

Clinical Work with Diverse Populations
CPSY 550, Fall 2006
Tuesdays 5:30-9pm

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Course Description

This course is an opportunity. It is an opportunity to investigate notions of human diversity, clinical service delivery, and an exploration of is own identity. This course will explore the issues related to working with clients who are diverse in culture, gender, age, sexual orientation, or physical or mental ability. Focus is on helping students become capable therapist in various environments, including becoming aware of their own beliefs, biases and prejudices.

Course objectives:

1. To gain an understanding of issues related to a variety of diverse groups.
2. To be able to conceptualize assessment and treatment by taking into account individuals and families diversity.
3. To explore our own diversity and culture. This will lead to understanding of our impact with our clients.
4. To be able to appropriately discuss diversity within the therapeutic relationship.
5. To be able to identify transference and countertransference in relation to diversity issues. Be able to effectively deal with transference and countertransference within the relationship and in supervision or consultation.

Required Texts:

Gibbs, J. T., Huang, L. N. (2003). Children of color: Psychological interventions with culturally diverse youth. San Francisco: Jossey Bass.

Kivel, P.(1996) Uprooting racism: How white people can work for racial justice. Gabriola Island, B.C.: New Society

Smith, T. B. (2004). Practicing multiculturalism: Affirming diversity in counseling and psychology. Boston: Pearson Education

Course Assignments:

Participation, attendance and readings (50 points):

This will be largest part of your grade. It is expected that you will actively participate in every class. This class has an experiential structure. For all of us to get the most out of the class it is necessary that we share our experiences, thoughts and beliefs. Given that we will talk about our own experience, confidentiality will be required. We will all sign a confidentiality agreement. Attendance and completing the readings is also an integral component of the class discussion. Therefore it will be expected that you will attend every class along with being prepared to discuss the readings for that week. Missing more than one class will result in a lower grade. Failing to participate in class discussions, side discussions or passing notes in class will negatively impact your grade.

Research Paper (25 points):

Students will participate in developing and writing a paper that will review and evaluate the relevant literature regarding a special topic area of related to diversity. The paper should be 8-10 pages in length. Each paper should be a well-researched review along with how the topic applies to the counseling process. The papers should expand the course material already integrated into the class. As part of this project, you are encouraged to visit InterCultural Communication, Inc. at 8835 SW Canyon Lane, Portland. (ici@intercultural.org).

Potential topics:

- Racism & Prejudice held by non-whites
- White Supremacy
- Cultural Mistrust
- Internalized Homophobia in GLTB

Homework Assignments (25 points):

There will be at least 5 homework assignments through out the semester. The homework assignments will often come out of the readings. These assignments are designed to be provocative. The assignments will assist you in understanding yourself better. Each of the homework assignments will be discussed in small group discussions and turned into the instructor. Each of the homework assignments will be worth 5 points. 5 points will be given for a completed assignment and involvement in the small group discussion. 3 points will be awarded for incomplete assignment or not participating in the group discussion. 0 points if you do not complete the assignment.

Grading:

Participation, attendance & reading:	50 points
Research Paper	25 points
Homework Assignments	25 points

100-95 points	=	Grade of A	Exemplary
94-90 points	=	Grade of A-	Excellent
89-85 points	=	Grade of B+	Very Good
84-75 points	=	Grade of B	Generally Good
74-70 points	=	Grade B-	Acceptable
69-65 points	=	Grade C+	Satisfactory
64-60 points	=	Grade C	Marginally satisfactory
59-55 points	=	Grade C-	Below acceptable
54-0 points	=	Grade F	Fail

