

**The University of Texas at Austin  
Educational Psychology  
EDP 384C-18: Multicultural Counseling  
Unique # 10995 Spring 2017  
Mondays 9-12, SZB, Room 426**

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**ADA Compliance Statement**

Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641) TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See website below for more information:  
<http://deanofstudents.utexas.edu/ssd/providing.php>

**Course Description and Objectives**

**Course Description:**

This course is an introduction to topics of cultural diversity and multiculturalism in counseling. This course will help students to gain basic knowledge of important cultural issues and various cultural groups as well as foster one's self-awareness as a cultural being influenced by one's own values and experiences.

**Course Objectives:**

This course is designed to enhance your multicultural counseling competencies for providing psychological services to culturally diverse populations. Specific objectives of this course include the following:

- Develop an awareness of the ethics of providing culturally competent services
- Increase your knowledge of multicultural constructs and theories
- Develop an awareness, sensitivity, and understanding of the experiences of diverse racial, ethnic and cultural groups
- Understand how culture has shaped your worldview and how this impacts your understanding of and interactions with others
- Facilitate personal growth through increasing awareness of your assumptions, values, and biases

**Course Expectations:**

The process and outcome of this class will depend on each of your contributions. Thus, each student is asked to be ready and committed to explore their own personal and professional self

through class discussions, in-class activities, and class assignments. More specifically, it is expected that each of you prepare for each class meeting by completing the assigned readings and exercises and reflecting upon the material shared. Your active participation during each class session will contribute to the learning process for all involved. The more each of us gives, the richer the experiences will be for all of us.

**Attendance policy:** As this course will be didactic and experiential, **attendance at all classes is critical**. Participation by every student is crucial for psychological “safety” and personal growth. If for some reason you are absolutely unable to attend class, please send me an e-mail before class if possible. One absence from class without an approved excuse will result in a five-point deduction from your class grade, and a second absence will result in another five-point deduction. An excused absence includes illness, family emergencies, or other unavoidable situations such as your car breaking down on the way to class. These should be cleared with me in advance or as soon as is possible.

An **excused** absence will **not** result in a five-point deduction if you e-mail me a quality three page thought paper on the readings you missed that day within 72 hours of the class you missed (unless you make other arrangements with me in advance). The thought paper should include your reactions to the class readings for the day you missed and will be graded on a five point scale (0 – unsatisfactory, 5 = excellent). Please consult me if you have questions about this assignment. Students who are consistently late will also have points deducted from the class participation grade. Students who miss three or more classes, even if they are excused, cannot receive a grade higher than C for this course, except in extraordinary circumstances cleared with me such as serious illness or family emergencies.

Coming in to class after a discussion has begun can be quite disruptive. Therefore, students should make every effort to come to class on time. One point will be deducted from the final grade for each time a student comes to class after the session has begun or leaves the class prior to dismissal.

**Classroom Decorum:** The following rules are intended to improve the quality of the classroom and enhance learning for all. These are expectations to be adhered to in every class. No cell phone calls, call answering, texting (or reading of texts), gchat, facebook, twitter, etc. If you are expecting an URGENT phone call (e.g., significant family crisis or illness), put your phone on vibrate and leave the class to answer the call. DO NOT answer in the classroom. Turn off all ringers prior to entering the classroom, or even better, turn off the phone.

### **Course Requirements**

#### **1. Attendance and Participation:**

The process and outcome of this class will depend on each of your contributions. Thus, each student is asked to be ready and committed to explore their own personal and professional self through class discussions, in-class activities, and class assignments. More specifically, it is expected that each of you prepare for each class meeting by completing the assigned readings and exercises and reflecting upon the material shared. Your active participation during each class session will contribute to the learning process for all involved. The more each of us gives, the richer the experiences will be for all of us.

