

**EDCP 697**  
**MULTICULTURAL ISSUES IN COUNSELING PSYCHOLOGY**  
**FALL 2017**

**INSTRUCTOR:** Richard Q. Shin, Ph.D.  
**OFFICE:** ED 3228  
**EMAIL:** [rqshin@umd.edu](mailto:rqshin@umd.edu)  
**COURSE TIME & ROOM:** Tuesday 4:00 – 6:45pm; EDU 2101  
**OFFICE HOURS:** by appointment

**COURSE DESCRIPTION AND OBJECTIVES:** This course is designed to provide an overview of key multicultural-social justice issues as they relate to the field of counseling psychology. Students will gain a foundational knowledge of how systems of power and domination permeate virtually all aspects of contemporary U.S. society. Students will also learn how issues of social justice and equity affect counseling psychologists and the field of psychology in general. Students' current knowledge of the social, political, and historical forces that affect clients from marginalized and devalued groups will be expanded. To maximize learning in this course, students will need to: 1) take risks; 2) actively participate in constructive, but sometimes difficult dialogues; and 3) critically examine your own social locations based on race, class, gender, sexual orientation, (dis)ability, and other key identity categories.

The primary objectives of this course are: 1) to increase students' knowledge and understanding of the experiences and histories of various cultural and historically marginalized groups within the U.S.; 2) to increase students' awareness of their own developmental needs, strengths, cultural background, biases, and worldview; 3) to increase students' ability to develop appropriate intervention strategies; 4) to increase familiarity with the multicultural psychology and social justice research literature; and 5) to increase students' skills in applying multicultural concepts in research, practice, and other professional domains. Ultimately, the goal is for you to understand the social-cultural contexts of human development and behavior and to be able to effectively apply the knowledge base of your discipline in a culturally-responsive manner that promotes systemic social justice.

**INSTRUCTIONAL METHOD:** Class time will be devoted primarily to discussions, videos, presentations, counseling demonstrations, role-plays, and group work. Students are asked to complete the assigned readings prior to coming to class and be prepared to actively engage in discussions.

**TEACHING APPROACH:** My approach to teaching is informed by the principles of postmodern theory and critical pedagogy. As such, one of my primary goals is to create a space where my knowledge of topics and issues related to multicultural psychology is not privileged over the knowledge that you all bring to the course. My hope is that we can co-construct a classroom environment where we will feel free to reflect upon complex issues and dynamics, learn from events and interactions that occur throughout the semester, and collectively work against the rigid societal norms and structures constraining all of us. As the course instructor, I will try to facilitate the creation of an atmosphere in which we can explore personal views, experiences, and concerns. I encourage you to take risks of disclosing and experiencing

discomfort, to challenge yourself to personal exploration, and to stretch yourself since these growth experiences are important to becoming a multiculturally competent psychologist.

**REQUIRED READINGS:** Journal articles are all uploaded on our Elms space. If necessary, additional readings will be emailed to the class at least one week prior to the date they are due. Books for the book club requirement should be purchased as soon as possible.

**EVALUATION CRITERIA:** The course is graded A to F. In addition to expecting regular class attendance and informed class participation, course grades will be based on the following:

		<u>Grading Scale:</u>	
(a) Social Action Project Paper	25%	A	90-100
(b) Social Action Project Presentation	15%	B	80-89
(c) Personal Awareness Paper	15%	C	70-79
(d) Personal Awareness Presentation	15%	D	60-69
(e) Media Literacy Presentation	10%	F	<59
(f) Book Club	20%		

A grade of incomplete is available only for work which has been of passing quality throughout the term in circumstances in which there is good reason the work cannot be completed and with the approval of the instructor. Students should discuss anticipated obstacles in a timely fashion (not at the end of the term). All written assignments will be accepted in person or through email.

- (a) **SOCIAL ACTION PROJECT:** To start developing the knowledge, skills, and awareness necessary to engage in collective efforts for cultural and social transformation, you will participate in a social action project focused on a social justice issue relevant to psychologists. As a group, you will develop a social action project that focuses on a particular social injustice facing a marginalized population (LGBT persons, poor and working class families, individuals with (dis)abilities, etc.). Students are encouraged to explore the agencies, schools, and communities proximal to where you work and live to identify potential projects. Your group will develop a plan of action to confront this issue at multiple systemic levels (individual, institutional, societal) and implement at least one intervention by the end of the semester. You are encouraged to be creative, utilizing multiple levels of resources to develop this project. Some time will be devoted at the beginning of every class meeting to check in and discuss how the social action projects are coming along. At the end of the semester, your group will submit a 10-15-page paper describing the project and present the project to the class in a 10-15-minute presentation. One option for the social action project is to continue the work of the 2016 class. These students developed a proposal for the counseling psychology program to increase its emphasis on advocacy. The students who developed this project will visit our class on 9/5/17 to share their thoughts about the experience as well as their suggestions for how the project could be moved forward.

