CPSY 615: Counseling Diverse Populations
Winter, 2015 (subject to change)
4 credits (graded)
CRN: 21217

<table>
<thead>
<tr>
<th>Instructor: Shoshana D. Kerewsky, PsyD, HS-BCP</th>
<th>Office: 359 HEDCO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email: <a href="mailto:kerewsky@uoregon.edu">kerewsky@uoregon.edu</a></td>
<td>Office Phone: (541) 346-2429</td>
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<tr>
<td>Course Hours: Mondays 0900-1150 + 10 hours</td>
<td>Classroom: 276 ED</td>
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<tr>
<td>(independent lab)</td>
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<tr>
<td>Office Hours: Tuesdays 1400-1600 and by appointment</td>
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<tr>
<td>Assistant co-instructor: Yuri Choi, MA</td>
<td>Email: <a href="mailto:yuric@uoregon.edu">yuric@uoregon.edu</a></td>
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<td>Weather or other cancellations will be e-mailed via Blackboard and recorded on the instructor’s outgoing message.</td>
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**Course Description**

**Course Information**

This course serves as an introduction to thinking critically about the clients’ and therapist’s group memberships and identifications, and the effects of these memberships and identities on the therapeutic relationship and interventions. Particular emphasis is placed on understanding both enduring and changing human diversity contexts through the use of Bronfenbrenner’s Ecological Model and genograms as assessment and intervention techniques.

The course also emphasizes the convergence and divergence of memberships and identities for individuals and families, and the effects of these similarities and differences for the person, family, therapy relationship, organizations, and the culture(s) at large. Understanding human diversity factors and the meanings the client ascribes to them informs the goodness of fit for different family therapy interventions.

This course is not intended to provide a comprehensive survey or overview of human diversity factors. Rather, examples from diverse groups are used to illuminate the therapist’s process of understanding the client and delivering sensitive and competent interventions. Additional resources for broader exposure to diverse populations will be provided by the instructor for students’ continued development.

*Reasonable self-disclosure is required.*

**Course Format**

We meet as a large group on Mondays. You will engage in didactic activities, large and small group discussions, and experiential exercises. You will also write papers and complete additional activities to create products for evaluation.

Students will complete a major assignment outside class hours (independent lab). This will be shared with the class.

**Course Objectives and Outcomes**

1. Differentiate between emic and etic approaches to human diversity.
2. Describe the utility of genograms and the ecological model as culturally sensitive assessment and intervention techniques.
3. Identify the therapist’s own group memberships and identities and describe how these might influence his/her work with clients who are similar and different.
4. Describe the relationship between cultural sensitivity and decision-making about therapeutic modality, family involvement, and potential interventions.
5. Generate and resolve clinical dilemmas associated with client and therapist group memberships and identities.

**AAMFT Core Competencies Addressed in this Course:**
3.4.5 Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.

**CFT Competencies addressed in this course**
- Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
- Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
- Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.

**Counseling Psychology competencies addressed in this course**

**Competency 6a:** Students demonstrate awareness and understanding of diversity and contextual issues (e.g., culture, identity, gender, sexual orientation, disability, marginalization, poverty, etc.).

**Competency 6c:** Students demonstrate awareness of multicultural and contextual issues in their professional interactions and commitment to relevant guidelines (e.g., APA’s Multicultural Guidelines).

**Competency 6d:** Students recognize connections between injustice, oppression, and mental health, and the responsibility of counseling psychologists to address these issues.

**Competency 7a:** Students competently apply multicultural knowledge, experience, theory and scholarship to their own research.

**Competency 7b:** Students demonstrate commitment to learning and enhancement of multicultural competencies, including continued development of critical self-awareness in areas such as privilege, power, social justice, and identity.

**Competency 8c:** Students and graduates recognize the central role of prevention science and multicultural competencies in their ongoing work as counseling psychologists.

**Competency 11c:** Students are responsive to feedback from faculty, supervisors, and peers.

**Competency 12b:** Students demonstrate awareness of their strengths and areas of needed development as they progress through the program, including recognizing how their privilege, identities, and power influence their research and practice activities.

**Prevention Science competencies addressed in this course**

**Competency 6:** Students demonstrate awareness and understanding of contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in prevention research and practice.

**Competency 7:** Students apply multicultural knowledge, theory, scholarship, and self-awareness to their research activities.

**Competency 8:** Students demonstrate commitment to learning and enhancement of multicultural competencies, including continued development of critical self-awareness in areas such as privilege, power, social justice, and identity.

**Competency 9:** Students recognize the central role of prevention science and multicultural competencies in their ongoing research and program evaluation work.
Competency 17: Students demonstrate facilitative interpersonal skills with others, including faculty, research supervisors, peers, and staff.

