

**COURSE SYLLABUS COVER SHEET**  
 Lewis & Clark College  
 Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	<u>Clinical Work with Diverse Populations</u>
Course Number	<u>550</u>
Term	<u>GU10</u>
Department	<u>CPSY</u>
Faculty Name	<u>Mary Clare</u>

**Catalogue Description** (*copy from current catalogue*): Development of counseling techniques for working with clients who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability. Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs, biases, and prejudices.

**Prerequisite:** CPSY 503, or 507 and 508.

**Credit:** 3 semester hours.

**Guiding Principles/Standards Addressed in Course:**

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

<b>Guiding Principles/Standards</b>	
<b>Learning Environments</b> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	<b>X</b>
<b>Content Knowledge</b> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	<b>X</b>
<b>Teaching Approaches</b> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	<b>X</b>
<b>Connection to Community</b> Design educational activities that cultivate connections between learners and their communities and region.	<b>X</b>
<b>Educational Resources</b> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	<b>X</b>
<b>Assessment</b> Assess, document, and advocate for the successful learning of all students and school stakeholders.	<b>X</b>
<b>Research and Reflection</b> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<b>Leadership and Collaboration</b> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	<b>X</b>
<b>Professional Life</b> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	<b>X</b>

**Authorization Levels:**

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

<b>Early Childhood</b> Age 3-4 <sup>th</sup> Grade	
<b>Elementary</b> 3 <sup>rd</sup> -8 <sup>th</sup> Grades in an Elementary School	
<b>Middle Level</b> 5 <sup>th</sup> -9 <sup>th</sup> Grades in a Middle or Junior High School	
<b>High School</b> 7 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	

\*R = Readings and In-class Discussions

\*P = Practicum

**Student Performance:**

Student performance criteria appear on page(s) \_\_\_\_\_ of this syllabus (student performance includes goals, evidence, and levels of performance).

# Clinical Work with Diverse Populations

## CPSY 550

Summer 2010

Instructor: Mary M. Clare, Ph.D.

This course is an opportunity.

It is an opportunity to investigate notions of human diversity and clinical service delivery alongside questions of culture, mind, and self. What is human diversity and how has it come to be so influential in the lives of human beings? What does it mean to provide service as a counselor, therapist or school psychologist? How can that service be culturally relevant? What are the ways of knowing at the core of concepts linked with delivering or receiving service? What is the source of those ways of knowing? What is the relevance of this sort of inquiry to lives of service professionals?

At the center of these questions are two that are fundamental to any human endeavor.

**Who are you?**

**What do you want?**

This course is based on the understanding that these questions must be fully engaged by any person wishing to be of service.

That basis means this class offers the possibility of dropping out of the usual singular focus on mind and into the heart of inquiry. This shift can allow investigation of the fundamental truths that underlie all diversity, all service, all culture, and every other idea the mind generates. While there will be discussion of techniques, reviews of scholarship and research, and other appearances of academic classes; this course cuts to the essence of our work as counselors, school psychologists and marriage & family therapists. It takes the invitation presented by the immediate conditions of human diversity across race, ethnicity, gender, sexual orientation, socio-economic class, physical and mental ability, language, religion, geography, and any other distinction that might mediate human experience. This invitation is to see how honestly we may be of support – how the helping roles in which we appear may be carried out with compassion, humility, and respect.

### **Assignments:**

- Engage the questions of the course with full attention and sincerity.
- Attend class meetings, group meetings, and any cultural events outside of class with your whole self.
- Tell the truth without blame or judgment.
- Pay attention to what has heart and meaning – refuse distraction into what is unnecessary (drama).
- Stay open but unattached to particular outcomes.

**MOODLE**—Most of the class material and assignment descriptions will be on line and accessible through the Moodle system ([www.moodle.lclark.edu](http://www.moodle.lclark.edu)). The

password for your access to this information is *a ver* (one of the sayings I picked up from my Mexican ‘aunties’ when I lived briefly in Michoican). More on Moodle in the first class.

**Readings**—Note the required readings listed below (and in Moodle). Additional readings will be completed for each class. That is, twice during the term, you will seek out, read and summarize readings supplementing the topic listed on the syllabus (see **MSummaries** in schedule below). The articles you read will focus on techniques and/or diversity categories other than race/ethnicity (i.e., to balance with the required texts that focus primarily on racial/ethnic considerations).

You will submit citation information, an article summary (in your words) and, when possible, a link to the article itself on Moodle by Sunday night of the week for which you have responsibility. The rest of the class will be responsible for reading the summaries and one of the available articles by class time on Wednesday.

In general, the readings for each class meeting provide a common conceptual ground for all participants in the class. Your capacity for participation in this course will depend in large part on your preparation for each class session.

**Group Inquiry**—In the first class meeting, you will be assigned to an inquiry group. This group will be an anchor point for a significant part of your experience in this class.

