

The University of Texas at Austin
Educational Psychology
EDP F384C: Multicultural Counseling
Unique # 74315
Summer 2017

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Office Hours: By appointment
Course Time: Fridays in June: 8:00-4:00 (June 2, 9, 16, 23, 30)
Location: SZB 432

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 (512-471-6259 voice or 512-471-4641 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 for more information: <http://deanofstudents.utexas.edu/ssd/providing.php>

Policies

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

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:

Attendance policy: As this course will be didactic and experiential and only meets for 5 (**FIVE**) days, therefore **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 a class (Skype attendance is acceptable as a last resort), please discuss this with me with as much notice as possible so we can negotiate arrangements and alternative assigned work. Each absence from class *without an approved excuse* will result in a 10-point deduction from your class grade, and a second such absence will result in another 10-point deduction. An unanticipated excused absence includes illness, family emergencies, or other unavoidable situations such as your car breaking down on the way to class. You will need to provide documentation for the missed absence (e.g., doctor's note).

An **excused** absence will **not** result in a 10-point deduction if you arrange to have the class recorded, review the recording, and e-mail me a quality 5 (five) page synthesis paper on the class discussion, presentations, and readings you missed that day within 5 days of the class you missed (unless you make other arrangements with me in advance). The paper should include your reactions to the class discussion and readings for the day you missed and will be graded on a 10-point scale (0 – unsatisfactory, 10 – excellent). APA Style is required. 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 two 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), chatting, etc. If you are expecting an URGENT phone call (e.g., significant family crisis or illness, or you are anticipating a call from the Nobel committee), inform me at the outset of the class, put your phone on vibrate, sit close to the exit, and leave the class to answer the call. DO NOT answer in the classroom. Silence all ringers prior to entering the classroom, you will have ample opportunities during morning, lunch, and afternoon breaks to check your devices.

Similarly, there are appropriate times to browse the Internet during class, for example, to research relevant topics during class discussions. However, using social media apps, playing games (online or otherwise), reordering your Netflix queue, or writing a paper (unless it is assigned as in-class work) are all examples of inappropriate use of these technologies during class time and are disrespectful to all.

Course Requirements

1. My Culture Paper (20 points):

This paper is an exploration into the nature of your own family history, personal values and cultural identity. Using Hays' ADDRESSING framework (http://booksite.elsevier.com/9780123745170/Chapter%202/Chapter_2_Worksheet_2.7.pdf and <http://division45.org/wp-content/uploads/2015/06/CulturalPsychology.pdf>), please write a 8(ish) page cultural autobiography that addresses the components of the your cultural identity (e.g., age, 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 your familial, ethnic, and cultural influences and life experiences have led to your current sense of self, your self as a therapist, and your ability to work with different groups in therapy. When writing the paper, please include the following:

- 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, 1st generation U.S. born, etc.) in the U.S. do you represent?
- A) 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?
- B) 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 paper (Times New Roman, 12 pt font, double-spaced, 1” margins, title, author, and pagination) in the form of question and answer, as presented above. Papers handed in late will be penalized (lowered 10 points per class session late). Students have until midnight on June 9th to submit their paper.

2. Synthesis Essays (4 or 5 points each/20 points total):

There will be 4-5 synthesis essays 3(ish) pages in length (Times New Roman, 12 pt font, double-spaced, 1” margins, title, author and pagination) conceptualizing the readings assigned for the day. These papers should include a reflection and analysis of the readings and application to you as a person and professional-in-training. (What are the main points of the readings? How do they connect? What questions do you have as a

result of the readings? On what issues do you (dis)agree with the authors? What moved you? What does this mean about your training and professional goals?). Full credit will be given to those papers that cite (no block quotes) the readings. One is due at the end of each class in June. Before they are submitted, at the beginning of each morning and afternoon sessions of class, these essays will be shared with a classmate for discussion and feedback. Handwritten comments are encouraged. Get names of classmates who gave you feedback. Synthesis essays handed in late will lose 2 points.

3. Content Analysis of Immigration Evaluation Reports Paper (20 points):

You will perform a content analysis of deidentified immigration evaluations (provided) and write an 8(ish) page paper exploring the themes (including case content, methodology, report structure, etc) and propose what you will need to do to become competent in performing these evaluations. The cases will involve evaluations for Extreme and Exceptional Hardship, U-Visas, VAWA, and Political Asylum. “A” papers will include tying the themes to psychological literature, forensic evaluation and testing guidelines, and legal and regulatory sources. APA Style. Students have until midnight on June 23rd to submit their paper. Papers handed in late will be penalized (lowered 10 points per class session late).