Competency 19: Student attitudes and behaviors indicate a commitment to continuous learning and to their ongoing professional development.

Competency 20: Students demonstrate awareness of their strengths and areas of needed development as they progress through the program, including recognizing how their privilege, identities, and power influence their prevention research and practice activities.

Competency 21: Students are responsive to feedback from faculty, supervisors, and peers.

Texts and Materials

Additional materials may be added in response to feedback, questions, and during course development.

Required Texts

Required and Reference Websites
- APA Ethics
- AAMFT Ethics
  [http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx](http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx)
- APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations
- Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients
- McIntosh: White Privilege: Unpacking the Invisible Knapsack

Required Readings Available on Blackboard
One copy has been made available for educational purposes. Please do not redistribute, and obey copyright law. You are not required to read every item.


**Recommended Text**


**Recommended Readings Available on Blackboard**


**Recommended Readings Available through Library or Other Resources**


*Additional readings may be added in response to student requests and current events.*

**Class Schedule**
CPSY 615: Counseling Diverse Populations * Winter, 2015 * 21217 * 4 credits (graded)

Subject to change. Readings and activities may be added or substituted.

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings and Assignments (due on this date)</th>
<th>General Course Topics (subject to change)</th>
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</thead>
</table>
| 1/5  | • ALL: Review syllabus, look at Blackboard, and examine books for structure and content | • Stimulus activities.  
• Course introduction and overview, diversity and family therapy, diverging and converging memberships/identities, emic vs. etic approaches, stereotypes and generalizations, Type 1 and Type 2 errors. Constructing the genogram, genograms as a culturally sensitive intervention. Agreements for class. Self-disclosure and countertransference.  
• About the reading, journal, lab assignment.  
• Genogram assignment described. |
| 1/12 | • Read AAMFT Code of Ethics [URL] or APA Ethical Principles [URL]  
• Read APA Guidelines... [URL]  
• Read McGoldrick et al. Chapter 1  
• Read Genogram Materials folder  
• Use Galindo et al. as needed  
• Read Chronister, McWhirter, & Kerewsky [In Ecological Model folder]  
• Begin Fadiman | • Hays’s ADDRESSING framework. Multicultural counseling, ethnocentric monoculturalism, competencies. The ecological model. Constructing the ecological risk and resilience assessment, ecological assessment as a culturally sensitive intervention. Limitations to McGoldrick et al., and other sources.  
• Ecological model assignment described.  
• Lab assignment described. |
| 1/19 | • Review Ecological Model materials as needed—assignments in this folder are not required  
• Read a chapter of McGoldrick et al. that relates to your family of origin, and one that seems very different. Write in your journal about these chapters, particularly in relation to yourself.  
• Read McGoldrick et al., Appendix: Cultural Assessment  
• Read McIntosh [URL] | • No class meeting |
| 1/26 | • **Genogram and ecological model worksheet due**  
• Continue Fadiman  
• Read Shelton & Delgado-Romero, Sue et al. (2007) | • Yuri Choi: Microaggressions  
• Stimulus video: Clips |
| 2/2  | • Read: Shachtman, Paniagua, Kincaid  
• Continue Fadiman | • Stimulus video: *Devil’s Playground*  
• Debrief genogram and ecological worksheet assignments, discussion of implications for family therapy. |
Stereotypes, generalization, macrosystemic similarities and differences
• Paper described.

2/9 6
• Finish Fadiman
• Read at least three: Decker, Grealy, Hertlein, Kerewsky, Steele
• Stimulus video: Murderball
• Interplay of disability and gender. Ability/disability, health, and mental health considerations.

2/16 7
• Paper due
• Read McGoldrick et al. Chapter 20, 21, 27
• Read at least three: Beah, Boyd-Ball & Dishon, Muramoto, Nguyen, Serdarevic & Chronister, Swofford, Ung, Williams & Williams-Morris
• Bring Fadiman to class.
• Stimulus video: New Year Baby
• Stereotypes, generalization, macrosystemic similarities and differences.
• Culturally appropriate intervention strategies. Which cross-cultural counseling strategies hold across cultural and other groups? Cultural variables beyond culture/ethnicity/race. Ethical considerations.
• Lab work time if available.

2/23 8
• Skim McGoldrick et al., Chapters 10, 22, 23
• Read at least three: Beatie; Carroll, Gilroy, & Ryan; Davies et al.; Loschiavo et al.; Mahalik et al.
• Stimulus video: There Is No Name for This or Coming Out, Coming Home
• Sexual orientation, gender, trans, non-majority family arrangements. Genogram practice with non-majority families.