**Dialogue Journal**—Following each class you will write something (on paper) to reflect your experience with the readings, discussions, and activities of this course. During class meetings, you will give your journal to another class participant for her or his written response. This dialogue simulates peer supervision and provides another opportunity for you to articulate and refine the insights you have related to the material and inquiry of this class. No part of your grade will be based on the content of these journals, but the presence or absence of entries and responses will be noted.

**Direct Experience**—In the next weeks, you will engage in at least two substantive social interactions outside of your apparent (and any other familiar) cultural affiliation(s). Informal reports of these experiences may be shared in class. You’ll submit a one page summary to me describing your experience and its relevance to you as a mental health service provider.

**Project**—Together with your group, you will determine a project to complete (either individually or collaboratively). This project must meet these criteria:

- It will involve substantive and probing inquiry into any area of relevance to counseling, therapy or school psychological services with diverse populations. We will discuss possibilities in the first class.
- It will be of demonstrable use to the authors.
- It will be presented to the class in some form that includes oral description of the project (its story) and what was learned from the experience.

Discussion of ideas will begin in the first class and, by the end of that class you will have come to agreement, with your group's consultation, on the nature of your project. In group meetings during and outside of class projects will be reviewed by group members to identify any gaps in the work and to aid with revision.

**Paper**—In the weeks following the last formal class you will prepare a paper answering the question “So What?” with reference to the experience and inquiry you have completed during the term. Essentially the question asks: What difference does this investigation make to your work as a practitioner? This paper may be an essay or a more formally structured (e.g. APA style) position statement.

Whatever the format, your 5-7 pages of prose will contain:

- A brief statement of what you see/know now that you didn't see/know before.
- Description of the experience, readings, discussions that led to this (these) new or revised understanding(s),
- The practical significance of this (these) new or revised understanding(s) to your professional practice (i.e., What does this look like in action?)
- And lastly, What next? What do you see as your next edges for development in the area of practice that best responds to the interests, concerns and well being of people across the range of human diversity?

Using Moodle, e-mail or paper exchange your inquiry group members will review your paper in support of revision at least once before final submission. The paper will be due via Moodle or e-mail ([clare@lclark.edu](mailto:clare@lclark.edu)) on or before **July 26**.

**Texts:** Required

Harold Napoleon. *Yuuyaraq: The Way of Human Being*

Xing & Gonzales-Berry (Eds.). *Indigenous People and Racialized Ethnic Minorities in Oregon*

Recommended

Sue & Sue. *Counseling the Culturally Diverse: Theory and Practice, 5th Edition*

**Evaluation:** Written self-evaluations will be submitted after the last class session and, at the latest, with the submission of the final paper. These evaluations will contain specific observations of the extent to which you participated in and gained from the class.

- participation and engagement as a community member (see the five principled assignments listed at the top of the **Assignment** section),
- ideas developed based on this participation alongside related discussions and activities in and out of class, and
- ability to indicate what has been learned.

Your self-evaluation along with your credit/no credit status for each of the assignments outlined above will lead to the final grade:

A full credit on each assignment (CREDIT), self-evaluation and evaluation by instructor reflecting full participation, engagement with the course curriculum and

class community.

- B full or partial credit\* on each assignment (CREDIT, PARTIAL CREDIT), self-evaluation and/or evaluation by instructor reflecting substantive, but not full participation with the course curriculum and class community.
- C partial credit on more than half of the assignments, self-evaluation and/or evaluation by instructor reflecting adequate, but not substantive or full participation with the course curriculum and class community.
- D partial credit on more than half of the assignments, missing assignments, self-evaluation and/or evaluation by instructor reflecting adequate, but not substantive or full participation with the course curriculum and class community.
- F course failure relative to criteria outlined above.

\*For assignments receiving PARTIAL CREDIT, rewrites may be submitted within three days of your receiving my evaluation on the paper.

**Attendance Policy:** Class attendance is one of the most critical features of this course. Being here, and bringing your openness and attention will matter every time we meet.

Stated more formally...

*Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed at the by the instructor. More than one missed class session (3.25 hours in the case of a three-credit hour class; 2.25 hours for a two-credit class; 1.25 hour for a one-credit class) constitutes failure to complete the class. In extreme hardship situations, and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or for the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines must be met.*

**Course Objectives:**

1. Think crucially and reflexively about the history, the presuppositions, and social context of dominant Western culture, one's individual culture, and the cultural precepts inherent in clinical practice. This includes strengthening abilities to recognize cultural limitations in existing counseling, therapy, and school-based practices and to use privilege for the promotion of social equity (CC: 2a, 2d).
2. Demonstrate beginning awareness, knowledge, and skill for working cross-culturally, using ethical guidelines and multicultural competencies, including the ability to respectfully explore clients' and learners' lives, values, and ways of knowing (CC: 2c).
3. Develop an awareness of how one's own assumptions, values, and worldview, including cultural heritage, race, class, gender, sexual orientation, ability, life experiences, affiliations and identities legitimate a form of normality, pathology, the process of treatment, intervention, and the therapeutic alliance (CC: 2d, 2e).
4. Identify and critically understand the social location of individuals, families, and communities in the context of power and privilege and relative to the intersecting identities of gender, race, class, religion, sexual orientation, ability, national origin, age, and language as these influence experience in and out of therapeutic and school contexts.

