

9-2013

# PSYX 631.02: Interventions - Multicultural Psychology

Gyda Swaney

University of Montana - Missoula, [gyda.swaney@umontana.edu](mailto:gyda.swaney@umontana.edu)

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SYLLABUS  
Autumn 2013  
**INTERVENTIONS: MULTICULTURAL PSYCHOLOGY**  
Psychology 631, Section 2

**Gyda Swaney, PhD**

Office: SB 370

Telephone: 243-5630 (office); 544-2058 (cell)

Email: gyda.swaney@umontana.edu

Office Hours: By Appointment

**Class Meeting Times**

Monday and Wednesday

1:40 – 3:00 p.m.

CPC 121

*Never look for a psychological explanation unless every effort  
to find a cultural one has been exhausted.*

Margaret Mead (1959, p. 16), quoting William Fielding Ogburn, one of her mentors at Columbia University

**Course Description and Objectives:**

The purpose of this course is to increase your level of cultural competence within the field of mental health through the development of awareness, knowledge, understanding, and skills to better serve diverse populations, e.g., age, (dis)ability, religion/spiritual beliefs, ethnicity, social status/class, sexual orientation, indigenous heritage, national origin, and gender.

Major objectives are to:

1. promote self-awareness by encouraging on-going self-reflection,
2. hone your critical thinking skills,
3. increase your sensitivity to complex issues,
4. learn from peers,
5. solidify your cultural identity, and
6. ready yourself to work with diverse individuals and groups.

As a consequence of the focus of the seminar we will attempt to address meaningful social and clinical issues that are controversial and/or emotion-laden, are problem-oriented, easily applicable to our lives and our clients' lives, and endeavor to present opposing viewpoints and/or multiple perspectives on an issue.

**Required Texts:**

Jun, H. (2010). *Social justice, multicultural counseling, and practice: Beyond a conventional approach*. Los Angeles, CA: Sage.

Sue, D. W. & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice* (6<sup>th</sup> Ed.). New York, NY: John Wiley & Sons.

Readings as Assigned.

**Ground Rules and Expectations:**

**Adult learning.** You enter this course with a growing body of life experience, knowledge, perspectives, and values. The learning process includes sharing what you know and believe, and re-examining your knowledge and beliefs in the context of new ideas and evidence. Please come to class prepared to discuss the assigned readings.

**Critical thinking.** This course employs a variety of learning strategies that require you to exercise active critical thinking rather than passive information absorption. There is a lot of reading and you considerable classroom discussion.

**Writing matters.** Prepare written assignments for the course using the American Psychological Association (APA) format. Problems with spelling, punctuation, grammar, typographical errors, or style will hurt you in performance reviews throughout graduate school and your professional life.

**Timeliness matters.** For each day an assignment is late, 10 points is deducted from the possible score. Resubmissions are treated as late assignments. Assignments will not be accepted one week past the deadline and will be scored zero.

**Appearance matters.** Written assignments must be double-spaced and formatted in 12 font with 1-inch margins all around. **Page length requirements for assignments do not include the References.** Use APA citation style. Incorrectly formatted assignments will be returned without a grade, and resubmission will be treated as a late assignment.

**Trust matters.** You will be treated as a mature, responsible, honest adult who is motivated, curious, and committed to learning. Other behaviors and attitudes are not tolerated in class. Our ability to establish a trusting and safe environment is all of our responsibilities. Therefore, you are expected to listen to and interact with each other in a respectful manner. Malicious racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in class. You, of course, will have different values, beliefs, and opinions; but, you are expected to maintain open minds to the differences among the class. Please feel free to disagree and voice your opinion, even though there may be others who hold opinions different from your own.

**Class participation** is a significant aspect of the course. You are expected to attend class and be ready to discuss the assigned readings. No more than two (2) excused absences will be acceptable. More than two excused absences will reduce your class participation score and/or result in your final grade being lowered one letter grade (e.g., from an A to a B, B to a C, etc.). Your attendance and participation is extremely important.

### **Assignments:**

1. You will be required to write *two* (2) personal **Reflection Papers** based on the following topics: a) Racial/Cultural Identity Development in people of color (yourself or a client), b) White Racial Identity Development (yourself or a client), c) Microaggressions and Racism, and/or d) your Personal Narrative of your Multicultural Journey as a Therapist. The papers must be 3-5 pages in length. The papers will be graded based on clarity and quality of writing as well as creativity of ideas and thoughtfulness.
2. A **Multicultural Genogram** is a requirement of the class and will involve identifying and exploring the values and beliefs of your family of origin and the values and beliefs of your family across several generations. A 7-10 page paper (including an Appendix that

consists of an excel spread sheet of your Family Tree) discussing your findings and reflections is due **Friday, October 18, 2012** at 5:00 p.m.

