Psychology 566
Multicultural Perspectives in Clinical Psychology
Fall 2015
Thursdays 9:00 pm - 12:00 pm
350 Moore Bldg

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Course Overview and Objectives

This course is intended to provide students with a broad overview of some the key issues involved in approaching psychology (especially in clinical/counseling psychology) from a perspective that is mindful of the diversity in today's society. We will explore the meaning and value of such concepts as culture, ethnicity, bias, and cultural (or multicultural) competence as they pertain to the practice of psychology. In so doing, the objectives of this course are as follows:

1. To ground students in theories associated with multiculturalism and diversity.
2. To acquaint students with the some of the historical and sociopolitical contexts surrounding multicultural psychology.
3. To increase students' cultural awareness of their own and others' worldviews.
4. To enhance students' skills in conducting culturally sensitive research and becoming culturally competent in applied settings.

In order to accomplish these objectives we will take a multidimensional approach towards learning. From this perspective, learning happens in three domains/areas: knowledge, skills and attitudes. We will focus on each of these at different times in the semester, but the idea is that each of these components is equally important to the learning process.

This class is **NOT** intended to be a comprehensive review of multicultural/diversity issues. Although we will be emphasizing the cultural aspect of diversity, there are several other important considerations when studying diversity (gender, sexual orientation, SES, etc.). Each of these topics can take up an entire semester. Therefore, this class should be seen as the beginning of a learning process that hopefully will continue throughout your lives and careers.

Class Conduct

Students are expected to listen to and interact with each other in a respectful manner. Malicious racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in class. Because students in the class may be very diverse, they will have different values, beliefs, and opinions. Students are expected to maintain open minds regarding one another's differences. Students may disagree/debate with others who hold opinions different from their own, but must maintain respect for all students at all times.

<u>Grade</u>

Final grades for this class will be based on class participation and various assignments/projects geared toward advancing our awareness of our own cultural roots and those of others.

	Points (out of 100)
4 Thought Papers (5 points each)	20
Critical Thought Questions (2 points each week)	20
Class Attendance & Participation	20
Student-Led Discussion	10
Cultural Genogram Presentation and Synthesis Paper	30

Reaction/Thought Papers: These brief papers (no less than two pages double-spaced) are meant to be a reflection/commentary/critique of the readings for a given week. You can focus on one, some or all of the readings for that given week. Check the syllabus to find out which weeks these are due.

Critical Thought Questions: For each week that there are readings due (except week 8) you are to prepare two or more critical questions based on the readings. Because the questions are to be used for generating discussion in class, you should bring a printed version to class and, when possible, email them to that class' discussion leader ahead of time.

Cultural Genogram and Synthesis Paper: An essential component of cultural competence is awareness of one's own cultural values, worldview, biases, and history. To increase self-awareness and knowledge of your own cultural background, you will generate a historical cultural depiction of your family history. An accompanying 5-10 page synthesis and integration paper—based on Hardy & Laszloffy (1995)—will be due as well. Details will be given in class.

<u>Required Readings</u>

Fadiman, A. (1997). *The Spirit Catches You and You Fall Down.* New York: The Noonday Press.

The *Spirit* book is widely available in commercial bookstores and sold online at amazon.com for around $10. The remainder of the readings will be provided electronically via ANGEL.

<u>Recommended Readings and Resources</u>

The following books can be valuable resources on multiculturalism and diversity in psychology but they will not be required (although some of your provided readings will be come from these texts). These may be especially good starting places as you prepare for your class presentations.

McGoldrick, M., Giordano, J. & Pearce, J. K. (1996). Ethnicity and Family Therapy (2nd ed.) New York, NY: Guilford Press.
Sue, D.W. & Sue, D. (2003). Counseling the Culturally Diverse: Theory and practice (4th ed.): Hoboken, NJ: John Wiley & Sons, Inc.

Week 1: August 27th—Course Overview & Introductions

Week 2: September 3rd— Defining and Understanding Multiculturalism/Multicultural Competence
Thought Paper Due

Sue, D.W., & Sue, D. (2003). The superordinate nature of multicultural counseling/therapy. In D.W. Sue & D. Sue (Eds.), *Counseling the culturally diverse* (4th ed., pp. 3-29). New York, NY: John Wiley & Sons, Inc.

Mio, J.S., Barker-Hackett, L., & Tumambing, J. (2013). What is Multicultural Psychology? In *Multicultural Psychology: Understanding our Diverse Communities (pp 1-32)*. Boston, MA: McGraw-Hill.

