

Objectives: The course will have an applied focus and deal with cross-cultural issues as they apply to mental health and school counseling settings. The specific objectives of the seminar are:

- a. Critically evaluating the assumptions underlying our current methods of counseling and psychotherapy.
- b. Understanding the impact of sociopolitical influences on diverse populations
- c. Identifying the barriers to counseling diverse populations in individual, group, and family counseling and psychotherapy
- d. Being aware of the impact of identity development among ethnic minority and white populations
- e. Considering the values, experiences and beliefs of different ethnic minority groups and other diverse populations
- f. Developing appropriate assessment and intervention strategies with diverse populations in mental health clinics and school settings.
- g. Contributing to “best practices guidelines” and “evidence-based practice” or “practice-based evidence” in work with specific diverse populations

This class will meet at least the following Basic CACREP Standards [Content Areas]:

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;
- e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

This class will meet at least the following CACREP Knowledge and Skill Outcomes for School Counseling Program Competency:

Diversity and Advocacy

/Knowledge

4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement. *[This will be assessed through the required reaction papers that reflect the level of student knowledge through the readings and class content.]*

This class will meet at least the following CACREP Knowledge and Skill Outcomes for Mental Health Counseling Program Competencies:

Diversity and Advocacy

/Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.
5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare. *[This will be assessed through the required reaction papers that reflect the level of student knowledge through the readings and class content.]*

Knowledge and Skill Outcomes for School Counseling Program Competency Diversity and Advocacy

/Knowledge 4: are assessed through the 19 required reaction papers assigned for all weeks of class.

Knowledge and Skill Outcomes for Mental Health Counseling Program Competencies

Knowledge 1 & 2: are assessed through the 19 required reaction papers assigned for all weeks of class.

Required Readings: Required readings will consist of selected articles and chapters and posted on Canvas.

March 29 **Introduction: Class Overview and discussion**

March 31 **Culture and Healing**

Readings: Torrey, E. F. (1986). *Witchdoctors and Psychiatrists*, Chapters 1, 2, & 3, New York, NY: Harper Collins.

April 5 **A Living Systems Perspective and worldview**

Video: "Mindwalk" (selected scenes)

Colbin, A. (2003). Systems Theory: An Overview, Research Paper.

Kimmerer, R. W. (2013). *The three sisters. Braiding sweetgrass: Indigenous wisdom, scientific knowledge, and the teachings of plants.* Minneapolis, MN: Milkweed Editions.

April 7 **World View Impact**

Discussion on systems theory and world view

Hills, M. D. (2002). Kluckhohn and Strodtbeck's values orientation theory. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 6, Chapter 3), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA.

Smith, L. T. (2007). Research through imperial eyes. In, *Decolonizing methodologies: Research and indigenous peoples.* New York, NY: Ed Books, Ltd.

[Readings address CACREP Basic Standard 2a]

[Addresses CACREP Basic Standard 2b-experiential learning]

April 12 **World View Impact**

Readings: Scheurich, J. J., & Young, M. D., (2002). Coloring epistemologies: Are our research epistemologies Racially biased? In, Scheurich, J. J. (Ed.), *Anti-racist scholarship: An advocacy.* New York, NY: State University of New York Press.

Fernando, S. (2010). Application of psychiatry: Bias and imperialism. In, *Mental health, race and culture, 3rd edition.* New York, NY: Palgrave-MacMillan.

[Readings address CACREP Basic Standard 2a]

Video: In the White Man's Image

[Addresses CACREP Basic Standards 2a, 2b, 2f]

April 14 **When World Views Collide**

Miller, J., & Garran, A. M., (2008). A brief history of racism in the United States and Implications for the helping professional. *Racism in the United States: Implications for the helping professions*, Belmont, CA: Thomson Brooks/Cole.

[Readings address CACREP Basic Standard 2a]

April 19 **On Whiteness**

Readings: Katz, J. (1985). "The Sociopolitical Nature of Counseling," *The counseling psychologist*, *13*, 4, 615-624.

Yamato, J. (1992). "Something about the subject makes it hard to name," in P. S. Rothenberg (Ed.), *Race, class, & gender in the United States: An integrated study, (Fourth Edition)* (pp. 146-154). New York, NY: St. Martin's Press.

McIntosh, P. (1988). "White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies", Wellesley Center for Research on Women, Working Paper No. 189. Wellesley, MA: Wellesley College Press.

[Readings address CACREP Basic Standard 2b, 2e, 2f]

Video: True Colors; video excerpts

[Addresses CACREP Basic Standard 2a, 2b, 2e]

April 21 **White identity development/How to be a competent White clinician**

Readings: Sue, D. W., & Sue, D. (2008). White racial identity development: Therapeutic implications, Chapter 11, *Counseling the Culturally diverse, Theory and Practice, 5th Edition*, New York, NY: John Wiley & Sons.

Jome, L. M. & Moody, M. J., (2002). How to develop cultural competence as a White clinician. *Innovations in clinical practice: A source book.* 20, 355-371.