5. Gain basic skills in discussing identified therapeutic and learning issues within their cultural context.
6. Explore larger community, institutional and systemic forces that promote and maintain social inequalities related to group memberships (e.g. agencies of social control, transferability of knowledge/intellectual colonization, systems of class reproduction, institutionalized classism, racism, sexism, ageism, response to physical and mental diversity, etc. in social policy and dominant discourse (CC: 2d).
7. Learn about advocacy processes needed to address institutional and social barriers that impede access, equality, and success for clients (CC: 1g).
8. Consider the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in individual, family and community counseling, therapy and school psychology services (CC: A5) (NASP: 2.5).
9. Discuss effective strategies for client advocacy in public policy and other matters of equity and accessibility (CC: C6).
10. Learn and practice engagement in conversations that collaboratively empower/raise critical social awareness within the therapeutic or school system in order to inform action in broader social societal systems within which families and individuals are embedded.
11. Raise awareness of and ways of monitoring ethical and legal considerations related to the objectives of this course (CC: 2f).

**Course Description from Graduate School Catalogue:**

The development of counseling techniques for working **with** clients who are diverse in culture, gender, age, sexual orientation, or physical or mental ability. Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs, biases, and prejudices.

**Related Authorizations:** Successful completion of this course is necessary for fulfillment of degree requirements for any of the specialty areas in the Counseling Psychology Department. This course is also necessary for gaining access to licensure as a professional counselor, as a school psychologist, or as a marriage & family therapist.

**Schedule  
CPSY 550  
Fall 2009**

DATE	TOPIC AND ASSIGNMENTS DUE	READING
May 11	Clinical Work with Diverse Populations What is the source of this discussion? Who are we as we bring ourselves to these questions?	‘Black Holes’ APA/ACA Ethics and Guidelines
May 18	Identity Development	Xing 10, 12

	SPIRAL DYNAMICS (w/ a twist)	<b>identity</b>
May 25	Philosophical Context MODERNISM/POST-MODERNISM What do 'we' know? (who is/are the 'we'?) What are we learning now? What are next edges of learning? <b>DIALOGUE JOURNALS</b>	<b>MSummaries</b> 'Iraqi Women' Clare (2009) <b>next edges</b>
June 1	Inventory of multicultural knowledge SPIRAL D. & MOD/POST MOD. Group writing & planning <b>DIALOGUE JOURNALS</b>	<b>MSummaries</b> 'Trolls' Xing 1 <b>media in tx</b>
June 8	Foundations of diversity: MODERNISM/POST-MODERNISM Bodies, landscape and history <b>DIALOGUE JOURNALS</b>	<b>MSummaries</b> 'Italy' 'Boyle' Napoleon Xing 11 <b>trauma</b>
DATE	TOPIC AND ASSIGNMENTS DUE	READING
June 15	The political and the personal: STRONG OBJECTIVITY Family, language and economic class <b>DIALOGUE JOURNALS</b>	<b>MSummaries</b> 'Dwyer' Napoleon Xing 7, 8 <b>abuse/poverty</b>
June 22	Shared oppressions: STRONG OBJECTIVITY Gender, sexuality & age <b>DIALOGUE JOURNALS</b>	<b>MSummaries</b> 'dads' 'moms' Xing 2, 6 <b>gender/age</b>
June 29	Religion and spirituality TERROR MANAGEMENT THEORY <b>DIALOGUE JOURNALS</b>	<b>MSummaries</b> 'Tolerance' Xing 3 <b>spirituality</b>
July 6	Community/ies: TERROR MANAGEMENT THEORY Within and between <b>DIALOGUE JOURNALS</b>	<b>MSummaries</b> 'Texas' Xing 4, 13 <b>community</b>
July 13	<b>Global community:</b> SPIRAL DYNAMICS Multiracial realities <b>DIALOGUE JOURNALS</b>	<b>MSummaries</b> 'Latin Africans' Xing 5 <b>Why global?</b>

July 16  
--all day--

Cross-cultural competence  
**DIALOGUE JOURNALS**  
**PROJECT PRESENTATIONS**

July 17  
--all day--

Cross-cultural competence  
**DIALOGUE JOURNALS**  
**PROJECT PRESENTATIONS**