4. Advocacy Project (20 points):

In pairs, you will engage in a “grassroots” advocacy project. The topic is of your choosing, however it must be linked with the American Psychological Association’s Public Interest Government Relations key policy areas (<http://www.apa.org/about/gr/pi/index.aspx>), unless otherwise approved, and may be targeted at the Federal, State (only if Texas is still in session), or Local (County or City) levels. The activities for this project include: identifying a topic, researching the issues, addressing issues brought by potential dissenters, consulting with state and national psychological or counseling associations, identifying key policy makers, implementing a course of action (to include letter writing, phone calls, and in-person visits), and on the last day of class deliver a 20-30-minute presentation (with handouts) to the class describing your topic and the issues involved, what you learned as a result of your advocacy efforts, what you would do differently, describe your next steps, and garner support (lobby) from your classmates to join you in your cause. Due in class June 30th.

5. Attendance and Participation (20 points):

The process and outcome of this class will depend on each of your contributions. Thus, each student must be ready and committed to explore their own personal and professional selves through class discussions, in-class activities, and class assignments. More specifically, you are expected to 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 us all.

Current Events Discussions: Social justice consciousness dictates that we are aware of the communities (local, national, global) in which we live. Every day there are events and situations that have social justice implications for our multicultural communities. We

learn about these events via a variety of venues (e.g., news, social media, etc). Therefore, students are expected to bring to class current events items for discussion.

Required Text:

Ponterotto, J., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.) (2017). *Handbook of Multicultural Counseling, 4th edition*. Thousand Oaks: Sage. (“HMC”)

Additional required readings as assigned.

Summary of Assignments:

Points	Requirement	Due Date
20	My Culture Paper	June 9
20	Synthesis Essays (4-5)	End of each class
20	Content Analysis of Immigration Evaluation Reports Paper	June 23
20	Advocacy Project	June 30
20	Attendance/Participation	Daily

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)**

June 2

Morning Introductions, Syllabus, Overview of Pedagogical Goals, Strategy and Planning; Honoring Our Elders: Life Stories of Pioneers in Multicultural Counseling and Psychology

Required readings:

Syllabus, *HMC*: Chapter 42, pp. 433-444; Part II, pp. 51-174

Afternoon Multicultural Counseling: Past and Present; Overview of Multicultural Guidelines and Competencies

Required readings:

HMC: Foreword, Preface & Acknowledgments, pp. xi-xviii; Part I, pp. 1-50

Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations:

<http://www.apa.org/pi/oema/resources/policy/provider-guidelines.aspx>

APA Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists

<http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>

Competencies for Counseling the Multiracial Population

<https://www.counseling.org/docs/default-source/competencies/competencies-for-counseling-the-multiracial-population-2-2-15-final.pdf?sfvrsn=14>

Multicultural and Social Justice Counseling Competencies

<https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

Video: America Divided, Episode 1

June 9

Morning

Social Justice Advocacy in Psychology; My Culture Paper Due by midnight

Required readings:

The Psychology of Advocacy and the Advocacy of Psychology

<http://www.apa.org/pubs/journals/features/cap-53-3-151.pdf>

How to Write a Health Policy Brief

<http://www.apa.org/pubs/journals/features/fsh-fsh0000238.pdf>

APA Written Statement of Gwendolyn Puryear Keita, PhD, for President's Task Force on 21st Century Policing

<http://www.apa.org/about/gr/pi/news/2015/police-community-comments.aspx>

NGO Joint Statement on Sexual Orientation, Gender Identity & Human Rights

<http://www.apa.org/pi/lgbt/resources/ngo-joint-statement.pdf>

ACA: Advocacy Competency Domains

http://www.counseling.org/docs/competencies/advocacy_competencies.pdf?sfvrsn=3

Public Interest-Government Relations Office September 2016 Update

<http://www.apa.org/about/gr/pi/news/2016/september-2016.pdf>

Using Social Media for Advocacy and Legislative Visits

<http://www.apa.org/apags/resources/advocacy/social-media-advocacy.pdf>

Tips for calling and writing your member of Congress
<http://www.apa.org/about/gr/advocacy/tips-index.aspx>

Explore: Community Tool Box

<http://ctb.ku.edu/en/about-the-tool-box>

Society for Community Research and Action

<http://www.scra27.org/what-we-do/policy/getting-involved-policy/>

A Psychologists Guide to Federal Advocacy

<http://www.apa.org/about/gr/advocacy/federal-guide.pdf>

Legislative Process 101

<http://www.apa.org/about/gr/advocacy/process.pdf>

Common Cause: Find Your Elected Officials

http://act.commoncause.org/site/PageServer?pagename=sunlight_advocacy_list_page

Afternoon A Closer Look at Austin

Required readings:

Community Advancement Network

<http://canatx.org/dashboard/>

Who Gets to Keep Austin Weird?

