

COURSE SYLLABUS
Lewis & Clark College
Graduate School of Education and Counseling
Dept of Counseling, Therapy, and School Psychology

COURSE INFORMATION

Course: MHC-550-02
Title: ***Diversity & Social Justice (3 cr)***
Room: York 101
Day/Time: Wednesdays, 1:00-4:15 PM
Term: Spring 2023 (1/11-4/19)

INSTRUCTOR

Rafe McCullough, Ph.D., LPC, LMHC, NCC
Office: Rogers 309
Office hours: By Appointment
Phone: **(503) 768-6144**
Email: rafemccullough@lclark.edu

COURSE MATERIALS

Required Texts and/or Readings:

Articles & Book Chapters from LC Library or Online:

- Abe, J. (2020). Beyond cultural competence, toward social transformation: Liberation psychologies and the practice of cultural humility. *Journal of Social Work Education, 56*(4), 696-707.
- American Counseling Association. (2014). *2014 ACA code of ethics*.
- Adames, H. Y., Chavez-Dueñas, N. Y., Sharma, S., & La Roche, M. J. (2018). Intersectionality in psychotherapy: The experiences of an AfroLatinx queer immigrant. *Psychotherapy, 55*(1), 73.
- Aggarwal, N. K., & Lewis-Fernández, R. (2020). An introduction to the cultural formulation interview. *Focus, 18*(1), 77-82.
- Anzaldúa, G. (2009). Disability & identity. In Anzaldúa, G. (Ed). *The Gloria Anzaldúa reader*. (pp. 298-302). Duke University Press.
- Anzaldúa, G. (2002). Preface:(Un) natural bridges, (un) safe spaces. In Anzaldúa, G. & Keating, A. (Eds.). *This bridge we call home: Radical visions for transformation*, (pp. 1-5). Routledge.
- Anandavalli, S. (2022). Not Your Fetish: Broaching Racialized Sexual Harassment Against Asian Women. *Journal of Mental Health Counseling, 44*(4), 297-311.
- Awad, G. H., Martinez, M. S., & Amer, M. M. (2013). Considerations for psychotherapy with immigrant women of Arab/Middle Eastern descent. *Women & Therapy, 36*(3-4), 163-175.
- Bayne, H. B., & Branco, S. F. (2018). A phenomenological inquiry into counselor of color broaching experiences. *Journal of Counseling & Development, 96*(1), 75-85.

- Branco, S. F., & Bayne, H. B. (2020). Carrying the burden: Counselors of color's experiences of microaggressions in counseling. *Journal of Counseling & Development*, 98(3), 272-282.
- Branco, S. F., & Jones, C. T. (2021). Supporting black, indigenous, and people of color counselors: Considerations for counselor skills training and practice. *Journal of Mental Health Counseling*, 43(4), 281-300.
- Butler, S. K. (Host). (2022, March 23). Spirituality and religion in counseling (No S1 E29) [Audio podcast episode]. In *The voices of counseling*. American Counseling Association. <https://podcasts.apple.com/us/podcast/spirituality-and-religion-in-counseling/id1581474035?i=1000555069076>
- Cénat, J. M. (2020). How to provide anti-racist mental health care. *The Lancet Psychiatry*, 7(11), 929-931.
- Chang, D. F., Dunn, J. J., & Omid, M. (2021). A critical-cultural-relational approach to rupture resolution: A case illustration with a cross-racial dyad. *Journal of Clinical Psychology*, 77(2), 369-383.
- Collins, P. H. (2017). Intersectionality and epistemic injustice. In *The Routledge handbook of epistemic injustice* (pp. 115-124). Routledge.
- Crumb, L., Haskins, N., & Brown, S. (2019). Integrating social justice advocacy into mental health counseling in rural, impoverished American communities. *Professional Counselor*, 9(1), 20-34.
- Cruz, C., Greenwald, E., & Sandil, R. (2017). Let's talk about sex: Integrating sex positivity in counseling psychology practice. *The Counseling Psychologist*, 45(4), 547-569.
- Day-Vines, N. L., Cluxton-Keller, F., Agorsor, C., & Gubara, S. (2021). Strategies for broaching the subjects of race, ethnicity, and culture. *Journal of Counseling & Development*, 99(3), 348-357.
- Day-Vines, N. L., Wood, S. M., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., & Douglass, M. J. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling & Development*, 85(4), 401-409.
- Dolmage, J. (2017). Disabled upon arrival: The rhetorical construction of disability and race at Ellis Island. In Davis, L. J. (Ed.), *The disability studies reader* (5th ed., pp. 43-70). Routledge.
- Erby, A. N., & White, M. E. (2022). Broaching partially-shared identities: Critically interrogating power and intragroup dynamics in counseling practice with trans people of Color. *International Journal of Transgender Health*, 23(1-2), 122-132.
- Galarza, J. (2013). Borderland queer: Narrative approaches in clinical work with Latina women

