

PSYCHOLOGY 827: MULTICULTURALISM AND CLINICAL PSYCHOLOGY
Spring 2019 – Wednesdays 9-11:30am, 261 Davie Hall

Instructor: Anna Bardone-Cone, PhD
Office: 268 Davie Hall
Office Hours: by appointment

Note: This syllabus is subject to change. You are responsible for keeping informed of any changes, which will be announced in class and on Sakai (<https://sakai.unc.edu/welcome/>).

COURSE READINGS

Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th Edition). Hoboken, NJ: Wiley & Sons. (available for purchase at the UNC Bookstore & online)

Articles available on Sakai.

COURSE DESCRIPTION & GOALS:

This course is intended to facilitate the exploration of the role of diversity, broadly defined, in clinical psychology. We will focus on both clinical practice (therapy, assessment) and research, although aspects of this class are also expected to apply to teaching in psychology. Diversity includes, but is not limited to: race, ethnicity, age, gender, gender identity, sexual orientation, socio-economic status, disability status, language, national origin, geographic region, and religion. Our approach will be guided by the multicultural counseling competencies framework that emphasizes ongoing work toward three goals: (1) awareness of one's own assumptions, values, and biases; (2) knowledge about the worldview of diverse clients; and (3) development of therapeutic skills in terms of intervention strategies and techniques, all in the context of cultural humility.

The course is structured for learning and growth to occur through a variety of ways including readings, discussions (small group and large group), writing assignments, videos/film/theater, guest speakers, in-class activities, and student-led instruction and guidance of the class on specific topics of diversity.

My overall goal is to create an environment where we can all be actively engaged in learning about a variety of topics related to multiculturalism and clinical psychology. More specific course objectives, tied to the three goals listed above, include:

- (1) To examine our cultural identities and associated values/biases/perspectives and to recognize how these may influence our interactions with others.
- (2) To increase our knowledge about culturally diverse groups and their worldviews.
- (3) To be able to develop skills that facilitate multiculturally sensitive and competent interventions, assessments, and research

Due to the awareness component of the course (see specific objective #1), there will likely be topics that are particularly sensitive, topics that may evoke strong emotions and confusion. These discussions and topics are opportunities for learning about others' perspectives and about ourselves. In order for us all to grow in these areas, it is critical that the class be a safe environment for everyone to speak. Some important aspects of such an environment include: confidentiality, respect, taking chances, and open-

mindedness. We will discuss in class other guidelines that seem important in facilitating the classroom environment that will, in turn, facilitate open discussion and growth.

The knowledge component of the course (see specific objective #2) requires an acknowledgment that as important as it is to gain knowledge about different cultural groups and their worldviews, it is equally if not more important to avoid stereotypes and cultural assumptions without proper assessment. As we learn about a particular multicultural group and discuss issues/themes often associated with working with individuals in that group, we must remember that there is as much, if not more, intragroup variability as there is intergroup variability. You can think of the knowledge piece as aspects of different groups to be aware of and to consider as potentially applicable in working therapeutically with diverse clients and doing research with diverse populations.

COURSE COMPONENTS

Additional details may be provided in class and/or on Sakai on the various course components. In brief:

Weekly readings and class participation

Because this class will involve significant discussions, it will be important that you have completed readings prior to class and thought about them so that you are ready to contribute during class. Readings will come from the Sue & Sue textbook and from articles that will be available on Sakai. While participation in discussions will be an important part of the course, no one will be expected to disclose personal information they do not want to share.

Discussion seeds

To help facilitate discussion on aspects of the readings you are most interested in/have the most questions about, you will contribute “discussion seeds” on the readings. I will use these discussion seeds in developing class plans, so it will help for your contributions to be ones that will stimulate a good discussion of what you read. Discussion seeds can be: empirical questions generated by the readings... contradictions/controversies you identify... critiques of specific aspects of the research... comments about unusual or creative aspects of research design... interesting clinical implications... how the readings fit (or don't fit) with other work discussed... novel future research directions... novel policy implications... observations that connect the readings to your own research or other class discussions/readings... an aspect of a reading you were unclear about... interpretations you disagree with (& why) or alternative interpretations you think should be considered. It is important that the discussion seeds *not* be just a summary of the readings.

Discussion seeds can be written in paragraph form or bulleted form and should include 2-3 clearly distinct issues/questions. At least two of the readings should be explicitly represented in your discussion seeds each week you submit them (i.e., indicate which reading is prompting which issue/question).

