

Psychology 760
Multicultural Psychology
3 Credit Hours
Fall, 2008

Location: Psychological Services Center

Time: Monday, 9:00-11:50

Instructor:

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Services Center

Hours: TTh 8:00-9:00

WF 1:00-2:00

Required Books

Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and Practice* (5th ed.). NY: John Wiley & Sons.

American Psychological Association. (2006). *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*. (Available online.)

Course Description

The course is designed to examine the roles and influences of cultural and individual differences in mental health. Although the field of multicultural psychology covers a vast array of topics, this course will focus specifically on multiculturalism as it applies to the delivery of clinical services. Appropriate assessment and intervention approaches to psychological work with various clinical populations will be discussed. However, the theme for the course is that everyone is multicultural. Students will be expected to examine their own cultural identities in detail. Although some attention will be given to specific cultural groups, emphasis will be placed upon seeing people as individuals and avoiding cultural stereotypes. The class is designed for students to learn primarily through participation.

Course Objectives

1. To have students explore their own cultural identities and how these may impact their clinical work.
2. To provide students with a foundation for evolving into culturally competent practitioners.

3. To assist students in developing critical and informed thinking about cultural issues and individuality.
4. To explore the mechanisms by which people develop cultural identities.
5. To explore the ways in which cultural context should influence assessment, diagnosis, and intervention in clinical work.
6. To promote greater understanding of the barriers to clinical care faced by persons of culturally diverse backgrounds or who have found themselves to be immigrants or refugees.
7. To promote more global understanding of the primary racial/ethnic/cultural groups prominent in this country.
8. To explore the many ethical issues that confront the clinician in a multicultural context.

Schedule

The schedule presented is tentative and provided to assist you in planning your reading. The pace may be slowed or accelerated depending upon class response. You are strongly encouraged to begin reading immediately, as class sessions will be of limited value and generate little discussion if you have not first read the material.

Dates

Topics

08/25/08

Introduction

Knapp, S., & VandeCreek, L. (2007). When values of different cultures conflict: Ethical decision making in a multicultural context. *Professional Psychology: Research and Practice*, 38, 660-666.

Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5th ed.) (pp. 29-77). NY: Wiley.

09/08/08

Therapist as Multicultural

Hays, P. A. (2008). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy* (2nd ed.) (pp. 41-62). Washington, DC: APA.

Mio, J. S., Barker, L. A., & Tumambing, J. (2009). *Multicultural psychology: Understanding our diverse communities* (2nd ed.) (pp. 282-300). Boston: McGraw-Hill.

09/15/08

Identity Development

Self-identity paper due

Carter, R. T. (1995). *The influence of race and racial identity in psychotherapy: Toward a racially inclusive model* (pp.139-176). NY: Wiley.

Hays, P. A. (2008). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy* (2nd ed.) (pp. 65-83). Washington, DC: APA.

Mio, J. S., Barker, L. A., & Tumambing, J. (2009). *Multicultural psychology: Understanding our diverse communities* (2nd ed.) (pp. 59-87). Boston: McGraw-Hill.

Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5th ed.) (pp. 233-283). NY: Wiley.

09/22/08

Prejudice, Oppression, and Privilege

Clark, R., Anderson, N. B., Clark, V. R., & Williams, D. R. (1999). Racism as a stressor for African Americans: A biopsychosocial model. *American Psychologist*, *54*, 805-816.

D'Andrea, M., & Daniels, J. (2001). Expanding our thinking about white racism: Facing the challenge of multicultural counseling in the 21st century. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of Multicultural Counseling* (2nd ed.) (pp. 289-310). Thousand Oaks, CA: Sage Publications.

Gushue, G. V., & Constantine, M. G. (2007). Color-blind racial attitudes and white racial identity attitudes in psychology trainees. *Professional Psychology: Research and Practice*, *38*, 321-328.