- who have sex with women (WSW). *Journal of LGBT Issues in Counseling*, 7(3), 274-291.
- Grayshield, L., Rutherford, J. J., Salazar, S. B., Mihecoby, A. L., & Luna, L. L. (2015). Understanding and healing historical trauma: The perspectives of Native American elders. *Journal of Mental Health Counseling*, 37(4), 295-307.
- Hargons, C. N., Malone, N., & Montique, C. (2022). Intersectionality in therapy for African American and Black women. In Shelton, King Lyn, M. M., & Endale, M. (Eds.). *A handbook on counseling African American women: psychological symptoms, treatments, and case studies* (pp. 1-19). Praeger.
- Keating, A. (2006). From borderlands and new mestizas to nepantlas and nepantleras. *Human architecture: Journal of the Sociology of Self-knowledge*, 4, 5-16.
- King, K. M., & Borders, L. D. (2019). An experimental investigation of white counselors broaching race and racism. *Journal of Counseling & Development*, 97(4), 341-351.
- Leblanc, S., & Kinsella, E. A. (2016). Toward epistemic justice: A critically reflexive examination of ‘sanism’ and implications for knowledge generation. *Studies in Social Justice*, 10(1), 59-78.
- Lee, E., & Bhuyan, R. (2013). Negotiating within whiteness in cross-cultural clinical encounters. *Social Service Review*, 87(1), 98-130.
- Lewis-Fernández, R., Aggarwal, N. K., Hinton, L., Hinton, D. E., & Kirmayer, L. J. (Eds.). (2016). DSM-5® handbook on the cultural formulation interview.
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44(1), 28-48.
- Sahu, A., Console, K., Tran, V., Xie, S., Yin, C., Meng, X., & Ridley, C. R. (2021). A case using the process model of multicultural counseling competence. *The Counseling Psychologist*, 49(4), 568-585.
- Shanmugaraj, N. (2022). Disidentifying from the “model minority”: How Indian American women rearticulate dominant racial rhetorics. *Quarterly Journal of Speech*, 1-23.
- Stewart, T. J., & Breeden, R. L. (2021). “Feeling good as hell”: Black women and the nuances of fat resistance. *Fat Studies*, 10(3), 221-236.
- Sue, D. W., & Sue, D. (2016). The superordinate nature of multicultural counseling and therapy. In Sue, D. W., & Sue, D. (Eds.). *Counseling the culturally diverse: Theory and practice*. (pp. 31-60c). Wiley.

Tangen, J. L., & Felton, A. D. (2018). Spirituality and Existentialism. In Gill, C. S. & Freund, R. R. (Eds). *Spirituality and Religion in Counseling* (pp. 83-97). Routledge.

Toporek, R. L. & Daniels, J. (2018). *American Counseling Association Advocacy Competencies-Updated*. Endorsed by ACA 2003 (Lewis, Arnold, House & Toporek) and Updated in 2018 (Toporek & Daniels). <https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf>

Wright, A. J., & Constantine, K. (2020). *Wright-Constantine Structured Cultural Interview [WCSCI]*. New York, NY: New York University.

