

# **Clinical Work With Diverse Populations**

## **CPSY 550**

### **Summer 2007**

Instructor:  
Mary M. Clare, Ph.D.

This course is an opportunity. It is an opportunity to investigate notions of human diversity and clinical service delivery alongside questions of culture, mind, and self. What is human diversity and how has it come to be so influential in the lives of human beings? What does it mean to provide service? How can service be culturally relevant? What are the ways of knowing at the core of each of these concepts? What is the source of knowing? What is the relevance of this sort of inquiry to work as a counselor?

At the center of all of these questions are two that appear most fundamental to any human endeavor, and thereby to any profession.

**Who are you?**  
**What do you want?**

These questions must be fully engaged by any person wishing to be of service.

In this class, there is the possibility of dropping out of mind and into the heart of inquiry, into the truth that underlies all diversity, all service, all culture, and every other idea the mind generates. 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, school psychologists and marriage & family therapists. 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 distinction 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.

**Assignments:** Engage the questions of the course with sincerity.

Attend class meetings, group meetings, and any cultural events outside of class with your whole self.

Tell the truth without blame or judgment.

Pay attention to what has heart and meaning, take what you want and leave the rest, refuse distraction into what is untrue (drama).

Stay open but unattached to particular outcomes.

Readings—Note the required readings in the list below. In addition, articles may be assigned in class. The readings for each class meeting provide a common conceptual ground for all participants in the class. Your capacity for participation in this course will depend in large part on your preparation for each class session.

Group Inquiry—In the first class meeting, you will be assigned to an inquiry group. This group will be an anchor point for your experience in this class.

Dialogue Journal—Following each class you will write something to reflect your experience with the readings, discussions, and activities of this course. During class meetings, you will give your journal to another class participant for her or his written response. This dialogue simulates peer supervision and provides another opportunity for you to articulate and refine the insights you have related to the material and inquiry of this class. No part of your grade will be based on the content of these journals, but the presence or absence of entries and responses will be noted.

Direct Experience—Over the next two weeks, you will attend at least two events or participate in at least two substantive social interactions outside of your apparent cultural affiliation. Informal reports of these experiences will be shared in class. You'll submit a one page summary of your experience and its relevance to you as a mental health service provider to me.

Project—Together with your group, you will determine what project you will complete (either individually or collaboratively). This project must meet the following criteria:

- Each project will involve substantive and probing inquiry into any area of relevance to clinical work with diverse populations. We will discuss possibilities in the first class.
- It will be of demonstrable use to the authors.
- It will be presented to the group in some form that includes oral description of the project (its story) and what was learned from the experience.
- It will be summarized in written form.

Discussion of ideas will begin in the first class and, by the end of that class you will have come to agreement, with your group's consultation, on the nature of your project. In group meetings during and outside of class projects will be reviewed by group members to identify any gaps in the work and to aid with revision. Written summaries must be reviewed by two members of your group at least once before final submission. Draft versions of the written summaries (i.e., with readers' comments) will be attached to the final version submitted to me by the last day of class.

Readings:

Required: Tracy L. Robinson (2005). *The convergence of race, ethnicity, and gender: Multiple identities in counseling*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

West, Cornel. *Race Matters*.

Harold Napoleon. *Yuuyaraq: The Way of Human Being*

Recommended:

**Novels** (very partial list)

Alexi, Sherman

Allison, Dorothy

Anaya, Rudolfo

Garcia, Linda

Fadiman, Anne

Gibbons, Kay

William Gurganus

Linda Hogan

Kingston, Maxine Hong

McBride, James

Morrison, Toni

Santiago, Esmerelda

Urrea, Luis

Wong, Shawn

Reservation Blues

Bastard out of Carolina

Bless Me Ultima

Dreaming in Cuban

The Spirit Catches You and  
You Fall Down

Ellen Foster

The Oldest Living Confederate  
Hero Tells All

Solar Storms

Woman Warrior

The Color of Water

The Bluest Eye

When I was Puerto Rican

The Hummingbird's Daughter

Home Base

**Articles—**

Alexi, Sherman

Anzaldua, Gloria

Baldwin, James

Dillard, Annie

Kwagley, Oscar

Olsen, Tillie

Salzman, Michael

Vargas, Luis

Williams, Terry Tempest

Indian Education

Tilli, Tlapalli: The Path of Red and  
Black Ink

My Dungeon Shook

Singing with the Fundamentalists

Yup'ik Ways of Knowing

Oh Yes

Cultural Trauma and Recovery

Cultural Considerations in the  
Treatment of Adolescents

Clan of the One-Breasted Woman

**Evaluation:** Written self-evaluations will be submitted in the last class session (or just after via e-mail). These evaluations will contain observations of the extent to which you participated in and gained from the class. Areas of evaluation will include: participation as a community member, sincere engagement of the questions raised in the class, and

ability to indicate what has been learned. If you have elected to take this course for a grade, the options are 'A' or 'C'. An A will result from completion of all assignments, full participation in the course, and engagement of the ideas and questions posed by this class as reflected in self and peer evaluations. If you have elected a pass/no pass option, passing the course will result from the same criteria as earning a grade of A.

**Attendance Policy:** Class attendance is one of the most critical features of this course. Being here, and bringing your openness and attention will matter every time we meet.

Stated more formally...

*Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed at the by the instructor. More than one missed class session (3.25 hours in the case of a three-credit hour class; 2.25 hours for a two-credit class; 1.25 hour for a one-credit class) constitutes failure to complete the class. In extreme hardship situations, and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or for the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines must be met.*

**Course Description from Graduate School Catalogue:**

The development of counseling techniques for working with clients who are diverse in culture, 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.

**Related Authorizations:** Successful completion of this course is necessary for fulfillment of degree requirements for any of the specialty areas in the Counseling Psychology Department. This course is also necessary for gaining access to licensure as a professional counselor, as a school psychologist, or as a marriage & family therapist.

**Schedule**  
**CPSY 550**  
**Spring 2007**

<b>DATE</b>	<b>TOPIC AND ASSIGNMENTS DUE</b>	<b>READING</b>
May 7	Clinical Work with Diverse Populations What is the source of this discussion? Who are we as we bring ourselves to these questions?	Robinson --All--
May 8	Foundations of diversity: Bodies, landscape and history DIALOGUE JOURNALS	Robinson Chaps. 1, 2, 12
May 9	Shared oppressions: Gender and age DIALOGUE JOURNALS	Robinson Chaps. 3, 9, 11
May 10	The political and the personal: Family, language and economic class LIST OF RESOURCES DIALOGUE JOURNALS	Robinson Chaps. 10, 13 West Chaps. 1-4
May 14	Identity Development DIALOGUE JOURNALS	Robinson Chaps. 4-8 West Chaps 5-8
May 15	Religion and spirituality DIALOGUE JOURNALS	Robinson Chaps. all Napoleon --All--
May 16	Global community: Multiracial realities DIALOGUE JOURNALS	Robinson Chaps. 3, 8
May 17	Culturally responsive counseling: Multiple roles, singular lives DIALOGUE JOURNALS PROJECT REVIEWS	Robinson Chaps. 13-15 Napoleon West
May 21-23	Cross-cultural competence DIALOGUE JOURNALS REPORTS OF DIRECT EXPERIENCE PROJECT PRESENTATIONS	Robinson West Napoleon
May 24	Summary: The "So What?" ALL ASSIGNMENTS	