



**Clinical Work With Diverse Populations**  
**CPSY 550, Fall 2010**  
Thursday 530-845

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**Course Description**

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.

**Objectives:**

1. Think critically and reflexively about the history, presuppositions and social context of dominant American culture, student's individual culture, and the cultural precepts inherent in all clinical practice and school settings. This includes the ability to recognize cultural limitations of existing counseling practices to consider how to use privilege to promote 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' lives, values, and beliefs integral to it. (CC: 2c)(NASP 2.5)
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, influence legitimate a form of normality, pathology, the process of treatment and the therapeutic alliance. (CC: 2b, 2d)
4. Identify and critically understand identity as intersecting/multiple and recognize issues of power and privilege relative to the intersecting identities of gender, race, class, religion, sexual orientation, ability, national origin, age, and language and how these influence social location in and out of therapeutic and school contexts. (CC: 2d, 2e)
5. Gain basic skills in discussing presenting 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 and sexism in social policy and dominant discourse. (CC: 2d)(NASP 2.5)
7. Learn about advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CC: 1g)(NASP 2.6)
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 community counseling and school based settings . (CC: A5)
9. Discuss effective strategies for client advocacy in public policy and other matters of equity and accessibility (CC: C6)(NASP 2.6, 2.7)
10. Identify ethical and legal considerations (CC 2f)

**Required Texts:**

Hays, P.A. & Iwamasa G.Y. Eds (2006). *Culturally responsive cognitive-behavioral therapy*. Washington, DC: APA. ISBN: 1591473608.

Ridley, C. R. (2005). *Overcoming unintentional racism in counseling and therapy: A practitioner’s guide to intentional intervention*. (2<sup>nd</sup> Ed). Thousand Oaks, CA: Sage. ISBN: 9780761919827

**Academic honesty and professionalism:**

As developing psychology professionals, students are expected to conduct themselves in an appropriate fashion in regard to both academic and interpersonal functioning. Students are expected to complete the readings and to turn in required assignments on time. In addition, the classroom environment should be one of mutual respect. Professional conduct involves interactions both within and outside of the classroom, among peers, and between students and faculty.

Students are responsible for their own work on tests, papers, and all other assignments. This does not prohibit you from working in groups or collaborating with colleagues, but the final product must be your own except on assigned group projects. Academic dishonesty will not be tolerated and has the potential to severely affect your professional career if committed.

**Computer usage:**

Students are encouraged to download PowerPoint presentations from Moodle to use during class. Students may also use electronic copies of articles during class discussions. During class time, computers are to be used **only** for work directly related to lecture and discussion. Students are discouraged from using computers to complete other tasks or for entertainment purposes during class. Such uses can distract classmates from engaging in the learning environment and conveys disrespect to classmates and the professor. All electronic equipment sounds (cell phones, beepers, computers, PDAs, etc.) should be turned off while in class. Inappropriate uses of computers and other electronic equipment will be considered when calculating class participation grades.

**Course Assignments:**

<b>Grading</b>		
<b>Participation, attendance &amp; readings</b>	<b>100 points</b>	<b>Grade of A = 451 points or more</b>
<b>Eco-Map</b>	<b>100 points</b>	<b>Grade of B = 401-450 points</b>
<b>Treatment Modification Poster</b>	<b>100 points</b>	
<b>Clinical Vignette Group Presentation</b>	<b>100 points</b>	
<b>Reaction Paper</b>	<b>100 points</b>	

**Participation, attendance and readings (100 points):**

It is expected that you will actively participate in every class. For all of us to get the most out of the class it is necessary that we practice the knowledge and skills we are learning. Attendance and completing the readings is also an integral component of the class discussion. Therefore it will be expected that you will attend every class along with being prepared to discuss the readings for that week.

**Eco-Map (100 points):**

This therapeutic tool can be used to increase an understanding of client in terms of their relationships, functioning in the home and connections to community. This tool has more of a systems & community perspective rather an individual perspective. The center of the eco-map contains a geneogram and an assessment of functioning within the home. Outside the home, community resources, institutions and people are documented. The quality of relationships is also illustrated on the eco-map. This tool may be useful for cultural groups that are more community focused rather than individually focused. Students will complete an eco-map on themselves or a fictional character to learn the usefulness of this tool. Students will present their eco-map to their classmates.

**Treatment Modification Poster (100 points)**

This assignment focuses on adapting an empirically validated treatment for use with a specific diverse population. This assignment is designed to complement the intervention course series to aid students in modifying treatments for clients with diverse identities/backgrounds. The assignment includes a formal poster presentation.

