

## CLINICAL WORK WITH DIVERSE POPULATIONS

CPSY 550

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Counseling Psychology

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**Course Description:** Development of counseling techniques within an understanding of the historical, structural and cultural context of clients who are diverse in race, ethnicity, gender, age, class and sexual orientation in the United States. Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs, biases, prejudices and socio-cultural position.

### **Introduction:**

Welcome!

In this course, I have brought together some very diverse forms of clinically applicable multicultural material.

This includes:

- ◆ current research and theory in multicultural psychotherapy and competencies,
- ◆ narratives of multicultural clients, therapists, researchers, clinical supervisors, and fiction about choices made around clinical experience, colonialism, cultural marginalization/oppression and multicultural identity,
- ◆ descriptions of multicultural history and socio-political conditions absent in standard education,
- ◆ and critical theory deconstructing the very roots of central psychological concepts.

My purpose in bringing you this array of information is not so that you learn it as "true," but that you learn critical skills in analysis, learning to take multiple perspectives, investigating your own cultural assumptions and how you have been cultured, deepen your empathetic skills and comprehend different levels of understanding the social and personal world of diverse people in the United States. This is an introductory course. As such, I have intended the material to offer you the broad scope of the field and its context, as well as personal and clinical applications. As much as possible, there will be extensive observation and discussion of multicultural counseling, conversations, and clinical role-playing.

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. 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 distinctions that might mediate human experience. This invitation is to see how honestly we may be of support, how the roles

in which we appear in this life may be carried out with compassion, humility, and service. To do this we must bring our hearts, a willingness to look at how we have become who we have become, so that we may reach into the conditions of another as unjudgmentally and as uncentered in our own worldviews, biases, and opinions as possible. Knowing we will never truly experience the life of another.

**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. This includes the ability to recognize cultural limitations of existing counseling practices to consider how to use privilege to promote social equity.
2. Demonstrate beginning awareness, knowledge and skill for working cross-culturally, using multicultural competencies, including the ability to respectfully explore clients' lives, values, and beliefs integral to it.
3. Develop an awareness of how one's own assumptions, values, and worldview, including cultural heritage, life experiences, affiliations and identities, influence legitimization of normality, pathology, the process of treatment and the therapeutic alliance.
4. Identify and critically understand racial/cultural, sexual, & multiple identity development models 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 contexts.
5. 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).

**Required Texts:**

Moodle Articles

Sue & Sue. (1999). *Counseling the Culturally Different*. Ny, NY: John Wiley and Sons.

hooks, b. (2000). *Where We Stand: Class Matters*. NY: Routledge.

Thandeka. (1999). *Learning to Be White*. NY: Continuum.

Craighead, J. & Schoenherr, J. (1972, 2005). *Julie of the Wolves*. NY: Harper Collins Publishing.

Recommended:

Lipsitz, G. (1998). *The Possessive Investment in Whiteness*. PA: Temple University Press.

Course Schedule



	<p>Identity Development  Craighead, J. &amp; Schoenherr, J. (1972). <i>Julie of the Wolves</i>. NY: Harper Collins Publishing.</p> <p>Lesko, N. (2000). <i>Act Your Age: The Social Construction of Adolescence</i>. NY: Routledge. Introduction.</p> <p>Culture of One's Own Presentations</p>	
<p>Week 7  2/21/2008  (No Class)</p>	<p>Case Study /Cultural of One's Own Time/Immersion    (Begin reading hooks)</p>	<p>Write Culture of One's Own/ Case Study</p>
<p>Week 8  2/28/2008</p>	<p>The Social Construction of Class &amp; Race Difference    hooks, b. (2000) <i>Where We Stand: Class Matters</i>. NY: Routledge.</p>	<p>Culture of One's Own Presentation</p>
<p>Week 9  3/6/2008</p>	<p>TRIO Taping (Classroom).</p>	<p>TRIO Taping</p>
<p>Week 10  3/13/2008</p>	<p>Individual TRIO Review Sessions (Read ahead).</p>	<p>Appts with Michelle</p>
<p>Week 11  3/20/2008</p>	<p>Working with Diverse Worldviews: How to investigate the position from which we look at mental health.</p> <p>Duran, E. (2003) <i>Healing the Soul Wound: Counseling with American Indians and Other Native Peoples</i>. NY: Teachers College Press. Excerpts of Intro, Ch 1, Ch 3. Sue &amp; Sue. Ch 9. Non-Western and Indigenous Methods of Healing.</p> <p>Recommended:  Sue &amp; Sue. Ch 13: Counseling American Indians.  Kelly, S. &amp; Boyd-Franklin, N. (2005). <i>African-American Women in Client, Therapist, and Supervisory Relationships. In Voices of Color: First-Person Accounts of Ethnic Minority Therapist</i>. Thousand Oaks, CA: Sage.</p>	
<p>Week 12  3/27/2008</p>	<p>Spring Break</p>	
<p>Week 13  4/3/2008</p>	<p>Working with Diverse Worldviews. (Working with Latino/Hispanic and African Americans examples)</p> <p>David, E. &amp; Okazaki, S. (2006). <i>Colonial Mentality. Cultural Diversity &amp; Ethnic</i></p>	<p>TRIO Report &amp; Presentations Due</p>