#### **Presentations of Weekly Readings:**

**Beginning January 30th**, the class discussion of the readings will be led by pre-assigned groups of 2-3 students. Please come prepared with 3-5 questions to guide our

discussions and engage your peers at the beginning of class. Unless otherwise instructed, class discussions will focus on the day's readings. You are only required to come prepared with reflection and discussion points for each day's **required** (not suggested) assigned readings--if you have multiple readings in one week, you can divide the reading among the presenters and incorporate all readings into your discussion questions. Reflection and discussion points should respond to the following three prompts:

- 1) What do you think are the 3 main "take-home" points of the week's readings (or exercise, if an exercise is assigned)?
  - 2) What are 2 questions you were left with or issues you need clarified after completing the readings/exercise?
  - 3) What is 1 (or more) thing(s) that you related to or reacted to (e.g., emotionally) from the readings/exercise and why?
2. **My Culture Paper:** This paper is an exploration into the nature of students' own personal values, cultural identity, family history, and current lifestyle. It is to be a 7-8 page cultural autobiography that addresses the constructs that are most salient to your self-definition/identity (e.g., ethnicity, race, culture, spirituality, class, gender identity, sexual orientation, ability, etc.). The paper is to be written from a multigenerational perspective and should address how the student's familial, ethnic, and cultural influences and life experiences have led to his/her/hir current sense of self, his/her/hir work as a counselor/educator, and his/her/hir ability to work with different cultural groups. When writing the paper, students should answer the following questions:
- A) Background
    - 1) Attach (or insert within text) a photograph of yourself to the paper and answer both parts of this question: a) When you look at your photograph, what do you think *others* see in terms of your cultural background based purely on your physical features? b) What do *you* see about yourself?
    - 2) Describe yourself in terms of each component of the ADDRESSING Framework.
    - 3) How many people are in your family? Where were you born? Where were your parents and grandparents born? What generation (e.g., immigrant, 1<sup>st</sup> generation U.S. born, etc.) in the U.S. do you represent?
    - 4) With what cultural and/or ethnic group(s) do you identify?
  - B) Group Awareness
    - 1) Describe your earliest recollection of learning your race or ethnicity.
    - 2) When did you recall learning that you were male or female? How did you learn this? What gender assumptions/biases are common in your cultural group?
    - 3) When do you remember learning about what your sexual orientation is and how did you learn this? How did your family help shape your attitudes about sexual orientation?
    - 4) When did you find out what religion your family practiced? How did your family feel about people who had a different religion? Did you have similar feelings?
    - 5) How often did your family talk about your ethnic heritage and in what context? What message did you receive about other cultural or ethnic groups?
    - 6) What cultural values do you currently hold? Are they similar to or different than those of your family? Which of these values will be different from the common values of other cultural groups?
  - C) Social Awareness and Present Views
    - 1) Discuss your earliest recollections of learning that people are "different."

- 2) How did you first come to understand that racism existed? What did you learn from this experience?
- 3) What has been the major source of information that has shaped your perceptions of ethnic or cultural minorities?
- 4) How do you plan to manage value conflicts with your client/students?
- 5) What groups do you think that you will have most difficulty working with? The least difficulty? Why?
- 6) What are the implications of these answers for your work with individuals and groups from both similar and dissimilar cultural backgrounds?

All students must submit a typed, double-spaced paper. It should be in the form of question and answer, as presented above. Papers handed in late will be penalized (lowered five points per class session late; papers handed in after the class session is over and before the next session will still be considered late and lowered by five points). *E-mailed submissions will not be accepted.*

3. **Reaction Papers.** There will be 2 reaction papers between 2 - 3 pages in length in response to the videos *Cracking the Codes*, and *My life in Pink*. Your reaction paper should include a discussion of your emotional reactions to the video assigned (e.g., did you find yourself feeling sad, angry, happy, or anxious during part of the video and if so why?) as well as a reflection of how the topic matter relates to your own identity (e.g., race, gender). Reaction papers will be graded primarily on your communication skills, and only secondarily on the content and originality of your ideas. Although the reaction paper should not summarize the entire video, it should include enough information about the video to make your ideas or criticisms well-grounded. Try to avoid the temptation of having two sections: (1) summary, and (2) reaction. Instead, it is best if you can interweave these two components (while being clear about which is which, of course).
4. **Social Justice Class Presentation.** The class presentation will be conducted in groups of 2-3 on an social justice based intervention (school counseling, counselor education, school psychology, counseling psychology, etc.) that you design to address systemic inequities faced by one of the following groups: Sexual Minorities, Women, African Americans, American Indians, Asian Americans, Hispanic/Latino Americans, Individuals of Multiracial Descent, Arab Americans, Jewish Americans, Persons with Disabilities, OR some other cultural group approved by the instructor. The content and organization of the presentation will be determined by each group. Presentations should be between 20-25 minutes and will be graded on the following criteria:
  - Thoroughness (amount of detail) – up to 5 points
  - Comprehensiveness (amount of information) – up to 5 points
  - Creativity – up to 5 points
  - Teaching effectiveness – up to 5 points
  - Overall impression – up to 5 points
  - Total score out of 20 points
5. **Take Home Final Exam:** There will be a final exam based on the Cornish et al. textbook, the canvas readings, and the group presentations. The exam will consist of multiple-choice questions and two short essays.