3/2 9
• Lab assignment due
• TBA
• Yuri Choi: International Students
• Stimulus video: The Cold Water

3/9 10
• Read at least three: hooks, Lott, Miller & Thoreson, Pies & Geppert, Root, Wangchuck, Yardley add
• Stimulus video: Trembling before G-d.
• Discussion of lab assignment.
• Beyond the therapy room: Cultural Competence in the Exosystem. Course wrap-up.

In finals week or thereafter
• Skim 2009 doctoral students’ summary of Sue et al.
• Read Georgas et al. (2 parts)
• Skim McGoldrick et al., Chapter 5, 6, 7, 8, 9

Course Evaluation and Grading

Below is a list of assignments that link to the CFT Program Student Learning Outcomes (SLO). For example, “SLO1” may be listed. Please refer to the back page of the syllabus for all Educational Outcomes, including a list of SLOs.

Specific Course Requirements and Evaluation Criteria

Grading

1. Attend class and scheduled group meetings, complete required readings on time, participate actively (criterion requirement) (CFT SLO 1).
   - The instructor may calculate this portion of your grade on any objective criteria, including attendance at time of roll, pop quizzes, in-class assignments, etc. A “0” will be given for missing or late in-class assignments. If you provide a doctor’s note (or
other note documenting your reason for missing class), I will consider this information if you are between two grades for the course. It is my expectation that graduate students prepare for and attend all classes except in the case of unavoidable and major conflicts.

- You will keep a journal as described in class. This journal will not be collected, but will form the personal basis of your reflection paper.

2. **Paper (30%) (CFT SLO 4).** A semi-formal typed paper of 1000-2000 words related to your journal responses and your assessment of your own group memberships and worldview as they inform your practice as a future therapist/researcher within your discipline. This will be elaborated upon in class. Points are accrued by staying on topic, organizing your paper coherently, running a spelling check, using correct grammar and punctuation, formatting as requested, meeting the word count, and turning in the paper on time.

   - **FORMAT:** Your paper must be typed, single-spaced, and printed on one side of white paper in black ink only; have all hyperlinks removed; and have your name, the date, and the course number at the top RIGHT corner. You must staple. Loose pages and folded corners are not acceptable.
   - **CONTENT:** Your responses to the topic (given in class); further thoughts or questions that this topic raises for you; descriptions of follow-up activities or conversations in which you engage at your site or with others; or other contents as assigned by instructor.

3. **Genogram (20%) (CFT SLO 4).** Construct a personal 3-generational genogram focusing on human diversity, education, and pro-social activities. This must be neat, professional, suitable for a clinical case note file (i.e., no photos, drawings, emoticons, etc.; if more than one page, pages numbered sequentially) and on unlined white 8 ½ x 11 paper. It may be computer-generated or professionally handwritten. If you use genogram generating software, you may not submit a genogram with a “sample” or “trial” watermark, and your genogram must still conform to the genogram style and symbols presented in class.

4. **Ecological model, risk and resilience worksheet (25%) (CFT SLO 4).** Complete a personal worksheet focusing on your ecology in the context of a current personal situation of your choice.

5. **Independent Lab: Clinical response to The Spirit Catches You and You Fall Down (25%) (CFT SLO 4).** In a small group, prepare a response according to instructions in class. This assignment will be shared with other students.

Work is due as assigned. Late group work may earn a grade of 0 for all group members because the structure of the course relies on timely submission of your work. Late individual work will be accepted; however, the calculated grade ceiling will be reduced 5% for each day late (i.e., your grade will be calculated, then multiplied by .95 on the first day late, .90 on the second, etc.). This includes weekend and holiday days.

There are no opportunities to earn extra credit in this course. Some make-up assignments may be offered. Incompletes will be given only for emergencies and by prior arrangement with your instructor. **All work is due as assigned or as described in class. No work will be accepted after class on Week 10 except by prearrangement with the instructor.**

**Grading**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 - 94%</td>
<td>A</td>
</tr>
<tr>
<td>93 - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89 - 87%</td>
<td>B+</td>
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<tr>
<td>86 - 84%</td>
<td>B</td>
</tr>
<tr>
<td>83 - 80%</td>
<td>B-</td>
</tr>
<tr>
<td>Below 80%</td>
<td>Individual meeting required</td>
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**Student Engagement Inventory**

<table>
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<tr>
<th>Educational activity</th>
<th>Hours</th>
<th>Explanatory comments</th>
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<tbody>
<tr>
<td>student engaged</td>
<td></td>
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<td>-----------------</td>
<td></td>
<td></td>
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<tr>
<td>Attendance</td>
<td>30</td>
<td></td>
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<tr>
<td>Assigned readings and study</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td></td>
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<tr>
<td>Group work outside class</td>
<td>10-20</td>
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<tr>
<td><strong>Total hours</strong></td>
<td><strong>This total represents the average engagement anticipated for a student with typical reading speed and academic preparation</strong></td>
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**Policies and Notifications**

**Attendance and Absence Guidelines**
You are expected to attend class. Under some circumstances, make-up activities may be negotiated in advance with the instructor. Documented medical and athletic absences may be made up. However, if you miss a significant proportion of the class for any reason, the instructor may consult administratively to determine whether you have been present for or completed a sufficient proportion of the course criteria to be able to pass. Other extraordinary absences may be permitted with make-up work at the instructor’s discretion.