Recommended Text:

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice*. John Wiley & Sons.

COURSE DESCRIPTION

Basic theoretical assumptions of the counseling profession, with an overview of its historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation. Introduction to social justice principles and how they apply to professional counseling.

COURSE OBJECTIVES

At the conclusion of this course, students will be able to demonstrate competency in the following areas:

- Understanding of the history and philosophy of the counseling profession and its specialty areas, with an emphasis on clinical mental health counseling.
- Understanding of the professional roles and functions of professional counselors, with an emphasis on clinical mental health counseling.
- Understanding of advocacy to address institutional and social barriers for clients, and advocacy for the profession, with an emphasis on clinical mental health counseling.
- Understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others, and the effects of power and privilege for counselors and clients.
- Understanding of professional counseling credentialing, certification, licensure, and accreditation practices and standards, and the effects on public policy, with an emphasis on clinical mental health counseling.
- Knowledge of professional counseling organizations' activities, service, and current issues for the profession, with an emphasis on clinical mental health counseling.
- Understanding of professional ethical standards and some ethical and legal considerations in professional counseling, with an emphasis on clinical mental health counseling.

Related CACREP 2016 Standards

2. SOCIAL AND CULTURAL DIVERSITY

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

Section 5 C: Clinical Mental Health Counseling

2. CONTEXTUAL DIMENSIONS

- j. cultural factors relevant to clinical mental health counseling
- e. strategies to advocate for persons with mental health issues
- l. legal and ethical considerations specific to clinical mental health counseling

COURSE INSTRUCTIONAL METHODS

This course employs a range of instructional methods to promote high-quality learning. Methods may include the use of (a) small-group and whole-class discussion; (b) interactive problem solving; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) role-plays and/or simulations.

STUDENT PERFORMANCE EVALUATION CRITERIA AND EXPECTATIONS

Assignments:

Assignment	Points Possible	Due
Class Participation Please refer often to the rubric for participation for guidelines on how you will be assessed in this area. See rubric at end of syllabus.	15	ongoing