Due: via Sakai drop box or via an email to me by 12pm on the Tuesday before the class discussion of the relevant readings – please put in the subject heading “discussion seed” and the date of the discussion (e.g., discussion seed – 1/16)

Note. You are required to submit discussion seeds for 4 of the 6 following dates of class discussion: 1/16, 1/23, 1/30, 2/6, 2/13, 2/20. You are responsible for making sure you have submitted discussion seeds 4 times by 2/20.

Cultural audit

Modifying definitions of “audit” to focus on culture rather than finances, we can think of a “cultural audit” as: “a complete and careful examination of (the cultural background) of a person; a methodical examination and review of one’s (cultural background).” Your “cultural audit” for this class will involve two components:

- (1) The completion of several self-evaluation worksheets/surveys as part of beginning your self-reflection regarding your current cultural competence and your cultural identity and its influence (completed outside of class), along with the development of a cultural genogram (started in class, completed outside of class). The goal is true self-reflection and your self-evaluation worksheets and cultural genogram will *not* be turned in – they are only for your eyes as part of preparing for your cultural audit. The worksheets/surveys will be available on Sakai.

- (2) The write-up of the cultural audit itself. In this report you will consider how your cultural background and current level of multicultural competence informs at least 2 of these areas: your clinical work (e.g., therapy, assessment, and/or supervision), your research, and your teaching. In writing about this topic, you can include assumptions/biases you identified in the domains listed in the Therapist Cultural Self-Assessment Worksheet, as well as how you feel you currently incorporate issues of multiculturalism – or, if you do not, what you identify as barriers to doing so. This is a reflective paper rather than a research paper and is expected to be based on your review of your cultural background and your current understanding of issues in multiculturalism. Depth rather than breadth is preferred, so rather than touching on all the domains in the worksheets, it will be best if you focus on the domains you find the most salient to you.

Due: electronically by email or drop box by 11:59pm on Wednesday, January 30th

Length: 3 to 5 pages double-spaced.

Interview

For this project you will be asked to seek out someone who differs from you on at least two of various dimensions of diversity (e.g., race, ethnicity, gender, gender identity, sexual orientation, socioeconomic class, religion, age, national origin, ability, political orientation) and who is willing to speak frankly about how these parts of their identities influence their day-to-day experiences and have influenced who they are today. You are expected to go into the interview with several thoughtful questions written out and to take notes on the interviewee’s responses during the interview or after (or to audiotape their responses, with their permission). Ideally, this will be more of a discussion between the two of you on the topic of aspects of diversity rather than a Q&A exchange. You will not write the notes/audiorecording up in a paper, but are expected to bring your notes in to a meeting with me to discuss the interview. (If you audiorecord and don’t take notes, then I expect you to still generate notes from the interview/audiorecording that you bring in to our meeting.)

Due: Meetings to discuss the interview will occur the first week of April – I will send out a scheduling poll for these meetings. Plan accordingly so that you will have completed your interview and been able to reflect on it before meeting with me to share the experience and what you learned.

Research proposal

For this proposal, you will be asked to work within your research area of interest. Components include:

1) 1-2 paragraphs summarizing the research you have been doing and why it is important. If you have been incorporating diversity in your research, elaborate here on how you have been doing that and what you have found.

2) 2-3 paragraphs on how your field of research has been incorporating diversity. If your field is good in this regard, you may need to be selective and focus on just some aspects of diversity and what has been found. If your field is not good in this regard, then some of this text will involve you highlighting diversity needs in your research area.

3) Decide on a way you would like to incorporate diversity into a research program of interest to you (your current research activities or future ones you would like to engage in). This should be distinct from diversity-related research you have been involved in. Present in bulleted or outline form after the aforementioned paragraphs AND in PowerPoint slides (e.g., a few slides with bullets with the info below):

- * the research question(s) you want to address

- * why this is an important research question(s)

- * your hypothesis for the research question(s)

- * study methodology to address your research question(s) – e.g., recruitment strategy, study design, constructs to be assessed, measures used

- * challenges you anticipate in carrying out this research proposal

- * interpretations and implications of possible findings

Best would be to think of a rich, multi-layered research question that could be grounded in theory – for example, if your focus is on social media and depression, and you want to bring gender (within a binary perspective) into this, rather than asking “is there a stronger relationship between social media use and depression among female adolescents than male adolescents?,” it would be better to ask something like “how does the relationship between social media use and depression compare for female and male adolescents and does social comparison moderate this relationship differently by gender?”