**Clinical Vignette Group Presentation (100 points)**

In small groups (2-4 people) you will present a clinical vignette to the class and lead a class discussion. Your group will develop a vignette to distribute in class. Vignettes must include at least 3 diversity components. In class your group will go over the case and outline the applicable information from readings, research and standards of care. Your group will then lead the class in discussion of therapeutic issues, case conceptualization, and culturally competent treatment. The group will also present professional, on-line and community resources related to the case. The presentation and discussion are expected to last 30-45 minutes. Presentations happen during week 6 through week 11 and will be scheduled on a first ask, first choice basis. No more than 2 group presentation each of these weeks, so reserve your week date early.

**Reflection Paper (100) Points:**

At the end of the term, you will submit a 3-5 page paper. The focus of the paper will explore your process of establishing cultural competency. Topics to be covered in the paper the most meaningful aspects of course along with outside experiences in your professional development, a realistic assessment of your current cultural competency and next steps on your path to expand your cultural competency. Also include any future plans to increase your cultural competency. No references are required for this paper, however you are welcome to include connections to the literature as they have impacted your knowledge and skills.

**Class Schedule**

<b>Class 1</b>	<b><u>September 9</u></b>	<b>Orientation</b>
<u>Activities:</u> ⌘ Film: Starting Small		

<b>Class 2</b>	<b><u>September 16</u></b>	<b>Multicultural Competencies</b>
<u>Readings</u> 1. Ridley: Chapter #1 2. Hays & Iwamasa: Introduction		
<u>Activities:</u> ⌘ Film: The Town of Two Jaspers		

<b>Class 3</b>	<b><u>September 23</u></b>	<b>Age</b>
<u>Readings</u> 1. Ridley: Chapter #2 2. Hays & Iwamasa: Chapter #8		
<u>Activities:</u> ⌘ Film: Sunset Stories ⌘ Speakers: Sara and Katherine		

<b>Class 4</b>	<b><u>September 30</u></b>	<b>Development</b>
<u>Readings</u> 1. Ridley: Chapter #3		
<u>Activities:</u> ⌘ Film: Developing Minds		

<b>Class 5</b>	<b><u>October 7</u></b>	<b>Disability</b>
<u>Readings</u> 1. Ridley: Chapter #4 2. Hays & Iwamasa: Chapter #9		
<u>Activities:</u> ⌘ Film: Autism The Musical ⌘ Guest: Michael Christopher, PhD		

<b>Class 6</b>	<b><u>October 14</u></b>	<b>Religion</b>
<u>Readings</u> 1. Ridley: Chapter #5 2. Hays & Iwamasa: Chapters #6 & 7		
<u>Activities:</u> ⌘ Film: Beyond Our Differences ⌘ Guest: Scott Waldman		

Assignments Due:

- ⊙ Clinical Vignette Group Presentations

**Class 7      October 21      Ethnicity**

Readings

1. Ridley: Chapter #6
2. Hays & Iwamasa: Chapters #3-5

Activities:

- ⌘ Film: America Beyond the Color Lines

Assignments Due:

- ⊙ Clinical Vignette Group Presentations

**Class 8      October 28      Socio-Economic Status**

Readings

1. Ridley: Chapter #7

Activities:

- ⌘ Film: Kids & Money

Assignments Due:

- ⊙ Clinical Vignette Group Presentations

**Class 9      November 4      Sexual Orientation**

Readings

1. Ridley: Chapter #8
2. Hays & Iwamasa: Chapter 10

Activities:

- ⌘ Film: Middle Sex
- ⌘ Guest: Jarrett Takayama

Assignments Due:

- ⊙ Clinical Vignette Group Presentations

**Class 10      November 11      Indigenous Heritage**

Readings

1. Ridley: Chapter #9
2. Hays & Iwamasa: Chapter 1 & 2

Activities:

- ⌘ Film: History of American Indian Achievements
- ⌘ Katherine, Julija, Hannah and Christina

Assignments Due:

- ⊙ Interview Assignments
- ⊙ Clinical Vignette Group Presentations

**Class 11      November 18      Nationality**

Readings

1. Ridley: Chapter #10

Activities:

- ⌘ Film: The New Americans: Parts I & II

Assignments Due:

- ⊙ Eco-Maps
- ⊙ Clinical Vignette Group Presentations

**Class 12      December 2      Gender**

Readings

1. Ridley: Chapter #11

Activities:

- ⌘ Film: The Way Home, Part I

**Class 13      December 9      Putting It All Together**

Readings

1. Ridley: Chapter #12-14

Activities:

- ⌘ Film: The Way Home, Part II

Assignments Due:

- ⊙ Reaction Papers

**Class 14      December 16      Treatment Poster**

Assignments Due:

- ⊙ Treatment Posters