April 26 **Acculturation and Ethnic Identity Development**

Readings: Sue, D. W., & Sue, D. (2008). Racial and cultural identity development in people of color:

Therapeutic implications. Chapter 10. *Counseling the culturally diverse: Theory and Practice*, 5th Edition. New York: John Wiley & Sons.

Phinney, J. S. & Rotheram, M. J. (1987). Introduction: Definitions and perspectives in the study of children's ethnic socialization. *Children's ethnic socialization: Pluralism and development*, (pp. 10-28). Thousand Oaks, CA: Sage Publications.

[Readings address CACREP Basic Standard 2a, 2b, 2e, 2f]

April 28 **Power**

Readings: Pinderhughes, E. (1989) Understanding power, Chap. 6, in *Understanding race, ethnicity, and power: The key to efficacy in clinical practice*. New York, NY: Free Press.

[Readings address CACREP Basic Standard 2a, 2e, 2f]

Video: "The Color of Fear"

[Addresses CACREP Basic Standard 2b]

May 3 **Internationalizing Psychology/Social Justice**

Hogan, J. D., & Vaccaro, T. P. (2007). International perspectives on the history of psychology. In, Stevens, M. J. & Gielen, U. P. (Eds.), *Toward a global psychology: Theory, research, intervention, and pedagogy* (pp. 39-67). Mahwah, NJ: Lawrence Erlbaum Associates.

Marsella, A. J. (2007). Education and training for a global psychology: foundations, issues, and actions. In, Stevens, M. J. & Gielen, U. P. (Eds.), *Toward a global psychology: Theory, research, intervention, and pedagogy* (pp. 333-361). Mahwah, NJ: Lawrence Erlbaum Associates.

Kakkad, D. (2005). A new ethical praxis: psychologists' emerging responsibilities in issues of social justice. *Ethics & behavior*, 15(4), 293-308.

[Readings address CACREP Basic Standard 2a, 2e]

May 5 **Ethnicity and Family Therapy NOTE: MID-TERMS ARE DUE!!!**

Readings: McGoldrick, M., Giordano, J., & Pearce, J.K. (Eds.). (1996). Ethnicity and family therapy: Overview, In, *Ethnicity and family therapy, 2nd Ed.*. Guilford: New York.

Kagiticbasi, C. (2002). A model of family change in cultural context. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 13, Chapter 1), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA.

[Readings address CACREP Basic Standard 2a, 2b, 2e, 2f]

May 10 **Counseling with Asian Populations**

Readings: Chao, C.M. (1992). The inner heart: Therapy with Southeast Asian families. In Vargas, L.A. & Koss, Chiolno, J.D. (Eds.). *Working with culture: Psychotherapeutic interventions with ethnic minority children and adolescents*. San Francisco, CA: Jossey-Bass.

Yi, K. (1998). Case report: Shin-byung (Divine Disease) in a Korean woman. *Asian American Psychologist*, October, 15-16.

Miyamoto, J. Poem, "What Are You?"

Tanaka-Matsui, J. (2004). Japanese forms of psychotherapy: Naikan therapy and Morita therapy. In, Gielen, U. P., Fish, J. M. & Draguns, J. G. (Eds.), *Handbook of culture, therapy, and healing*. Mahwah, NJ: Lawrence Erlbaum Associates.

[Readings address CACREP Basic Standard 2b, 2e, 2f]

May 12 **Counseling with East Indian Populations**

Readings: Chakkarath, P. (2005). What can Western Psychology learn from Indigenous Psychologies? Lessons from Hindu Psychology. In, W. Friedlmeier, P. Chakkarath, & B. Schwarz, (Eds.), *Culture and human development: The importance of cross-cultural research for the social sciences*. Hove, England: Psychology Press/Erlbaum (UK) Taylor & Francis, pp. 31-51.

Ramalingam, P., & Nath, Y. (2012). School psychology in India: A vision for the future. *Journal of the Indian academy of applied psychology*, 38(1), 22-33.

[Readings address CACREP Basic Standard 2b, 2e, 2f]

May 17 **Counseling with African American Populations**

Readings: Russell, K.K. (1987). Growing up with privilege and prejudice. *New York Times Magazine*, 136, 69-74.

Franklin, J. H. (1986). The forerunners. *American Visions: Commemorative Issue*.

Parham, T. A. (2002). Counseling models for African Americans: The what and how of counseling. In, Parham,

T. A. (Ed.); *Counseling persons of African descent: Raising the bar of practitioner competence* (pp. 100-118). Thousand Oaks, CA: Sage Publications, Inc.

Williams, C. B. (2005). Counseling African American Women: Multiple Identities--Multiple Constraints. *Journal of Counseling & Development*, 83(3), 278-283.
[Readings address CACREP Basic Standard 2b, 2e, 2f]

May 19 **Counseling Issues with LGBT Populations**

Readings: Jennings, K. (1994). American dreams. In Singer, B.L. (Ed.). *Growing up gay/growing up lesbian*. New York: New Press.

