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## LEWIS & CLARK COLLEGE

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### GRADUATE SCHOOL OF EDUCATION AND COUNSELING CPSY 550: CLINICAL WORK WITH DIVERSE POPULATIONS FALL, 2007

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Time & Day: Wednesdays, 1-4:30

Instructors: Tod Sloan, Ph.D. & Teresa McDowell, Ed.D.

Offices: Rogers Hall/ Office hours TBA

#### CATALOG 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.

#### COURSE DESCRIPTION

This course is designed to encourage both experiential and scholarly learning about ourselves and the diverse society in which we live. Major forms of cultural, economic, and political diversity are examined in terms of their implications for global and local action toward societal transformation and human well-being. Participants work individually and in small groups to complete local cultural immersions, service learning, and research.

#### COURSE OBJECTIVES

Students in this course will:

1. Develop a personal awareness of own assumptions, values and bias as a cultural being, including own cultural heritage, life experiences, affiliations and identities, and worldview and how these influence definitions of normality-abnormality and the process of treatment and advocacy.
2. Recognize issues of power and privilege relevant to the intersecting identities of gender, race, sexual orientation, religion, class, abilities, nation of origin and language and how these influence problems and the solution of problems, including an analysis of power dynamics and social location/social roles in the therapeutic system.
3. Demonstrate beginning awareness, knowledge and skill for working cross-culturally and trans-nationally, including the ability maintain humility and to

respectfully explore clients' life ways, values, and beliefs (e.g., spiritual/religious, cultural/ethnic) and integrate these into therapy and advocacy.

4. Consider how to develop appropriate culturally sensitive intervention strategies and techniques which includes recognizing cultural limitations of existing counseling practices.
5. Learn how to engage in conversations that collaboratively empower/raise critical social awareness within the therapeutic system in order to inform action in broader societal systems within which families are embedded. Consider how to use privilege to promote social equity.
6. Explore larger community, national, and international 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, systemic racism, heterosexist social policy).

#### PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can 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 materials 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 our learning community 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 Lewis & Clark Counseling Psychology Department attendance policy, missed class periods may result in lowered final grades and students who miss two class periods may be failed.

#### NON-DISCRIMINATION POLICY

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

## SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share, please make an appointment with the instructor as soon as possible.

## ASSIGNMENTS

The assignments for this course are designed to encourage experiential and scholarly learning about self and others through local cultural immersions, service work, and research. Assignments are also designed to help you become proficient at writing and presenting professionally.

At the beginning of this course, you will choose one of several local communities to study. Those interested in the same community will work together in small groups of 3-5. You must choose a community that you know little about or struggle to understand. Suggestions include: gay and/or lesbian communities, immigrant and/or refugee groups in the Portland area, Muslim families, Northwest Native Americans, second plus generation Oregon Latinos, Orthodox Jews, the homeless in Portland, local trans/inter-gendered communities, the multiracial movement/experience of multiracial members of the Northwest community, and so on. 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. Choices will be made at the beginning of the semester in class and are subject to instructor approval.

The course and assignments are organized into several modules (i.e., major paper, poster presentation, service learning, and book review) focused on learning more about yourself and the community you and your colleagues choose. You will be given approximately 6 class periods to meet as small groups to discuss readings, explore/immerse yourselves in your chosen community (e.g., go to shelters, mosques), complete service learning (e.g., volunteer at local food bank, immigrant information center), and prepare your group presentations. The regularly scheduled class time will be honored for these small group meetings. Expectations for attendance remain the same across all meeting weeks. If your group needs to and can collectively plan an alternative meeting time for one or more of these class periods, you can collectively request/inform instructors of your decision. You will need additional group meeting times outside of class to complete your work together.

If your group has difficulty working together, getting objectives completed, or learning as a unit, please inform one or both instructors early enough that we can facilitate a solution.