**Papers should contain:**

1. Identification of a target for advocacy
2. A clear statement of the problem
3. A discussion of systemic issues that perpetuate the problem
4. A discussion of possible solutions
5. A description of your group's action plan. Groups are expected to develop implementable strategies to put in place during the semester that will directly impact and attempt to remedy the problem identified.
6. A reference list

**(b) PERSONAL AWARENESS PAPER & PRESENTATION:** In order to increase personal awareness of your own cultural background, you will write a "Roots Reflection." This is an opportunity to explore your own cultural identity, social privileges and experiences of oppression by investigating your family's unique history. In a 10-page (maximum) double-spaced paper, reflect upon your cultural roots along with your social locations. Be sure to address how your various social locations have resulted in privilege as well as marginalized social status. In your paper, you should also share your reactions to the assignment (e.g., What did you learn? Did you experience any strong emotions during the assignment?). In your presentations, you will indicate whether you had discussions about race, gender, class, sexual orientation, and (dis)ability in your families of origin. For example, "Traditional gender roles were strongly reinforced in my family" OR "LGBT issues were rarely discussed in my family. When the topic came up, it was mostly talked about in a negative way." Try to creatively represent your roots with a song, picture, personal item, poem, drawing, etc. The only presentation aid that you will not be able to use is a computer. You will display your roots presentation and describe it to your peers in a 10-minute presentation.

**Note:** It is common for this assignment to trigger strong emotions. Please do not feel the need to compromise your boundaries for the purpose of doing well on the assignment. Know that I am most concerned about your well-being and will respect any limitations you have around exploring these issues.

**(c) MEDIA LITERACY PRESENTATION:** In this assignment, you are asked to find examples of the theoretical (racism, sexism, classism, heterosexism, and ableism) issues as they are occurring in the larger world around us. At one point in the semester, you will be responsible for bringing in an artifact from the media (television, youtube, movie clip, news article, music video, magazine ad, commercial, etc.) to present to the class and facilitate a group critique. Using concepts and theories from class lectures and readings, you will help your peers identify the ways in which your artifact reinforces systems of privilege and oppression in our society. Please do your best to use an artifact that you uncover from your life as opposed to simply googling "sexist commercials." If you decide to present an audio or video clip, it should last up to 5 minutes. The group critique should last approximately 10 minutes. You may email me before your presentation week to receive feedback about the appropriateness of the artifact you have chosen to analyze. Please sign up for a different topic for each presentation.

**(d) BOOK CLUB:** In addition to the weekly assigned readings, you will be reading and

discussing two critical consciousness-raising books. Book club discussions will occur at two different points throughout the semester. Please make sure to have the assigned book read before each discussion and be prepared to contribute in the following ways: 1) share 2-3 ways that the book was impactful in terms of your personal awareness/consciousness; 2) identify 1-2 specific passages that were impactful as well as talk about how the book has affected your personal and professional perspectives; 3) share how the book will impact your future career as a counseling psychologist; and 4) share thoughts/suggestions for taking action against some of the injustices addressed in the book.

**Books:**

**1. Between the World and Me**

**2. Hunger**

**ACADEMIC INTEGRITY:** It is expected that your work will be characterized by academic integrity and honesty. You are expected to be familiar with the University policy on academic dishonesty, as this policy applies to our class as well as to others. One aspect of this expectation is that your work will be referenced and documented appropriately. If you have any questions about proper documentation or any other issues pertaining to academic integrity, please consult appropriate resources (e.g., APA Publication manual).

**ACADEMIC ACCOMMODATIONS FOR PERSONS WITH UNIQUE NEEDS:** In compliance with and in the spirit of the Americans With Disabilities Act (ADA), I would like to work with you if you have a disability that is relevant to your work in this course. If you have a documented disability and wish to discuss academic accommodations, please do not hesitate to contact me.

**MULTICULTURAL STATEMENT:** The CHSE department is committed to creating a multicultural training environment, which is broadly defined as a place where diversity and opinions are respected. All faculty members strive to integrate multicultural and diversity issues in their courses in ways that are relevant to course content and process. It is hoped that students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity and respecting others' worldviews throughout this course.

