

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

Please attach completed cover sheet to course syllabus.

<b>Course Name</b>	<b>Clinical Work with Diverse Populations</b>
<b>Course Number</b>	<b>550</b>
<b>Term</b>	<b>Summer 2008</b>
<b>Department</b>	<b>CPSY</b>
<b>Faculty Name</b>	<b>Stella Beatriz Kerl-McClain, Ph. D</b>

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

**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)   1   of this syllabus (student performance includes goals, evidence, and levels of performance).

## CSPY 550—Counseling Diverse Populations—Summer 2008

Stella Beatríz Kerl-McClain, Ph. D.  
Rm 335 Rogers Hall  
503-452-2814 (home)  
[sbk@lclark.edu](mailto:sbk@lclark.edu)

Office hours:  
Monday 1:00-2:30, Tuesday 10-12  
Tue & Wed 4:45-5:15  
Before and after classes as needed

*Please email me to make appointments for office hours! If I have no appointments scheduled during office hours, I may schedule meetings or other appointments during those times.*

**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 students in varied environments, including become aware of their own beliefs, biases, and prejudices.

**COURSE PURPOSE:** Although the overall themes of the class will be related to issues of power, culture, hegemony and difference, the experiences of some populations who are underrepresented in positions of power will be looked in particular. Although these populations may vary depending upon the semester, they may include women, African-Americans, Asian-Americans, Latino/as, North American Indigenous populations, people with disabilities, and gay/lesbian populations. Therapist racial identity and entitlement/privilege will also be explored in order to analyze its effect upon the therapeutic relationship. Material for consciousness-raising to increase student's sensitivity to the effect of subordination, discrimination, and racism on particular groups will be reviewed, and counseling practices that are sensitive to these issues will be introduced.

### **Required Texts:**

*Readings will be posted in Moodle each Wednesday and should be completed by the following Tuesday.*

**COURSE OBJECTIVES:** The student will...

- Integrate awareness of diversity and cultural issues into one's own worldview.
- Incorporate an understanding of diversity issues and demonstrate awareness of how they impact personal, professional and community relationships (CC: 2a, 2b, 2c, 2d, 3c, 3d).
- Demonstrate commitment to further expand their knowledge base of diversity and multicultural issues.
- Demonstrate an understanding of issues and trends in a multicultural and diverse society (CC: 2a).
- Actively understand the world view of his or her culturally different client without negative judgments (CC: 3c).
- Engage in the process of actively developing and practicing appropriate, relevant, and sensitive intervention strategies and skills in working with his or her culturally different clients (CC: 2c, 3d).
- Demonstrate awareness of the counselors responsibility with regard to client advocacy and assessing community resources (CC: 2d, 3e).

### **REQUIREMENTS AND GRADING**

1. Short assignments: Several short assignments will be given. Each assignment will be designed to help you experience major concepts discussed in class lectures and course readings. Assignments will be given a grade of Credit/NC. All students must receive a grade of Credit for each assignment or they will receive an Incomplete or Fail in the course.
2. Short Reflective Paper: This is a short paper (3-5 pages) exploring identity issues and the relationship of race, ethnicity and gender of significant others to your own identity. Depth and genuine reflection is encouraged. A total of 5 points are possible for this assignment.
3. Group presentation: A total of 50 points are possible for the presentation. 40 points will be possible for the actual presentation (10 points for background research base, 10 points for the quality of the intervention presented, 10 points for organization of presentation, 5 points for coordination among group members, and 5 points for style/creativity). Another 10 points will be possible for your contribution to the project. These points will be determined by the colleagues in your group.
4. Analytical Paper: See description at end of syllabus. 45 points possible.

