

DIVERSITY AND SOCIAL JUSTICE

CPSY 550

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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. This course provides an introduction to 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, ethical guidelines 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,
- ◆ and critical and multicultural 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 ethical guidelines and 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, race, class, gender, sexual orientation, ability, life experiences, affiliations and identities, inform your definitions of normality, pathology, the process of treatment and the therapeutic alliance.

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 contexts.
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).
7. 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.
8. Discuss approaches to culturally competent client advocacy and counseling.
9. Identify ethical and legal considerations.
10. Inspire students to answer how people of different axes of privilege might construct the world and demonstrate an unjudgmental assessment of that worldview, as a resource, as a life-view "bubble," and the complexities of particular axes of life circumstances and their cultural context of meaning systems they draw from.

Required Texts: Brown, L. (2008): *Cultural Competence in Trauma Therapy: Beyond the Flashback*. Washington, D.C.: American Psychological Association.

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

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

Week Course Schedule

Assignments Due

Week 1 1/12/12	Welcome, Introduction, Multicultural Competencies & History and Social Justice Exercise. <ul style="list-style-type: none"> • National Association of Social Workers. Cultural Competency Guidelines. • Constantine, M. (2007, Ed.) <i>Clinical Practice with People of Color</i>. APA Multicultural Guidelines on Education, Training, Research, Practice and Organizational Change. NY: Teachers College Press. • Cross, T. National Indian Child Welfare Cultural Competency Guidelines. 	Timeline Exercise
Week 2 1/19/12	Preparing for Change: Skills to Prepared: http://www.youtube.com/watch?v=BGx-ATJDZAM&feature=share <ul style="list-style-type: none"> • Parker, W. & Fukuyama, M. (2007). <i>Consciousness-Raising: A Primer for Multicultural Counseling</i>. • Brown, L. (2008) <i>Cultural Competence in Trauma Therapy</i>. Ch 1 & 2. • McIntosh. P. (1986). <i>The Invisible Knapsack of White Privilege</i>. 	Neurological differences: http://www.youtube.com/watch?v=A3oliH7BLmg&feature=relmfu
Week 3 1/26/12	Diversity, Power & Emotions <ul style="list-style-type: none"> • Boler, M. (2000). <i>Feeling Power: Emotions & Education</i>. NY: Routledge. Ch 1 & 2: Theorizing Emotions and Social Control. • Lipsitz, G. (1998). <i>The Possessive Investment in Whiteness</i>. PA: Temple University Press. Ch 1 & Ch 2: Law & Order. Springfield, IL: Charles Thomas Publisher. 	Power of Empathy http://www.youtube.com/watch?v=I7AWnfFRc7g 2:33 stop: What is the role of identification? Woman or spider?

<p>Week 4 2/2/12</p>	<p>Transcultural Relations, Power & Identity Development</p> <ul style="list-style-type: none"> • Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 3: Entering the Healing Process. • Thadeka R. (1999), Learning to Be White. NY: Continuum. 1-28,79-102. (PAGE 13) • Sue, D., et al. (2007). Racial Micro-aggressions in Everyday Life: Implications for Clinical Practice. <i>American Psychologist</i> (5-6), 271-285. • Sue & Sue: Racial & White Identity Development Models (124-129, 147-159). <p>Review: Sue & Sue: Counseling Asian Americans</p>	<p>Reflection Paper I Required</p>
<p>Week 5 2/9/12</p>	<p>Conversations Across Power & Cultural Differences</p> <ul style="list-style-type: none"> • 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. • Day-Vines, N.L., et al. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. <i>Journal of Counseling & Development</i>, 85, 401-411. • Brown, L. (2008) Cultural Competence in Trauma Therapy Ch 7. <p>Review: Sue & Sue: Native Americans, (READ AHEAD)</p>	<p>Last Chance I</p>
<p>Week 6 2/16/12</p>	<p>Sexual Orientation</p> <ul style="list-style-type: none"> • Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 8: Sexual Orientation. • Ji, P. (2007) Being a Heterosexual Ally to the Lesbian, Gay, Bisexual, and Transgender Community. • Boler, M. (2005). Masculinity on Trial: Undressing Homophobia in the Bible Belt. <i>Men and Masculinities</i>, (7) 261-269. • Psychological Association Council of Representatives. (2000). Guidelines for psychotherapy with lesbian, gay and bisexual clients. <i>American Psychologist</i>, 55(12), 1440-1451. 	<p>Reflection Paper 2: (LCE & Week 6, 1 page each)</p> <p>Class meets at Q Center, 4115 North Mississippi Avenue (Reconfirm with Paul at Q Center for both classes)</p>
<p>Week 7 2/23/12</p>	<p>Preparation Session. TRIO Client Description, Begin Action Plan, Reflect upon the conceptual tools you are learning to analyze the discourses of "diversity" and communicate across difference.</p>	
<p>Week 8 3/1/12</p>	<p>Social Class, Migration & Assimilation.</p> <ul style="list-style-type: none"> • Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 10-12: Social Class, Migration & Dislocation. • Baptiste, D. (1993). Immigrant families, adolescents and acculturation: Insights for therapists. <i>Marriage & Family Review</i>, 345-361. • Ostrove, J.M. & Cole, E.R. (2003). Privileging class: Toward a critical psychology of social class in the context of education. <i>Journal of Social Issues</i>, 59(4), 677-692. <p>Review: Sue & Sue: Latino/Hispanic Americans</p>	<p>Reflection Paper 3 Due</p>
<p>Week 9 3/8/12</p>	<p>Gender: Last Chance for Eden II http://www.youtube.com/watch?v=JFh5F8cFb3g (Miss Representation)</p> <ul style="list-style-type: none"> • Brown, L. (2008) Cultural Competence in Trauma Therapy. Ch 4, 6. 	<p>TRIO Client Intake Description Due</p>

