

## Department of Clinical Psychology

40 Avon Street

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**COURSE SYLLABUS: PY 777**

**SEMESTER: SPRING 2004**

Course: PY 777 Human Diversity and the Clinical Enterprise

Instructor: Gargi Roysircar, PhD

Mondays: 9:00 - 11:30 am Section I

4.30 - 07:00 pm Section II

Credits: 3

Email: [g\\_roysircar-sodowsky@antiochne.edu](mailto:g_roysircar-sodowsky@antiochne.edu): I will answer e-mails at the earliest possibility when I am not traveling or performing organizational duties.

Web site: [www.multiculturalcenter.org](http://www.multiculturalcenter.org)

Office Hours: By appointment on Monday and Tuesday

**ATTENDANCE OF ALL CLASSES IS REQUIRED**, except for unusual circumstances. Unavoidable absence needs to be explained in advance or at the earliest possibility.

### Course Description

The instructor often uses the term "multicultural." Multicultural psychology is applied broadly to include issues of minority or marginalized status, as related to race, ethnicity, culture, gender, sexual orientation, disability, religion, spirituality, class, and the elderly.

This course broadly surveys theory, research, practice, professional issues, and challenges in the provision of multicultural services. The course consists of two components: Component I. Gaining multicultural knowledge through readings, writings, presentations, and class discussions; and Component II. Developing multicultural awareness, skills, and relationship competencies through a program of systematic interactions of moderate duration with a racial, ethnic, or culturally diverse individual (Option One), or through service learning in a culturally diverse institution (Option Two).

### Goals

Multicultural service is a specialty area that commands a large body of theoretical and empirical literature. Some of the literature addressing issues of racism, power, privilege, gender, sexual orientation, disability, spirituality and religion, or the elderly may evoke emotionally charged reactions.

An overall important goal of the course is having the opportunity to discuss with fellow students about the interface of professional literature with personal reactions. These discussions will occur in small groups or reflecting teams.

Although most would agree that the acquisition of multicultural knowledge and skills is the desired outcome of academic multicultural training, the literature in multicultural competencies recommends that effecting personal change in trainees with regard to their racial and cultural attitudes, including other socialized behaviors or thoughts, is an important long-range goal initiated by a course such as this one. Self-reflection that leads to therapist cultural self-awareness is a critical aspect of the multicultural curriculum. Consequently, the course intends to raise cultural self-awareness through various means: experiential training, writing of process notes, reflecting teams, and relevant literature.

### Objectives

1. To gain knowledge of theory, research, and practice of multicultural psychology

2. To be informed of training, professional, and ethical issues in multicultural psychology
3. To size differences between cultural groups, differences within a cultural group, and the differences of an individual from his or her cultural and societal contexts
4. To learn about therapy practices with major racial and ethnic minority groups in the United States (U.S.), immigrants in the U.S., international people, and with people whose personal identities include their gender roles, sexual orientation, disability, elderly status, class, religion, and/or spirituality
5. To gain awareness of a) one's own assumptions, values, and biases and b) the worldviews of culturally diverse clients, specifically as these two multicultural competencies determine trainees learning relationship and interpersonal sensitivity skills

#### Component I: Lectures and Discussions

Four theoretical and research areas will be emphasized:

1. Multicultural Counseling Competencies and Multicultural Ethics (January to mid-February)
2. Research on Multicultural Psychotherapy Process (Mid-February thru March)
3. Multicultural Supervision (March)
4. Models of Racial and Ethnic Identity and Related Practice (April)
5. Theory of Acculturation and Related Practice (First week of May)

The above topics are covered in the Handbook of multicultural counseling (Ponterotto, Casas, Suzuki, & Alexander, 2001), from which the instructor will give her lectures, in addition to other sources of knowledge. Students will present journal articles listed at the end of the syllabus. Each student will be assigned journal articles to lead small group discussion on a scheduled day.

#### Component II: Multicultural Interactions Project

Training in professional psychology indicates that therapist trainees can demonstrate their multicultural competencies in their work with culturally diverse people (see reference list: Ladany et al., 1997; Roysircar 2003, 2004; Roysircar, Gard, Hubbell, Ortega, 2003; see Antioch students' chapters in the course textbooks: DeFrino, 2003; Estey & Sweet, 2003; Uchison, 2003; Wilkzak, 2003). To achieve positive training outcomes, it is ideal to participate in live multicultural interactions and experience issues of race, ethnicity, culture, class, sexual orientation, disability status, ageism, power, and privilege as part of everyday reality. There are different options for the multicultural interactions project.

**Option One:** A student could meet and talk with a culturally diverse individual for 10 meetings of approximately 40-50 minutes each.

**Option Two:** A student could develop a service learning project in a community organization in his or her town that would be of approximately ten hours duration all total. For instance, you could volunteer mentoring and tutoring in international agencies or churches that have English As Second Language programs. Or you could attend the services of religious institutions of different denominations and also interview individuals who are regular members of these religious organizations, including religious leaders. You could spend time with the elderly in a retirement home. The service learning projects can be individualized in consultation with the instructor.