<p>Social Justice Essay</p> <p>Please write an essay discussing your relationship to social justice using the prompts below, and follow the directions carefully, as you will be omitting certain words listed below. Then write a brief reflection of your experience doing this activity at the end of the paper. This is not an APA assignment and should be no more than 4 pages, including the reflection. Here are the guiding questions:</p> <ul style="list-style-type: none"> • What does social justice mean to you personally? • Why it is important to you and how do you connect with this topic? • How did SJ become important to you? • What scares or worries you about your involvement with SJ? • What makes you feel hopeful? What personally keeps you motivated to engage in SJ? • What SJ areas of growth do want to work on for yourself in the immediate short term? <u>Be specific.</u> • Reflect on your process of engaging in this writing activity <p>Please write this essay without using the following words (<u>or any similar words</u>):</p> <table border="0"> <tr> <td>Activist/activism</td> <td>Ethnocentrism</td> <td>Oppression</td> </tr> <tr> <td>Ally/Accomplice</td> <td>Equity/Equality</td> <td>Patriarchy</td> </tr> <tr> <td>Appropriation</td> <td>Gentrification</td> <td>Prejudice</td> </tr> <tr> <td>Assumptions</td> <td>Globalization</td> <td>Power</td> </tr> <tr> <td>Bias</td> <td>Guilt</td> <td>Privilege</td> </tr> <tr> <td>Bigotry</td> <td>Hegemony</td> <td>Safe Space</td> </tr> <tr> <td>Capitalism</td> <td>Inclusion</td> <td>Silence/silencing</td> </tr> <tr> <td>Change agent</td> <td>Institutional</td> <td>Stereotype</td> </tr> <tr> <td>Collusion</td> <td>Intersectionality</td> <td>Social justice</td> </tr> <tr> <td>Colonize/decolonize</td> <td>ISMs (all banned)</td> <td>Society/Social</td> </tr> <tr> <td>Critical</td> <td>Justice/Injustice</td> <td>Supremacy</td> </tr> <tr> <td>Culture/cultural</td> <td>Marginalized</td> <td>System/Systemic</td> </tr> <tr> <td>Discrimination</td> <td>Microaggression</td> <td>Tolerance</td> </tr> <tr> <td>Disenfranchised</td> <td>Minoritized</td> <td>Woke</td> </tr> <tr> <td>Diversity</td> <td>Misogyny</td> <td>Xenophobia</td> </tr> <tr> <td>Dominance</td> <td>Other/Othering</td> <td></td> </tr> </table> <p>TURN IN & GRADING:</p> <p>Submit your paper only in Word document or PDF formats on Moodle. A rubric will be provided in Moodle.</p>	Activist/activism	Ethnocentrism	Oppression	Ally/Accomplice	Equity/Equality	Patriarchy	Appropriation	Gentrification	Prejudice	Assumptions	Globalization	Power	Bias	Guilt	Privilege	Bigotry	Hegemony	Safe Space	Capitalism	Inclusion	Silence/silencing	Change agent	Institutional	Stereotype	Collusion	Intersectionality	Social justice	Colonize/decolonize	ISMs (all banned)	Society/Social	Critical	Justice/Injustice	Supremacy	Culture/cultural	Marginalized	System/Systemic	Discrimination	Microaggression	Tolerance	Disenfranchised	Minoritized	Woke	Diversity	Misogyny	Xenophobia	Dominance	Other/Othering		15	1/20
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<p>Intersectionality & Epistemic Justice Paper</p> <p>Write a paper (APA 7th ed) about Intersectionality and Epistemic Justice/Resistance based on the Collins (2019) article provided, and the LeBlanc & Kinsella (2016). The paper should be 6-8 pages max, not including the title page and references. Label each lettered section, using the following prompts to form your paper:</p> <ul style="list-style-type: none"> A. Summarize some of your learning about Intersectionality from Collins (2019). Use and comment on two additional resources about Intersectionality (e.g. Crenshaw, Tomlinson, Anzaldúa, Combahee River Collective) to inform your knowledge further. Tell how your idea of intersectionality shifted or deepened as a result of your reading and reflecting. B. Discuss how a deeper understanding of intersectionality will inform your orientation/professional identity as a counselor and your work with clients. C. Briefly summarize and discuss the concepts of epistemic justice/injustice, epistemic power, epistemic agency, epistemic resistance, testimonial authority, and testimonial silencing/quieting/smothering that Collins and LeBlanc & Kinsella mention in their articles. What is your understanding of these concepts? How might these concepts come into play within your work as a counselor? D. Briefly discuss 2-3 other social justice concepts that you currently and casually use that you may need to develop a deeper or more complex understanding of going forward. Identify the concepts, discuss how you came to know and use those concepts, and what you can do to expand and strengthen your knowledge of them. <p>TURN IN & GRADING: Submit your paper only in Word document or PDF formats on Moodle. A rubric will be provided in Moodle.</p>	20	2/15
<p>Broaching Demonstration</p> <p>You will be given a case study to read over with a class partner. Meet outside of class with your partner, in person or over Zoom, to record a counseling demonstration using your best broaching skills. The session should be 18-20 minutes long and should not go over the 20-minute limit. This recording can be of a snapshot in time, so there is no need to have a proper session closing. The goal should not be to squeeze an entire counseling session into 20 minutes, but you should focus more on broaching aspects of identity with the client.</p> <p>You will sign up for an individual feedback session to view and evaluate your broaching skills. Below are two links provided, one for in-person meeting, and one for a Zoom meeting. Click on one of the links below to schedule your broaching feedback meeting:</p>	30	4/3