- Hays, D. G., Chang, C. Y., & Dean, J. K. (2004). White counselors' conceptualization of privilege and oppression: Implications for counselor training. *Counselor Education and Supervision, 43*, 242-257.
- Mio, J. S., Barker, L. A., & Tumambing, J. (2009). *Multicultural psychology: Understanding our diverse communities* (2nd ed.) (pp. 149-184). Boston: McGraw-Hill.
- Neville, H. A., Worthington, R. L., & Spanierman, L. B. (2001). Race, power, and multicultural counseling psychology: Understanding white privilege and color-blind racial attitudes. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of Multicultural Counseling* (2nd ed.) (pp. 257-288). Thousand Oaks, CA: Sage Publications.
- Tinsley-Jones, H. A. (2001). Racism in our midst: Listening to psychologists of color. *Professional Psychology: Research and Practice, 32*, 573-580.
- Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5th ed.) (pp. 79-103). NY: Wiley.

09/29/08

Assessment and Diagnosis

- Acevedo-Polakovich, I. D., Reynaga-Abiko, G., Garriott, P. O., Derefinko, K. J., Wimsatt, M. K., Gudonis, L. C., & Brown, T. L. (2007). Beyond instrument selection: Cultural considerations in the psychological assessment of U. S. Latinas/os. *Professional Psychology: Research and Practice, 38*, 375-384.
- Hays, P. A. (2008). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy* (2nd ed.) (pp. 105-172). Washington, DC: APA.
- Marin, H., & Escobar, J. I. (2008). Issues in the diagnosis and assessment of mood disorders in minorities. In S. Loue, & M. Sajatovic (Eds.), *Diversity issues in the diagnosis, treatment, and research of mood disorders* (pp. 17-31). NY: Oxford University Press.
- Mio, J. S., Barker, L. A., & Tumambing, J. (2009). *Multicultural psychology: Understanding our diverse communities* (2nd ed.) (pp. 242-258). Boston: McGraw-Hill.
- Moreland, K. L. (1996). Persistent issues in multicultural assessment of social and emotional functioning. In L. A. Suzuki, P. J. Meller,

& J. G. Ponterotto (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational applications* (pp. 51-76). San Francisco, CA: Jossey-Bass Publishers.

Roysircar, G. (2005). Culturally sensitive assessment, diagnosis, and guidelines. In M. G. Constantine, & D. W. Sue (Eds.) *Strategies for building multicultural competencies in mental health and educational settings* (pp. 19-38). NY: Wiley.

Suzuki, L. A., Vraniak, D. A., & Kugler, J. F. (1996). Intellectual assessment across cultures. . In L. A. Suzuki, P. J. Meller, & J. G. Ponterotto (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational applications* (pp. 141-177). San Francisco, CA: Jossey-Bass Publishers.

10/06/08

Therapy and Counseling

Client Identity Paper Due

Brown, L. S. (2008). *Cultural competence in trauma therapy: Beyond the flashback* (pp. 49-111). Washington, DC: APA.

Hays, P. A. (2008). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy* (2nd ed.) (pp. 173-223). Washington, DC: APA.

Mio, J. S., Barker, L. A., & Tumambing, J. (2009). *Multicultural psychology: Understanding our diverse communities* (2nd ed.) (pp. 258-278). Boston: McGraw-Hill.

Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5th ed.) (pp. 157-182, 209-230, 317-327). NY: Wiley.

Voss Horrell, Sarah C. (2008). Effectiveness of cognitive-behavioral Therapy with adult ethnic minority clients: A review. *Professional Psychology: Research and Practice*, 39, 160-168.

10/13/08

Working with Families and Children

Black, M. M., & Krishnakumar, A. (1998). Children in low-income, urban settings: interventions to promote mental health and well-being. *American Psychologist*, 53, 635-646.