Class Schedule

Class 1 September 5	(5:30-9:00)	Introductions/Course Overview & Diversity Concepts & Definitions
<p><u>Discussion:</u></p> <ul style="list-style-type: none">➤ Confidentiality & Participation➤ What is White Culture <p><u>Film</u></p> <ul style="list-style-type: none">❖ Place At the Table <p><u>Homework #1:</u></p> <ul style="list-style-type: none">➤ Exploring our backgrounds		
Class 2 September 12	(5:30-9:00)	Bias & Stereotypes
<p><u>Readings</u></p> <ol style="list-style-type: none">1. <u>Racism</u>, Part II: “The Dynamics of Racism”2. <u>Practicing Multiculturalism</u>: Chapters 1 & 2 <p><u>Film</u></p> <ul style="list-style-type: none">❖ Two Jaspers, Part I		
Class 3 September 19	(5:30-9:00)	Privilege & White Identity
<p><u>Readings</u></p> <ol style="list-style-type: none">1. <u>Racism</u>, Part I: “What Color is White?”2. <u>Multicultural Counseling</u>, Chapter 11: “Understanding European American Clients”3. <u>Multicultural Counseling</u>, Chapter 12” Counseling European American Clients”4. <u>Practicing Multiculturalism</u>: Chapters 3 <p><u>Film</u></p> <ul style="list-style-type: none">❖ Two Jaspers, Part II		
Class 4 September 26	(5:30-9:00)	Assessment, Diagnosis & Treatment
<p><u>Readings:</u></p> <ol style="list-style-type: none">1. <u>Racism</u>, Section V: “Fighting Institutional Racism”2. <u>Practicing Multiculturalism</u>: Chapter 6 & 73. Children of Color: Introduction <p><u>Film</u></p> <ul style="list-style-type: none">❖ The Way Home, Part I <p><u>Homework</u></p> <p>Cultural Self-Assessment (Hays, 2001)</p>		
October 3		
No Class		

Class 5 October 10	Gender
<u>Readings</u>	
1. <u>Racism</u> , Section VI: “Democratic, Antiracist Multiculturalism”	
2. <u>Across Cultures</u> , Chapter 7: “Revisiting Gender Issue in Multicultural Counseling”	
<u>Film</u>	
❖ The Way Home, Part I	

Class 6 October 17	(5:30-9:00)	Working with African Americans
<u>Readings</u>		
1. <u>Practicing Multiculturalism</u> : Chapter 8		
2. <u>Children of Color</u> : Part 2		
3. <u>Racism</u> , Section IV: “Effects of History: African Americans” 130-139 pgs		
<u>Film</u>		
❖ The Way Home, Part II		

Class 7 October 24	(5:30-9:00)	Working with Asian Americans
<u>Readings:</u>		
1. <u>Practicing Multiculturalism</u> : Chapter 10		
2. <u>Children of Color</u> : Part 3		
3. <u>Racism</u> , Section IV: “Effects of History: Asian Americans” 140-146 pgs		
<u>Film</u>		
❖ TBD		

October 31
No Class

Class 8 November 7	(5:30-9:00)	Working with Recent Immigrants
<u>Readings</u>		
1. <u>Practicing Multiculturalism</u> : Chapter 12 & 13		
2. <u>Children of Color</u> : Chapter Five		
3. <u>Racism</u> , Section IV: “Effects of History: Recent Immigrants” 166-169 pgs		
<u>Film</u>		
❖ The New Americans		

Class 9 November 14	(5:30-9:00)	Working with Latinos & Latinas
<u>Readings</u>		
1. <u>Practicing Multiculturalism</u> : Chapter 9		
2. <u>Children of Color</u> : Part 4		
3. <u>Racism</u> , Section IV: “Effects of History: Latino/as 147-153 pgs		
<u>Film</u>		
❖ TBD		

November 21 Thanksgiving

No Class

Class 10 November 28 (5:30-9:00) Working with Native Americans

Readings

1. Practicing Multiculturalism: Chapter 11
2. Children of Color: Part 1
3. Racism, Section IV: "Effects of History: Native Americans" 124-129 pgs

Film

❖ TBD

Class 11 December 5 (5:30-9:00) Working with GLTB Individuals

Readings

1. Multicultural Counseling, Chapter 15 "Understanding GLB Clients"
2. Multicultural Counseling, Chapter 16 "Counseling GLB Clients"

Film

❖ Normal

Class 12 December 12 (5:30-9:00)

Putting it all together

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	Fall 2006
Department	CPSY
Faculty Name	Cathy Moonshine

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

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	<input type="checkbox"/>
Elementary 3 rd -8 th Grades in an Elementary School	<input type="checkbox"/>
Middle Level 5 th -9 th Grades in a Middle or Junior High School	<input type="checkbox"/>
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	<input type="checkbox"/>

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

Student Performance:

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