Week 3: September 10th—The Controversy in Multicultural Practice
Thought Paper Due

Satel, S., & Forster, G. (1999). Multicultural mental health: Does your skin color matter more than your mind? Retrieved December 18, 2005, from http://www.ceousa.org/health.html

Sue, S. (2003). In Defense of Cultural Competency in Psychotherapy and Treatment. *American Psychologist, 58(11),* 964-970

Patterson, C. H. (1996). Multicultural counseling: From diversity to universality. *Journal of Counseling & Development, 74(3)*, 227-231

Pedersen, P. (1996). The importance of both similarities and differences in multicultural counseling: Reaction to C. H. Patterson. *Journal of Counseling & Development, 74(3),* 236-237.

Week 4: September 17th—Culture and Mental Health/Healthcare
(Discussion Leader:)

Pascoe, E.A., & Smart Richman, L. (2009). Perceived discrimination and health: A meta-analytic review. *Psychological Bulletin, 135*, 531–554.

Dobalian, A., & Rivers, P. A. (2008). Racial and ethnic disparities in the use of mental health services. *The Journal of Behavioral Health Services & Research*, 35(2), 128-141.

Mio, J.S., Barker-Hackett, L., & Tumambing, J. (2013). Culture and Mental Health. In *Multicultural Psychology: Understanding our Diverse Communities* (pp. 260-303). Boston, MA: McGraw-Hill.

Chapter 2: Culture Counts. (2001). In Mental Health: Culture, Race, and Ethnicity. A Supplement to the Mental Health: A Report of the Surgeon General. U.S. Department of Health and Human Services, pp 23-49

Week 5: September 24th— Cultural Issues in Clinical and Psychological Research
(Discussion Leader:)

Bernal, G., & Scharrón-del-Río, M. R. (2001). Are empirically supported treatments valid for ethnic minorities? Toward an alternative approach for treatment research. *Cultural diversity & ethnic minority psychology, 7(4),* 328-342.

Vasquez, M. J. T. (2007a). Cultural difference and the therapeutic alliance: An evidence-based analysis. *American Psychologist, 62,* 878–886.

Sue, S. (1999). Science, ethnicity, and bias: Where have we gone wrong? *American Psychologist, 54(12)*, 1070-1077.

Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences, 33*(2-3), 61-83.

Week 6: October 1st—Multiculturalism and the Practice of Psychology
No class due to conference travel; virtual discussion only

American Psychological Association (2003). Guidelines on multicultural education, training, research, practice and organizational change for psychologists. American Psychologist, 58, 377-402.

American Psychological Association. (1990). Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. Washington, DC: Author.
American Psychological Association. (2000). Guidelines for psychotherapy with lesbian, gay and bisexual clients. *American Psychologist, 55,* 1440–1451.
American Psychological Association. (2003a). Guidelines for Psychological Practice with Older Adults. http://www.apa.org/practice/Guidelines_for_Psychological_Practice_with_Older_Adults.pdf
American Psychological Association. (2007). Guidelines for psychological practice with girls and women: A Joint Task Force of APA Divisions 17 and 35. http://www.apa.org/about/division/girlsandwomen.pdf

Week 7: October 8th—Microaggressions in the Therapeutic Setting
(Discussion Leader:)

Sue, D., Capodilupo, C., Torino, G., Bucceri, J. Holder, A., Nadal, K., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62,* 271-286
Shelton, K., & Delgado-Romero, E. (2011). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy. *Journal of Counseling Psychology, 58*(2), 210-221.
Owen, J., Tao, K., & Rodolfa, E. (2010). Microaggressions and women in short-term psychotherapy: Initial evidence. *The Counseling Psychologist, 38*(7), 923-946.

Week 8: October 15th—Prejudice and Privilege
Film: Color of Fear
Film: Back to Eden (selections)

McIntosh, P. (1989). White Privilege: Unpacking the Invisible Knapsack. *Peace and Freedom,* 10-12
Smith, W., Allen, W., & Danley, L. (2007). "Assume the Position…You Fit the Description." *American Behavioral Scientist, 52,* 551-578.
Reuben, E., Sapienza, P., & Zingales, L. (2014). How stereotypes impair women's careers in science. *PNAS Proceedings of the National Academy of Sciences of the United States of America, 111*(12), 4403-4408.
Moss-Racusin, C., Dovidio, J. F., Brescoll, V. L., Graham, M. J., & Handelsman, J. (2012). Science faculty's subtle gender biases favor male students. *PNAS Proceedings of the National Academy of Sciences of the United States of America, 109*(41), 16474-16479.

Week 9: October 22st—Dealing with Racism in Clinical Settings
Thought Paper on Color of Fear/Back to Eden Due
(Discussion Leader:)

Owen, J., Tao, K. W., Imel, Z. E., Wampold, B. E., & Rodolfa, E. (2014). Addressing racial and ethnic microaggressions in therapy. *Professional Psychology: Research and Practice, 45*(4), 283-290.
Bartoli, E., & Pyati, A. (2009). Addressing clients' racism and racial prejudice in individual psychotherapy: Therapeutic considerations. *Psychotherapy: Theory, Research, Practice, Training, 46*(2), 145-157.