4) A list of references cited in the three components listed above (i.e., the paragraphs and the bullets/outline)

Due: both the text (all of the above) and the PowerPoint (of the bullet points – i.e., info in #3) should be submitted electronically to [drop box](#) by 11:59pm on Tuesday, April 23rd – this is the day before our last classroom meeting.

Note: This should be a well thought-out proposal, but it is not expected to be at the level of polish of a grant proposal. It should be a good starting point for a meaningful discussion in class at our last Davie Hall meeting.

Group presentation

You will be assigned to present on a specific topic of diversity as part of a group (3-4 students). The diversity topic will likely come from this list: gender, gender identity, sexual orientation, social class, ability, age, religion, and specific ethnic/racial groups such as African Americans, Native Americans, Asian Americans, and Latino/as. Other diversity topics are also possible as presentation topics.

Of course, it seems odd (to say the least) to suggest that you will be covering all of a particular group’s experience in a presentation – that’s not what this activity is aiming for. Instead, it will often be best to focus on a particular set of issues relevant to the group you are assigned to (e.g., presenting on what we know about African Americans and stereotype threat and discrimination).

You are expected to review the literature on your particular topic/set of issues in preparation for your presentation and to provide the following:

- (1) 3 readings for the class to read prior to your presentation (a maximum of one of these can come from Sue & Sue). You must post these readings on Sakai by the Thursday before your presentation to give your classmates about a week to do the readings.
- (2) A Power Point presentation – this could be a core part of the presentation or a brief part and should be posted on Sakai before class on the date of your presentation.
- (3) An experiential experience as part of your presentation (e.g., role plays, group activities).
- (4) An annotated bibliography of 12-15 articles/chapters (including the 3 articles the class will read) posted on Sakai on the date of your presentation. The annotated bibliography should provide a good overview of, in the example of an empirical paper, the research question(s), methods, and key findings and conclusions, along with a statements as to why the article makes an important contribution to your topic. A sample of an annotated bibliography will be posted on Sakai as a model.

The presentation will be evaluated as follows: 20% for organization of presentation, 40% for content (breadth, depth), 25% for the ability to get the class engaged/involved (i.e., success of experiential experience); and 15% for the annotated bibliography. In your presentation, make sure to include information related to clinical work (i.e., therapy and/or assessment) and research.

Due: dates for group presentations will be assigned, but will start on February 27th and run through April 17th.

Length: the presentation should be 1.25-1.5 hours in length and will begin at the start of class (i.e., 9am).

Note: on occasion, student presenters have brought in a relevant guest speaker – if you are interested in doing this, check in with me first.

COURSE EVALUATION

Your final grade for this course will be based on how successfully you complete/perform the following:

Class participation	15%
Discussion seeds <i>**due via email by 12pm Tuesday before classes scheduled for 1/16, 1/23, 1/30, 2/6, 2/13, 2/20</i>	5%
Cultural audit <i>**due electronically on 1/30**</i>	10%
Interview <i>**completed in advance of your meeting with Anna which will be scheduled for the first week of April**</i>	20%
Research proposal <i>**due electronically on 4/23**</i>	20%
Group presentation <i>**running 2/27 – 4/17**</i>	30%

Grades for all of the above components will be assigned on a High Pass/Pass/Low Pass/Fail basis. In most cases, students will receive a “Pass,” reflecting that they have performed well and as expected for their year and the class. The grades on assignments and participation will be weighted according to the percentages listed above to determine the final course grade.

RESOURCES

For readings, additional course information, and class updates...

Readings, additional information about course components, and class updates will be posted on Sakai (<https://sakai.unc.edu/welcome/>) which can be accessed with your onyen and password.

For assistance with writing...

The Writing Center (919-962-7710, located in SASB North, Suite #0127, <http://writingcenter.unc.edu>) is a good resource with writing consultants specifically trained to help students improve their writing.

For assistance regarding a disability...

In compliance with UNC policy and federal law, qualified students with disabilities are eligible to receive “reasonable accommodations to ensure equal access to education opportunities, programs, and activities” (<https://accessibility.unc.edu/policies>). If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately either after class or in my office. To request academic accommodations (for example, a notetaker), students must register with the Office of Accessibility Resources & Service (919-962-8300; accessibility@unc.edu; <http://accessibility.unc.edu/>), the office responsible for reviewing documentation about disabilities and for helping to plan accommodations consistent with course requirements. I will accommodate the special needs of individuals upon receiving official notice from this office.

For academic honesty/UNC Honor Code...

Academic integrity and honesty are fundamental to the activities and principles of a university. While this class encourages much collegial collaboration in the form of sharing materials, discussing ideas, and providing feedback, it is expected that any individual work you submit in this course will be *your own* work. For information on UNC’s Honor Code and academic integrity, please see: <http://studentconduct.unc.edu/honor-system>.