- Conoley, J. C., & Bryant, L. E. (1996). Assessing diverse family systems. In L. A. Suzuki, P. J. Meller, & J. G. Ponterotto (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational applications* (pp. 395-428). San Francisco, CA: Jossey-Bass Publishers.
- Georgas, J. (2008). Family and counseling with ethnic groups. In P. B. Pedersen, J. G. Draguns, W. J. Lonner, & J. E. Trimble (Eds.), *Counseling across cultures* (6th ed.) (pp. 415-435). Thousand Oaks, CA: Sage Publications.
- Kenney, K. R. (2006). Counseling multiracial individuals and families. In C. C. Lee (Ed.), *Multicultural issues in counseling: New approaches to diversity* (pp. 251-266). Alexandria, VA: American Counseling Association.
- Sanchez, A. R. (1996). Multicultural family counseling: Toward cultural Sensibility. In L. A. Suzuki, P. J. Meller, & J. G. Ponterotto (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational applications* (pp. 672-700). San Francisco, CA: Jossey-Bass Publishers.
- Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5th ed.) (pp. 183-207). NY: Wiley.

10/20/08

Barriers to Mental Health Treatment

- Bienvenu, C., & Ramsey, C. J. (2006). The culture of socioeconomic disadvantage: Practical approaches to counseling. In C. C. Lee (Ed.), *Multicultural issues in counseling: New approaches to diversity* (pp. 345-353). Alexandria, VA: American Counseling Association.
- Domenech Rodriguez, M. M., McNeal, C. T., & Cauce, M. (2006). Counseling with the marginalized. . In C. C. Lee (Ed.), *Multicultural issues in counseling: New approaches to diversity* (pp. 223-238). Alexandria, VA: American Counseling Association.
- Lott, B. (2002). Cognitive and behavioral distancing from the poor. *American Psychologist*, 57, 100-110.
- Smith, L. (2005). Psychotherapy, classism, and the poor: Conspicuous by their absence. *American Psychologist*, 60, 687-696.

Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5th ed.) (pp. 133-155). NY: Wiley.

Saegert, S. C., Adler, N. E., Bullock, H. E., Cauce, A. M., Liu, W. M., & Wyche, K. F. (2006). *Task force on socioeconomic status (SES): Final report* (pp. 52-78). Washington, DC: APA.

10/27/08

Disabilities/illness/age

Brown, L. S. (2008). *Cultural competence in trauma therapy: Beyond the flashback* (pp. 181-196). Washington, DC: APA.

Hanjorgiris, W. F., & O'Neill, J. H. (2006). Counseling people with disabilities: A sociocultural minority group perspective. In C. C. Lee (Ed.), *Multicultural issues in counseling: New approaches to diversity* (pp. 321-342). Alexandria, VA: American Counseling Association.

Hill, C. L., & Eklund, S. J. (2006). Cross-cultural gerontological counseling. In C. C. Lee (Ed.), *Multicultural issues in counseling: New approaches to diversity* (pp. 239-254). Alexandria, VA: American Counseling Association.

Hinrichsen, G. A. (2006). Why multicultural issues matter for practitioners working with older adults. *Professional Psychology: Research and Practice*, 37, 29-35.

Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5th ed.) (pp. 455-467, 481-496). NY: Wiley.

11/03/08

Communities and Context

American Psychological Association. (2006). *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*. (Available online.)

Bernak, F., & Chung, R. C-Y. (2008). Counseling disaster survivors: Implications for cross cultural mental health. . In P. B. Pedersen, J. G. Draguns, W. J. Lonner, & J. E. Trimble (Eds.), *Counseling across cultures* (6th ed.)(pp. 325-340). Thousand Oaks, CA: Sage Publications.

Gong-Guy, E., Cravens, R.B., & Patterson, T. E. (1991). Clinical issues in mental health service delivery to refugees. *American Psychologist*, 46, 642-648.

Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (2001). *Handbook of multicultural counseling* (2nd ed.) (pp. 729-752). Thousand Oaks, CA: Sage.

Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5th ed.) (pp. 423-439). NY: Wiley.

11/10/08	Student Presentations
	Class Papers Due
11/17/08	Student Presentations
11/24/08	Student Presentations
12/01/08	Student Presentations
12/08/08	Student Presentations

Attendance Policy

Regular and punctual class attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a portion of your grade will be based upon participation in class discussions.

Course Requirements

There are no examinations in this course and no material to be memorized. Course grades will be based upon five domains.