**Required Text:**

Cornish, J. A., Schreirer, B. A., Nadkarni, L. I., Metzger, L. H., Rodolfa, E. R., (Eds.) (2010). *Handbook of Multicultural Counseling Competencies*. John Wiley & Sons, Inc., Hoboken: NJ.

Additional required readings will also be posted to Canvas

Breakdown of Grades:

| Points | Requirement                              |
|--------|--|
| 20%    | Attendance/ Participation                |
| 15 %   | My culture paper                         |
| 10%    | Reaction Papers (2 worth 10 points each) |
| 25 %   | Social Justice Group Presentation        |
| 30 %   | Final Exam                               |

**Grades: 100 points total:**

94-100 = A    90 - 93 = A-    87-89 = B+    84-86 = B    80-83 = B-    77-79 = C+  
74-76 = C    70 -73 = C-    67-69 = D+    64-66 = D    60-63 = D-    Below 60= F

### **CLASS SCHEDULE/READING AND ASSIGNMENTS** (Subject to Revision)

- January 23    Introductions and Syllabus Overview  
Overview of multicultural counseling competencies
- Required Readings:** Sue Chapter 2. The superordinate nature of multicultural counseling and therapy. In Sue, D. W., & Sue, D. (2012). *Counseling the culturally diverse: Theory and practice* (6<sup>th</sup> ed.). Ventura, CA: John Wiley & Sons. (Canvas)
- January 30    Practitioners' self-awareness of values, beliefs and biases  
Understanding the constructs of multicultural counseling and social justice in counseling  
**Required Readings:** Hays (2008) (Canvas); ADDRESSING Framework Handout; Sue & Sue, Chapter 4 (Canvas)
- Suggested reading:* Sue & Sue (2013). Chapter 3. Multicultural Counseling Competence for Minority Group Counselors/Therapists (Canvas)
- February 6    Becoming a Racially Competent Therapist  
In class exercise: The Class-Race Exercise
- Required readings:** Sanchez & Davis III (2010) in Cornish et al. chapter 9  
*Suggested readings:* Dixon-Peters (2010). In Cornish et al., chapter 8  
*Film: Cracking the Codes*  
**Assignment for February 13: 2 -3 page reaction paper to video.**

February 13 White Identity and Privilege

**Required Readings:** Dressel, Kerr, & Stevens. In Cornish et al. chapter 15  
McIntosh, P. Unpacking the Invisible Knapsack (Canvas)

*Suggested readings:* Applebaum, B. (2003) White privilege, complicity and the social construction of race. *Educational Foundations*, 17, 5-20.

Devos, T. & Banaji, M. (2005). American=White? *Journal of Personality and Social Psychology*, 88, 447-466.

*Movie:* Tim Wise: On White Privilege, Racism, White Denial & the Costs of Inequality

**REACTION PAPER #1 DUE**

February 20 Microaggressions in Counseling and Psychotherapy

**Required Readings:** Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286. (Canvas); 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(3), 269-277. (Canvas).

February 27 Ethnicity: Competencies with immigrant communities and linguistically diverse Populations

**Required Readings:** Sanchez, del Prado, & Davis (2010). Broaching Ethnicity Competently in Therapy. In Cornish chpt 4: Nassar-McMillan, S. C., Nour, M. D., & Al Qimlass, A. M. Counseling: Settings, clinical considerations, and counselor cultural competence. In Amer & Awad. (Chpt. 21): El-Jamil, F., & Ahmed, S. Psychotherapy Models: Cultural Applications of Psychodynamic, Cognitive Behavioral, Family Systems, and culture-specific approaches. In Amer & Awad (Chapt. 22)

*Suggested Readings:* Haboush, K. L., & Alyan, H. School Psychology: Enhancing School Climate and School Connectedness. In Amer & Awad (Chpt. 23).