3. A 10-15 page **Research Paper** on a multicultural/clinical topic of your choice (for example, behavioral health issues in Black Americans, depression in American Indians, alcohol misuse in GLBT populations). The paper should include no less than 10 references and must be written in APA format. The research paper is due **Thursday, December 12, 2012** at 5:00 p.m.
4. You are required to give a short **oral presentation** (15 minutes) of your Research Paper to the class during the last weeks of the semester and provide a **reference list** to your colleagues and professor.
5. **Points possible** for the assignments:

Reflection Paper # 1	100
Reflection Paper # 2	100
Multicultural Genogram Paper and Family Tree	300
Research Paper	300
Oral Presentation	100
Class Participation	100
<b>TOTAL Points Possible</b>	<b>1,000</b>

Grades will be assigned as follows: A = 900 – 1000; B = 899 – 800, C = 799 – 700, D = 699 – 600, F ≥ 599.

Students with disabilities will receive reasonable modifications in this course. Your responsibilities are to request them from me with sufficient advance notice, and to be prepared to provide verification of disability and its impact from Disability Services for Students. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at <http://www.umt.edu/disability>.

### CALENDAR

Week ONE	
August 26	Overview and Expectations; Introductions
August 28	Introductions Hays, P. A. (1996). Addressing the complexities of culture and gender in counseling. <i>Journal of Counseling and Development</i> , 74, 332-338.
Week TWO	<b>Part I. A Practitioner's Awareness of Her Own Worldview</b>
September 2	<b>HOLIDAY: Labor Day</b>
September 4	Jun, H. (2010). <i>Social justice, multicultural counseling, and practice: Beyond a conventional approach</i> . Los Angeles, CA: Sage. Chapter 1. Introduction, Chapter 2. Intrapersonal Communication (Inner Dialogue), and Chapter 3. Assessment of a Practitioner's Values, Beliefs, and Biases

Week <b>THREE</b>	<b>Part I. The Affective and Conceptual Dimensions of Multicultural Counseling/Therapy</b>	
September 9		<p>Sue, D. W. &amp; Sue, D. (2013). <i>Counseling the culturally diverse: Theory and practice</i> (6<sup>th</sup> Ed.). New York, NY: John Wiley &amp; Sons.</p> <p>Chapter 1. The Multicultural Journey to Cultural Competence: Personal Narratives</p> <p>Chapter 2. The Superordinate Nature of Multicultural Counseling</p>
	<p>Fowers, B. J. &amp; Daviov, B. J. (2006). The virtue of multiculturalism: Personal transformation, character, and openness to the Other. <i>American Psychologist</i>, 61(6), 581-594.</p> <p>McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. <i>Independent School</i>, 49(2), pp. 5 and 31.</p> <p>Wendt, D. C. &amp; Gone, J. P. (2011). Rethinking cultural competence: Insights from Indigenous community treatment settings. <i>Transcultural Psychiatry</i>, 49(2), 206-222.</p> <p>Whaley, A. L. &amp; Davis, K. E. (2007). Cultural competence and evidence-based practice in mental health services: A complementary perspective. <i>American Psychologist</i>, 62(6), 563-574.</p>	
September 11		<p>Chapter 3. Multicultural Counseling Competence for Minority Group Counselors/Therapists</p>
	<p>American Psychological Association. (1993). APA guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. <i>American Psychologist</i>, 48(1), 45-48.</p> <p>American Psychological Association. (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. <i>American Psychologist</i>, 58(5), 377-402.</p> <p>Hansen, N.D., Pepitone-Arreola-Rockwell, F., &amp; Greene, A.F. (2000). Multicultural Competence: Criteria and case examples. <i>Professional Psychology: Research and Practice</i>, 31(6), 652-660.</p> <p>Isaacs, M.R., Huang, L.N., Hernandez, M. &amp; Echo-Hawk, H. (2005). <i>The road to Evidence: The intersection of evidence-based practices and cultural competence in children's mental health</i>. The National Alliance of Multi-ethnic Behavioral Health Associations and the Annie E. Casey Foundation.</p> <p>Kirmayer, L. J. (2012). Rethinking cultural competence. <i>Transcultural Psychiatry</i>, 49(2), 149-164.</p> <p>Sue, S., Zane, N., Hall, G.C.N., &amp; Berger, L.K. (2009). The case for cultural competency in psychotherapeutic interventions. <i>The Annual Review of Psychology</i>, 60, 525-548.</p>	