Whether you do individual interviews or service-learning projects, these meetings are by no means a clinical endeavor. Consider the interactions project as mutual, cooperative learning. While different from you culturally, the individuals are adaptive and functioning well. That is, the multicultural interactions project is not designed

to be therapeutic, but informative and experiential for both you and the culturally diverse participant you interview or the organization that you visit for service learning.

**More Details About Option One:** You ask a culturally diverse person to exchange stories about his or her social experiences. As a trainee learning to become multiculturally competent, you are expected to conceptualize the interface of these stories with the interviewee's race, ethnicity, culture, class, gender, disability, age, sexual orientation, religion, or spirituality. You are expected to respond to the interviewee, showing the extent of your understanding of what you have heard. These meetings are opportunities to talk with a culturally diverse person in order for you (1) to have a multicultural interaction, (2) to exercise interpersonal and conversational skills that are responsive to the culturally diverse person's perspectives, (3) to learn about the individual's multicultural experiences in the family, community, social settings, and institutions, and (4) to demonstrate to this person that you are empathic and empowering through your attentive listening and relational skills. See Roysircar, Gard et al. (2003) for a description of this interview process.

Whether you choose Option One (individual interviews) or Option Two (service learning), the purpose of the multicultural interactions project is to gain some perspective of and experience in a multicultural interaction that supplements book knowledge. Through interpersonal contact, a trainee has the opportunity to hear accounts of lives of culturally diverse individuals in the U.S., as well as interpersonally navigate issues that can arise in a multicultural context (e.g., a person's presentation of inequalities and oppressions; expressions of value assumptions that might differ from yours; boundaries of comfort/discomfort when a culturally diverse individual discusses a culturally unfamiliar cognition or practice, religious issues, or political events in this country and internationally).

The instructor will help those students who feel they have researched their options with no success with regard finding opportunities for the multicultural interactions project.

You need to inform the culturally diverse individual with whom you are meeting or the organization you are applying to for service learning about the purpose of this class project, the duration of contact, the related paper work (weekly Multicultural Self-Reflection Notes; doing assessment; final paper on the interview or service learning; see below for details) that is required of you. Please give the individual interviewees or the organization for your service-learning project this section of the syllabus, Component II: Multicultural Interactions Project. In addition, explain orally the contents of this section. If the culturally diverse individual or the community organization is uncomfortable with the interactions project, please withdraw your request for interviews.

For individual interviews (Option One), the interviewee will respond to pre-post assessment instruments, so that you can evaluate the interactions. The interviewee will give you feedback on your written case conceptualization before you submit this as your final paper. If the interviewee is unwilling to participate in assessment and evaluations, please withdraw your request for interviews.

Please inform your interviewee that information gathered in the interviews will be used for research. The identity of the interviewee will be kept anonymous in such research. If the interviewee does not approve of research on interview information, please withdraw your request for interviews.

For the individual interviews (Option One), you will give the interviewee an Informed Consent Form with two parts: consent to be interviewed; and consent to research on interview information. The Informed Consent Form is attached to the syllabus. For the service-learning project, a sample of a Letter of Information to Organizations is attached to the syllabus.

Each student will do weekly self-reflections process notes (called Multicultural Self-Reflection Notes) on every meeting, whether interviewing an individual or participating in service learning. See Roysircar, Gard et al. (2003) for guidelines on writing process notes. Students will write a Final Paper on their multicultural

interactions project. For samples of the final paper, see DeFrino (2003), Sweet and Estey (2003), Uchison (2003), and Wilkzak (2003).

## Course Materials

### Textbooks

Roysircar, G., Arredondo, P., Fuertes, J., Ponterotto, J. G., & Toporek, R. (2003). *Multicultural Counseling Competencies 2003*: Association for Multicultural Counseling and Development. Alexandria, VA: AMCD.

Roysircar, G., Sandhu, D. S., & V. E. Bibbins, Sr., V. E. (2003). *Multicultural competencies: A guidebook of practices*. Alexandria, VA: ACA.

www.multiculturalcenter.org of Antioch New England Graduate School Multicultural Center for Research and Practice. The instructor's lectures and students' class presentations of assigned readings will be posted on this website. Send your presentations to the class folder and to the MC Center's website assistant, Antoinette\_Mathisen@antiochne.edu