<http://www.texasmonthly.com/the-daily-post/gets-keep-austin-weird/>

Mayor's Task Force on Institutional Racism and Systemic Inequities, March 31, 2017

https://cityofaustin.github.io/institutional-racism/IRSI_Task_Force_Final_Report-Updated-4-7-17.pdf

Video: America Divided, Episode 2

June 16

Morning

Immigration: Voluntary and Involuntary

Required readings: *HMC*: Chapter 34, pp. 348-359, Chapter 36, pp. 375-385

Crossroads: The Psychology of Immigration in the New Century

<http://www.apa.org/topics/immigration/report.aspx>

Report on the Task Force of Trafficking of Women and Girls

<http://www.apa.org/pi/women/programs/trafficking/executive-summary.aspx>

Statement on New Arizona Immigration Law - Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues Division 44 of the American Psychological Association
http://www.apadivisions.org/division-44/resources/advocacy/arizona.pdf?_ga=2.128676878.30178170.1495397956-701512841.1492346981

Judith M. Glassgold, PsyD, Testimony Before the U.S. House Judiciary Committee
<http://www.apa.org/about/gr/pi/news/2014/immigration-testimony.aspx>

In the Best Interest of Our Children: Examining Our Immigration Enforcement Policy
<http://www.apa.org/about/gr/issues/cyf/immigration-enforcement.aspx>

Afternoon Immigration Evaluations: Extreme Hardship, VAWA, U-Visas, Asylum;
Guest Speaker: Immigration attorney, Karen Crawford, J.D.

Required readings:

de las Fuentes, C., Ramos Duffer, M., & Vasquez, M. (2013). Gendered Borders: Forensic evaluations of immigrant women. *Women and Therapy*, 36, 302-318.

Working with Refugee Children and Families: Update for Mental Health Professionals
<http://www.apa.org/pubs/info/reports/refugees-health-professionals.pdf>

Sexual Assault and Abuse Rampant in America's Immigration Detention Centers
<http://genprogress.org/voices/2010/10/18/15864/sexual-assault-and-abuse-rampant-in-americas-immigration-detention-cen/>

Reforming America's Immigration Laws: A Woman's Struggle
https://www.americanimmigrationcouncil.org/sites/default/files/research/A_Womans_Struggle_062810.pdf

New Immigration Crackdowns Creating a "Chilling Effect" on Crime Reporting
<http://www.npr.org/2017/05/25/529513771/new-immigration-crackdowns-creating-chilling-effect-on-crime-reporting>

Video: America Divided, Episode 3

June 23 Giving Meaning and Purpose to Multicultural Counseling Endeavors;
Morning Content Analysis of Immigration Evaluation Reports Paper due midnight

Required readings: *HMC*: Chapters 18-20, pp. 175-213; Chapter 22, pp. 225-236; Chapters 43-44, pp. 445-471

Afternoon State Sponsored Disenfranchisement of People of Color Voters: Assaults on Voting Rights and When That Doesn't Work, Gerrymantering, Texas Edition

Required readings:

Equality Hypocrisy, Inconsistency, and Prejudice: The Unequal Application of the Universal Human Right to Equality

<http://www.apa.org/pubs/journals/features/pac-pac0000084.pdf>

Guaranteeing the Right to Vote for Twenty-First Century America

<http://scholarship.law.nd.edu/cgi/viewcontent.cgi?article=1666&context=jleg>

The Voting Rights of Ex-Felons and Election Outcomes in the United States

<https://sites.ualberta.ca/~econwps/2017/wp2017-03.pdf>

Texas NAACP v. Steen (consolidated with Veasey v. Abbott) background

<https://www.brennancenter.org/legal-work/naacp-v-steen>

Veasey v. Abbott, United States District Court Southern District of Texas Corpus Christi Division, April 2017

https://www.brennancenter.org/sites/default/files/legal-work/2017-04-10_Order_Intent.pdf

Court: Texas House map intentionally diluted minority votes

www.texastribune.org/2017/04/20/court-texas-house-map-intentionally-diluted-votes

The Supreme Court Just Gutted Texas' Defense of Its Racially Gerrymandered Congressional Districts

<http://www.sacurrent.com/the-daily/archives/2017/05/23/the-supreme-court-just-gutted-texas-defense-of-its-racially-gerrymandered-congressional-districts>

Lloyd Doggett and the Winnebago District

<https://handsoffredistricting.net/2013/12/08/lloyd-doggett-and-the-winnebago-district/>

Video: America Divided, Episode 4

June 30
Morning Emerging Issues and Affirming Multiple Identities Multicultural Counseling Psychology

Required readings: *HMC*: Chapter 26, pp. 271-281; Chapter 29, pp. 306-314; Chapters 37-39, pp. 385-410; Chapter 41, pp. 423-432

Explore: Implicit Association Test:
<https://implicit.harvard.edu/implicit/takeatest.html>

Video: America Divided, Episode 5

Afternoon Advocacy Project Presentations Due