WEEK 1 – 1/9/19

INTRODUCTION & HISTORICAL OVERVIEW

Smith, T. B., Richards, P. S., Granley, H. M., & Obiakor, F. (2004). Practicing multiculturalism: An introduction. In T.B. Smith (Ed.), *Practicing multiculturalism: Affirming diversity in counseling and psychology* (pp. 3-16). Boston: Pearson Education Inc.

APA's Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality (2017) – download pdf from here: <http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>

Read the following:

- pp. 4-13
- p. 97 (Figure 1)
- for pp. 16-96 (V. Guidelines), you will be each be assigned one guideline to read carefully (i.e., all the content after the guideline up until the next guideline – will typically include an “Introduction/Rationale” section and an “Applications to Practice, Research, and Consultation” section)

Leong, F. T. L., Pickren, W. E., & Tang, L. C. (2012). A history of cross-cultural clinical psychology and its importance to mental health today. In E. C. Chang, A. Downey (Eds.), *Handbook of race and development in mental health* (pp. 11-26). NY: Springer.

WEEK 2 – 1/16/19

DEFINING MULTICULTURAL COUNSELING and EXPLORING YOUR CULTURAL LENS

Sue & Sue (2016) – Chapters 2 & 3

Henry, S. E., & Verica, J. M. (2015). (Re)visioning the self through art. *Educational Studies: Journal of the American Educational Studies Association*, 51, 153–167. <https://doi.org/10.1080/00131946.2015.1015353>

Lee, O. E.-K., & Priester, M. A. (2015). Increasing awareness of diversity through community engagement and films. *Journal of Social Work Education*, 51, 35–46. Retrieved from [https://auth.lib.unc.edu/ezproxypass:\[_\]auth.php?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-00492-004&site=ehost-live&scope=site](https://auth.lib.unc.edu/ezproxypass:[_]auth.php?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-00492-004&site=ehost-live&scope=site)

WEEK 3 – 1/23/19

PRIVILEGE/OPPRESSION

Sue & Sue (2013) – Chapters 5 & 6

Black, L. L., & Stone, D. (2005). Expanding the definition of privilege: The concept of social privilege. *Journal of Multicultural Counseling and Development*, 33, 243-255.

Hook, J. N., Farrell, J. E., Davis, D. E., DeBlaere, C., Van Tongeren, D. R., & Utsey, S. O. (2016). Cultural humility and racial microaggressions in counseling. *Journal of Counseling Psychology, 63*, 269–277. <https://doi.org/10.1037/cou0000114>

McIntosh, P. White privilege: Unpacking the invisible knapsack. This excerpt of the original work (McIntosh, P., 1988) published by the Wellesley Centers for Women: Seeking Educational Equity and Diversity (SEED). (pp. 1-4)

****Guest speaker:** Scott Schwartz, PhD**

WEEK 4 – 1/30/19

CULTURAL IDENTITY DEVELOPMENT

Sue & Sue (2016) – Chapters 11 & 12

Morgan, E. M. (2016). Contemporary issues in sexual orientation and identity development in emerging adulthood. In J. J. Arnett, J. J. Arnett (Eds.), *The Oxford handbook of emerging adulthood* (pp. 262-279). New York: Oxford University Press.

Yip, T. (2018). Ethnic/racial identity—A double-edged sword? Associations with discrimination and psychological outcomes. *Current Directions in Psychological Science, 27*, 170–175. <https://doi.org/10.1177/0963721417739348>

Moradi, B., & Grzanka, P. R. (2017). Using intersectionality responsibly: Toward critical epistemology, structural analysis, and social justice activism. *Journal of Counseling Psychology, 64*, 500–513. <https://doi.org/10.1037/cou0000203> ****reading added by Dr. Neblett**

****Guest speaker:** Enrique Neblett, PhD**

****Guest panelists** on the topic of aging: Chad Bardone and Cecilia Bardone**

****Cultural audit due electronically by 11:59pm on 1/30/19****

WEEK 5 – 2/6/19

AGING

Sue & Sue (2016) – Chapter 24

Plus the following 2 chapters available online through UNC library system: <https://ebookcentral-proquest-com.libproxy.lib.unc.edu/lib/unc/detail.action?docID=5203150>

Hiroto, K. E., & Yarry, S. J. (2018). Cultural differences in aging experiences of ethnic and sexual minority older adults. In B. P. Yochim & E. L. Woodhead (Eds.), *Psychology of aging: A biopsychosocial perspective*. (pp. 299–321). New York, NY: Springer Publishing Co.

