

Multicultural Counseling
Counseling Psychology 231
Santa Clara University
Winter 2020

Professor: Lucila Ramos-Sánchez, Ph.D.
Course: CPSY 231
Office: Guadalupe Hall 122
Class Time: Wednesday 9:30am-12:30pm
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Office hours: Tuesday 1-2pm & 4-5pm, Wednesday 8am-9am

Course Objectives:

This course is intended to introduce students to general concepts of multicultural counseling. Students will learn about the application of cultural competency in clinical practice and research by 1) increasing their understanding of their own cultural worldview, 2) increasing their knowledge about other cultural worldviews, and 3) learning about culturally appropriate intervention strategies.

Required Texts:

1. Sue, D. W., Sue, D., Neville, H., & Smith, L. (2019). *Counseling the culturally different: Theory and practice*. (8th Edition). Toronto, Canada: John Wiley & Sons, Inc.
2. Fadiman, A. (1997). *The spirit catches you and you fall down*. New York, NY: Farrar, Straus and Giroux.

Other Required Readings: In Camino

Student Evaluation:

1. Class participation (20%)
2. Weekly Journal and final Summary (10%)
3. Culture of origin paper (15%)
4. Community Immersion Experience and write up (10%)
5. Group presentation (15%)
6. Assessment (30%)

Course Requirements

Class participation - Please be on time to all classes. Attendance at all classes is mandatory. If you know that you are going to miss a class due to life-changing, unalterable circumstances, you may be able to complete a written assignment to cover what you missed in class, if you arrange it with me ahead of time. Two missed classes or the equivalent will result in an automatic 1-grade reduction of your final grade. As per department policy, three or more missed classes will result in failure of the course. Students are expected to participate by coming to class prepared and contributing to verbal in-class discussions. Also included in class participation are assimilation of course material, your ability to grapple with difficult concepts/issues introduced in class, and your ability to apply the concepts.

Culture of origin paper - Throughout the class, we will be discussing culture and its influences on our own worldviews as well as our clients' worldviews. In order to clarify your understanding of your own culture and worldview and how that affects the counseling process, you will write a culture of origin paper. Please describe your culture of origin within a familial context. This familial context can be broadly defined, however, choose what fits your individual situation (family of origin/nuclear family, spousal family, single family, extended family, etc.). Specific topics to be covered in the paper will be family rules, roles, rituals, communication styles, emotional expression, and subsystems. A handout outlining topics that should be covered in the paper is available on CAMINO. The paper should not exceed 10 pages and should be uploaded to CAMINO.

Journal - Keep a "journal" regarding comments, thoughts, reactions, feelings, and personal insights to class readings. Reactions to class discussions can also be included, however, the majority of the reflection should focus on readings. Viewpoints and opinions will not be graded, instead journal entries will receive a check mark to indicate completion of activity. Those journals that evidence substantial energy and effort will receive a "check-plus," whereas those that clearly evidence a lack of reflection and thoughtfulness will receive a "check-minus." Journal entries from the previous week are due at the beginning of each class period and will be returned the following class period. Submit typed entries on a standard 8 by 11 inch paper. Journal entries sent by email attachments will **not** be accepted. **Summary** of your journal entries. Submit a 2 – 3 page typed double-spaced summary of your progress over the course of the class based on your journal entries. The summary should synthesize your journal entries, examining and discussing themes, resolves, insights, reflections and your personal and professional concerns and future goals. The final summary is due the 10th week of class. The final summary should be uploaded to CAMINO.

One of the challenges in working with diverse groups is learning how we as professionals can become more familiar with that group's values, experiences, community, and worldviews. Discovering how to do this is essential to becoming an effective multicultural counselor. At the first class, students will be asked to sign-up for one of the five cultural groups we will focus on (Arab Americans-Muslim Americans-Native Americans, African Americans, Latinx, Asian Americans, or LGBTQ+ individuals). Your goal will be to become knowledgeable in the values and beliefs of the culture, but not necessarily the group as a whole. The group project is intended to facilitate this process. **Students will be asked to put their first and second choices of groups on a 3X5 card, and you will find out your assigned group during the second class.**

Hopefully, most everyone will be assigned their first choice, but in the event that too many people sign-up for a group, preferences will be determined by lottery.