<p>Zoom Sessions: https://calendly.com/rafemccullough/broaching-video-feedback-session</p> <p>In-Person Sessions: https://calendly.com/rafemccullough/broaching-video-feedback-session-in-person</p> <p>TURN IN AND GRADING: Nothing. All feedback will be given verbally in person. Grading will be based on: (a) your willingness to take risks to have broach race, class, cultural and identity content with the client in the role-play, and (b) your depth of self-evaluation and analysis in your reflection of your session. I will not be evaluating your practical skill execution, though I may comment on the presence of these skills in your verbal feedback. I want to stress that <u>taking risks</u>, rather than <u>perfection</u> in execution is what you are being evaluated on.</p>		
<p>Community Appreciation Reflection Letters Write two, 1-2-page letters to a member of the class, or someone else you learned from about an aspect of social justice and diversity in the duration of the class. This could also be a guest speaker, or one of the authors of a reading. These letters will also serve as a type of personal reflection, but also crediting a person with their contribution to your learning. Letters will be assumed private unless you decide to share them with the person yourself.</p> <p>TURN IN AND GRADING: You will turn these letters in on one Word or PDF document in Moodle. Grading will be based on your ability to deeply reflect about specific things you learned, identify where they came from, and communicate that in third person in the form of a letter.</p>	20	4/19

Grading (points):

94-100	A	80-83	B-	67-69	D+
90-93	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	70-73	C-	0-59	F

Course Expectations:

Assignments: All assignments are due by 11:59 pm on the due date. Late assignments will generally not be accepted. Assignments will lose 5% of the points for each day late unless an extension is approved in advance, or a disability accommodation plan is already in place. All assignments must be successfully completed to pass the class. All written work is to be typed, double spaced, and adhere to APA style 7th edition guidelines unless otherwise stated.

Attendance: Class attendance is expected and required as stated in the student handbook. Any excused, missed class time will be made up by completing extra assignments/activities designed by the instructor. Missing more than 10% of class time may result in failure to complete the class. This would be 4.5 hours of a 45-hour class (3 credits), 3 hours for a 30-hour class (2 credits) or 1.5 hours for a 15-hour class (1 credit.).

Readings and Discussion: All assigned readings are to be completed prior to the beginning of class. There are many ways you can work to make this class fun and engaging. This class is often discussion-based, so please do all the reading to the best of your ability. I want you to interact with the texts and come with informed opinions, so perhaps highlight, and take some notes, and find connections with your personal experiences and others'. Fun and engaging discussions also depend on your willingness to take risks, which will help cultivate a climate of openness and intellectual humility.

Professional Behavior & Ethics: Students are expected to conduct themselves in an ethical and professional manner as outlined in the program's handbook and "Professional Qualities Evaluation" document. Students' behavior in class should be consistent with the role of a professional counselor who is operating outside of a clinical context (e.g. not with clients). Students must always adhere to the current ACA Code of Ethics.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics	Readings Due	CACREP Standard	Assignments Due
Class #1 1/11/23	Intros & Class Expectations Theories for Social Change Cultural Humility Frameworks Legal & Ethical Considerations	<u>Articles:</u> <i>Abe (2020)</i> <i>Anzaldúa (2002)</i> <i>Keating (2006)</i>	2a, Contextual Dimensions: C.2l	
Class #2 1/18/23	What is Intersectionality Epistemic Justice/Injustice Epistemic Resistance and Ableism, Sanism, & Mental Health Activism	<u>Articles:</u> <i>Collins (2017)</i> <i>Leblanc & Kinsella (2016)</i>	2b, 2c	Social Justice Essay Due 1/20
Class #3 1/25/23	Multicultural & Social Justice Frameworks Power, Privilege, Oppression Racial Identity Development	<u>Articles:</u> <i>Sue & Sue (2016)</i> <i>Ratts et al. (2016)</i>	2a, 2b, 2c, 2e	
Class #4 2/1/23	Understanding Whiteness in Clinical Encounters Process Model of Multicultural Counseling	<u>Articles:</u> <i>Lee & Bhuyan (2013)</i> <i>Sahu et al. (2021)</i>	2f, 2h Contextual Dimensions: C.2j	