**MY CULTURE PAPER DUE**

**Assignment for March 6th: 2-3 page reaction paper to video.**

March 6 Gender

**Required readings:** Singh, Boyd, & Whitman (2010), Counseling and Psychotherapy with transgender and intersex persons, in Cornish, Chapter 14  
Smart (2010). Counseling competencies with women, in Cornish, Chapter 16  
Stevens & Carlson (2010). Psychotherapy with men, in Cornish, Chapter 7  
*Film: My Life in Pink*

**REACTION PAPER #2 DUE**

March 13 **SPRING BREAK**

- March 20      Sexual Orientation  
**Required reading:** Schreier & Lassiter (2010). Competencies for working with sexual orientation and multiple cultural identities, in Cornish, Chapter 10
- Recommended readings:* Lemoire, S. J., & Chen, C. P. (2005). Applying person-centered counseling to sexual minority adolescents.  
Counseling bisexual and transgendered clients: The case of Melissa Simoni & Walters (2001). Heterosexual identity and heterosexism: Recognizing privilege to reduce prejudice. *Journal of Homosexuality*, 41(1), 157-172.  
*Movie: Pariah*
- March 27      Social Class  
**Required reading:** Ming Liu, Corkery, & Thome (2010). Developing competency in social class and classism in counseling and psychotherapy. In Cornish Chapter12
- April 3        Ability/Disability/Ableism  
**Required reading:** Palombi (2010). Disability: Multiple and intersecting identities-developing multicultural competencies, In Cornish, Chapter 3: Olkin, R. (2001). Could you hold the door for me? Including disability in diversity, *Cultural Diversity and Ethnic Minority Psychology*, 8(2), 130-137.
- April 10      Religion/Spirituality  
**Required readings:** Savage & Armstrong (2010). Developing competency in spiritual and religious aspects of counseling, In Cornish Chpt 13
- April 17      **CLASS PRESENTATIONS**
- April 24      **CLASS PRESENTATIONS**
- May 1        **CLASS PRESENTATIONS**  
**TAKE HOME FINAL EXAM (Due May 5)**

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|-----------------|
| <b>Policies</b> |
|-----------------|

**Religious Holidays:**

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

**UT Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected

to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **Academic Integrity**

You and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University ([Sec. 11-801](#), *Institutional Rules on Student Services and Activities*). This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to: (1) acknowledge the contributions of other sources to your scholastic efforts; (2) complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them; (3) follow instructions for assignments and exams, (4) observe the standards of your academic discipline and (5) avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

Students found guilty of academic dishonesty (including all forms of cheating) will receive a grade of 0 (note the academic dishonesty policy refers to all work and tests in the course, not just exams). For further information about academic dishonesty, please visit: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

**Course Readings:**

Applebaum, B. (2003). White privilege, complicity, and the social construction of race. *Educational Foundations*, 17(4), 5-20.

Cornish, J. A., Schreirer, B. A., Nadkarni, L. I., Metzger, L. H., & Rodolfa, E. R., (Eds.). (2010). *Handbook of Multicultural Counseling Competencies*. Hoboken: NJ: John Wiley & Sons, Inc.

Chapters assigned in ***Handbook of Multicultural Counseling Competencies***:

Dixon-Peters, A., (2010). Developing multicultural competency in clinical work with people of mixed ancestry. In Cornish, J. A., Schreirer, B. A., Nadkarni, L. I., Metzger, L. H., & Rodolfa, E. R., (Eds.). *Handbook of Multicultural Counseling Competencies*. (231-265). Hoboken: NJ: John Wiley & Sons, Inc.

Dressel, J. L., Kerr, S., & Stevens, H. B., (2010). White identity and privilege. In Cornish, J. A., Schreirer, B. A., Nadkarni, L. I., Metzger, L. H., & Rodolfa, E. R., (Eds.). *Handbook of Multicultural Counseling Competencies*. (443-474). Hoboken: NJ: John Wiley & Sons, Inc.