<b>Week FOUR</b>	<b>Part II. A Practitioner's Awareness of Systematic Oppression/Privilege and Internalized Oppression/Privilege</b>	<b>Part II. The Political Dimensions of Mental Health</b>
September 16		Chapter 4. The Politics of Counseling and Psychotherapy: Social Justice in Counseling Chapter 5. Systemic Oppression: Trust, Mistrust, Credibility, and Worldviews
	<p>Bryant-Davis, T. &amp; Ocampo, C. (2005). Racist incident-based trauma. <i>The Counseling Psychologist</i>, 33(4), 479-500.</p> <p>Comas-Díaz, L. (2000). An ethno-political approach to working with people of color. <i>American Psychologist</i>, 55(11), 1319-1325.</p> <p>Lawrence, S. M. (1998). Unveiling positions of privilege: A hands-on approach to understanding racism. <i>Teaching of Psychology</i>, 25(3), 198-200.</p> <p>Martyr, P. (2010). 'Behaving wildly': Diagnoses of lunacy among Indigenous persons in western Australia: 1870-1914. <i>Social History of Medicine</i>, 24(2), 316-333.</p> <p>U.S. Department of Health and Human Services. (2001). <i>Mental health: Culture, race, and ethnicity—A supplement to Mental Health: A report of the Surgeon General</i>. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services.</p>	
September 18	Chapter 4. Racism	Chapter 6. Microaggressions
	<p>Constantine, M. G. (2007). Racial microaggressions against African American clients in cross-racial counseling relationships. <i>Journal of Counseling Psychology</i>, 54(1), 1-16.</p> <p>Council of National Psychological Associations for the Advancement of Ethnic Minority Interests. (2003). <i>Psychological treatment of ethnic minority populations</i>. Washington, DC: Association of Black Psychologists.</p> <p>Shelton, K. &amp; Delgado-Romero, E. A. (2011). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy. <i>Journal of Counseling Psychology</i>, 58(2), 210-221.</p>	
<b>Week FIVE</b>		
September 23	Chapter 5. Sexism	
	<p>American Psychological Association. (2007). Guidelines for psychological practice with girls and women. <i>American Psychologist</i>, 62(9), 949-979.</p> <p>Beckstead, A.L. &amp; Morrow, S.L. (2004). Mormon clients' experiences of conversion therapy: The need for a new treatment approach. <i>The Counseling Psychologist</i>, 32(5), 651-690.</p> <p>Shields, S.A. (2008). Gender: An intersectionality perspective. <i>Sex Roles</i>, 59, 301-311.</p>	

September 25	Chapter 5. Sexism (continued)	
<b>Week SIX</b>		
September 30	Chapter 6. Heterosexism	
	American Psychological Association. (2000). Guidelines for psychotherapy with lesbian, gay, and bisexual clients. <i>American Psychologist</i> , 55(12), 1440-1451. Carroll, L., Gilroy, P. J., & Ryan, J. (2002). Counseling transgendered, transsexual, and gender-variant clients. <i>Journal of Counseling and Development</i> , 80, 131-139. Robohm, J. (2005). Heterosexual privilege. Steigerwald, F. & Janson, G. R. (2003). Conversion Therapy: Ethical considerations in family counseling. <i>The Family Journal</i> , 11, 55-59.	
October 2		
<b>Week SEVEN</b>		
October 7	Chapter 7. Classism	
	Langhout, R. D., Rosselli, F., & Feinstein, J. (2007). Assessing classism in academic settings. <i>The Review of Higher Education</i> , 30(2), 145-184. O'Toole, T. P., Hanusa, B. HY., Gibbon, J. L., & Boyles, S. H. (1999). Experiences and attitudes of residents and students influence voluntary service with homeless populations. <i>Journal of General Internal Medicine</i> , 14, 211-216. Smith, L. (2005). Psychotherapy, classism, and the poor: Conspicuous by their absence. <i>American Psychologist</i> , 60(7), 687-696.	
October 9		
<b>Week EIGHT</b>		
October 14	Chapter 8. Ableism	
	American Psychological Association. (2012). Guidelines assessment of and intervention with persons with disabilities. <i>American Psychologist</i> , 67(1), 43-62. Lyden, J. (1997). Oh, Miss America, You are so beautiful to me (pp. 1 – 38), <i>Daughter of the Queen of Sheba</i> . Boston: Houghton Mifflin Company. Neely-Barnes, S. L., Graff, J. C., Roberts, R. J., Hall, H. R., & Hankins, J. S. (2010). "It's our job": Qualitative study of family responses to ableism. <i>Intellectual and Developmental Disabilities</i> , 48(4), 245-258. Smith, L., Foley, P. F., & Chaney, M. P. (2008). Addressing classism, ableism, and heterosexism in Counselor Education. <i>Journal of Counseling and Development</i> , 86, 303-309.	