## Reference List for Articles

### Multicultural Practice Competence

#### Section 900-11.30 a.m.

1. American Psychological Association (2000). The professional practice guidelines for psychotherapy with lesbian, gay, and bisexual clients. *American Psychologist*, 55, 1440-1451. (Division 44/Committee on Lesbian, Gay, and Bisexual Concerns Joint Task Force on Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients.)
2. American Psychological Association. (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 58, 377-402.
3. Brislin, R. W. (1986). A culture general assimilator: Preparation for various types of sojourners. *International Journal of Intercultural Relations*, 10, 215-234.
4. Carter, R. T. (2003). Becoming racially and culturally competent: The racial-cultural counseling laboratory. *Journal of Multicultural Counseling and Development*, 31, 20-30.
5. Constantine, M.G. (2002). Predictors of satisfaction with counseling: Racial and ethnic minority clients' attitudes toward counseling and ratings of their counselors' general and multicultural counseling competence. *Journal of Counseling Psychology*, 49(2), 255-263.
6. Constantine, M.G., Kindaichi, M., Arorash, T.J., Donnelly, P.C., & Jung, K.K. (2002). Clients' perceptions of multicultural counseling competence: Current status and future directions. *The Counseling Psychologist*, 30, 407-416.
7. Cook, D. A., & Helms, J. E. (1988). Visible racial/ethnic group supervisees' satisfaction with cross-cultural supervision as predicated by relationship characteristics. *Journal of Counseling Psychology*, 35, 268-274.
8. Council of National Psychological Associations for the Advancement of Ethnic Minority issues. (2002). *Guidelines for Cultural Competence in the Treatment of Ethnic Minority Populations*. Washington, DC: APA.
9. Croteau, J.M., & Kusek, M.T. (1992) Gay and lesbian speaker panels: Implementation and research. *Journal of Counseling & Development*, 70(3), 369-401.
10. Cushman, P. (1995). Psychotherapy as moral discourse: A hermeneutic alternative: In *Constructing the self, constructing America* (pp 279-331). Cambridge, MA: Perseus Publishing.
11. Dana, R, Behn, J. & Gonwa, T. (1992). A checklist for the examination of cultural competence in social service agencies. *Research on Social Work Practice*, 2, 230-233.
12. Dillon, F.R., & Worthington, R.L. (2003) The lesbian, gay, and bisexual affirmative counseling self-efficacy inventory (LGB-CSI): Development, validation, and training implications. *Journal of Counseling Psychology*, 50(2), 235-251.

#### Section 4.30-7.00 p.m.

13. Fuertes, J. N., & Brobst, K. (2001). Clients' perceptions of counselor multicultural competency. *Cultural Diversity and Ethnic Minority Psychology, 8*, 214-223.
14. Fuertes, J. N., Mueller, L. N., Chauhan, R. V., Walker, J. A., Ladany, N. (2002). An investigation of Euro-American therapists' approach to counseling African-American clients. *The Counseling Psychologist, 30*, 763-788.
15. Gonzales, R., Bleviar, J., & Gardner, G. (1994). The multicultural perspective in therapy: A social constructionist approach. *Psychotherapy, 31*, 515-524.
16. Ladany, N., Inman, A.G., Constantine, M.G., & Hofheinz, E.W. (1997). Supervisee multicultural case conceptualization ability and self-reported multicultural competence as functions of supervisee racial identity and supervisor focus. *Journal of Counseling Psychology, 44*, 284-293.
17. Pedersen, P. (1994). Simulating the client's internal dialogue as a counselor training technique. *Simulation and Gaming, 25*, 40-50.
18. Pope-Davis, D.B., Toporek, R.L., Ortega-Villalobos, L., Ligiero, D.P., Brittan-Powell, C.S., Liu, W.M., Bashshur, M.R., Codrington, J.N., & Liang, C.T.H. (2002). Client perspectives of multicultural counseling competence: A qualitative examination. *The Counseling Psychologist, 30*(3), 355-393.
19. Roysircar, G. (2003). Outcome of multicultural training: Multiple measurements of multicultural counseling competence. Submitted for publication.
20. Roysircar, G. (2004). Cultural self-awareness assessment: Practice examples from psychology training. Submitted for publication.
21. Roysircar, G., Gard, G., Hubbell, R., Ortega, M., & Kleinhans, J. M. (2003). Cultural self- reflections: Trainee session alliance, racial identity, and multicultural competence. Submitted for publication.
22. Sadowsky, G.R., Kuo-Jackson, P.Y., Richardson, M.F., & Corey, A.T. (1998). Correlates of self-reported multicultural competencies: Counselor multicultural social desirability, race, social inadequacy, locus of control racial ideology, and multicultural training. *Journal of Counseling Psychology, 45*, 256-264.
23. Sue, D.W. (2001). Multidimensional facets of multicultural competence. *The Counseling Psychologist, 29*, 790-821.
24. Worthington, R. L., Mobley, M., Franks, R.P., & Tan, J.A. (2000). Multicultural counseling competencies: Verbal content, counselor attributions, and social desirability. *Journal of Counseling Psychology, 47*, 460-468.

## Cross-Cultural Psychology

Section 9.00-11.30 a.m.

25. Allwood, A., Bell-Dollan, D., Husain, S., & Arshad, M. (2002). Children's trauma and adjustment reactions to violent and nonviolent war experiences. *Journal of the American Academy of Child & Adolescent Psychiatry, 41*(4), 450-457.
26. Aronowitz, M. (1992). Adjustment of immigrant children as a function of parental attitudes to change. *International Migration Review, 26*, 89-110.
27. Cousin, S. D. (1989). Culture and self-perception in Japanese and verify this title in the United States. *Journal of Personality and Social Psychology, 56*, 124-131.
28. Erickson, C. D., & Al-Timimi, N. R. (2001). Providing mental health services to Arab Americans: Recommendations and considerations. *Cultural Diversity and Ethnic Minority Psychology, 7*(4), 308-327.
29. Geltman, P. (2002). War trauma experience and behavioral screening of Bosnian refugee children resettled in Massachusetts. *Journal of Developmental and Behavioral Pediatrics, 21*(4), 255-261.
30. Hanscom, K. L. (2001). Treating survivors of war trauma and torture. *American Psychologist, 56*(11), 1032-1039.
31. Kawanishi, Y. (1995). The effects of culture on beliefs about stress and coping: Causal attribution of Anglo-American and Japanese persons. *Journal of Contemporary Psychotherapy, 25*, 49-60.
32. Lay, C., & Verkuyten, M. (1999). Ethnic identity and its relation to personal self-esteem: A comparison of Canadian-born and foreign-born Chinese adolescents. *Journal of Social Psychology, 139*, 288-299.
33. Luk, C. L., & Bond, M. H. (1992). Chinese lay beliefs about the causes and cures of psychological problems. *Journal of Social and Clinical Psychology, 11*, 142-157.