**CourseEvalUM:** Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

**\*COURSE SCHEDULE\***

<b>DATE</b>	<b>TOPICS, READINGS, AND ASSIGNMENTS</b>
<b>8/29</b>	<p><b>Course overview</b>            Introductions/getting to know each other            Review syllabus and course requirements            Core concepts</p>
<b>9/05</b>	<p><b>Multicultural Counseling Competencies &amp; Social Justice</b>            Vera, E. M. &amp; Speight, S. L. (2004). Multicultural Competence, social justice, and counseling psychology: Expanding our roles. <i>The Counseling Psychologist</i>, 31(3), 253-272.</p> <p>Vasquez, M. J. T. (2012). Psychology and social justice: Why we do what we do. <i>American Psychologist</i>, 67(5), 337-346.</p> <p>Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., &amp; McCullough, J. R. (2016). Multicultural and Social Justice Counseling Competencies: Guidelines for the counseling profession. <i>Journal of Multicultural Counseling and Development</i>, 44(1), 28-48.</p>
<b>9/12</b>	<p><b>Critical Consciousness</b>            Diemer, M. A., Rapa, L. J., Voight, A. M., &amp; McWhirter, E. H. (2016) Critical consciousness: A developmental approach to addressing marginalization and oppression. <i>Child Development Perspectives</i>, 10(4), 216-221.</p> <p>Duran, E., Firehammer, J., &amp; Gonzalez, J. (2008). Liberation psychology as the path toward healing cultural soul wounds. <i>Journal of Counseling &amp; Development</i>, 86(3), 288-295.</p> <p>Shin, R. Q., Ezeofor, I., Smith, L. C., &amp; Welch, J. C. (2016). The development and initial validation of the contemporary critical consciousness measure. <i>Journal of Counseling Psychology</i>, 63(2), 210-223.</p>
<b>9/19</b>	<p><b>Intersectionality</b>            Carbado, D. W. (2013). Colorblind intersectionality. <i>Signs</i>, 38(4), 811-845.</p> <p>Grzanka, P. R. (in press). Intersectionality and feminist psychology: Power, knowledge, and process. In C. B. Travis &amp; J. W. White (Eds.), <i>Handbook of the psychology of women</i>. Washington, DC: American Psychological Association.</p> <p>Brown, L. S. (2009). Cultural competence: A new way of thinking about integration in therapy. <i>Journal of Psychotherapy Integration</i>, 19(4), 340-353.</p> <p>Shin, R., Welch, J., C., Kaya, A. E., Yeung, J. G., Obana, C. A., Sharma. R.,</p>

Vernay, C. N., & Yee, S. (in press). The Intersectionality Framework and Identity Intersections in the Journal of Counseling Psychology and The Counseling Psychologist: A Content Analysis. *Journal of Counseling Psychology*.

9/26

**(Dis)ability**

Baynton, D. C. (2010). Disability and the justification of inequality in American history. In P. S. Rothenberg (Ed.), *Race, class, and gender in the United States* (pp. 92-102). New York: Worth Publishers.

Loja, Ema; Costa, Maria Emília; Hughes, Bill; Menezes, Isabel; Disability, embodiment and ableism: Stories of resistance. *Disability & Society*, Vol 28(2), Mar, 2013 pp. 190-203.

Reeve, D. (2000). Oppression within the counselling room. *Disability & Society*, 15(4), 669-682.

Daggett, P. (2012). 'See a psychologist? Why would I do that?' *The Psychologist*, 25(1), 40-42.

Smith, L., Foley, P. F., & Chaney, M. P. (2008) Addressing classism, ableism, and heterosexism in counselor education. *Journal of Counseling & Development*, 86(3), 303-309.

10/03

**Racial and Ethnic Identity**

Ong, A. D., Fuller-Rowell, T. E., & Phinney, J. S. (2010). Measurement of ethnic identity: Recurrent and emergent issues. *Identity: An International Journal of Theory and Research*, 10(1), 39-49.

Shin, R. Q. (2015). The application of critical consciousness and intersectionality as tools for de-colonizing racial/ethnic identity development models in the fields of counseling and psychology. In R. Goodman & P. Gorski (Eds.). *Decolonizing "Multicultural" Counseling and Psychology: Visions for Social Justice Theory and Practice* (pp. 11-22). New York: Springer SBM Publications.

**ASSIGNMENT DUE: PERSONAL AWARENESS PAPER & PRESENTATION**

10/10

**Racism & Microaggressions I**

Helms, J. E. (2015). An election to save white heterosexual male privilege. *Latina/o Psychology Today*, 3(2), 6-7.