Zayas, L. H. (2001). Incorporating struggles with racism and ethnic identity in therapy with adolescents. *Clinical Social Work Journal*, 29(4), 361-373.

Priest, R. (1991). Racism and prejudice as negative impacts on African American clients in therapy. *Journal of Counseling & Development*. Special Issue: Multiculturalism as a fourth force in counseling, 70(1), 213-215.

Constantine, M. G., & Sue, D. W. (2007). Perceptions of racial microaggressions among black supervisees in cross-racial dyads. *Journal of Counseling Psychology, 54*(2), 142-153.

Week 10: October 29th— Cultural Identity Development
(Discussion Leader:)

Cross, W. E. & Vandiver, B. (2001). Nigrescence theory and measurement: Introducing the CRIS. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & D. M. Alexander (Eds.), *Handbook of multicultural counseling, (2nd Ed,* pp. 371-393). Thousand Oaks, CA: Sage.

Helms, J. E. (1995). An update of Helms's White and people of color racial identity models. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & D. M. Alexander (Eds.), *Handbook of multicultural counseling* (pp. 181-198). Thousand Oaks, CA: Sage.

Sellers, R. M., Smith, M., Shelton , J. N., Rowley, S., & Chavous, T. M. (1998). The multidimensional model of racial identity: A reconceptualization of African American racial identity. *Personality and Social Psychology Review*, 2(1), 18-39.

Week 11: November 5th—Acculturation and Immigration
(Discussion Leader:)

Berry, J. W. (1990). Psychology of acculturation: Understanding Individuals moving between cultures. In Brislin, R.W. (Ed.), *Applied cross-cultural psychology* (pp. 232–253). Cross-cultural research and methodology series. Thousand Oaks, CA: Sage Publications, Inc.

Schwartz, S. J., Unger, J. B., Zamboanga, B. L., & Szapocznik, J. (2010). Rethinking the concept of acculturation: Implications for theory and research. *American Psychologist, 65*, 237–251.

Sirin, S. R., Ryce, P., Gupta, T., & Rogers-Sirin, L. (2013). The role of acculturative stress on mental health symptoms for immigrant adolescents: A longitudinal investigation. *Developmental Psychology, 49*(4), 736-748.

Pumariega, A. J., Rothe, E., & Pumariega, J. B. (2005). Mental health of immigrants and refugees. *Community Mental Health Journal, 41*(5), 581-597.

Week 12: November 12th—Religion and Psychotherapy
(Discussion Leader:)

Masters, K. S. (2010). The role of religion in therapy: Time for psychologists to have a little faith? *Cognitive and Behavioral Practice, 17*(4), 393-400.

Rosmarin, D. H., Green, D., Pirutinsky, S., & McKay, D. (2013). Attitudes toward spirituality/religion among members of the association for behavioral and cognitive therapies. *Professional Psychology: Research and Practice, 44*(6), 424-433.

Ellis, A. (2000). Can rational emotive behavior therapy (REBT) be effectively used with people who have devout beliefs in god and religion? *Professional Psychology: Research and Practice, 31*(1), 29-33.

Ali, S. R., Liu, W. M., & Humedian, M. (2004). Islam 101: Understanding the religion and therapy implications. *Professional Psychology: Research and Practice, 35*(6), 635-642.

Worthington, E. L. (1988). Understanding the values of religious clients: A model and its application to counseling. *Journal of Counseling Psychology, 35*(2), 166-174.

Week 13: November 19th—SES and Rural Settings in Psychotherapy
(Discussion Leader:)

Waldegrave, C. (2005). "Just therapy" with families on low incomes. *Child Welfare, 84*(2), 265-76.

Goodman, L. A., Pugach, M., Skolnik, A., & Smith, L. (2013). Poverty and mental health practice: Within and beyond the 50-minute hour. *Journal of Clinical Psychology: In Session, 69*(2), 182-190.

Aten, J. D., Mangis, M. W., & Campbell, C. (2010). Psychotherapy with rural religious fundamentalist clients. *Journal of Clinical Psychology, 66*(5), 513-523.

Larson, J. E., & Corrigan, P. W. (2010). Psychotherapy for self-stigma among rural clients. *Journal of Clinical Psychology, 66*(5), 524-536.

Rainer, J. P. (2010). The road much less travelled: Treating rural and isolated clients. *Journal of Clinical Psychology, 66*(5), 475-478.

Week 14: November 26th—No Class; Thanksgiving Holiday

Week 15: December 3rd— Culture and the Medical Profession
Thought Paper Due
(Genogram Presentations:)

Fadiman, A. (1997). The Spirit Catches You and You Fall Down. New York: The Noonday Press.

Week 16: December 10th—Genogram Presentations
(Genogram Presentations:)