	<ul style="list-style-type: none"> Jordan, Judith. (2008). <i>Valuing Vulnerability: New Definitions of Courage</i>. Haworth Press. Review: Sue & Sue: <i>Counseling Women</i>	
Week 1 3/15/12	Social Construction of Age & Epistemologies of (Dis)abilities Markers <ul style="list-style-type: none"> Brown, L. (2008). <i>Cultural Competence in Trauma Therapy</i>. Ch 5: Age and Ageism, Ch 9: Living with Disabilities. Lesko, N. (2000). <i>Act Your Age: The Social Construction of Adolescence</i>. NY: Routledge. Introduction. Kirby, J. (2004). Disability and Justice: A Pluralistic Account. <i>Social Theory and Practice</i>, 30(2) 229-246. 	Reflection Paper 4 on either Week 10 with LCE II or Week 11
Week 11 3/22/12	TRIO Taping	
Week 12 3/29/12	Spring Break	
Week 13 4/5/11	TRIO Debrief & Review Session: TRIO Papers Due	TRIO Presentations
Week 14 4/12/11	Difference and Power in the Therapy Room & Class. <ul style="list-style-type: none"> Lee, L.J. (2005) Taking Off the Mask. In Rastogi & Wieling (Eds.) <i>Voices of Color: First-Person Accounts of Ethnic Minority Therapists</i>. Thousand Oaks, CA: Sage. Rasheed: (2005). When Racism is Reversed. In Rastogi & Wieling. (Eds.) <i>Voices of Color: First-Person Accounts of Ethnic Minority Therapists</i>. Thousand Oaks, CA: Sage. Bartolli, E. & Pyati, A. (2009). Addressing Client's racism in individual therapy 	
Week 15 4/19/11	Putting it all together: (Potential Fair Housing Tour) Recommended: Henriques, et al. (Eds, 2000). <i>Changing the Subject</i> . NY: Routledge. Intro to Section I and II.	Action Plans Due
Week 16 4/26/11	Final Exam	

Course Requirements:

Participation in a Learning Community: Students are required to attend and *actively* participate in all scheduled class meetings. This includes being on time, reading all of the assigned material and contributing quality to our classroom discussions, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor, school psychologist, or family therapist involves looking closely at ourselves, our values, beliefs and biases and those in our professions. 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. *Class discussion and interaction with colleagues are fundamental to the process of learning to be a psychotherapist and all sessions include necessary information.* Therefore, if you must miss more than one class, the instructor will ask you to contribute to learning in another way. 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.

Class Participation & Discussion Questions

Class Participation: All students are required to qualitatively, actively and professionally contribute to an engaging, curious and analytic dialogue in each class. You are responsible for deepening our analysis and considerations of ethical culturally competent practice. Weak participation when discussing required readings gains no credit.

Discussion Questions: Hand in two questions per reading at the beginning of class, weeks 3-15 (except TRIO days). These will be graded on their analytic qualities that engage a critical dialogue about the central points in each reading. Consider questions that demonstrate that you critically read the article, are able to consider its assumptions and implications for practice and can relate it to other readings.

Example Quality Question: Parker & Fukuyama (2007) suggest that consciousness-raising pedagogy, especially when it engages power, privilege and the personal experience of identification, often encounters resistance. They suggest an approach that refocuses students' guilt, shame and defensiveness to reflecting upon *how* consciousness-raising happens—normalizing discomfort while finding more productive alternatives. What therapeutic approach might encourage a client to reflect/investigate/creatively consider possibilities rather than to resist exploration? On the other hand, Parker & Fukuyama construct students as subjects who need their consciousness-raised. How might this be problematic? How might a pedagogical or therapeutic approach subvert such a construction?