10% Self-identity paper. This is a short paper (5-6 pages) in which the student is expected to explore their own multicultural identity. No one is expected to reveal information they consider to be too personal. You may wish to discuss race/ethnicity, sex/gender identity, social class, religion, ability status, specific life experiences, groups with which you identify, professional identification or other relevant factors. You must integrate at least three different aspects of your cultural identity. *Lastly, and most challenging, you are to describe the impact of your cultural identity on your work as a clinical psychologist.*

10% Client-identity paper. This is also a short paper (5-6 pages) for which you are to choose some client with whom you have worked, preferably someone you view as culturally different from you in some way. Provide some very brief background material. (It goes without saying that the client should not be specifically identified.) Explore in what ways you saw the person as culturally unique (e.g., race/ethnicity, family values, religious beliefs, social class, group membership, world view, life experiences, etc.) Then discuss how these factors impacted your relationship with the client and in what ways you would need to adjust your clinical approach. Consider the transference and counter transference issues that may have arisen from the cultural diversity.

10% Class participation/preparation. You are expected to come prepared to discuss the topic and readings for each class. There are many hotly debated topics in the area of cultural diversity. It is not expected that you will agree with everything you read, nor will you agree with all other class participants. Your class participation should reflect the degree to which you have thought about and processed the materials.

30% Class paper. Students have the choice of:

- 1) Select a topic relevant to the provision of a specific psychological service to a *specific population*. The paper should demonstrate the critical analysis of the state of the art in this area, as well as an articulation of next steps in the development of this literature.
- 2) Review a book that focuses on the provision of psychological services to a *specific population*. The review should provide a critical analysis of the work's contribution to the provision of efficacious services to the population of focus. This will probably require citing sources in addition to the book in question.
- 3) Design an empirical grant proposal to further our understanding of the effective provision of psychological services to diverse populations. You will need to identify a relevant granting agency and follow the application guidelines for formatting the written product.

40% Class presentation. The last five class periods will be devoted to student presentations. For this purpose the class will be divided into five groups, each focusing on a specific population – these may or may not correspond to the population on which you focused for your class paper. *Preparation for this presentation will require actual contact with the population selected.* The “team” for the presentation should pull together what they have learned and share it with the rest of us. This could come in the form of three separate presentations, but a more integrated approach may be more effective. You may wish to consider a variety of approaches and media. For example, this could include power point,

film clips, role plays, video presentations, class exercises, guest presentations, etc. You are encouraged to involve the rest of the class actively in the event.

As elements in the presentation you would want to consider: worldview, key values, experiences of prejudice or oppression, stereotypes, views of mental health/illness, special considerations in providing mental health services to the population.

Evaluation

Satisfactory performance will result in a grade of B. Excellent performance will be recognized with a grade of A. It is possible that all students receive an A. (It is also possible that all students receive a B.) Grades will be based upon the overall quality of your work. Special emphasis on all assignments will be placed on your ability to engage in critical thinking and analysis of the materials. Creativity and a willingness to engage with others will be elements of both your presentation and class preparation evaluation.

Instructor Evaluations

Each student will be asked to complete a course/instructor evaluation form toward the end of the semester. This instructor takes these evaluations very seriously and constructive feedback is appreciated. Changes in class format and techniques are regularly made in response to student comments.

Academic Dishonesty

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty. Substantiation of any such unethical conduct would result in a failing grade.

Americans with Disabilities Act

It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with the instructor so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may adversely affect your work in this class, then I encourage you to register with the SHSU Counseling Center and talk with me about how I may best help you. All disclosures of disabilities are kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

Religious Holidays

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines religious holy day as “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. . . .” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after that absence.

University policy 861001 provides the procedures to be followed by the student and the instructor. A student desiring to absent himself/herself from a scheduled class in order to observe a religious holy day(s) shall present to the instructor a written statement concerning the religious holy day(s). The instructor will negotiate with the student how the hours missed can be achieved.

Visitors in the Classroom

Anyone who is not enrolled in the class will require prior approval of the instructor to visit the classroom.