	<p><i>Minority Psychology</i>, 12(1), 1-16.</p> <p>Sue &amp; Sue. Ch 11: Counseling African Americans. Ch 14 : Counseling Hispanic Americans.</p> <p>Weis, L. &amp; Fine, M. (2004, Eds.) <i>Working Method: Research and Social Justice</i>. NY: Routledge. Ch 1: Dear Zora. Ch 3: Civics Lessons.</p>	
Week 14 4/10/2008	<p>Working with Diverse Worldviews. Working with LGBT &amp; Women</p> <p>Sue &amp; Sue. Ch 15 Counseling Women, the Elderly, LGBT, and persons with disabilities.</p> <p>Psychological Association Council of Representatives. (2000). Guidelines for psychotherapy with lesbian, gay and bisexual clients. <i>American Psychologist</i>, 55(12), 1440-1451.</p> <p>Garnets, L. et al. (1991). Issues in psychotherapy with lesbians and gay men: A survey of psychologists. <i>American Psychologist</i>, 46(9), 964-972.</p>	
Week 15 4/17/2008	<p>Working with Diverse Worldviews: Issues of Minority Status. (Working with Asian Americans)</p> <p>Rastogi &amp; Wieling (2005, Eds.) <i>Voices of Color: First-Person Accounts of Ethnic Minority Therapists</i>. Thousand Oaks, CA: Sage. Ch 6: Taking Off The Mask, Ch 7: When Racism is Reversed.</p> <p>Sue &amp; Sue. Ch 12. Counseling Asian Americans.</p>	Cultural Immersion Presentations
Week 16 4/24/2008	<p>Putting it all together: Multicultural Competence &amp; the "Subject of Psychology"</p> <p>Henriques, et al. (Eds, 2000). <i>Changing the Subject</i>. NY: Routledge. Intro to Section I and II.</p> <p>Cultural Immersion Presentations</p>	Cultural Immersion Presentations

### Assignments & Grading:

Grading: This course has a significant amount of reading, discussion and practice. As an introductory course, it would not be ethical to evaluate students on their skills with diverse populations, nor their skills at writing a thorough intake without appropriate prerequisite coursework. Therefore,

students are given full credit when they have fully participated and demonstrated basic understanding in the following assignments:

2 sessions as a client in the TRIO exercise

5

2 sessions as a therapist in the TRIO exercise

5

Well-written TRIO Intake that addresses Intake Description areas

10

Class participation

10

I have created exercises that require analytical thinking as well as those that I hope will serve as the conditions needed to challenge you and develop multicultural competencies. These papers are graded on your ability to fulfill assignment requirements, your analysis of your own cultural point of view and your critical analysis of your experience in the TRIO Exercises. Evaluation is also based on the applicable course objectives. These include:

Reflection Paper on TRIO Experiences as a client

20

Reflection Paper on TRIO Experiences as a therapist

20

Culture of One's Own Paper & Presentation

20

Cultural Immersion Presentation

10

Participation in a Learning Community (10%): Students are required to attend and *actively* participate in all scheduled class meetings. This includes being on time, being prepared, reading all of the assigned material and ready to discuss it, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor, psychologist, or family therapist involves looking closely at ourselves, our values, beliefs and biases. Learning happens relationally as well. This can be a very personal and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse worldviews encourages a collaborative milieu of care in which we all challenge ourselves and each other to critically examine and develop our skills and perspectives. *In order to prepare for each class, students should carefully read and study all assigned material to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary*

*information*. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning in another way. For example, you may be asked to write a brief summary about, and personal reactions to, the required readings and/or provide abstracts from additional related readings for course participants. According to the Counseling Psychology Department attendance policy, missed class periods may result in lowered final grades and students who miss two class periods may be failed.