Group Project - Along with 3-4 of your classmates who have also signed up for your cultural group, you will be responsible for picking and researching a mental health issue or special topic related to mental health for that group and presenting your findings to your classmates. The presentation should include 1) what the research/literature says about this issue (is it related to historical experience), 2) what conclusions can be drawn based on the literature, 3) what culturally sensitive interventions/approaches if any are offered, 4) and a bibliography of your resources for each member of the class. Topics should encourage class participation in the form of class discussion, small groups, class activities, etc... Groups are encouraged to use a variety of multimedia methods to produce a creative presentation. Groups will present at the beginning of class and dates of presentations will correspond with the readings of the week. Presentations should be 45 minutes with an additional 15 minutes for questions and answers.

Example of potential issues include, but are not limited to, parenting practices (how is it an issue for the group), issues of race in counseling, folk practices (what are the folk practices for that group, how might they be used in therapy, why or why not), cultural mistrust, alcoholism, and suicide. The presentation should be in depth, not a skimming of the information. For example, rather than give a list of 10 interventions, folk illnesses etc., select two or three and go in depth about each.

Community Immersion— For the community immersion component, students will be required to participate in an event or activity that would allow for an immersion experience of their assigned group. You will turn in 2-3 page written summaries of your experience, naming the activity/event, what you observed that related to class discussion/readings, and how your experience will affect your work as a counselor. It should be an activity you would otherwise have not attended, and you should attend alone. Events of your friends or relatives will not be counted. Further information about what might constitute an appropriate encounter will be discussed in the first class. Also, if you are uncertain of whether an event is appropriate, you can ask me at anytime.

Putting it all together - On the last day of class, you will be given a case study/vignette and asked to assess the case within a cultural context. Your response should include your assessment of the case as well as a discussion of appropriate interventions or counseling techniques. Grades will be based on organization, accuracy of conceptualization, synthesis of information, as well as how well your response is based on the concepts, lectures, discussions, theories, and readings covered throughout the course. You may reference your book and notes in conducting the written assessment. If you would like your materials returned, please provide a self-addressed stamped envelope the last day of class.

Laptops. While I'm not willing to ban them at this time, I am really not a fan of laptops in the classroom. Students typically use them more to check their email, Facebook and other social media sites, and surf the web more than they tend to use them for taking notes. Students try to multitask (which doesn't work according to the cognitive science research) and are not fully engaged in the class or the discussion.

Class Schedule

January 8th

Introduction, Historical overview,
Knowledge, awareness, skill

January 15th

Acculturation & Transition
Cultural values

January 22nd

Social Cognition
Worldviews
Culture Paper Due

January 29th

Ethnic Identity
Assessment issues
Ecosystemic Model

February 5th

Counseling Native Americans
and Arab Americans – Muslim Americans

February 12th

Counseling African Americans

Readings for the week

Sue & Sue, Ch. 1 & 2
Castillo et al., (2007)

Sue & Sue, Ch. 4 & 5
LaFromboise, et al. (1993)
Alderete et al. (2000)
Fadiman, Ch. 1-3 (1997)

Ridley Ch. 3 (1995)
Devine (1989)
Abreu (1999)
Hwang & Goto, (2009)
Sue & Sue, Ch. 6
Ayvazian (1995)

Sue & Sue, Ch. 11 & 12
Fadiman, Ch. 4-6 (1997)
Falicov (1995)

Sue & Sue, Ch. 15 & 19
Fadiman, Ch. 7-9 (1997)
Gone (2013)

Sue & Sue, Ch. 14
Watkins et al. (1989)
Whaley (2001)
Gibbons et al. (2012)
Fadiman, Ch. 10-13 (1997)

February 19th

Counseling Latinx/Hispanic Americans Falicov Ch 3 & 7

Santiago-Rivera & Altarriba (2002)

Castillo et al. (2004)

Sue & Sue, Ch. 17

Fadiman, Ch. 14-17 (1997)

February 26th

Counseling Asian Americans

Sue, Ch. 16

Kim et al. (2003)

Park et al., (2010)

Fadiman, Ch. 18-19 (1997)

March 4th

Counseling LGBTQ+

Community Immersion Reflection Due

Sue & Sue, Ch. 23

Lytle et al. (2013)

Austin et al. (2018)

March 11th

Assessment

Summary of Journals due

Required Readings: In Camino

Castillo, L. G., Brossart, D. F., Reyes, C. J., Conoley, C. W., & Phoummarath, M. J. (2007). The influence of multicultural training on perceived multicultural counseling competencies and implicit racial prejudice. *Journal of Multicultural Counseling and Development, 35*, 243-254.