Woodhead, E. L., Brown, P., & Kwan, V. (2018). Mental health and aging. In B. P. Yochim & E. L. Woodhead (Eds.), *Psychology of aging: A biopsychosocial perspective*. (pp. 135–156). New York, NY: Springer Publishing Co.

****Guest speaker:** Bryan Godfrey, LCSW and Ana Lategan, social worker******

WEEK 6 – 2/13/19

ASSESSMENT & THERAPY

Sue & Sue (2016) – Chapters 7, 8, 9, & 13

****Guest speaker:** Ilana Krakauer, PhD******

WEEK 7 – 2/20/19

RURAL POVERTY

Bradley, J. M., Werth, J. L., Hastings, S. L., & Pierce, T. W. (2012). A qualitative study of rural mental health practitioners regarding the potential professional consequences of social justice advocacy. *Professional Psychology: Research and Practice, 43*, 356-363.

Moody, L. N., Satterwhite, E., & Bickel, W. K. (2017). Substance use in rural Central Appalachia: Current status and treatment considerations. *Journal of Rural Mental Health, 41*(2), 123–135.
<https://doi.org/10.1037/rmh0000064>

Riding-Malon, R., & Werth, J. L. (2014). Psychological practice in rural settings: At the cutting edge. *Professional Psychology: Research and Practice, 45*, 85-91.

****In-class viewing & discussion of the documentary *Rich Hill* (1 hour 31 minutes)****

WEEK 8 – 2/27/19

STUDENT PRESENTATIONS

Topic: Religion

Presenters: Henry, Sarah F, Sarah O

3 articles/chapters from presenters

WEEK 9 – 3/6/19

STUDENT PRESENTATIONS

Topic: Immigrants & Refugees

Presenters: Ale, Jen, and Rachel

3 articles/chapters from presenters

WEEK 10 – 3/13/19

****SPRING BREAK – NO CLASS****

WEEK 11 – 3/20/19

STUDENT PRESENTATIONS

Topic: Military/Veterans

Presenters: Katie, Kelsey, Liz

3 articles/chapters from presenters

WEEK 12 – 3/27/19

****NO CLASS****

WEEK 13 – 4/3/19

STUDENT PRESENTATIONS

Topic: Ability

Presenters: Effua, Kiki, Rina

3 articles/chapters from presenters

*****Interview meetings* scheduled for this week****

WEEK 14 – 4/10/19

STUDENT PRESENTATIONS

Topic: Gender Identity

Presenters: Chloe, Jacquee, Maya

3 articles/chapters from presenters

WEEK 15 – 4/17/19

Topic: Socioeconomic Status

Presenters: Danielle, Laura, Raelyn

3 articles/chapters from presenters

WEEK 16 – 4/24/19

RESEARCH

Kidd, S., Davidson, L., Frederick, T., & Kral, M. J. (2018). Reflecting on participatory, action-oriented research methods in community psychology: Progress, problems, and paths forward. *American Journal of Community Psychology*, 61(1–2), 76–87. <https://doi.org/10.1002/ajcp.12214>

Lau, A. S., Chang, D. F., & Okazaki, S. (2010). Methodological challenges in treatment outcome research with ethnic minorities. *Cultural Diversity and Ethnic Minority Psychology*, 16, 573 – 580.

Plus the following chapter available online through UNC library system:

<https://link.springer.com/book/10.1007%2F978-3-319-27580-2>

Dixon, L., Salinas, M., & Marques, L. (2016). Advances and challenges in conducting research with diverse and vulnerable populations in a healthcare setting: Reducing stigma and increasing cultural sensitivity. In R. Parekh & E. W. Childs (Eds.), *Stigma and prejudice: Touchstones in understanding diversity in healthcare* (pp. 303–324). Totowa, NJ: Humana Press.

****Research proposal due electronically by 11:59pm on 4/23/19 – i.e., the day before our last class****

DATE in April 24-28 (specific date to be decided on as a class)

Class attendance of a performance of *Your Healing is Killing Me* at PlayMakers Repertory Company (<http://playmakersrep.org/show/your-healing-is-killing-me/>), followed by a discussion on-site. From the website: “When a health system based in capitalism meets a Queer, Chicana body, its full limitations come into sharp focus. The result is a manifesto full of clarity into the revolution that must come in order for our society to truly care for its most vulnerable.” Tickets are \$10 for students and seating is general admission. This replaces the class canceled on 3/25.