In essence, you will be participating as a research team that studies a selected identity group/community. Literature should be used to gain an initial understanding of the cultural context, however the major method of research is participant-observer. The overriding goals are to:

- 1) gain an understanding of the experience of being part of the culture/group with an emphasis on learning to appreciate cultural differences,
- 2) begin considering culturally appropriate approaches to working with the chosen community,
- 3) recognize the social, economic, historic and political impact of membership in the group you are investigating, and
- 4) increase your awareness of your own intersecting identities (e.g., race, class, gender) and the influence of your social location on your worldview, attitudes, and assumptions.

Your team should decide how best to participate and observe the culture you have selected. For example, if you are interested in learning about African-American culture and experience, you might devise a research strategy that includes attending a predominately black church and visiting a traditionally black school; interviewing someone from an agency that addresses racial discrimination as well as black professionals that work in predominately white organizations; attending a black professional research conference; reviewing films that relate to being black in the United States; reading history about the experience of African Americans including slavery and the Civil Rights movement; reading black authors such as W.E.B. Dubois, bell hooks, Molefi Kete Asante, and Maya Angelou (among many others); attending an exhibit of African American art or music and interviewing a black family. It is important that you attempt to have “immersion” experiences whenever possible, particularly if you are a member of the dominant culture. Class time is allocated for initial planning and some team meetings, but your team will also need to meet outside of class. A written, specific plan is due **October 3rd** that outlines who will do what and when. This should be in outline form and not more than 2-3 pages.

### **Service Learning**

15 points.

Each class participant will complete 10 hours of volunteer work in the community over the course of the semester. We suggest if possible you volunteer at an agency or service center that offers you additional exposure to your chosen community. This will offer you more exposure to your chosen community and additional human service experience. Write a 2-3 reflection paper on what you learned about yourself from this experience.

### **Book Review**

10 points.

You will select one of the books you decide to read on the group you are studying and complete a professional book review. Guidelines for completing a book review will be passed out in class. Make enough copies of your review for all participants and instructors. These reports are due on the last day of class. You will be asked to briefly share the main points of your book within small groups of class participants who did not share your topic.

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**BOOK REVIEW GUIDELINES: Example from the Journal of Marital & Family Therapy**

**Format.** Book reviews should be limited to two double-spaced pages. Use Times 12 font and standard margins. Begin at the left margin with a citation of the work you are reviewing, using single space and the following format:

Comas-Diaz, L., & Green, B. (1994). Women of color: Integrating ethnic and gender identities in psychotherapy. New York: Guilford, 518 pp., \$44.95.

**Submission of Review.** Submit the review via e-mail. The review should be saved as a Microsoft Word document for the PC or as an RTF file.

**Writing the Review.** The review should present a fair appraisal of the book's contribution to the literature. Present both the strengths and limitations of the work. Offer criticism in a constructive manner. Briefly describe the book's subject matter and intended audience, its scope and intent, the way the author sought to achieve his or her purpose, and your estimate of the author's success in doing so. Provide a context for the work. How does it compare with other works of its kind? How is it relevant to the field of family therapy today? If appropriate, where does the work fit in relation to other works in the field, both by the author and by others? When reviewing edited works, don't try to summarize each chapter. Instead, characterize the volume as a whole. Comment on particular strengths, omissions, or biases. Is the volume coherent, the treatment thorough, and uniformly of high quality?

Speak to the whole range of JMFT readers. Keep your review clear. Avoid using jargon. If you express your biases, please identify them as such. Finally, please comment on issues relating to diversity in its many forms.

**Group Poster Presentation**

25 points.

Your group will develop and deliver a professional conference quality poster to be presented near the end of the semester. Examples will be offered in class. The poster should include information about the local group you studied, your immersion experiences, and so on. You will also need to prepare a handout for your colleagues which includes relevant information and references. Each member of the group should be prepared to talk about what s/he learned over the semester.