Reflection Papers

Write one-to-two single-spaced papers on your professional reflections on the assigned reading and your experience in class. You are required to reference at least two of the readings in an analytical manner (except LCEI) in a way that demonstrates you read the article. This is a space for you to write about bearing witness to how power and privilege function, analyze readings' assumptions, argument, conclusions and/or implications. Your journal must have a point, where you build a thoughtful argument to support your point. Journals are graded in terms of professionally demonstrating knowledge and analysis of reading and its therapeutic application/investigation (e.g. what questions does class material inspire you to ask now?).

Cultural Competency Action Plans

Cultural Competence is a life-long process. This class is a significant start. Cultural Competence Action Plans help you decide where to go from here. This is your opportunity to plan ahead and describe areas of expertise that you would like to achieve. There are two action plans required. These are given to your advisor.

Action Plan I

Choose an etic category of a group that you wish to deepen your understanding and professional abilities, one in which you are not a member. You may choose an ADDRESSING Model category (e.g. age), or sub-category (e.g. youth gang membership, transgendered community).

Action Plan II

Choose a category of the ADDRESSING Model where you have social privilege (e.g. male, Caucasian, able-bodied, heterosexual, upwardly mobile, legal citizen of immigrants) in the United States society.

Develop a plan of investigation/action so that this will be less of a barrier for you to work with those of the marginalized status, particularly those with whom you have little experience.

For Each Action Plan:

1. State your goal. Thoroughly describe why this is important and the nuances of this particular cultural competency.
2. Assess your current level of competence and where your strengths, limits and barriers of your bubble. Demonstrate your understanding of the needs you have in further professional development.
3. Describe how you will continue to develop in this area. Create at least 5 behavioral objectives to achieve your goal. (e.g. volunteer with Sisters of the Road Café, Read Why Do All the Black Kids Sit Together in the Cafeteria, Review the cultural assumptions of your favorite three theories).
4. Name 3 potential barriers to these objectives and ways that you will gain support instead.
5. Develop an affirmation to help inspire you and remind you why this is important.
6. Describe how you will know you have achieved this goal, including if the competency does not happen through your objectives.

Final Examination

There will be a final examination consisting of multiple-choice and essay questions that assess primary points in all assigned readings. Some of these questions evaluate basic understanding of the material while others will evaluate applied material. You will be expected to understand the primary aspects of the professional discussion concerning counseling and culture, and the cultural presuppositions of counseling.

Grading

Discussion Questions (10 classes) and Class Participation	20
Four Journals	20
<u>TRIO</u> : Culturally Competent Client Description	10
<u>TRIO</u> : Therapist/Client Reflection Paper/Presentation (5 pts each)	10
Two Action Plans (5 pts each).....	10
Final (All Required Reading Material)	30
Four TRIO sessions (-10 if miss any).....	Required

Late submission policy: Papers lose one point for being late, even if it is handed in after class, and one point a day with a max of three points.

Distinguished (A is 94-100%, A- is 90-93%)

Indicates that you are consistent, active, and thoughtful in your participation during class sessions. You come thoroughly prepared for class with all reading and assignments completed. You demonstrate leadership and curiosity in class discussions and your thoughts and questions reflect understanding of course material. Your fellow classmates are able to learn from your contributions to class. You have completed all assignments as stated, thoroughly addressing all the components specified in the instructions. You demonstrate evidence of thoughtful attention to the intent of the assignment as a learning process including: Engagement with the material, analysis of its assumptions and implications, and resultant learning or insight. Clear and analytic presentation of written work.

Proficient (B+ is 87-89%, B is 84-86%, B- is 80-83%)

Indicates that you are prepared when you come to class; you have read the material and completed the assignments. You actively participate in class discussions. You are able to use what you have learned. You have completed all assignments as stated, addressing all the components specified in the instructions.

Evidence of thoughtful attention to assignments, engagement with the material and resultant learning or insight, with some lack of clarity or inaccuracies in communicating learning or insight. Clear presentation of written work yet requires some revisions.

Progressing (C+ is 77-79%, C is 74-76%, C- is 70-73%)

Indicates that you are not always prepared when you come to class. You do not participate in discussion or add to the understanding of the material presented in class. In some cases you may attempt to take over or dominate group discussions. You have limited or minimal understanding of some of the concepts. Your writings do not show understanding of key concepts.

Unsatisfactory (Below 70%)

Indicates that you do not have either the will or the ability to complete the assignments. You are either not participating in the class or are a distraction to classroom discussions/direction. Your writings are missing or poorly written. You have not demonstrated an understanding of the course content or objectives.