Class #5 2/8/23	Multicultural and Intersectional Applications in Counseling and Assessment Guest Speaker: Dr. Tamekia Bell	<u>Articles:</u> <i>Adames et al. (2018)</i> <i>Hargons et al. (2022)</i> <i>Galarza (2013)</i>	2f	
Class #6 2/15/23	Identity & Disidentification Activism vs Resistance	<u>Articles:</u> <i>Shanmugaraj (2022)</i> <i>Stewart & Breeden (2021)</i> <i>Anzaldúa (2009)</i>	2d	Intersectionality & Epistemic Justice Paper Due 2/15
Class #7 2/22/23	Multicultural/SJ Case Conceptualization Supporting BIPOC Counselors Client Microaggressions Guest Speaker: Drs. Mary Huffstead & Melanie Varney	<u>Articles:</u> <i>Branco & Bayne (2020)</i> <i>Branco & Jones (2021)</i>	Contextual Dimensions: C.2j	
Class #8 3/1/23	Historic Trauma Immigration, Acculturation, and Acculturative Stress Historical Racialization & Disability Construction	<u>Articles:</u> <i>Grayshield et al. (2015)</i> <i>Dolmage (2017)</i> <i>Awad et al. (2013)</i>	2a, 2d	
Class #9 3/8/23	Religion/Spirituality Integrating Sex Positivity Gerontological Perspectives Death and Grief Guest Speaker: Dr. Mary-Chase Mise	<u>Articles:</u> <i>Tangen & Felton (2018)</i> <i>Cruz et al. (2017)</i> <u>Podcast:</u> <i>Butler (2022)</i>	2g	
Class #10 3/15/23	Broaching Race, Class, Culture Broaching Frameworks, Strategies & Interventions White Counselors Broaching Race and Racism	<u>Articles:</u> <i>Day-Vines et al. (2007)</i> <i>Day-Vines et al. (2021)</i> <i>King & Borders (2019)</i>	2b, 2e, 2h	
Class #11 3/22/23	Broaching Applications-Trans PoC, Racialized Sexual Harassment Against Asian Women Counselors of Color Broaching Experiences	<u>Articles:</u> <i>Erby & White (2022)</i> <i>Anandavalli (2022)</i> <i>Bayne & Branco (2018)</i>	2b, 2f	
NO CLASS 3/29---SPRING BREAK				
Class #12 4/5/23	Class & Social Justice Applications in Rural Impoverished Communities Guest Speaker: Dr. Mary Graham	<u>Articles:</u> <i>Crumb et al. (2019)</i>	2h Contextual Dimensions: C.2e	Broaching Demonstration Due 4/3
Class #13 4/12/23	ACA Advocacy Competencies Cultural Concepts of Distress Cultural Formulation Interview Structured Cultural Interview	<u>Articles:</u> <i>Toporek & Lewis (2018)</i> <i>Aggarwal & Lewis-Fernández (2020)</i> <i>Lewis-Fernández et al. (2016)</i> <i>Wright & Constantine (2020)</i>	2b Contextual Dimensions: C.2e	

Class #14 4/19/23	Structural Racism & Anti-Racist Approaches to Mental Health Rupture & Repair Closing & Celebration	<i>Articles:</i> <i>Cenat (2020)</i> <i>Chang et al. (2021)</i>	2h Contextual Dimensions: C.2e	Community Appreciation Reflection Letters Due 4/19
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COLLEGE POLICIES

Notice to Students Regarding Disabilities, Mental Health Crises & Medical Emergencies:

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](tel: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.

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficult concentrating and/or lack of motivation. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Please feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable.