October 16	Chapter 8. Ableism (continued)	
October 18	<p><b>DUE: Multicultural Genogram</b></p> <p>Hardy, K. V. &amp; Laszloffy, T. A. (1995). The cultural genogram: Key to training culturally competent family therapists. <i>Journal of Marital and Family Therapy</i>, 21(3), 227-237.</p> <p>Jones, S. R. &amp; McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity. <i>Journal of College Student Development</i>, 41(4), 405-414.</p>	
<b>Week NINE</b>		
October 21	Chapter 9. Other “Isms” Due to Age, Language, Religion, and Region	
	<p>Nguyen, A-M. D., &amp; Benet-Martinez, V. (2007). Biculturalism unpacked: Components, measurement, individual differences, and outcomes. <i>Social and Personality Psychology Compass</i>, 1(1), 101-114.</p> <p>Strickland, B. R. (2000). Misassumptions, misadventures, and the misuse of psychology. <i>American Psychologist</i>, 55(3), 331-338.</p> <p>Watters, E. (2013). We aren't the world. <i>Pacific Standard Magazine</i>. Retrieved from <a href="http://www.psmag.com/magazines/pacific-standard-cover-story/joe-henrich-weird-ultimatum-game-shaking-up-psychology-economics-53135/">http://www.psmag.com/magazines/pacific-standard-cover-story/joe-henrich-weird-ultimatum-game-shaking-up-psychology-economics-53135/</a></p>	
October 23		
<b>Week TEN</b>		
October 28	Chapter 10. Deconstructing Inappropriate Hierarchical, Dichotomous, and Linear Thinking Styles/Patterns	
	<p>Tervalon, M. &amp; Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. <i>Journal of Health Care for the Poor and Underserved</i>, 9(2), 117-125.</p>	
October 30		
<b>Week ELEVEN</b>	<b>Part III. A Practitioner's Awareness of the Client's Worldview</b>	<b>Part IV. The Racial/Cultural Identity Development in Multicultural Counseling and Therapy</b>
October 28	Chapter 11. Identity Development	Chapter 11. Racial/Cultural Identity Development in People of Color: Therapeutic Implications
	<p>Adams, G., Fryberg, S. A., Garcia, D. M., &amp; Delgado-Torres, E. U. (2006). The psychology of engagement with indigenous identities: A cultural</p>	



	<p>perspective. <i>Cultural Diversity &amp; Ethnic Minority Psychology</i>, 12(3), 493-508.</p> <p>Comas-Díaz, L., &amp; Jacobsen, F. M. (1991). Ethnocultural transference and countertransference in the therapeutic dyad. <i>American Journal of Orthopsychiatry</i>, 6(13), 392-402.</p> <p>Comas-Díaz, L. &amp; Jacobsen, F. M. (1995). The therapist of color and the White patient dyad: Contradictions and recognitions. <i>Cultural Diversity and Mental Health</i>, 1(2), 93-106.</p> <p>Taylor, D.M. &amp; Osborne, E. (2010). When I know who “we” are, I can be “me”: The Primary role of cultural identity clarity for psychological well-being. <i>Transcultural Psychiatry</i>, 47(1), 93-111.</p>
	<b>DUE: Reflection Paper – Racial/Cultural Identity Development</b>
October 30	Chapter 12. White Racial Identity Development: Therapeutic Implications
	<p>Hardiman, R. &amp; Jackson, B. (1997). Chapter 2. Conceptual foundations for Social Justice courses. In Adams, M., Bell, L., &amp; Griffin, P. (Eds.), <i>Teaching for diversity and social justice</i> (pp. 16-29). New York: Routledge</p> <p>Taylor, D. M. &amp; Osborne, E. (2010). When I know who “we” are, I can be “me”: The primary role of cultural identity clarity for psychological well-being. <i>Transcultural Psychiatry</i>, 47(1), 93-111.</p>
	<b>DUE: Reflection Paper – White Racial Identity Development</b>
<b>Week TWELVE</b>	
November 4	Chapter 12. Multiple Identities
	Shields, S. A. (2008). Gender: An intersectionality perspective. <i>Sex Roles</i> , 59, 301-311.
November 6	
<b>Week THIRTEEN</b>	<b>Part III. The Practice Dimensions of Multicultural Counseling/Therapy</b>
November 11	<p>Chapter 7. Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives</p> <p>Chapter 8. Culturally Appropriate Intervention Strategies</p> <p>Chapter 9. Multicultural Evidence-Based Practice</p> <p>Chapter 10. Non-Western Indigenous Methods of Healing: Implications for Counseling and Therapy</p>