34. Mehta, S. (1998). Relationship between acculturation and mental health for Asian Indian immigrants in the United States. *Genetic, Social, and General Psychology Monographs*, 124, 61-78.
35. Pruitt, D. G., & Olczak, P. V. (1995). Beyond hope: Approaches to resolving seemingly intractable conflict. In J. Z. Rubin (Ed.), *Conflict, cooperation, and justice: Essays inspired by the work of Morton Deutsch* (pp. 59-92). San Francisco: Jossey-Bass.
36. Roysircar, G. (in press). Religious differences: Psychological and sociopolitical aspects of counseling. *International Journal for the Advancement of Counseling*.

Section 4.30 a.m.-7.00 p.m.

37. Roysircar, G. (in press). Counseling and psychotherapy for acculturation and ethnic identity concerns with immigrants and international students: In T. Smith (Ed.), *Practicing multiculturalism: Affirming diversity in counseling and psychology* (pp 248-268). Boston, MA: Allyn & Bacon.
38. Roysircar-Sodowsky, G., & Frey, L. L. (2003). Children of immigrants: Their worldviews value conflicts. In P. Pedersen & J. C. Carey (Ed.), *Multicultural counseling in schools: A practical handbook* (2nd ed.; pp. 61-83). Boston: Allyn & Bacon.
39. Shonfeld-Ringel, S. (2001). A re-conceptualization of the working alliance in cross-cultural practice with non-western clients: Integrating relational perspectives and multicultural theories. *Clinical Social Work Journal*, 29, 53-63.
40. Sodowsky, G. R. (1991). Effects of cultural consistent counseling tasks on American and international student observers' perception of counselor credibility: A preliminary investigation. *Journal of Counseling and Development*, 69, 253-256.

#### Multicultural Psychology

41. Abreu, J. M. (2001). Theory and research on stereotypes and perceptual bias: A didactic resource guide for multicultural counseling trainers. *The Counseling Psychologist*, 29, 487-512.

Section 9.00-11.30 a.m.

42. Brown, L.S. (1996) Ethical concerns with minority patients. In R.P. Cabaj & T.S. Stein (EDS), *Textbook of homosexuality and mental health* (pp.897-916). Washington, DC: American Psychiatric Press.
43. Collins, K. S., Hughes, D. L., Doty, M. M., Ives, B. I., Edwards, J. N., & Tenney, K. (2002). *Diverse communities, common concerns: Assessing health care quality for minority Americans: Findings from the Commonwealth Fund 2001 health care quality survey*. Washington, DC: Author.
44. Comas-Diaz, L. (1993). Hispanic/Latino communities: Psychological implications. In D. R. Atkinson, G. Morten, & D. W. Sue (Eds.). *Counseling American minorities: A cross-cultural perspective* (4th ed. pp. 245-263). Madison, WI: Brown & Benchmark.
45. Copeland, E. P., & Hess, R. S. (1995). Differences in young adolescents' coping strategies based on gender and ethnicity, *Journal of Early Adolescence*, 15, 203-219.
46. Dunahoo, C., Hobfoll, S. E., Monnier, J., Hulsizer, M. R., & Johnson, R. (1998). There's more than rugged individualism in coping part 1: Even the Lone Ranger had Tonto. *Anxiety, Stress, and Coping*, 11, 137-165.
47. Garnets, L., Hancock, K.A., Cochran, S.D., Goodchilds, J., & Peplau, L.A. (1991) Issues in psychotherapy with lesbians and gay men: A survey of psychologists. *American Psychologist*, 46, 464-474.
48. Gatz, M., & Pearson, C. (1988). Ageism revised and the provision of psychological services. *American Psychologist*, 43, 184-188.
49. Green, R.J. (1996) Why ask, why tell? Teaching and learning about lesbians and gays in family therapy. *Family Process*, 35, 389-400.
50. Helms, J.E. (1984). Toward a theoretical explanation of the effects of race on counseling: A Black and White model. *The Counseling Psychologist*, 12(3-4), 153-165.
51. Hancock, K.A., Cochran, S. D., Goodchilds, J. & Peplau, L.A. (1991). Issues in psychotherapy with lesbians and gay men: A survey of psychologists. *American Psychologist*, 46,964-974.