*Students might also be evaluated using the Professional Performance Competency evaluation if they demonstrate a problem with any area of professional performance.*

**Grading:**

Short Reflective Paper 5 points  
 Group Presentation 50 points  
 Analytical Paper 45 points

Total points: 100-95= A, 94-90= A-  
 89-85 = B, 84-80 = B-  
 79-75 = C, 74-70 = C-  
 69-65=D, Below 65 = F

*All students must also receive a grade of Credit on ALL Short Assignments in order to receive course credit.*

**TENTATIVE SCHEDULE OF TOPICS AND READINGS--Readings will be assigned and posted to Moodle the Wednesday prior to the class session to which they will be required.**

<u>Topic</u>	<u>Have these articles read by the date of class</u>
May 6 -- Introductions/stories of class members by their individual experiences of gender/race/ethnicity/sexual orientation	None—first day!
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May 13 -- Introduction to primary concepts and vocabulary	Readings on Moodle
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May 20 -- Understanding the importance of language and power	Readings on Moodle
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Video: The Color of Fear	
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May 27 – Emphasis on experiences of Women	Readings on Moodle
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June 3 -- Emphasis on experiences African-American populations	Readings on Moodle,
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June 10 -- Emphasis on experiences of Hispanic/Latino American populations	Readings on Moodle
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June 17 -- Emphasis on experiences of Asian American populations	Readings on Moodle
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June 24 – Emphasis on experiences of Native Peoples/Indigenous Populations	
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July 1-- White Racial Identity	Readings on Moodle
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July 8 – Emphasis on experiences of people who identify as Lesbian, Gay, Bisexual, Transgendered, and/or Queer	Readings on Moodle
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June 15 -- Group presentations	
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July 22 – Group presentations	
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July 29 -- Group presentations; Last class day	Analytical papers due

## Description of Analytical Paper

This paper is an analysis of the intervention you presented to the class along three dimensions. First, briefly describe your intervention (about one paragraph). Do not describe why you designed it the way you did; just describe it.

Then, analyze your intervention along these three dimensions: 1) the issue of unequal societal power dynamics (including effects of oppression, subordination, devaluation, etc.); 2) the issue of therapist racial identity/awareness/entitlement; and 3) the issue of clients' gender/racial/cultural characteristics.

The goal of this paper is to recognize the role that all of these issues play in counseling people of diverse backgrounds using the intervention that you presented in class to illustrate this point. **You should not have to do any new research** if you thoroughly researched your intervention and your targeted population. You will probably wish to use ideas presented in course readings; please cite as appropriate.

The paper should be written individually, but discussion of relevant relationships among classmates and others is encouraged. The paper should be typed, and should be 8-10 pages in length. A total of 45 points are possible.

### Example outline:

- I. Brief description of intervention: Racism workshop for teachers in public schools
- II. Societal Power Dynamics and their relationship to the intervention
  - A. Educational system: This intervention takes place in the educational system, which has several components that would affect the ability to implement the project.
    1. Funding of teacher training--explain how this might affect workshop
    2. Approval process for continuing education--might there be a chance that this workshop would not be approved? Why?
    3. Other educational system structures???
  - B. Dominant ideology/discourse of current ("white") standards. This ideology is maintained in several ways.
    1. Privilege of pple in power [who in this case?]: Current pple for whom it benefits believe that the way they were trained is the "best" way; also loss of privilege
    2. Curriculum in universities: informs society of what is "true"
    3. Other means of perpetuating dominant ideologies??
  - C. Other societal power dynamics that might affect workshop???
- III. Therapist racial/gender, etc. identity: In this intervention, the "therapists" would be the pple that provide the instruction for the workshop. Their ability to do this successfully would be dependent on several things, including
  - A. Their own racial identity: If they are a person of color, or subordinate race, gender, etc., or if dominant race, etc, they need to have worked through [racial identity model, gender issues, etc.]. If they don't, then....???
  - B. Gender identity issues?
  - C. Other identity issues/potential problems?
- IV. Client identity issues: In this intervention, the "clients" are the teachers who will participate in the workshop. What identity characteristics might affect their progress in the workshop?
  - A. Their own racial identity: If they are a person of color, or subordinate race, gender, etc., or if dominant race, etc, how might this workshop affect them?
  - B. Gender identity issues? (How would these assist/interfere with workshop?)
  - C. Other identity issues/potential problems?