

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

Please attach completed cover sheet to course syllabus.

Course Name	Clinical Work with Diverse Populations
Course Number	550
Term	SP 07
Department	CPSY
Faculty Name	Mary Clare PhD

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)

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

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).

Early Childhood Age 3-4 th Grade	R
Elementary 3 rd -8 th Grades in an Elementary School	R
Middle Level 5 th -9 th Grades in a Middle or Junior High School	R
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	R

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 3 of this syllabus (student performance includes goals, evidence, and levels of performance).

Clinical Work With Diverse Populations

CPSY 550

Spring 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

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

McBride, James	<u>The Color of Water</u>
Morrison, Toni	<u>The Bluest Eye</u>
Santiago, Esmerelda	<u>When I was Puerto Rican</u>
Urrea, Luis	<u>The Hummingbird's Daughter</u>
Wong, Shawn	<u>Home Base</u>

Articles—

Alexi, Sherman	Indian Education
Anzaldua, Gloria	Tilli, Tlapalli: The Path of Red and Black Ink
Baldwin, James	My Dungeon Shook
Dillard, Annie	Singing with the Fundamentalists
Kwagley, Oscar	Yup'ik Ways of Knowing
Olsen, Tillie	Oh Yes
Salzman, Michael	Cultural Trauma and Recovery
Vargas, Luis	Cultural Considerations in the Treatment of Adolescents
Williams, Terry Tempest	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

DATE	TOPIC AND ASSIGNMENTS DUE	READING
Jan 9	Clinical Work with Diverse Populations What is the source of this discussion? Who are we as we bring ourselves to these questions?	Robinson --All--
Jan 16	Inventory of multicultural knowledge	McIntosh Library/Web scan
Jan 23	Foundations of diversity: Bodies, landscape and history DIALOGUE JOURNALS	Robinson Chaps. 1, 2, 12
Jan 30	Shared oppressions: Gender and age DIALOGUE JOURNALS	Robinson Chaps. 3, 9, 11
Feb 6	The political and the personal: Family, language and economic class LIST OF RESOURCES DIALOGUE JOURNALS	Robinson Chaps. 10, 13 West Chaps. 1-4
Feb 13	Black America: Lessons in diversity (Daymond Glenn) DIALOGUE JOURNALS	West --All--
Feb 20	Identity Development DIALOGUE JOURNALS	Robinson Chaps. 4-8 West Chaps 5-8
Mar 6	Religion and spirituality DIALOGUE JOURNALS	Robinson Chaps. all Napoleon --All--
Mar 13	Global community: Multiracial realities DIALOGUE JOURNALS	Robinson Chaps. 3, 8
Mar 20	Culturally responsive counseling: Multiple roles, singular lives DIALOGUE JOURNALS	Robinson Chaps. 13-15 Napoleon

PROJECT REVIEWS

West

April 3, 7

Cross-cultural competence
DIALOGUE JOURNALS
REPORTS OF DIRECT EXPERIENCE
PROJECT PRESENTATIONS

Robinson
West
Napoleon

Apr 10

Summary: The “So What?”
ALL ASSIGNMENTS