Ming Liu, W., Corkery, J., & Thome, J., (2010). Developing competency in social class and classism in counseling and psychotherapy. In Cornish, J. A., Schreirer, B. A., Nadkarni, L. I., Metzger, L. H., & Rodolfa, E. R., (Eds.). *Handbook of Multicultural Counseling Competencies*. (351-378). Hoboken: NJ: John Wiley & Sons, Inc.

Palombi, B. J., (2010). Disability: Multiple and intersecting identities – developing multicultural competencies. In Cornish, J. A., Schreirer, B. A., Nadkarni, L. I., Metzger, L. H., & Rodolfa, E. R., (Eds.). *Handbook of Multicultural Counseling Competencies*. (55-92). Hoboken: NJ: John Wiley & Sons, Inc.

Sanchez, D., & Davis III, C., (2010). Becoming a racially competent therapist. In Cornish, J. A., Schreirer, B. A., Nadkarni, L. I., Metzger, L. H., & Rodolfa, E. R., (Eds.). *Handbook of Multicultural Counseling Competencies*. (267-290). Hoboken: NJ: John Wiley & Sons, Inc.

Sanchez, D., del Prado, A., & Davis III, C., (2010). Broaching ethnicity competently in therapy. In Cornish, J. A., Schreirer, B. A., Nadkarni, L. I., Metzger, L. H., & Rodolfa, E. R., (Eds.). *Handbook of Multicultural Counseling Competencies*. (93-116). Hoboken: NJ: John Wiley & Sons, Inc.

Savage, J., & Armstrong, S., (2010). Developing competency in spiritual and religious aspects of counseling. In Cornish, J. A., Schreirer, B. A., Nadkarni, L. I., Metzger, L. H., & Rodolfa, E. R., (Eds.). *Handbook of Multicultural Counseling Competencies*. (379-413). Hoboken: NJ: John Wiley & Sons, Inc.

Schreier, B. A., & Dudley Lassiter, K., (2010). Competencies for working with sexual orientation and multiple cultural identities. In Cornish, J. A., Schreirer, B. A., Nadkarni, L. I., Metzger, L. H., & Rodolfa, E. R., (Eds.). *Handbook of Multicultural Counseling Competencies*. (291-316). Hoboken: NJ: John Wiley & Sons, Inc.

- Singh, A. A., Boyd, C. J., & Whitman, J. S., (2010). Counseling competency with transgender and intersex persons. In Cornish, J. A., Schreirer, B. A., Nadkarni, L. I., Metzger, L. H., & Rodolfa, E. R., (Eds.). *Handbook of Multicultural Counseling Competencies*. (415-441). Hoboken: NJ: John Wiley & Sons, Inc.
- Smart, R. (2010). Counseling competencies with women: Understanding gender in the context of multiple dimensions of identity. In Cornish, J. A., Schreirer, B. A., Nadkarni, L. I., Metzger, L. H., & Rodolfa, E. R., (Eds.). *Handbook of Multicultural Counseling Competencies*. (475-512). Hoboken: NJ: John Wiley & Sons, Inc.
- Stevens, M. A., & Englar-Carlson, M., (2010). Psychotherapy with men: Building practice competencies. In Cornish, J. A., Schreirer, B. A., Nadkarni, L. I., Metzger, L. H., & Rodolfa, E. R., (Eds.). *Handbook of Multicultural Counseling Competencies*. (195-230). Hoboken: NJ: John Wiley & Sons, Inc.
- Devos, T., & Banaji, M. R. (2005). American = White? *Journal of Personality and Social Psychology*, 88(3), 447-466.
- Hays, P. A. (2008). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy*. Washington, DC: American Psychological Association.
- Lemoire, S. J., & Chen, C. P. (2005). Applying person-centered counseling to sexual minority adolescents. *Journal of Counseling & Development*, 83(2), 146-154.
- McIntosh, P. (2003). White privilege and male privilege. *Privilege: A reader*, 147-160.
- Olkin, R. (2002). Could you hold the door for me? Including disability in diversity. *Cultural Diversity & Ethnic Minority Psychology*, 8(2), 130-137.
- Simoni, J. M., & Walters, K. L. (2001). Heterosexual identity and heterosexism. *Journal of Homosexuality*, 41(1), 157-172.
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286.
- Sue, D. W., & Sue, D. (2012). *Counseling the culturally diverse: Theory and practice* (6<sup>th</sup> ed.). Ventura, CA: John Wiley & Sons.