LaFromboise, T., Coleman, H. L., & Gerton, J. (1993). Psychological impact of biculturalism: Evidence and theory. *Psychological-Bulletin, 114*(3), 395-412.

Alderete, E., Vega, W. A., Kolody, B., & Aguilar-Gaxiola, S. (2000). Lifetime prevalence of and risk factors among Mexican migrant farmworkers in California. *American Journal of Public Health, 90*(4), 608-614.

Ridley, C. (1995). *Overcoming Unintentional Racism in Counseling and Therapy*. Thousand Oaks, CA: Sage Publications.

Devine, P. G. (1989). Stereotypes and the prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology, 56*(1), 5-18.

Abreu J. M. (1999). Consciousness and nonconscious African American stereotypes: Impact on first impression and diagnostic ratings by therapists. *Journal of Consulting Psychology, 67*, 387-393.

Hwang, W. C. & Goto, S. (2009). The impact of perceived racial discrimination on the mental health of Asian American and Latino college students. *Asian American Journal of Psychology, 5*, 15-28.

Ayvazian, A. (1995). Interrupting the cycle of oppression: The role of allies as agents in change. *Fellowship, 7*-10.

Falicov, C. J. (1995) Training to think culturally: A multidimensional comparative framework. *Family Process, 34* 373-388.

Gone, J. P. (2013). A community-based treatment of Native American historical trauma: Prospects for evidence-based practice. *Spirituality of Clinical Practice, 1*, 78-94.

- Watkins, C. E., Terrell, F. Miller, F. S. , & Terrell, S. L. (1989). Cultural mistrust and its effects on expectational variables in Black client—White client relationships. *Journal of Counseling Psychology, 26*(4), 447-450.
- Whaley, A. (2001). Cultural mistrust: an important psychological construct of diagnosis and treatment of African Americans. *Professional Psychology: Research and Practice, 32*(6), 555-562.
- Gibbons, F. X., O'Hara, R. S., Stock, M. L., Gerrard, M., Weng, C. Y., & Wills, T. A. (2012). The erosive effects of racism: Reduced self-control mediates the relationship between perceived racial discrimination and substance use in African American adolescents. *Journal of Personality and Social Psychology, 102*, 1089-1104.
- Falicov, C. J. (1998). *Latino Families in Therapy*. (Ch. 3 & 7) New York, NY: Guildford Press.
- Santiago-Rivera, A. L., & Altarriba, J. (2002). The role of language in therapy with the Spanish-English bilingual client. *Professional Psychology: Research and Practice, 33*(1), 30-38.
- Castillo, L. G., Conoley, C. W., & Brossart, D. F. (2004). Acculturation, White marginalization, and family support as predictors of perceived distress in Mexican American female college students. *Journal of Counseling Psychology, 51*(2), 151-157.
- Kim, B., Brenner, B. R., Liang, C., Asay, P. A. (2003). A qualitative study of adaptation experiences in 1.5-generation Asian Americans. *Cultural Diversity and Ethnic Minority Psychology, 9*(2), 156-170.
- Park, Y. S., Kim, B. S. K., Chiang, J., & Ju, C. M. (2010). Acculturation, enculturation, parental adherence to Asian cultural values, parenting styles, and family conflict among Asian American college students. *Asian American Journal of Psychology, 1*, 67-79.
- Lytle, M. C., Vaughan, M. D., Rodriguez, E. M., & Shmerler, D. L. (2104). Working with LGBT individuals: Incorporating positive psychology into training and practice. *Psychology of Sexual Orientation and Gender Diversity, 1*(4), 335-347.
- Austin, A., Craig, S. L., & D'Souza, S. A. (2018). An AFFIRMative cognitive behavioral intervention for transgender youth: Preliminary effectiveness. *Professional Psychology: Research and Practice, 49*(1), 1-8.

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).

Academic Integrity Pledge

Santa Clara University is implementing an Academic Integrity pledge designed to deepen the understanding of and commitment to honesty and academic integrity.

The Academic Integrity Pledge states:

"I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code."

I ask that you affirm this pledge and apply these principles to your work in this class.

Sexual Harassment and Discrimination (Title IX)

Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife/about/osl.cfm and click on the link for the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043) or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com or <http://stage-www.scu.edu/hr/quick-links/ethics-point/>

Extended Statement on Title IX and Reporting Practices (adapted, with permission, from Scott Lewis, J.D.)

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University.

For example, if you inform me of an issue involving harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the Office of Student Life.

If you would like to reach out directly to the Office of Student Life for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the Wellness Center, the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.