Leonardo, Z. (2004). The color of supremacy: Beyond the discourse of 'white privilege'. *Educational Philosophy and Theory*, 36, 137-152.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B.;

Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, *62*(4), 271-286.

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.

**10/17**

**Racism & Microaggressions II**

Bartoli, E., & Pyati, A. (2009). Addressing clients' racism and racial prejudice in individual psychotherapy: Therapeutic considerations. *Psychotherapy: Theory, Research, Practice, Training*, *46*(2), 145-157.

Malott, K. M., & Schaeffle, S. (2015). Addressing clients' experiences of racism: A model for clinical practice. *Journal of Counseling & Development*, *93*(3), 361-369.

Owen, J., Tao, K. W., Drinane, J. M., Hook, J., Davis, D. E., Kune, N. F. (2016). Client perceptions of therapists' multicultural orientation: Cultural (missed) opportunities and cultural humility. *Professional Psychology: Research and Practice*, *47*(1), 30-37.

**10/24**

**Xenophobia, Acculturation, & Acculturative Stress**

Baumann, A., Rodríguez, M. D., Parra-Cardona, J. R. (2011). Community-based applied research with Latino immigrant families: Informing practice and research according to ethical and social justice principles. *Family Process*, *50*(2), 132-148.

Bhatia, S., & Ram, A. (2009). Theorizing identity in transnational and diaspora cultures: A critical approach to acculturation. *International Journal of Intercultural Relations*, *33*(2), 140-149.

Chung, R. C-Y., Bemak, F., Ortiz, D. P., & Sandoval-Perez, P. A. (2008). Promoting the mental health of immigrants: A multicultural/social justice perspective. *Journal of Counseling & Development*, *86*(3), 310-317.

**10/31**

**Classism**

Lott, B. (2002). Cognitive and behavioral distancing from the poor. *American Psychologist*, *57*(2), 100-110.

Smith, L. (2005). Psychotherapy, classism, and the poor. *American Psychologist*, *60*, 687-696.

Arfken, M. (2013). Social justice and the politics of recognition. *American Psychologist*, *68*(6), 475-476.

**ASSIGNMENT DUE: BOOK CLUB #1**

11/07

**Sexism & Patriarchy**

Johnson, H. G. (2010). Patriarchy. In P. S. Rothenberg (Ed.), *Race, class, and gender in the United States* (pp. 153-162). New York: Worth Publishers.

Glick, P. & Fiske, S.T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, *56*, 109-118.

Hunnicutt, G. (2009). Varieties of patriarchy and violence against women: Resurrecting “patriarchy” as a theoretical tool. *Violence Against Women*, *15*(5), 553-573.

Dickerson, V. (2013). Patriarchy, power, and privilege: A narrative/poststructural view of work with couples. *Family Process*, *52*(1), 102-114.

11/14

**Homophobia & Heterosexism**

Walker, J. A., & Prince, T. (2010). Training considerations and suggested counseling interventions for LGBT individuals. *Journal of LGBT Issues in Counseling*, *4*(1), 2-17.

Kashubeck-West, S., Szymanski, D., & Meyer, J. (2008). Internalized heterosexism: Clinical implications and training considerations. *The Counseling Psychologist*, *36*(4), 615-630.

Shelton, K., & Delgado-Romero, E. A. (2011). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy. *Journal of Counseling Psychology*, *58*(2), 210-221.

Spengler, E. S., Miller, D. J., & Spengler, P. M. (2016). Microaggressions: Clinical errors with sexual minority clients. *Psychotherapy*, *53*(3), 360-366.

11/21

**No Class—Working Day**

11/28

**Sex/Gender Binary**

Smith, L. C., Shin, R. Q., & Officer, L. M. (2012). Moving counseling forward on LGBT Issues: Speaking queerly on discourses and microaggressions. *The Counseling Psychologist*, *40*(3), 385-408.

Singh, A. A., & dickey, I. m. (2016). Implementing the APA guidelines on psychological practice with transgender and gender nonconforming people: A call to action to the field of psychology. *Psychology of Sexual Orientation and Gender Diversity*, *3*(2), 195-200.

Chang, S. C., & Singh, A. A. (2016). Affirming psychological practice with transgender and gender nonconforming people of color. *Psychology of Sexual Orientation and Gender Diversity*, *3*(2), 140-147.

**ASSIGNMENT DUE: BOOK CLUB #2**

**12/5**

**Social Action Project Presentations  
Course wrap-up & Potluck**

**ASSIGNMENT DUE: Social Action Project Paper**