52. Hanscom, K. L. (2001). Treating survivors of war trauma and torture. *American Psychologist*, 56(11), 1032-1039.
53. Hansen, N.D., Pepitone-Arreola-Rockwell, F., & Greene, A.F. (2000). Multicultural competence: Criteria and case examples. *Professional Psychology: Research and Practice*, 31(6), 652-660.
54. Hauff, E., & Vaglum, P. (1994). Chronic posttraumatic stress disorder in Vietnamese refugees. A prospective community study of prevalence, course, psychopathology, and stressors. *Journal of Nervous and Mental Disorders*, 182, 85-90.
55. Kaminer, D., Seedat, S., Lockhat, R., & Stein, D. J. (2000). Violent trauma among child and adolescent girls: Current knowledge and implications for clinicians. *International Clinical Psychopharmacology*, 15(Supp3), S51-S59.
56. Kulka, R. A., Schlenger, W.E., Fairbank, J.A., Hough, R. L., Jordan, K. B., Marmar, C. R., & Weiss, D. S. (1990). Trauma and the Vietnam War generation: Report of findings from the National Vietnam Veterans Readjustment Study. Philadelphia, PA: Brunner/Mazel.
57. LaFromboise, T.D., Trimble, J.E., & Mohatt, G.V. (1991). Counseling intervention and American Indian tradition: An integrative approach. *The Counseling Psychologist*, 18, 628-654.
58. Lee, E. (1997). Overview: The assessment and treatment of Asian American Families. In E. Lee (Ed.) *Working with Asian Americans: A guide for clinicians* (pp.3-36). New York: The Guilford Press.
59. Liem, R., Lam, B. A., & Liem, J. H. (2002). Acculturation and emotion among Asian Americans. *Cultural Diversity and Ethnic Minority Psychology*, 6, 13-31.
60. Markus, H. R. & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.
61. Marsella, A. J., Friedman, M. J., Gerrity, E. T., & Scurfield, R. M. (Eds.). (1996). *Ethnocultural aspects of posttraumatic stress disorder*. Washington, DC: APA. Chapter by I. M. Allen. PTSD among African Americans.
62. McIntosh, P. (2001). White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies. In M. L. Andersen & P. H. Collins (Eds.), *Race, class, and gender* (4th ed., pp. 95-105). Belmont, CA: Wadsworth/ Thompson.
63. Mollica, R.F., Wyshak, G., & Lavelle, J. (1987). The psychological impact of war trauma and torture on Southeast Asian refugees. *American Journal of Psychiatry*, 144, 1567-1572.
64. Murphy, J.A., Rawlings, E.I. & Howe, S.R. (2002) Survey of clinical psychologists on treating lesbian, gay, and bisexual clients. *Professional Psychology: Research and Practice*, 33(2), 183-189.
65. Nagayama Hall, G. C. (2001). Psychotherapy research with ethnic minorities: Empirical, ethical, and conceptual issues. *Journal of Consulting and Clinical Psychology* 69(3), 502-510.

Section 4.30-7.00 p.m.

66. Naumawicz, D. (2000). 'They took it all away from me': Croatian adolescent refugees and their identity development in war and peace. *Humanities and Social Sciences*, 60(8-A): 2848.
67. Palmore, E. (2001) The ageism survey: First findings. *Gerontologists*, 42, 572-575.
68. Ponterotto, J. G., Fuertes, J. N., & Chen, E. C. (2000). Models of multicultural counseling. In S. Brown & R. Lent (Eds.), *Handbook of counseling psychology* (3rd ed.) (pp. 639-669). New York: Wiley.
69. Ragan, A., & Bowen, A. (2001). Improving attitudes regarding the elderly population: The effect of information and reinforcement for change. *Gerontologist*, 41, 511-515.
70. Rosselo, J., & Bernal, G. (1999). The efficacy of cognitive-behavioral and interpersonal treatments for depression in Puerto Rican adolescents. *Journal of Consulting and Clinical Psychology*, 67, 734-745.
71. Rotter, J.C., & Casado, M. (1998). Promoting strengths and celebrating culture: Working with Hispanic families. *The Family Journal: Counseling and Therapy for Couples and Families*, 6, 132-136.
72. Roysircar, G., & Maestas, M. L. (2002). Assessing acculturation and cultural variables. In K.S. Kurasaki, S. Okazaki, & S. Sue (Eds.), *Asian American Mental Health: Assessment theories and methods* (pp. 77-94). New York, NY: Kluwer/Plenum.
73. Ruef, A., Litz, B., & Schlenger, W. (2000). Hispanic ethnicity and risk for combat-related posttraumatic stress disorder. *Cultural Diversity and Ethnic Minority Psychology* 6, 235-251.