Lewis & Clark College services are also available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via:

https://www.lclark.edu/offices/counseling_service/

https://www.lclark.edu/offices/counseling_service/emergency/

Academic Integrity:

The following policy regarding academic integrity is stated in the Student Handbook: “Lewis & Clark College believes that each student holds responsibility for the integrity of his or her individual academic and professional performance. When the student abrogates this responsibility, the College may take appropriate steps to maintain standards of academic honesty. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or integrity of his or her academic study, scholarship, or practice.” We expect that all work you complete is your individual work. Please provide citations when your claims come from another source. When in doubt, cite!

Links to Lewis & Clark Graduate School essential policies

Lewis & Clark adheres to a nondiscriminatory policy with respect to educational programs, activities, employment, and admission. We do 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, gender expression, or any other basis prohibited by applicable federal, state, and local laws.

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.

Class Participation Rubric				
AREA	DISTINGUISHED (3)	PROFICIENT (2)	EMERGING (1)	UNACCEPTABLE (0)
Frequency (3 pts)	<ul style="list-style-type: none"> Initiates contributions (in small or large group) more than once in a class period 	<ul style="list-style-type: none"> Initiates contributions (in small or large group) once per class period 	<ul style="list-style-type: none"> Initiates contributions occasionally (in small or large group) 	<ul style="list-style-type: none"> Rarely, or does not contribute during class
Preparation (3 pts)	<ul style="list-style-type: none"> Reading completed and prepared to discussion level; On time and able to arrive or become present soon after 	<ul style="list-style-type: none"> Reading mostly completed or prepared to discussion level; Mostly on time and able to arrive or become present soon after 	<ul style="list-style-type: none"> Reading seldom completed or prepared to discussion level; Infrequently on time and/or present 	<ul style="list-style-type: none"> Rarely, or does not prepare or complete readings and is not on time and/or present
Engagement (3 pts)	<ul style="list-style-type: none"> Consistently builds on others' comments instead of offering only individual comments; Consistently stays actively engaged in dialogue, and takes responsibility for own thoughts and reactions 	<ul style="list-style-type: none"> Occasionally builds on others' comments instead of offering only individual comments; Mostly actively engaged in dialogue, and largely takes responsibility for own thoughts and reactions 	<ul style="list-style-type: none"> Infrequently builds on others' comments; Infrequently engaged and/or does not take responsibility for thoughts and reactions 	<ul style="list-style-type: none"> Rarely, or does not build on others' comments and is rarely engaged
Contributions (3 pts)	<ul style="list-style-type: none"> Willing to be unsure or risk partially formed ideas; Comments thoughtful or insightful, and deepen dialogue 	<ul style="list-style-type: none"> Occasionally risks partially formed ideas; Comments frequently thoughtful or insightful 	<ul style="list-style-type: none"> Usually does not risk partially formed ideas; Comments sometimes thoughtful or insightful 	<ul style="list-style-type: none"> Comments rarely, or comments not relevant to discussion
Self/Other Awareness (3 pts)	<ul style="list-style-type: none"> Balances frequency of own comments with others; Actively creates and invites space for quieter students; Expresses frequent verbal appreciation for others in learning community Acknowledges missteps and perspective shifts and credits person who facilitated shift 	<ul style="list-style-type: none"> Mostly balances frequency of own comments with others; Occasionally creates or invites space for quieter students; Expresses occasional verbal appreciation for others in learning community Sometimes acknowledges missteps and perspective shifts or credits person with shift 	<ul style="list-style-type: none"> Difficulty balancing frequency of own comments with others; Dominates class discussion, or interrupts others; Does not usually express verbal appreciation and/or does not acknowledge missteps or perspective shifts 	<ul style="list-style-type: none"> Frequently shuts down other students, or otherwise creates a hostile classroom environment for others Does not express verbal appreciation or acknowledge missteps or perspective shifts

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. 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	
DVD/Video Presentation	X
Supervised Small Group Work	X
Individual/Triadic Supervision	X

Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	X
Off-Campus / Field Visit	
Other:	