**Major Paper**

50 points

Your individual major paper will demonstrate the degree to which you have met the objectives of the course as stated in this syllabus. Your task is to craft a coherent essay that addresses the following dimensions, linking them to your scholarly and experiential work in this course.

Your awareness of your own personal assumptions, values and bias as a cultural being and how these influence definitions of normality-abnormality and the process of treatment.

Recognition of issues of power and privilege and how these influence problems and the solution of problems, including an analysis of power dynamics and social location/social roles in the therapeutic system.

New awareness, knowledge and skill for working cross-culturally and trans-nationally.

Appropriate culturally sensitive intervention strategies and techniques, including recognition of the cultural limitations of existing counseling practices.

Insights about how to engage in conversations that collaboratively empower/raise critical social awareness within the therapeutic system in order to inform action in broader societal systems and about how to use privilege to promote social equity.

Understanding of how larger community, national, and international systemic forces promote and maintain social inequalities related to group memberships

Your individual major paper will reflect what you learned from your group participation, including: readings and research on counseling members of your chosen community (6-8 pages), a report of your interactions/interviews with community members (3-4 pages), and your personal learning/growth (1-2 pages).

Papers should be written with a professional audience in mind, 10-15 pages in length, double spaced, 12 pt font, organized into sections with appropriate headings, and referenced according to APA 5 guidelines. The Lewis & Clark Writing Center has prepared a brief guide to APA referencing:

[http://www.lclark.edu/dept/wstudio/objects/apa\\_style.pdf](http://www.lclark.edu/dept/wstudio/objects/apa_style.pdf)

Thorough consideration of all areas of the paper =	20 points
Clarity and organization of ideas =	5 points
Extensive use of relevant literature =	20 points
Writing and referencing according to APA 5 =	5 points

### **Moodle**

At least 2 days prior to each class period, you will need to log in to <http://moodle.lclark.edu> and answer a question, complete a survey, or engage in other activities as posted. Readings are linked to Moodle as well.

### **GRADING**

93-100 = A	83-87 = B	73-77 = C
90-92 = A-	80-82 = B-	70-72 = C-
88-89 = B+	78-79 = C+	

“A” grades will be reserved for particularly outstanding work. Grades on the border may be determined by attendance and demonstration of completing readings prior to each class session.

## READINGS

Course participants are expected to find and read additional resources on the group they will be studying. Group members are expected to complete agreed upon readings prior to each group meeting. The readings that all participants will complete together are listed in the course schedule below and can be retrieved from moodle.lclark.edu. Additional readings, course activities, and course information will be posted on Moodle throughout the semester, so it is important to check that site regularly.

## COURSE SCHEDULE

WEEK 1 – September 5: Contextual Self-of-the-Therapist
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### Topics:

Self, Culture and Others

Intersecting social locations/feminist standpoint theory

White privilege

### Readings:

McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack. In McGoldrick, M. (Ed.). *Re-visioning Family Therapy: Race, culture, and gender in clinical practice*. pp. 147-152. NY: The Guilford Press.

McDowell, T., Fang, S., Griggs, J., Speirs, K., Perumbilly, S. & Kublay, A., (2006).

International dialogue: Our experience in a family therapy program. *Journal of Systemic Therapy*, 25(1), 1-15.

<http://www.atypon-link.com/GPI/doi/pdf/10.1521/jsyt.2006.25.1.1>

Rankin, J. (1999). Ancestral voices, spirit & magic: Dance a new dance in the family therapy room. *Contemporary Family Therapy*, 21(2), 225-238.

WEEK 2 – September 12: Counselors as Agents of Social Control & Social Change
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### Topics:

Power, science, and the psy-complex

Social justice based therapy

Role of professional helpers

Readings:

Aldarondo, E. (2007). Rekindling the reformist spirit in the mental health professions. In E. Aldarondo, (Ed.), *Advancing social justice through clinical practice*, Ch. 1, 3-18. Mahwah, NJ: Lawrence Erlbaum Assoc.