**Expectations for Professional in Training**
Please see the sections below on ethics, conduct, and related issues.

You are expected to participate actively. Inattention, disruption, lateness, or other unprofessional behavior as determined by the instructor is sufficient grounds for removal from the course with a failing grade.

You must reference your sources in essay responses and use quotation marks for direct quotes. Plagiarism and disallowed collaboration are serious academic offenses and will be managed accordingly. You may not collaborate unless **explicitly** required or permitted to do so. Sharing information from this class with other class members is permitted only when this does not violate standards of academic honesty. No recording is permitted without prior approval from the instructor. You may not repost the instructor’s materials (PowerPoints, worksheets, etc.) without permission from the instructor. Posting, selling or otherwise sharing class or exam notes will be treated as academic dishonesty.

**Additional Course Requirements**
Please save or print a copy of this syllabus. Some readings may be on Blackboard. If you have trouble printing directly from Blackboard, try 1) saving the document to your computer; or 2) copying the document using CONTROL+A, CONTROL+C, then pasting it using CONTROL+V into a Word document.

If you are having trouble accessing or using Blackboard from off-campus, UO Microcomputing recommends that you use the Firefox browser. If you are having trouble downloading PDFs, try using a PC (not Mac).

When you e-mail the instructor(s) or a GTF, please give your full name and the class number and title. E-mail with an instructor or GTF is a professional communication. Please be clear and courteous, and use the writing style you would use in an informal paper.

You are responsible for keeping copies of all of your work until after you are satisfied with your final grade. This may mean making an electronic backup of all assignments completed on the computer (or e-mailing yourself a copy that can be retrieved if your computer crashes), keeping graded work until after the class is over, or keeping a copy of any e-mail you send and receive related to the course.

**Ethics and Academic Standards**
This course may involve opportunities for self-disclosure. It is possible that a student colleague may say something personally important and private in your discussions. It is an expectation, as well as sound professional practice, that you maintain that person's privacy and trust. However, please keep in mind the legal limits to privacy, and refer to your ethics code. If you feel that a breach of ethics or the law has occurred, discuss this with your instructor immediately. Please be aware that your supervisors and other faculty members are mandated reporters. University of Oregon faculty and staff are also required to report information about sexual assaults, regardless of when or where they occurred. Participation in this class does not confer confidentiality.

**Diversity**
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

**Accommodation**

Appropriate accommodations will be provided for students with documented disabilities. **If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term or first two class meetings, whichever is first.** The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see [http://aec.uoregon.edu](http://aec.uoregon.edu)

**Mandatory Reporting**

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

- [https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message)
- [http://around.uoregon.edu/mandatoryreporting](http://around.uoregon.edu/mandatoryreporting)

**Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code found at [http://conduct.uoregon.edu](http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

At University of Oregon, you may contact:

- OU Bias Response Team: 541-346-1139 or [http://bias.uoregon.edu/whatbrt.htm](http://bias.uoregon.edu/whatbrt.htm)
- Conflict Resolution Services 541-346-0617 or [http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx](http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx)
- Affirmative Action and Equal Opportunity: 541-346-3123 or [http://aaeo.uoregon.edu](http://aaeo.uoregon.edu)

**Grievance Policy**

A student or group of students may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the
student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://neweducation.uoregon.edu/academics/student-grievance) or enter search: student grievance.

In Case of Inclement Weather
In the event that the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Course Incomplete Policy
Incompletes with due dates may be permitted by the instructor under exceptional circumstances. Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, consult the UO Catalog or http://registrar.uoregon.edu/incomplete_policy.
University of Oregon CFT Educational Outcomes

Student Learning Outcomes: As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills:

SLO1. Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

SLO2. Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

SLO3. Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

SLO4. Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

SLO5. Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

Faculty Outcomes: Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

FO1. CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

FO2. CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

FO3. CFT faculty will foster a rich learning environment that demonstrates inclusion, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

Program Outcomes: The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:

PO1. Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

PO2. Students will demonstrate critical analysis of culturally-competent, systemic practice.

PO3. Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.