Psychology 566  
Multicultural Perspectives in Clinical Psychology  
Fall 2015  
Thursdays 9:00 pm - 12:00 pm  
350 Moore Bldg

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Office hours: By appointment

Course Overview and Objectives

This course is intended to provide students with a broad overview of some the key issues involved in approaching psychology (especially in clinical/counseling psychology) from a perspective that is mindful of the diversity in today’s society. We will explore the meaning and value of such concepts as culture, ethnicity, bias, and cultural (or multicultural) competence as they pertain to the practice of psychology. In so doing, the objectives of this course are as follows:

1. To ground students in theories associated with multiculturalism and diversity.  
2. To acquaint students with the some of the historical and sociopolitical contexts surrounding multicultural psychology.  
3. To increase students’ cultural awareness of their own and others’ worldviews.  
4. To enhance students’ skills in conducting culturally sensitive research and becoming culturally competent in applied settings.

In order to accomplish these objectives we will take a multidimensional approach towards learning. From this perspective, learning happens in three domains/areas: knowledge, skills and attitudes. We will focus on each of these at different times in the semester, but the idea is that each of these components is equally important to the learning process.

This class is NOT intended to be a comprehensive review of multicultural/diversity issues. Although we will be emphasizing the cultural aspect of diversity, there are several other important considerations when studying diversity (gender, sexual orientation, SES, etc.). Each of these topics can take up an entire semester. Therefore, this class should be seen as the beginning of a learning process that hopefully will continue throughout your lives and careers.

Class Conduct

Students 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. Because students in the class may be very diverse, they will have different values, beliefs, and opinions. Students are expected to maintain open minds regarding one another’s differences. Students may disagree/debate with others who hold opinions different from their own, but must maintain respect for all students at all times.
Grade

Final grades for this class will be based on class participation and various assignments/projects geared toward advancing our awareness of our own cultural roots and those of others.

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<th>Points (out of 100)</th>
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<tr>
<td>4 Thought Papers (5 points each)</td>
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<td>Critical Thought Questions (2 points each week)</td>
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<td>Class Attendance &amp; Participation</td>
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<td>Student-Led Discussion</td>
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<td>Cultural Genogram Presentation and Synthesis Paper</td>
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Reaction/Thought Papers: These brief papers (no less than two pages double-spaced) are meant to be a reflection/commentary/critique of the readings for a given week. You can focus on one, some or all of the readings for that given week. Check the syllabus to find out which weeks these are due.

Critical Thought Questions: For each week that there are readings due (except week 8) you are to prepare two or more critical questions based on the readings. Because the questions are to be used for generating discussion in class, you should bring a printed version to class and, when possible, email them to that class’ discussion leader ahead of time.

Cultural Genogram and Synthesis Paper: An essential component of cultural competence is awareness of one’s own cultural values, worldview, biases, and history. To increase self-awareness and knowledge of your own cultural background, you will generate a historical cultural depiction of your family history. An accompanying 5-10 page synthesis and integration paper—based on Hardy & Laszloffy (1995)—will be due as well. Details will be given in class.

Required Readings


The *Spirit* book is widely available in commercial bookstores and sold online at amazon.com for around $10. The remainder of the readings will be provided electronically via ANGEL.

Recommended Readings and Resources

The following books can be valuable resources on multiculturalism and diversity in psychology but they will not be required (although some of your provided readings will be come from these texts). These may be especially good starting places as you prepare for your class presentations.


Tentative Course Outline

Week 1: August 27th—Course Overview & Introductions

Week 2: September 3rd—Defining and Understanding Multiculturalism/Multicultural Competence

Thought Paper Due


Week 3: September 10th—The Controversy in Multicultural Practice

Thought Paper Due


Week 4: September 17th—Culture and Mental Health/Healthcare

(Discussion Leader: )


Week 5: September 24th—Cultural Issues in Clinical and Psychological Research

(Discussion Leader: )


Week 6: October 1st—Multiculturalism and the Practice of Psychology

*No class due to conference travel; virtual discussion only*


Week 7: October 8th—Microaggressions in the Therapeutic Setting

(Discussion Leader: )


Week 8: October 15th—Prejudice and Privilege

*Film: Color of Fear*

*Film: Back to Eden (selections)*


Week 9: October 22nd—Dealing with Racism in Clinical Settings

*Thought Paper on Color of Fear/Back to Eden Due*

(Discussion Leader: )


Week 10: October 29th—Cultural Identity Development
(Discussion Leader: )


Week 11: November 5th—Acculturation and Immigration
(Discussion Leader: )


Week 12: November 12th—Religion and Psychotherapy
(Discussion Leader: )


Week 13: November 19th—SES and Rural Settings in Psychotherapy
(Discussion Leader: )


Week 14: November 26th—No Class; Thanksgiving Holiday

Week 15: December 3rd—Culture and the Medical Profession
*Thought Paper Due*
(Genergrom Presentations: )


Week 16: December 10th—Genogram Presentations
(Genergrom Presentations: )