74. Santiago -Rivera, A. L. (1995). Developing a culturally sensitive treatment modality for bilingual Spanish-speaking clients: Incorporating language and culture in counseling. *Journal of Counseling and Development*, 74, 12-21.
75. Sadowsky, G. R., & Taffe, R. C. (1991). Counselor trainees' analyses of multicultural counseling videotapes. *Journal of Multicultural Counseling and Development*, 19, 115-130.
76. Steele, C.M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6) 613-629.
77. Thompson, C. E., & Jenal, S. T. (1994). Interracial and intraracial quasi-counseling interactions when therapists avoid discussing race. *Journal of Counseling Psychology*, 41, 484-491.
78. Tsai, J. L., Ying, Y., & Lee, P. A. (2000). The meaning of "being Chinese" and "being American": Variation among Chinese American young adults. *Journal of Cross-Cultural Psychology*, 31, 302-332.
79. Uncapher, H., & Arean, P.A. (2000). Physicians are less willing to treat suicidal ideation in older patients. *Journal of the American Geriatrics Society*, 48, 188-192.
80. U.S. Congress Senate Special Committee on Aging (2002). The image of aging in media and marketing: A hearing before the special committee on aging. United States Senate, 107th Congress, second session. Washington, D.C. September 4, 2002. <http://pirl.access.gpo.gov/GOP/LPS26543>.
81. U. S. Department of Health and Human Services. (2001a). *Healthy People 2000: Understanding and improving health*. Rockville, MD: Author.
82. U.S. Department of Health and Human Services. (2001b). *Mental health: culture, race and ethnicity-A supplement to mental health: A report of the surgeon general*. Rockville, MD: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General.
83. Ying, Y., Lee, P. A., & Tsai, J. L. (2000). Cultural orientation and racial discrimination: Predictors of coherence in Chinese American young adults. *Journal of Community Psychology*, 28, 427-442.
84. Wangberg, F. (1991). Self-reflection: Turning the mirror inward. *Journal of Strategic and Systemic Therapies*, 10, 18-29.
85. Zhou, M. (1997). Growing up American: The challenge confronting immigrant children and children of immigrants. *Annual Reviews Sociology*, 23, 63-95.

### Theory

86. Bugental, J. F., & McBeath, B. (1995). Depth existential therapy: Evolution since WW II. In B. Bonger and L. E. Buetler (Eds.), *Comprehensive textbook of psychotherapy: Theory and practice* (pp. 111-122). New York: Oxford.
87. Burston, D. (2000). R. D. Laing's contribution to existentialism and humanistic psychology. *Psychoanalytic Review*, 87(4), 549-560.
88. Spinelli, E. (2000). Therapy and the challenge of evil. *British Journal of Guidance & Counseling*, 28(4), 561-567.

### Documentation of Learning

Students are required to demonstrate their learning in the following areas:

**Class Participation.** Students are expected to be conversant with the two textbooks, *Multicultural counseling competencies 2003: Association for Multicultural Counseling and Development* (Roysircar, Arredondo, Fuertes, Ponterotto, & Toporek, 2003) and *Multicultural counseling competencies: A guidebook of practices* (Roysircar, Sandhu, & Bibbins 2003) and with journal articles listed above. They will participate in small group discussions and writing group papers on the given literature.

**Papers:** Topics A, B, and D must be written according to the Publication Manual of the American Psychological Association (APA) (2001, 5th. ed.). Specifically, APA style must be observed for the title page, abstract, references in the text, the reference list, and levels of heading. Use of APA style will be taken into account for grading.

All papers will be proofread for mechanics, typos, and English language and revised before their submission to the instructor. Writing will be taken into account for grading.

A. Group Paper. A writing team of three to four students each group will write a review of the literature of 25 pages (not including the title page, abstract, and reference list) on multicultural counseling competencies, using the textbook, Roysircar, Arredondo et al. (2003). All chapters will need to be included in the paper in a thematic, integrated manner. You will be graded on the application of knowledge gained from the book. Group Paper A is due on February 23.

B. Group Paper. A writing team of three to four students will write a 25-page paper (excluding title page, abstract, and reference list) on the development of a community-based program of mental health services for a specific underserved population. You will propose plans to evaluate the services. The program development will be informed by the textbook, Roysircar, Sandhu, and Bibbins (2003). You will be graded on the application of knowledge gained from the book.

Group Paper B is due on March 22.

C. Four Article Summaries: Each student will provide comprehensive summaries on four assigned journal articles. Summary 1 is due on April 5; Summary 2 due on April 12; Summary 3 is due on April 19; and Summary 4 is due on April 26.

D. A 10-page paper (excluding title page, abstract, and reference list) will include the following contents:

Option One: a) biographical sketch of a culturally diverse individual gathered through 10 social interaction meetings, while keeping the person's identity anonymous, including name, location of residence, institutional affiliations, etc.; b) knowledge that you have gathered: through your interactions with the culturally diverse individual; through course readings on race, ethnicity, culture, sexual orientation, and ageism; and library research on multicultural variables as related to the individual you interacted with; c) presentation of quantitative and qualitative assessments of the individual you interacted with; d) a summary of a few critical incidents (see Roysircar, 2004) when multicultural aspects were addressed (directly or indirectly); e) how those incidents affected your cultural self-awareness and professional relationship; and f) your interviewee's feedback on your case conceptualization and your reaction to the feedback.

Option Two: a) a description of an organization where the service learning took place, including its policies, procedures, and services; b) knowledge of the history of type of organization (e.g., PFLAG; Unitarian Church; retirement home; ESL program) where you did your service learning; c) assessment of the multicultural organizational development of the institution where the service learning took place; d) a summary of a few critical incidents when multicultural aspects were addressed (directly or indirectly); e) how those critical incidents affected your cultural self-awareness and professional relationship; and f) and feedback from a leader within the organization where you did service learning on your case conceptualization and your reaction to the feedback.