Comstock, D. (2005). Coming out and living out across the life span. *Diversity and development: Critical contexts that shape our lives and relationships*. Chap. 8. Brooks/Cole: Belmont, CA.

Nichols, M. (2013). Same-sex sexuality from a global perspective. In, K. S. L. Hall & C. A. Graham (Eds), *The cultural context of sexual pleasure and problems: Psychotherapy with diverse clients*, 24-46. New York: Taylor & Francis.

[Readings address CACREP Basic Standard 2b, 2e, 2f]

May 24 **Gender Issues in Counseling**

Video: "Killing Us Softly"

Readings: Bartky, S. L., Okin, S. M., & Mansbridge, J. (1994). "Foucault, femininity, and the modernization of patriarchal power" (Eds.), *Feminism, Vol. 1* (pp. 383-402).

Harkings, A. K., Hansen, S. S., & Gama, E. M. P. (2008). Updating gender issues in multicultural counseling. In, Pedersen, P. B., Draguns, J. G., Lonner, W. J., & Trimble, J. E. (Eds.), *Counseling across cultures, 6th Edition*, Thousand Oaks, CA: Sage Publications.

[Readings address CACREP Basic Standard 2a, 2b, 2e, 2f]

May 26 **Counseling Issues with Latino Populations**

Readings: Comas-Diaz, L. (2006). Latino healing: The integration of ethnic psychology into psychotherapy. *Psychotherapy: Theory, research, practice, training*, 43, 4, 436-453.

Smith-Adcock, S., Daniels, D. M., Lee, S. M., Villaba, J. A. & Indelicato, N. A. (2006). Culturally Responsive School Counseling for Hispanic/Latino Students and Families: The Need for Bilingual School Counselors. *Professional School Counseling*, 10(1).

Quiñones, L. R. (2009). Counseling from the subversive: The development of psychotherapy in Puerto Rico. In, Gerstein, L. H., Heppner, P. P., Aegistottir, S., Leung, S-M, A., & Morsworthy, K. L. (Eds.), *International handbook of cross-cultural counseling: Cultural assumptions and practices worldwide*. Thousand Oaks, CA: Sage, pp. 403-417.

[Readings address CACREP Basic Standard 2a, 2b, 2e, 2f]

June 2 **Cross-Cultural Research and Assessment**

Readings: Trimble, J. E., Casillas, D. M., Boyd, B., & King, J. (in review). Listening to the voices of the people: The psychosocial influences and consequences of research in ethnocultural communities. In S. Stewart, R. Moodley, & T. Beaulieu (Eds.), *Indigenous mental health and healing on Turtle Island: A multifaceted approach*.

Lonner, W. J. & Ibrahim, F. A., (2008). Appraisal and Assessment in cross-cultural assessment. In, Pederson, P. B., Draguns, J. G., Lonner, W. J., & Trimble, J. E., (Eds.), *Counseling across cultures, 6th Edition* (pp. 161-179). Thousand Oaks, CA: Sage Publications.

Krippner, S. (2005). Spirituality across cultures, religions, and ethnicities. *Spirituality and psychological health*, 204-241. Colorado School of Professional Psychology Press: Colorado Springs, CO.

[Readings address CACREP Basic Standard 2a, 2e, 2f]

Final paper due June 4th.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES:

Each class there is due a 1-page reaction paper in which you will: (a) for each article write in one or two sentences what the main points were, and (b) discuss your personal reactions to the readings and to the previous class discussion, topic, film, or speaker. These papers, combined, will count as 25% of your total grade. These papers are perhaps the best way I have to ascertain your own subjective reactions, etc. to the class.

These reaction papers will allow me to determine the degree to which you are grasping the concepts and knowledge presented both in class and through the readings.

Attendance is important and three sessions missed will lower you one letter grade. No make-ups allowed.

Participation is also very important. Your participation in class will count as 25% of your grade.

A midterm paper of 5 pages (minimum) will focus on a personal study of your family's historical ethnic background. You may use McGoldrick's *Ethnicity and Family Therapy* in reference to your own cultural background, or similar books or articles, as well as contact relatives, etc. and will count as 25% of your grade. This paper is due May 12th.

The mid-term is designed to allow you to gain insight into your own ethnic background and gain greater self-understanding of yourself as a cultural being.

A final project will involve your writing up your encounter of venturing into the "space in-between." You will take it upon yourself to reach out across cultures and make it into a learning experience. You will use the information you have gathered in this class to write your paper. The write-up will be approximately 10 pages (not to exceed 12 pages) and will count as 25% of your grade. This paper is due June 4th.

The final project is an experiential learning process that requires you to bring together many of the concepts and knowledge gained through class into a specific exchange between yourself and someone of a different culture.

Methods of Instruction:

1. Chapter Presentation and Discussion
2. Small group discussion
3. Presentation of research articles
4. Use of audio and visual materials

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disAbility Resources for Students at 360.650.3844 or www.wvu.edu/depts/drs/.

Please let me know as well.