	<p>American Psychological Association. (2002). Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. <i>American Psychologist</i>, 48, 45-48.</p> <p>Arundale, W. H. (2003). Introduction: "Narrative that heals." <i>Arctic Anthropology</i>, 40(2), 1-8.</p> <p>Council of National Psychological Associations for the Advancement of Ethnic Minority Interests. (2003). <i>Psychological treatment of ethnic minority populations</i>. Washington, DC: Association of Black Psychologists.</p> <p>Fadiman, A. (1997). The eight questions. Chapter 2 (pp. 250-261) in <i>The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures</i>. New York, NY: The Noonday Press.</p> <p>Trimble, J. E. (2010). Bear spends time in our dreams now: Magical thinking and cultural empathy in multicultural counseling theory and practice. <i>Counseling Psychology Quarterly</i>, 23(3), 241-253.</p>	
November 13	Chapter 13. Culturally Appropriate Assessment	Chapter 13. Culturally Competent Assessment
	<p>Singh, R. &amp; Clarke, G. (2006). Power and Parenting Assessments: The intersecting levels of culture, race, class and gender. <i>Clinical Child Psychology and Psychiatry</i>, 11(1), 9-25.</p>	
<b>Week FOURTEEN</b>		
November 18	Chapter 14. Culturally Appropriate Treatment/Healing	Chapter 8. Culturally Appropriate Intervention Strategies
	<p>Atlani, L., &amp; Rousseau, C. (2000). The politics of culture in humanitarian aid to women refugees who have experienced sexual violence. <i>Transcultural Psychiatry</i>, 37(3), 435-449.</p> <p>Bagilishya, D. (2000). Mourning and recovery from trauma: In Rwanda, tears flow within. <i>Transcultural Psychiatry</i>, 37(3), 337-353.</p> <p>Seeley, K. M. (2004). Short-term intercultural psychotherapy: Ethnographic inquiry. <i>Social Work</i>, 49(1), 121-130.</p>	
November 20	<b>NO CLASSES/Travel Day for Students</b>	
<b>Week FIFTEEN</b>		
November 25	Research	
	<p>Council of National Psychological Associations for the Advancement of Ethnic Minority Interests. (2000). <i>Guidelines for research in ethnic minority communities: Council of National Psychological Association for the Advancement of Ethnic Minority Interests</i>. Washington, DC: American Psychological Association.</p> <p>Strickland, B.R. (2000). Misassumptions, misadventures, and the misuse of psychology. <i>American Psychologist</i>, 55(3), 351-338.</p>	
	<b>DUE: Reflection Paper – Personal Narrative of your Multicultural Journey as a Therapist</b>	

November 27	Research (continued)	
<b>Week SIXTEEN</b>		
December 2	<b>ORAL PRESENTATIONS with References for your colleagues</b>	
1:40	1.	
2:05	2.	
2:30	3.	
December 4	<b>ORAL PRESENTATIONS with References for your colleagues</b>	
1:40	1.	
2:05	2.	
2:30	3.	
<b>Week SEVENTEEN</b>	<b>FINAL EXAMINATIONS</b>	
Wednesday, December 11, 1 – 3 p.m. <b>OR</b> – Monday, December 9, 1:30 – 3:30 p.m.		<b>ORAL PRESENTATIONS with References for your colleagues</b>
1:10	1.	
1:35	2.	
3:00	3.	
2:40	Wrap-Up/Evaluations	
December 12	<b>DUE: Research Paper</b>	