This paper is due on May 10th.

E. Weekly, students will submit to the instructor a half-page to one-page Multicultural Self-Reflection Notes on each meeting with the culturally different person or for their service-learning project. These notes will be typed, double-spaced, and turned in to the instructor every Monday by 4.00 p.m., following a meeting. Late notes will not be accepted. Ten notes total are expected, one note for each of the 10 meetings. Each will give the relevant Monday date and meeting #. These Notes will be self-reflection and self-examination exercises on your assumptions, values, and biases. They should not be summaries of meeting contents. See Roysircar (2004) and Roysircar, Gard et al. (2003) for descriptions and guidelines for process notes.

Process Notes Dates and Session Numbers: 2/16 Session # 1; 2/23 Session 2; 3/1 Session # 3; 3/8 Session # 4; 3/22 Session # 5; 3/29 Session # 6; 4/5 Session # 7; 4/12 Session # 8; 4/19 Session # 9; 4/26 Session # 10; and 5/3 Session for termination and evaluation.

Please maintain the schedule for written work, as specified above.

An Extension for any requirement of this course is strongly discouraged and in all probability will not be granted.

### Schedule for Class Lectures and Student Presentations

The instructor's lectures are from the Handbook of multicultural counseling, 2nd edition (Ponterotto, Casas, Suzuki, & Alexander, 2001) and the Handbook of multicultural counseling (Ponterotto, Casas, Suzuki, & Alexander, 1995). Students present articles from Reference List presented above.

1/26/04

Explaining the syllabus. Articles assigned to students for class presentations. An introduction to the Multicultural Interactions project, including the interview process, assessments, and process notes. Students explore in small groups their cultural identity, using provided guidelines from Roysircar (2004).

2/2/04

Lecture: Culture-centered ethical guidelines for counselors (Pedersen 1995); Ethical decision making in multicultural counseling by C. R. Ridley et al. (2001). Reflecting teams.

Section I Articles: 1, and 2.

Section II: Articles: 13, 14, and 15.

2/9/04

Lecture: Psychotherapy as liberation: Toward specific skills and strategies in multicultural counseling and therapy (Ivey, 1995). A psychology of liberation for counseling African Americans confronting racism and oppression (Utsey, Bolden, & Brown, 2001). Reflecting teams.

Section I: Articles: 3, 4, and 5.

Section II: Articles: 16, 17, and 18.

2/16/04

Lecture: Advent of systems of care: Practice and research perspectives and policy implications (Casas, Pavelski, Furlong, & Zanglis, 2001); Counselor supervision: Cross-cultural perspectives (Brown & Landrum-Brown, 1995); Multicultural counseling supervision: An interactional process (Chen, 2001). Reflecting teams.

Section I: Articles: 6, 7, and 8.

Section II: Articles: 19, 20, and 21.

2/23/04

Group Paper A is due on February 23.

Lecture: Multicultural organizational development: Implications for the counseling profession (Sue, 1995); Multiculturalism on predominantly white campuses: Multiple roles and functions for the counselor (Grieger & Toliver, 2001). Reflecting teams.

Section I: Articles: 9, 10, and 11.

Section II: Articles: 22, 23, and 24.

3/1/04

Lecture: Multiculturalism at historically black colleges and universities: A case study of Howard University (Berg-Cross, Craig, & Wessel, 2001); The psychology of nigrescence: Revising the Cross model (Cross, 1995); Nigrescence theory and measurement: Introducing the Cross Racial Identity Scale (CRIS) (Cross & Vandiver, 2001). Reflecting teams.

Section I: Articles: 12, 25, and 26.

Section: Articles: 37, 38, and 39.

3/8/04

Lecture: An update of Helms' White and People of Color racial identity models (Helms, 1995); Race, power, and multicultural counseling psychology: Understanding privilege and color-blind racial attitudes (Neville, Worthington, & Spanierman, 2001). Reflecting teams.

Section I: Articles: 27, 28, and 29.

Section II: Articles: 40, 41, and 66.

3/22/03

Group Paper B is due March 22.

Lecture: Expanding our thinking about white racism: Facing the challenge of multicultural counseling in the 21st century (D'Andrea & Daniels, 2001); School counseling in a multicultural society by D. T. Sciarra. Reflecting teams.

Section I: Articles: 30, 31, and 32.

Section II: Articles: 67, 68, and 69.

3/29/03

Lecture: A working model in counseling recent refugees (Prendes-Lintel, 2001); Worldview: Recent developments and needed directions (Ibrahim, Roysircar-Sodowsky, & Ohnishi, 2001). Reflecting teams.

Section I: Articles: 33, 34, and 35.

Section II: Articles: 70, 71, and 72.

3/29/04

Lecture: The role of sexual orientation in multicultural counseling: Integrating bodies of knowledge (Lowe & Mascher, 2001); Counseling gays and lesbians (Handout by Roysircar).

Section I: Articles: 36, 42, and 43.

Section II: Articles: 73, 74, and 75. Reflecting teams.