### A Culture of One's Own Report:

The Curriculum that Cultured You (20%, 10 pages)

(Due Week 7 at the time of your presentation)

The hidden curriculum concerns what is taught through how things are taught. For example, what does the television show "Survivor" teach? Of course, each person is going to take a different 'lesson' from their experience of it. What are your priorities? How do you relate to cultural media, for example, whether through your family, school, nation, ethnic heritage, video games, etc? How have your social locations (e.g. race, class, gender, ability, ethnicity, privileges, tragedies, geography, mobility, etc) impacted the way you experience your life?

This assignment assumes that humans respond, albeit differently, to meanings they make from their experience and its context. Assuming you were a somewhat blank slate, how have you been cultured and how have you responded to that cultural curriculum? Be creative and have fun in this assignment. You may include narrative, quotes, pictures, art work, multiple voices, video. This is an analytic collage, if you will, of what experiential opportunities, or not, you have been given and ways you have consciously or unconsciously accepted, negotiated, responded, or resisted them. It is NOT a presentation of your own history, although that may be included. This report is your answer to the question: How have you been taught to orient yourself to the world and how have you chosen to negotiate it? This report is a critical and investigative reflection of what you have been formally or informally taught to relate to, avoid, believe, evaluate and act upon. Some people may find it interesting to take an identity or influential aspect of their lives and pull it apart, re-evaluate it. For example, investigating how you have been gendered and how you have resisted, accepted to altered other's ideas of what that gender is supposed to mean to you, would get at what I am talking about. You may also look at how your ancestors have historically survived and analyze how that was transmitted to you. You can look at family traditions,

the roles you have been expected to fulfill or how you made choices about what your direction through media transmissions.

It may be helpful to begin with the ways you have noticed your own difference, marginalization or privilege and to reflect on those experiences, and then review how you were given opportunities or privileges that may not at first be so easy to see. Like Thandeka (1999) in *Learning to Be White*, I am asking you to critically take up, how you learned to be you in 10-15 double spaced pages. *Address the course objectives in the narrative.* My instructional objective is that you will review and question the ways we all make sense of our lives, so that we can be more conscious of our own such that we are increasingly open to different points of view that our clients might bring.

Here are some questions to get you going: What basic assumptions were you taught about who you are and your individual and/or social purpose, your role and choices? Feel free to take different perspectives in this exercise, such as a global, species, ecological, family systems, social systems, social inequality, religious, society, family, cognitive-behavioral, economy, educational, psychodynamic. Include the lessons you have learned with parents, relatives, neighborhoods, in school, in the grocery store, on TV. What is the hidden curriculum of the structure of your major experiences? Use topics and forms of analysis in class readings to get you started. Address the objectives of this course. Please do not share anything that you are not comfortable sharing.

Presentation: While this cultural experience is very personal, such insights are key to the counseling profession. Present in 5-10 minutes an aspect of your paper and share your insights and questions.

### TRIO Reports & Presentations (60%)

(Taping: Week 8, Report & Presentations: Due Week 13)

TRIO Exercise: This Exercise is intended to give you an in-depth experience with people who are culturally different than you. Since it would be unethical to subject people who are culturally different so we can practice, this exercise is meant to stretch you in many ways. First you will prepare a client description (Case Study Intake) that demonstrates a culturally imbedded issue and role play this client 2 times for two other classmates. Next you will serve as a therapist for two clients that are role played by your classmates. In this way, this assignment requires you to talk about race and culture as a part

of the clinical interaction. I will meet with you and review a session to give you personal feedback. Last, you will write up your reflections on role playing both a therapist and client.

Case Study Intake (10): This Case Study Intake (3 single spaced pages): This is an Intake Report of a client that you have created. student is required to research, create and present a realistic case study with a moderate presenting adjustment issue (relational, experience marginalization or forced acculturation, immigration, an unpopular lifestyle direction/issue) that they have created through their research of a complex, cultural identity other than one's one. Choose a client whose culture you know little about or struggle to understand. Suggestions include: gay/lesbian communities, veterans, recent immigrant or refugee groups, people who are learning English as a Second Language, Muslim families, Northwest Native Americans, veterans, Orthodox Jews, homeless of Portland, local trans/intergendered communities, Buddhist communities, etc. Because members of traditionally marginalized groups must routinely interact with those in the dominant, European-American class, this group will be excluded as a viable choice. Choices will be made at the beginning of the semester and are subject to instructor approval. I suggest that your case study be concerning the same population you choose for your immersion experience.

