/or ideas on different topics in this class, it is important to respect the opinions and ideas of others. It is expected that some of the class material will evoke strong emotions, and students are invited to work toward self and other awareness regarding the impact of course material related to diversity and social justice. Students are invited to stay engaged, understand, and learn when respectfully presented with divergent perspectives or feedback related to insensitive or discriminatory comments, content, or assignments.

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 this impacts 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.

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. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct
- Sexual misconduct: go.lclark.edu/titleIX

If you have any questions regarding these policies, please speak to your instructor for clarification.

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 Office of Student Accessibility in 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.

Class Assignments/Grading:

1. Attendance & Participation (28 points)

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 makeup assignment may 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.** 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!

Attendance/Participation Rubric

Class attendance/ participation	Possible points
Attending all classes and being on time.	14
Coming to class prepared (having done the readings for the day). Engaging and contributing to large and small group discussions with attention and energy. Asking questions. Dealing with other students and/or the instructor in a respectful fashion. Listening actively.	14
Total	28

3. Journal Reflections (22 points)

Students will write **11 journal reflection entries** throughout the semester, **2 points each**. Student will be given the last 15 minutes of class, the weeks that a journal reflection is due, to work on their journal entries. Students are welcome to journal about any topic discussed in class that week, including what came up for them during the large and small group discussions. Students can also journal about what questions came up for them after learning/discussing about the topic. Each journal entry will be an opportunity for the students to self-reflect about their experience in class and about their experience learning the material. Each journal reflection entry will be **1-2 pages in length (double spaced)**. **You do not need to use APA formatting for these reflections**. Each journal entry will need to be typed in a word document and upload it on Moodle as a pdf **by the end of the school week (Friday) that a journal reflection is due, before midnight**.

4. Class Discussion Facilitation (30 points)

In small groups of **2 or 3**, students will facilitate **one hour** of class discussion based on the readings (Sue & Sue text only) due for that respective week. This is not meant to be a group presentation but it can include a brief PowerPoint as a guide. This is an opportunity for students to guide their 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. Students should be prepared to have questions that generate discussion where necessary, but the idea is that students help facilitate the flow of the class dialogue. Thus, this will require that students have a thorough understanding of the readings.

While students are not required to follow a specific template for their discussion, students

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 an experiential activity 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.

*Students will be graded based on providing an overview of the readings, self-reflecting on the readings, and being able to engage the class by asking questions and/or presenting them with an experiential activity.

Groups will sign up for the week that they would like to present on the first day of class.

5. Social Justice Essay (20 points)

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

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**).

Here are some guiding questions for the body of the paper where you will describe and examine your own background related to social justice, as well as your current and future relationship to social justice by using some of the guiding questions below.

What does social justice mean to you personally?
Why is it important to you?

How did it become important to you?
 How do you connect with this topic?
 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	Ethnocentrism	Oppression	Tolerance
Ally	Equity	Patriarchy	Woke
Appropriation	Gentrification	Prejudice	Xenophobia
Assumptions	Globalization	Phobic/phobias-all	
Bias	Guilt	Positionality	
Bigotry	Hegemony	Power	
Change agent	Institutional	Privilege	
Collusion	Intersectionality	Safe Space	
Colonialism	ISMs-all banned	Silence/silencing	
Critical	Justice/Injustice	Social location	
Culture	Marginalized	Social justice	
Discrimination	Microaggression	Society/Social	
Disenfranchised	Minoritized	"Splaining"	
Diversity	Misogyny	Supremacy	
Dominance	Other/Othering	System/Systemic	

Then, write a brief reflection of your experience doing this activity. This reflection should be no more than **3 pages, double spaced, APA formatting**. **Submit both, the essay and your reflection, to Moodle on the last day of class 04/19/2023 by midnight.**

Your final paper should be a minimum of **7 pages** total to cover both parts of the assignment (outlined above).

Grading Summary:

Attendance & Participation	28
Journal Reflections	22
Class Discussion Facilitation	30
Social Justice Essay	20

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/studentlife/handbook/registrationpolicies/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.

***TENTATIVE Weekly Course Schedule**

Class Date	Topic	Readings Due	Assignments Due
Week 1:	-Introductions -Syllabus Review -Choose Small Groups -Sign up for Class Discussion Facilitation	None	None
Week 2:	-From Safe Spaces to Brave Spaces -Class Ground Rules -Prejudice and Discrimination -Oppression and Power -Privilege	Article on Moodle Other Readings to be Announced	-Journal Reflection Entry #1. Due by Friday before midnight
Week 3:	-Obstacles to Cultural Competence and Cultural Humility -Multicultural Counseling & Therapy -Multicultural Counseling Competence for Counselors of Marginalized Groups	Sue & Sue – Ch. 1, 2, & 3	-Journal Reflection Entry #2. Due by Friday before midnight -Class Discussion Facilitation Group 1

Week 4:	<ul style="list-style-type: none"> -Political & Social Justice Implications of Counseling -Impact of Systemic Oppression Within the Counseling Process -Microaggressions in Counseling 	Sue & Sue Ch. 4, 5, & 6	-Journal Reflection Entry #3. Due by Friday before midnight -Class Discussion Facilitation Group 2
Week 5:	<ul style="list-style-type: none"> -Multicultural Barriers -Communication Styles -Multicultural Evidence-Based Practice 	Sue & Sue Ch. 7, 8, & 9	-Journal Reflection Entry #4. Due by Friday before midnight -Class Discussion Facilitation Group 3
Week 6:	<ul style="list-style-type: none"> -Racial Identity Development Models -Culturally Competent Assessment -Counseling Latinas/os 	Sue & Sue Ch. 11, 12, 13, & 17	-Journal Reflection Entry #5. Due by Friday before midnight -Guest Speaker
Week 7:	<ul style="list-style-type: none"> -Counseling African Americans -Counseling AAPI Clients -Counseling Multiracial Population 	Sue & Sue Ch. 14, 16, & 18	-Journal Reflection Entry #6. Due by Friday before midnight -Class Discussion Facilitation Group 4
Week 8:	<ul style="list-style-type: none"> -Non-Western Indigenous Methods of Healing -Counseling Native Americans and Alaska Natives 	Sue & Sue Ch.10 & 15	-Journal Reflection Entry #7. Due by Friday before midnight -Guest Speaker

Week 9:	-Counseling Arab Americans and Muslim Americans -Counseling Immigrants & Refugees -Counseling Jewish Americans	Sue & Sue Ch. 19, 20, & 21	-Journal Reflection Entry #8. Due by Friday before midnight -Class Discussion Facilitation Group 5
Week 10:	-Counseling Individuals with Disabilities -Counseling LGBT Populations	Sue & Sue Ch. 22 & 23	-Journal Reflection Entry #9. Due by Friday before midnight -Guest Speaker
Week 11:	-Counseling Older Adults -Counseling Individuals Living in Poverty -Counseling Women	Sue & Sue Ch. 24, 25, & 26	-Journal Reflection Entry #10. Due by Friday before midnight -Class Discussion Facilitation Group 6
Week 12:	Spring Break! No Class/No Assignments Due		
Week 13:	-Colorism -More Topics to be Added	Articles Posted on Moodle	-Journal Reflection Entry #11. Due by Friday before midnight
Week 14:	-Special Topic Added: Trauma and Grief in the Latino Immigrant Community-How to work with clients.	None	None
Week 15:	-Final Essay -Evaluations	None	Social Justice Essay Due by Midnight