4/5/04

Article Summary 1 due on April 5

Lecture: Hispanic identity development: Implications for research and practice (Casas & Pytluk, 1995); Multicultural family counseling: Toward cultural sensibility (Sanchez, 2001). Biracial identity development (Kerwin & Ponterotto, 1995). Reflecting teams.

Section I: Articles: 44, 45, 46.

Section II: Articles: 76, 77, and 78.

4/12/04

Article Summary 2 due on April 12

Acculturation measurement: Theory, current instruments, and future directions (Kim & Abreu, 2001); The acculturation of American Indians (Choney, Berryhill-Paapke, & Robbins, 1995). Reflecting teams.

Section I: Articles: 47, 48, and 49.

Section II: Articles: 79, 80, and 81.

4/19/04

Article Summary 3 due on April 19

Lecture: Practice with the Elderly (Handout by Roysircar); Qualitative research methods for multicultural counseling (Morrow, Raksha, & Castaneda, 2001); Cultural validity and inherent challenges in qualitative methods for multicultural counseling (Quintana, Troyano, & Taylor (2001).

Section I: Articles: 49, 50, 51, 52, 53, and 54.

Section II: Articles: 82, 83, 84. Reflecting teams.

4/26/04

Article Summary 4 due on April 26

Lecture: Religion and Spirituality: Practice Issues (Handout by Roysircar);

Section I: Articles: 55, 56, 57, 58, 59, and 60.

Section II: Articles: 85, 86, 87

5/3/04

Counseling and Disability (Handout by Roysircar); Reflecting Teams

Section I: Articles: 61, 63, 63,64, and 65

Section II: Articles: 88

5/10/04

Case Conceptualization paper due on May 10.

Workshop conducted by instructor: Interviews with Culturally Diverse Clients: Live Training in Multicultural Practice. Course evaluations.

Multicultural Interactions Project  
PY 777 Human Diversity and the Clinical Enterprise  
Antioch New England Graduate School  
Keene, NH

Informed Consent Form for Interviewee

I, \_\_\_\_\_, agree to be interviewed by a first-year clinical psychology doctoral student at Antioch New England Graduate School as part of a multicultural learning experience in the course PY 777 Diversity and the Clinical Enterprise. I am aware that this project will consist of ten 40-50 minute interview sessions in which the student-trainee and I will discuss issues of a multicultural nature. I am aware that this is a project of mutual dialogue and cooperative learning. The student-trainee will be attentive, empathic, and affirming of what I say. There are some benefits that the student trainee and I will experience. The interviews will provide us both with opportunities to explore our respective cultural backgrounds. We'll have a better understanding of the diversity among people. I'll have the opportunity to educate a future psychologist (and indirectly the field of psychology) on information of importance to me, and the student trainee will provide a written piece that documents my cultural and social experiences. In an effort to respect privacy, the student-trainee will keep my name and other potentially identifiable demographics anonymous in all discussions and papers.

I understand that the information obtained from the interviews may be studied for research purposes. All information used in research will be presented in such a way that I will not be identified. My name and other identifiable demographics will not be revealed in research, which might be in the form of publications and/or paper presentations. I give permission for the interview information to be researched. If I have any concerns regarding interview information being studied for research, I can inform the student trainee about my concerns and can withdraw my consent to research at any time during or after the completion of the interviews.

\_\_\_\_\_

Signature of interviewee date Signature of student trainee date

Typed name of interviewee Typed name of student trainee

Service Learning Project: Sample Letter of Information to an Organization

Date

To Whom It May Concern:

I have recently moved to (name of town) and enrolled as a doctoral student in the clinical psychology program at Antioch New England Graduate School. I am writing to you about the possibility of doing a service-learning project with the \_\_\_\_\_ (name of the organization).

In a course this semester, Human Diversity and the Clinical Enterprise, our professor has given us an experiential assignment. Instead of learning about multicultural and diversity issues purely through reading and discussion, she has asked us to connect with people and social/human service organizations in the community and by so doing to increase our skills and sensitivities to work with diverse people. I wonder if there is a way that I could benefit the work of your agency, while meeting the requirements of my course.

There are many possibilities for my class assignment. The main requirement is that I meet people, learn about their experiences, and write about them. Naturally, I would disguise the writings to maintain privacy. One possibility is that I meet with one person once a week for ten weeks. Other possibilities include: interviewing a few different people and writing a piece for your newsletter; providing someone practice in English conversation with emphasis on learning about the person's experiences; attending community events or presentations related to immigration and culture; or convening a group to discuss acculturation issues and/or watch a culturally-related videotape and discuss the video in the group. The assignment is to be ten hours total spread over ten weeks. As someone new to (name of town), I am very interested in making connections with people and organizations in this area.

I have spent some time in \_\_\_\_\_ (name of a country other than the U.S.) and I speak a little bit of \_\_\_\_\_ (a language other than English). I believe that I could benefit your agency by providing conversational practice for a non-English speaker, giving your constituents an opportunity to educate a future psychologist (and indirectly the field of psychology), and providing a written piece that documents someone's cultural experiences.

I look forward to hearing from you soon. You can call me at --- --- --- or e-mail me at \_\_\_\_\_. Thank you for your time and consideration.

Sincerely,

\_\_\_\_\_  
Signature

Typed Name of Student Trainee

Cc. Executive Director