Almeida, R. Vecchio, K. & Parker, L. (2007). Foundation concepts for social justice-based therapy: Critical consciousness, accountability, and empowerment. In E. Aldarondo, (Ed.), *Advancing social justice through clinical practice*, Ch. 8, 175-206. Mahwah, NJ: Lawrence Erlbaum Assoc.

Martín-Baró, I. (1994). *Writings for a liberation psychology*. Ch. 2, 33-46. Boston, MA: Harvard University Press.

Sloan, T. (1999). The colonization of the lifeworld and the destruction of meaning. <http://www.radpsynet.org/journal/vol1-2/Sloan.html>

WEEK 3 – September 19: Human Rights, Social Movements, Culture & Mental Health
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Topics:

Identifying human rights and social justice issues

Understanding the role of NGO's in civil society and family life

Social, historical, political & economic conditions and relational/mental health

Developing culturally appropriate mental health services

Readings:

Cardona, J. Wampler, R., & Busby, D. (2005). Acculturation versus cultural identity: The need for new cultural lenses in the mental health profession. In M. rastogi & E. Wieling, Eds. *Voices of color: First-person accounts of ethnic minority therapists*, Ch. 19, 335-358. Thousand Oaks, CA: Sage Publications.

Derrick, J. (2005). When turtle met rabbit: Native family systems. In M. rastogi & E. Wieling, Eds. *Voices of color: First-person accounts of ethnic minority therapists*, Ch. 4, 43-63. Thousand Oaks, CA: Sage Publications.

Domenech-Rodriguez, M. & Wieling, E. (2005). Developing culturally appropriate, evidence-based treatments for interventions with ethnic minority populations. In M. rastogi & E. Wieling, Eds. *Voices of color: First-person accounts of ethnic minority therapists*, Ch. 18, 313-334. Thousand Oaks, CA: Sage Publications.

Additional Reading – See Moodle

WEEK 4 – September 26: Group Meeting – Plan Immersions and Select Readings

Readings: See Moodle

WEEK 5 – October 3: Race, Class & Ethnicity in the U.S.A.

Topics:

Psychologies of classism and racism  
Class structures and health care delivery

Readings:

Doucet, F. & Hamon, R. (2007). A nation of diversity: Demographics of the United States of America and their implications for families. In B. Sherif Trask & R. Hamon (Eds.) *Cultural diversity and families: Expanding perspectives*, Ch. 2, 20-43. Sage: Thousand Oaks, CA.

King, M. L. (1967). The role of the behavioral scientist in the civil rights movement. Address to the American Psychological Association.  
<http://www.apa.org/monitor/jan99/king.html>

Korin, E. C. (1994). Social inequalities and therapeutic relationships: Applying Freire's ideas to clinical practice. *Journal of Feminist Family Therapy* 5(3/4), 75-98.

McDonald, J. & Chaney, J. (2003). Resistance to multiculturalism: The "Indian problem". In J. Mio & G. Iwamasa (Eds.) *Culturally diverse mental health: The challenges of research and resistance*. Ch. 3, 39-54. Brunner-Routledge: New York.

Moodley, R. (2005). Outside race, inside gender: A good enough "holding environment" in counseling and psychotherapy. *Counseling Psychology Quarterly*, 18(4), 319-328.

WEEK 6: October 10: Group Meeting

Topics:

Discuss Readings, Prepare for Immersions

Readings:

As chosen and agreed upon by group members

WEEK 7 – October 17: Gender & Sexuality

Topics:

Psychologies of misogyny and homophobia  
LGBTQ issues & rights  
Gender & Power

Readings:

Cochran, S. (2001). Emerging issues in research on lesbians' and gay men's mental health" Does sexual orientation really matter? *American Psychologist*, 56, 931-947.