This client's presenting issue is to be culturally embedded—to make sense from their worldview and to make a different sense from a dominant American worldview. Examples will be given in class. The Case Study is to be descriptively and well written and include typical intake assessment including presenting issue and its history, current context, psychosocial and familial history/dynamics, educational and medical history/issues, relevant cultural context. You may, if you wish, use the DSM-IV in your description, but be sure to consider and reflect on its accuracy in your intake. Be creative and enjoy this assignment. Be sure to include ways that your client struggles with (either or both) the client's dominant culture and dominant American culture. You may also add cultural issues with the therapist, such as an African American lesbian complaining that she was placed with a Caucasian lesbian just because someone thought that they would have something in common, a Japanese American client fearing judgment from a Japanese American therapist, whereas he/she expects a Caucasian therapist to be less judgmental, a Nepali man who does not respect his female Caucasian "touchy-feely" therapist because she is a woman. Write a page on your reflections of your experience as a client of different origin and as a therapist.).

Case Study Role Plays (10): You are to role-play the client you create for two different classmates in a first session format (video-taped) for 15-20 minute sessions in which two classmates (individually) will role play the therapist. Then you switch and get to video-tape yourself role-playing the therapist with the same two classmates. The second time you role-play your client, you may alter the presentation as you see relevant for the purposes of this exercise. (Once the camera is running the third person should leave the room). Debrief this session with your classmate (Debriefing Guide Questions will be handed out). If the therapist chooses, redo this session for 15 minutes more on video. This session is intended to challenge you and bring out your skills, your counter-transference, so that you see what skills you have, what skills you are developing, where you need support and where you want to learn more.

Trio Reflection Papers (40): The TRIO Reflection Papers are analytical reflections of your experiences as both a therapist and a client and the cultural issues it brought up. I expect you to be uncomfortable with this exercise since we must draw on our own stereotypes when role-playing anyone, even when we have done our own research. Since we do not want to be racist, most people are concerned to avoid role-playing a stereotype or slipping into racism. That is also the beauty of this assignment, because it will bring up our own counter-transference, our assumptions about other cultures and force us to relate to others in a way only role-playing can. Here are a few questions to help you reflect: Client: What aspects of your story did your therapist accurately understand? What didn't they understand? What was the most important exchange in the session? What were you looking for? Did you get it? Is what you were looking for really what you needed as the client? How was your worldview respected, understood, misunderstood? Where did knowledge systems meet, interact, conflict, get ignored? Was there a different knowledge system (cultural perspective, epistemology) that that could have helped more?

Trio Presentation: Briefly describe (20 minutes or so) the TRIO exercise, include presenting issues in cultural context. Include a reflection on what it was like to play this person, what your concerns were. The Experiential Counselors will add their experiences of being the counselors, what they learned from it. The Case Study Report, including your Case Study Intake and your Reflections on Being the Client and Being the Therapist is due Week 13 when you present.

## Local Cultural Immersion & Presentation(10 %)

### Description Due Week 15 or 16

At the beginning of this course, you will choose one of several local communities to witness. Choose a community that you know little about or struggle to understand. The point of this exercise is to experience what only new cultural experiences can: to be exposed to different rules, ways of looking at the world, meanings.

Suggestions include: gay/lesbian communities, veterans, recent immigrant or refugee groups, people who are learning English as a Second Language, Muslim families, Northwest Native Americans, Orthodox Jews, homeless of Portland, local trans/intergendered communities, Buddhist communities, Rehabilitation etc. Because members of traditionally marginalized groups must routinely interact with those in the dominant, European American middle-class, this group will be excluded as a viable choice, with few exceptions. Choices will be made at the beginning of the semester and are subject to instructor approval. Your 8 hours can be volunteer work or participant-observation in the community with this group over this semester. I will not approve something you have already done. To be competent we need exposure to populations that are diverse to us. Describe what you learned in a 10-minute reflection on what you learned. Your presentation is graded on your critical analysis on your experience and observations.