Parker, L. (2003). Bringing power from the margins to the center. In L. Silverstien & T. Goodrich, *Feminist family therapy: Empowerment in social context*. pp. 225-238. APA: Washington, DC.

Wade, A. (1997). Small acts of living: Everyday resistance to violence and other forms of oppression. *Contemporary Family Therapy*, 19(1), 23-39.

Additional Reading: See Moodle

WEEK 8 – October 24: Group Experience in the Community

Activities as planned and agreed upon by group members

WEEK 9 – October 31: Group Experience in the Community

Activities as planned and agreed upon by group members

WEEK 10 – November 7: International Context

Topics:

Interrogating U.S. privilege, superiority and socio-centrism  
Considering the transferability of knowledge across nations  
Examining issues of colonization  
Learning about families and migration  
Indigenous healing

Readings:

Adekson, M. (2003). Indigenous family work in Nigeria: The Yoruba experience. In K. Ng (ed.) *Global perspectives in family therapy: Development, practice, trends*, Ch. 11, 147-160. Brunner Routledge: NY.

Hollinger, M. (2007). Ethical reflections for a globalized family curriculum: A developmental paradigm. In B. Sherif Trask & R. Hamon (Eds.) *Cultural diversity and families: Expanding perspectives*, Ch. 14, 244-278. Thousand Oaks, CA: Sage.

IAMFC Update (2006). Ethical code for the International Association of Marriage and Family Counseling. *The Family Journal: Counseling and Therapy for Couples and Family*, 14(1), 92-98.

Resolution on Culture and Gender Awareness in International Psychology (2004): <http://www.apa.org/international/resolutiongender.html>

Sloan, T. (2001). Globalization, poverty, and social justice. <http://www.ips-dc.org/downloads/sloan.PDF>

WEEK 11 – November 14: Group Experience in the Community

Activities as planned and agreed upon by group members

November 21: Fall Break

WEEK 12: November 28: Group Meeting:

Topics:

Discuss readings, immersion experiences, service learning and prepare poster presentation

**Due: Book Review & Service Learning Report**

WEEK 13 – December 5: Group Poster Presentations

WEEK 14 – December 13: Wrap-up – Making sense of it all

**Due: Major paper**

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\*\* The following course objectives evaluation sheet must be completed and turned in at the end of the semester.

COURSE OBJECTIVES-MCFT CORE COMPETENCIES EVALUATION SHEET  
Upon Completion of Lewis & Clark CPSY550: Working with Diverse Families

TERM: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

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Please rate each item according to how much you learned about the competency listed. Circle:  
1=objective not met 2=objective somewhat met 3=objective adequately met 4=objective more than met

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1. Develop a personal awareness of own assumptions, values and bias as a cultural being, including own cultural heritage, life experiences, affiliations and identities, worldview and how these influence definitions of normality-abnormality and the process of treatment.

1                      2                      3                      4

2. Recognize issues of power and privilege relative to the intersecting identities of gender, race, sexual orientation, religion, class, abilities, nation of origin and language and how these influence problems and the solution of problems, including an analysis of power dynamics and social location/social roles in the therapeutic system.

1                      2                      3                      4

3. Demonstrate beginning awareness, knowledge and skill for working cross-culturally and trans-nationally, including the ability maintain humility and to respectfully explore clients' life ways, values, and beliefs (e.g., spiritual/religious, cultural/ethnic) and integrate these into therapy.

1                      2                      3                      4

4. Consider how to develop appropriate culturally sensitive intervention strategies and techniques which includes recognizing cultural limitations of existing counseling practices.

1                      2                      3                      4

5. Learn how to engage in conversations that collaboratively empower/raise critical social awareness within the therapeutic system in order to inform action in broader societal systems within which families are embedded. Consider how to use privilege to promote social equity.

1                      2                      3                      4

6. Explore larger community, national, and international 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, systemic racism, heterosexist social policy).

1                      2                      3                      4

COMMENTS/SUGGESTIONS: