



# Intercultural Awareness Development

PSY 6121/6122

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# 1. Course information

## CATALOGUE DESCRIPTION

*A year-long course focused on experiential and didactic training on issues related to racial/ethnic minorities, sexual orientation, gender, disability, socio-economic levels, the elderly, etc. Aspects of oppression, discrimination, prejudice, and stereotyping of culturally different groups will be covered.*

## OVERVIEW

National mental health professional organizations and state licensing boards recognize the importance of a practitioner's competence when working with persons from different backgrounds as well as from a background similar to the practitioner. Consistent with the goals and objectives set by the American Psychological Association and California's Board of Psychology as well as the AIU mission statement, the goal of this seminar is to introduce you to topics relevant to this area.

The course is focused on establishing a foundation upon which to develop cultural humility and is taught from a U.S. perspective. Because of the controversial and sensitive nature of the topic, I limit class size in order to facilitate student discussions and interactions. We'll frame the discussions around age,

Culture is a concept not limited to patients. It also applies to the professionals who treat them.

David Satcher

gender, physical ability, race and ethnicity, sexual orientation, socioeconomic status, and spirituality. Since your values and beliefs affect how you work with patients, you should be prepared to face challenges from yourself and from others in class about the values and beliefs you currently hold. You will learn general issues of theory, research, and interventions as they apply to the sociocultural aspects of psychology. This will inform your future learning in the field, facilitating a greater degree of intercultural awareness.

During the course you will become familiar with, and demonstrate critical understanding of, the current theoretical, empirical, and clinical literature and how to use

this knowledge. In order to achieve this, we'll examine conceptual issues and how these apply to your clinical work with patients. This allows for a critical discussion at each class meeting as to how the readings and the videos shown in class apply to your work in general, rather than a time-limited focus on one cultural group per week. There is a great temptation for many students learning about cultural diversity to want to be told "how other people do it" and what to say to specific groups of people so they can quickly get about their business. This course will not do that, because doing so serves to perpetuate stereotypes. For instance, the experience of a woman who is Dominican may be very different than that of a woman who is Mexican, which can be different than a woman who is Spanish, yet all may be classified as Latinas. You will not get a "recipe book" on what to do with a particular group of people, and that may be frustrating to you. To put it another way, we will focus on an etic approach (relating to concepts analyzed without considering their role as a structural unit in a system) in this course, using emic (relating to concepts analyzed with respect to their role as structural units in a system) situations to help illustrate course objectives. Conceptual issues covered in this course include ethics, competence and responsibility, acculturation, identity, intergroup relations, assessment, and social justice. Research and clinical examples are incorporated throughout the course. Reflecting the field, we'll draw from the areas of counseling, education, fine arts, medicine, nursing, psychology, public health, social work, and sociology for our readings and videos.

I think this is a difficult seminar to take — and potentially an extremely helpful one. As a first-year graduate student, you are already thrown into a mix of strangers who may be very different from your undergraduate cohort, and the topics we address in this course are certainly not neutral ones. Be prepared to disagree with me, your classmates . . . and hopefully, yourself. These disagreements (without the participants being disagreeable) are often the crucible in which learning occurs. If you are a member of a dominant group, you will encounter viewpoints that may be surprising and distressing to you. If you are a member of a marginalized group, the difficulties you may encounter in society will most likely be present during our class meetings. The unique opportunity here is that we will be examining these different aspects of culture through the lenses of psychological science, social justice, and a profound respect (not just tolerance) for individual and group variability. Your own professional development (professionalism) is nurtured during the year in this course. My commitment to each of you is to help cultivate a classroom climate that is challenging, mindful, humble, humorous, compassionately curious, and ultimately beneficial, yet I cannot do it alone. All of us hold the responsibility, power, and honor of co-creating an environment where each person can learn and flourish in the process of becoming a psychologist.

### COURSE OUTCOMES

These objectives allow you to show your comprehension of course material by demonstrating knowledge of factual and conceptual (more concrete) through procedural to metacognitive (more abstract) processes. In this case, “metacognitive knowledge is knowledge of [one’s own] cognition and about oneself in relation to various subject matters . . .” (Anderson and Krathwohl, 2000). Intercultural awareness development starts with a knowledge of your own background (factual), how that background relates to general principles (conceptual), and how those principles influence your work (procedural). The overarching outcome is to increase your own ability to critically self-reflect about how these facts, concepts, and procedures help you emotionally and cognitively understand yourself and how you view others (metacognitive), and how this type of understanding impacts your performance of professional behavior in a cultural context.

And every interaction occurs within a cultural context.

### Goals

Specific to this section, goals of the course are for you to:

- Delineate your own sociocultural world view, including the privilege you hold as a member in dominant groups, and how it influences your work as a psychologist.
- Recognize that views of the world vary across different cultural groups, including your own group.
- Determine the unique intersection of an individual’s identities.
- Possess a cognitive and affective understanding of the experience of targeted groups in this country that differs from the understanding you now have.
- Test your awareness of how imbalances in power impact behavior and needs of helpers and those helped, and how this affects the helping relationship and health care institutions.
- Create a strong foundation upon which to build additional knowledge, skills, and experience to work relationally within the sociocultural context (skills in lifelong learning).

### Objectives

By arriving successfully at the end of the course, you should be able to:

1. Deconstruct your own cultural background and the values transmitted to you through that background.
2. Analyze the blind spots you possess concerning the privilege you have through membership in your own dominant cultural group(s).

3. Identify mental health agencies in the San Francisco Bay area with particular competence and outreach to target populations.
4. Summarize theories of identity development.
5. Carry out assessments that encompass cultural features.
6. Generate topics for further investigation, a metacognitive activity that contributes to developing lifelong learning skills.
7. Critically reflect on areas for growth as a professional psychologist who strives for cultural humility.

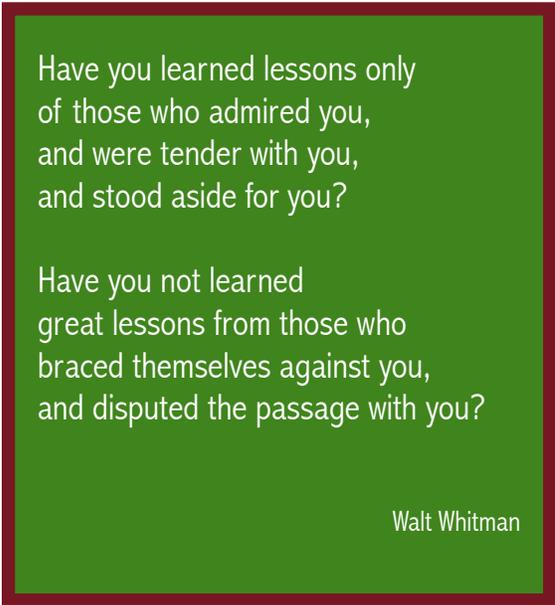
## 2. Teaching philosophy: the flipped classroom and collaborative learning

I am particularly interested in the pedagogy of health care education and the continued search for the most effective use of students' time and the maximum amount of material to be comprehended and made useable in professional settings. Much of my professional life is spent at the University of California San Francisco working in the areas of faculty development, medical student education, and interprofessional health education. I have found that the flipped classroom helps students receive and master new knowledge outside the classroom, and teachers use classroom time to reinforce learning and address students' questions (Prober and Khan, 2013).

In this course, you are responsible for reading the chapters and articles that are assigned, then bringing in questions, disagreements, revelations, and confusions that arise during your reading. As you can see, reading is an active act of learning rather than a passive information scan. I will regularly bring clinical cultural quandaries to class and, in a problem-based learning modality, ask you to work on those quandaries, generate areas for further knowledge (hence the spontaneous learning opportunities), and come up with approaches based on what you've learned in your readings; this also helps support an underlying goal to develop lifelong learners.

Traditional lectures often foster passivity and dependency. They typically provide answers rather than questions and create the impression that knowledge can be successfully dumped into learners' heads, like water in a bucket. In a variation of this analogy, many doctoral students feel that during coursework they are trying to take a drink from a fire hose! During uninterrupted lectures, learners are discouraged or prevented from reflecting on or challenging ideas, even internally. Learning takes place within a context that evokes and encourages the learners' questions. While most instructional groups are a blend, groups that are more often collaborative can create a fertile ground in which learning can grow. This collaborative spirit is a hallmark of interprofessional medical home teams, so the mechanics of this class will stand you in good stead should you enter the profession as a clinician and be involved with the health care system.

The table (Westberg and Jason, 2004, p. 48) on the next page highlights some of the traits of collaborative and authoritarian groups.



Have you learned lessons only  
of those who admired you,  
and were tender with you,  
and stood aside for you?

Have you not learned  
great lessons from those who  
braced themselves against you,  
and disputed the passage with you?

Walt Whitman

	<b>Collaborative</b>	<b>Authoritarian</b>
<b>Description of class</b>	Learning community	Isolated individuals
<b>Way learners are viewed</b>	Vital contributors to their own and each other's learning	Recipients of teaching
<b>Teachers' main roles</b>	Facilitator of learning, diagnostician, model, coach	Purveyor of information
<b>Teachers' main communication</b>	Questioning, active listening	Telling
<b>Type of leadership</b>	Situational: varies with the learners and the context	Directive
<b>Learners' main roles</b>	Active: Questioners, intent listeners, discoverers, teachers of each other	Passive: Listeners, receivers of information, note-takers
<b>Nature of discussions</b>	Dialogues; reflective	Monologues
<b>Nature of relationships</b>	Trusting, respectful, collaborative	Formal, guarded, distant, competitive, perhaps adversarial
<b>Responsibility for meetings</b>	Increasingly, the learners'	The teachers'

The goal in this course is for us to work on a collaborative level, not an authoritarian level. Warning: I will not deliver lectures! Those of you who are used to being "lectured at" may find this challenging, and I encourage you to try what may be new to you. This reflects the field we are studying as well. There will be new types of information or ways of seeing the world that are unfamiliar – this is a chance for you to stretch and grow. For the time to be interesting, stimulating, and beneficial, before each class you must have thought about the material from the previous class meetings, completed the readings assigned for the week, and formulated questions, disagreements, and other ideas. Be prepared to discuss your personal and professional reactions with me and with your colleagues in class. Both you as a student and I as an instructor share the responsibility for making the seminar relevant and useful to you. All of us in the class teach each other; learning is a community effort.

Using this approach, there is a great reliance on collaborative learning, as you may imagine from the description above. Plan to spend part of most classes working in duos, trios, or quartets; many of you are used to working on an individual level, and this is different for you. A large body of research demonstrates that adult learners learn best when they are actively involved in the process. Regardless of subject matter, students "...working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats" (Davis, 2009, p. 147).

We will frequently organize learning around class discussions. Here are some guidelines (Tiberius, 2013, p. 67-68) that may be helpful as you work in this way:

- Seek the best answer rather than try to convince other people.
- Try not to let your previous ideas or prejudices interfere with your freedom of thinking.
- Speak whenever you wish (if you are not interrupting someone else, of course), even though your idea may seem incomplete.
- Practice listening by trying to formulate in your own words the point that the previous speaker made before adding your own contribution.

- Avoid disrupting the flow of thought by introducing new issues. If you wish to introduce a new topic, warn the group that what you are about to say will address a new topic and that you are willing to wait to introduce it until people are finished commenting on the current topic.
- Stick to the subject and talk briefly.
- Avoid long stories, anecdotes, or examples.
- Give encouragement and approval to others.
- Seek out differences – they enrich the discussion.
- Be sympathetic and understanding of other people's views.

The role of discussions as part of the structure of this course is such that the skill of critical reflection is actively cultivated. "Reflective learning can improve professionalism and clinical reasoning, and reflective practice can contribute to continuous practice improvement and better management of complex health systems and patients" (Aronson, 2011, p. 200). In contrast to the common usage of the term "reflect," *critical reflection* has been described by Mezirow (1990) as

. . . the process of becoming critically aware of how and why our presuppositions have come to constrain the way we perceive, understand, and feel about our world; of reformulating these assumptions to permit a more inclusive, discriminating, permeable and integrative perspective; and of making decisions or otherwise acting on these new understandings. More inclusive, discriminating, permeable and integrative perspectives are superior perspectives that adults choose if they can because they are motivated to better understand the meaning of their experience. (p. 27)

You are expected to develop your own critically reflective ability not only to contribute to this class, but to enhance your own lifelong learning skills. In this spirit, part of our discussions will involve providing and incorporating peer feedback on class presentations.

As a class, you also have a legacy project to pass on to students that follow you. You will work together toward the end of spring semester to create a short document that will be passed on to students in next year's class section. What do you want to be sure the class that follows you knows? What do you wish someone had told you about this course at the beginning of this academic year? Are there other suggestions you want to pass on in general about this first year in the program? What can you tell your successors that will help them navigate the course and this academic year in a better way? By doing this, you increase the impact of your learning community and help create a culture of passing on learned wisdom and support to others. Don't forget: we all stand on the shoulders of those who came before us.

#### PROFESSIONAL DEVELOPMENT

As you engage in your psychology acculturation in this course, we will attend to aspects of professional development throughout the year. For instance, we'll look at the issues related to acculturation in the spring semester. While most of the readings focus on the conceptualization and research about acculturation, you'll also find earlier in the year an article on how psychology trainees and psychology programs are dealing with questions of beliefs and behaviors within training situations. You'll find this metacognitive approach laced throughout your readings; my intent here is to help you further develop your professional knowledge and competence (a basic definition of professional development) by understanding how your personal responses affect your professional viewpoint and behavior. The focus on professional development has an impact on the caliber of graduates from this school, legal and ethical behavior of graduates, the type of peers I and other faculty will be encountering in our professional lives, the reputation of the school and its subsequent ability to recruit highly qualified students, and –most important – the quality of care that is given patients by our students and graduates. This brings up my role as your professor. Pope (2014) describes this role of all faculty and supervisors as:

. . . the dual task of nurturing the development of (psychologists)-in-training and also ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately (Pope, 2014, p. 91).

Good grades alone do not determine the quality of graduates; the faculty and administration of AIU take into consideration a number of factors when making decisions about who can graduate from the program. I take my gatekeeper role seriously, and I am committed to carrying out this role in a transparent, ethical, and pedagogically sound manner. I want you to be successful in this course and in this profession. I will communicate directly and privately with you if I have any concerns about your professionalism. My goal in this communication is to identify a lapse in professionalism, make sure you understand the impact of the lapse, and to work with you to identify options to address the specific lapse as well as reflect on its implications in order to support your further development as a psychologist. My responsibility (and commitment) as your professor is to provide specific methods of support for you to succeed in this class and to achieve a clear identity as a psychologist; conversations about professionalism are held in the spirit of identifying pathways toward your success, and developing skills that support your proactive stance toward lifelong learning.

As you read this, you may begin to wonder about the power differential between me and each of you as students. This underlying question of power – who holds it, what can be done with it, and how does the differential affect interactions – informs your clinical work as well, and I hope we'll use the times where questions of power arise in class to think about the connections to your work with patients.

### 3. Assignments

There are no quizzes, midterm exams, or final exams in this course. There are written and oral assignments as detailed below.

#### READING LIST

##### *Required*

Ridley, C. R. (2005). *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention* (2nd ed). Thousand Oaks, CA: Sage. ISBN-13: 978-0761919827

Articles, book chapters, and reports as assigned.

Please bring a copy of the assigned readings for the week to class with you (either paper or on an electronic device).

##### *Recommended*

Fadiman, A. (1998). *The spirit catches you and you fall down: a Hmong child, her American doctors, and the collision of two cultures*. New York, NY: New York, NY: Noonday Press. ISBN-13: 978-0374533403

Fanon, F. O. (2005). *Wretched of the earth* (R. Philcox, Trans.). New York, NY: Grove Press. (Original work published 1961) ISBN-13: 978-0802141323

Freire, P. (2000). *Pedagogy of the oppressed* (M. B. Ramos, Trans., 30th anniversary edition). New York, NY: New York, NY: Continuum. ISBN-13: 978-0826412768

Leong, F. T. L., Comas-Díaz, L., Hall, G. C. N., McLoyd, V. C., & Trimble, J. E. (2014). (Eds). *APA handbook of multicultural psychology (APA handbooks in psychology)*. Washington, DC: American Psychological Association. ISBN-13: 978-1433812552

Videos listed will be shown in class.

Like neuropsychology, assessment, and statistics, some psychologists specialize in cultural aspects within our field, conducting research, consulting, teaching, and/or providing clinical service related to this topic. Within these readings you will find an array of articles that explicate theory and/or research. This contextualization helps you move beyond the *What do I have to do to be politically correct?* or *What am I supposed to say to those kind of people?* stance and into a more thoughtful and proactive engagement that is designed to provide excellence in carrying out the many roles in which psychologists may be found throughout their careers; lifelong learning is a necessity for continued competence in our profession.

For every hour in class, plan to reserve 2-3 hours outside of class for reading and writing (this is the definition of the Carnegie unit, the basis for granting course credit in U.S. colleges and universities). Please send your written assignments to me through our Moodle portal. Turn in assignments by the start of class (9:00) on the due date. Bring a double spaced and stapled hard copy of the assignment to class if you have a problem with your upload to Moodle. If you will miss the class when an assignment is due, you are still responsible to submit your assignment by the due date and time. **I do not accept late assignments;** do not turn them in (see exception on page 12 regarding serious illness), and please . . . don't ask me to make an exception for you.

#### PAPERS AND PRESENTATIONS

- 1) As we are having discussions in class, we'll come upon a topic that isn't familiar and not necessarily covered in the readings; it would help us to have more information, hence a **spontaneous leaning opportunity (SLO)** [Learning objective 6]. Write a 500-700 word answer to a question that arises in class and post to the SLO forum on Moodle within 4 days. Be sure to tie your answer to the topic that was being discussed. You'll have one of these SLOs each semester. As part of your class participation grade, classmates who did not write the answer are to read and briefly respond on line through the Moodle class forum; please write your response within 3 days of the SLO posting. This means that the selection, posting, and responses to a SLO occur within one week. **Or, in more concrete terms, the SLO gets chosen in class on Monday; you have until Friday at 09:00 to write it; the rest of the class has until 09:00 Monday to comment on it. After that time comments are closed.**

Here are a few guidelines when you write your SLOs and make your responses:

- Use at least two resources from the professional literature, and cite them; this keeps you safe from the perception of plagiarism and requires you to consider two (possibly) different viewpoints. It also gives others the opportunity to follow up should they want to do so.
- Don't cut and paste information; you won't learn by doing that. Read, comprehend, and digest the information, and then write your entry based on your understanding. Remember: *I'm interested in what you think.*
- Seek out differing opinions if they're available, briefly summarize them, then tell us which one you're leaning toward and why.
- Relate the SLO to your own clinical or academic situation and/or the topic we were discussing in class.
- What is particularly salient for you in what you learned through this SLO? If you ask a question (which is not specific to a classmate), be sure to answer it.
- Tell us what you thought about what you learned; what is your viewpoint, and what prompts you to hold that view? That will give us as a group more of a chance to have an ongoing dialogue.

For responses, consider these questions (not all will apply to every SLO):

- What questions do you have about the basic information presented in the SLO?
  - What are additional ways of relating this SLO to the discussion in class?
  - How does this SLO relate to your practicum or classroom experience? Is there anything to consider doing differently based on what you learned from your classmate's research?
- 2) The **personal awareness paper** (4-6 pages) [Learning objectives 1 and 2] is based on recommendations in the articles by Arredondo (1999) and by Watt (2007) in weeks 2 and 3 respectively. Please remember that you do not need to disclose personal information that you don't want to, should that be your decision (see the APA ethics code standard 7.04.).
- Part A: Describe your own cultural background, e.g., ethnicity, values, language, customs, spirituality, gender roles, sexual orientation, physical disabilities, identity, social class, etc. Which common characteristics of your own group do you like most and least? If you choose to mention your family, distinguish ways your family is culturally typical and in what ways it is unique.

Part B: Discuss how your own cultural background might affect your work as a psychologist. For instance, what is your own group's attitude toward other cultural groups, and toward psychotherapy? How might you be perceived by other groups? Explain your responses.

- 3) The **community agency paper** (4-5 pages) [Learning objective 3] requires you to make a site visit to one human service agency that provides mental health services and with which you are currently *unfamiliar*. Be prepared to give a 5-minute presentation to the class about the agency you visit. You must meet with at least one licensed mental health professional as part of your visit. In order to help you develop more understanding of one particular cultural group (the emic approach), choose an agency that could serve the person with whom you are talking for your application paper (see #5 below). Write your paper as follows:

Part A: One page describing the agency. Include name, address and neighborhood, URL (if applicable), who/why/how/when established, client population served, services offered, eligibility for services, staffing, fees, accessibility, and funding. Reproduce enough copies of part A to distribute (either paper or electronically) to the entire class.

Part B: Three to four pages describing your reactions to the experience: first impressions, how you are culturally different from clients/staff, what it might feel like for you as a staff member there, and impressions when leaving.

My suggestion is to make arrangements with the agency you select **well before the assignment is due**, particularly so you can schedule time with the licensed mental health professional on site.

- 4) A **community interaction exercise** (4-5 pages) [Learning objectives 2 and 7] given in class forms the basis of this assignment. No extra time is needed to complete the exercise itself, and no research or study of outside sources is required; you'll be writing a critical reflection paper about your experience with the exercise. I will give you full instructions and materials the class before the assignment is due.
- 5) For the **application paper** (14-15 pages) [Learning objectives 2, 3, 4, 5, and 7], arrange to talk with an adult you do not know well for approximately 8-10 hours. This person is someone from whom you are culturally different in at least one of the seven ways we are examining in this class, and not part of the dominant discourse (see Robinson, 1999, week 3). One hour a week or biweekly would be ideal. The focus is to begin to get to know the person and her or his view of her or his culture. Provide complete citations (APA format) for 3-4 articles in the professional literature (not from your assigned readings) that relate to this person's specific cultural background. Discuss these articles in terms of how they may or may not be relevant for a psychologist if your interviewee were a client in therapy. Include the following in your paper:
- A biographical sketch of the person (not more than 2 pages; the sketch is due November 17).
  - This person's experience navigating a path of acculturation.
  - Responses to your inquiries into the individual's cultural experiences and perspectives.
  - A reflection of how your own cultural background influences your understanding and interactions with this person.
  - A summary of a few critical incidents or moments during your interviews when the cultural aspects of the interaction between you were addressed (directly or indirectly).
  - A critical reflection on how those incidents affected subsequent interactions and the relationship.
  - A discussion of what you learned through the readings of the course and your specialized reading about this person that was supported or challenged in the interview.
  - Finally, describe how this series of interactions helped you identify your next steps to continue your own professional growth.

This is not an assignment to conduct therapy; it is an assignment to conduct a series of informational interviews. Do not interview a student peer or someone with whom you have a relationship that already entails an imbalance of power, i.e., supervisor/supervisee, employee/employer; we'll discuss this concept in class. **We will discuss in our first class ways to identify a person to interview.**

Plan to give the paper to two other students before it is due to me; this draft is due in week 12. Each of you will be giving feedback to one another about your papers in working groups established in class. You will also give to me a written copy of the comments you make to your working group members.

This assignment is designed for you to apply what you have learned in the course to the interactions you have with one person. Please use this assignment as an opportunity to synthesize your knowledge and demonstrate your grasp of the material covered over the year .

#### **ADDITIONAL LEARNING OPTIONS**

[a] Write a third **SLO**. Classmates who respond to your SLO receive extra credit as well. *Available once per semester.*

[b] Health care professionals who are able to critically self-reflect show a higher level of proficiency in their careers. In this spirit, write a 7-8 page **paper** about your own process of increasing your understanding of your own cultural viewpoint (this is an advanced “revision” of the personal awareness paper from the autumn semester, and should reflect a greater level of development and knowledge). During this course you’ve been reading about values that may be different than yours. What values do you hold in greatest esteem? How are these reflected in the APA ethics code (or not)? How have you seen your own cultural identity development shift over the year (remember you are in the process of acculturation into the profession of psychology, so that is an option upon which you can reflect)? What was most culturally problematic for you in your practicum placement or in classes? What cultural difference could be the most difficult for you to navigate successfully as a psychologist (Hint: Don’t tell me “none of them”!)? Describe your journey over the past year in terms of how your own cultural sense of self has changed. The task here is to have opinions and to base them in what you’ve learned in this course. Bring your critical thinking and cogent writing skills to bear in this assignment. *Available once per year after Week 10 in spring semester.*

[c] Prepare a 45-minute **class presentation** on a topic we aren’t covering. If you are interested in this option, please see me to approve the topic and receive some guidance about successfully teaching a learning module for our class. This option must be selected by the fourth week in the semester. *Available once per semester.*

[d] **Interprofessional competence** is receiving greater and greater levels of attention at many levels of national organizations (U.S. government, American Psychological Association, American Medical Association, and others) and is projected as a fundamental skill of health care professionals. Document in a 7-8 page **paper** what you learn in a meeting with a student in a health professions graduate program during which you review your respective training in cultural awareness. How would you compare and contrast the training? How do students in your interviewee’s profession learn about cultural awareness? Is there a formal cultural awareness class? If so, at what point in their program do students take the class? When do conversations about cultural awareness get brought up - only when there’s an intercultural difficulty? How is their own professional acculturation accomplished? How much of it comes through exposure to the “hidden curriculum” that exists in their school and placement sites?

Do not interview a student in a mental health profession; chiropractic, dentistry, massage, medicine (allopathic, Ayurvedic, Chinese, or osteopathic), nursing, or physical therapy are all professions you may investigate. If you would like to select some other health care profession, please first check with me to confirm your selection. *Available once per year.*

## 4. Appraisal

Someone who is attending to how well he [*sic*] is doing has his self-concept on the line. His image of himself as smart or competent is endangered by the risk of failing to meet a certain standard of performance. The attempt to protect that image usually comes at the expense of a desire to try one's best, which can seem risky. If you don't try, you don't fail. . . . The more the student is focused on how well he's doing, the less he is absorbed in the task itself. That absorption facilitates learning, so anything that undermines it is educationally disruptive (Kohn, 1999, p. 156).

The AIU policy of credit/no credit grading for this course is particularly helpful in our situation; when I teach this course, Kohn's assertion proves very accurate. I hope you can be absorbed in the learning and will encourage that stance in whatever way I can.

Think of this course as **one 3-unit semester course** spread over two semesters and meeting half as often. At the end of each semester you will receive an *Credit/No credit* grade. I do not give *Incomplete* as a grade except in extremely rare situations; you must have completed 75% of the work should an incomplete be contemplated, and the missing work is due to serious illness or a family emergency. Plan to take both semesters of this section – the dates for the entire course are listed in the syllabus. Enrollment is closed to new students in the second semester; please do not sign up for the course if you will not be able to attend both semesters in their entirety.

### FEEDBACK AND ASSESSMENT

Students are sometimes uncertain about the difference between feedback and assessment. Feedback, in this class, is an ongoing conversation between all of us, transparent in nature, and serves to educate the rest of the group as well as the recipient. You will receive written feedback as part of your SLOs from both me and your classmates. Here is an example of public feedback I might post in the forum to a SLO:

I'm glad you chose this subject, Aloysius. Your description of the dilemma in which you found yourself wondering if something a patient said was an indication of pathology or a common cultural viewpoint was specific, and your reporting of your experience in this practicum setting was both humorous and detailed.

You also asked your classmates two thoughtful questions about the situation in which you found yourself. In addition to the reporting, I would like to have read more about your own reactions and responses to this dilemma, including knowing your answers to the two questions. Letting us know what position you hold contributes to a more vivacious forum interchange.

By linking this clinical quandary to the appropriate sections in the ICD-10, you made the subsequent discussion much easier, which was very helpful.

This type of public feedback is designed to help you and your classmates improve and learn from one another throughout the year.

Given this course is offered in a pass/fail format only, I will be explicit in giving you private written comments on the assignments you submit should I have any concerns whatsoever about your passing the course. I will also highlight areas where I see you performing in an exceptionally skilled manner.

Assessments come in the form of a credit/no credit decision for work submitted that takes into account the feedback you've received, any private comments I may have written, and then a summative process encompassing your work throughout the entire semester. All assessments are private. The hallmark of a good assessment is that it is not a surprise, and I will strive to make sure my ongoing feedback (as well as that of your classmates) is reflected in your assessment.

### CLASS PARTICIPATION

Sharing ideas and engaging in intellectual dialogue are requirements of the course. Participation in class discussions and forum responses are important components of my ability to assess your academic achievement. Through your participation you contribute to others' learning and advance your own understanding. It is one way in which you demonstrate your mastery of class material and course objectives, in addition to your ability to engage in problem solving and professional learning behaviors.

The class is designed using small group discussion as well as problem-based learning to help facilitate class participation. Throughout the course you are responsible for being familiar with and participating in discussions of assigned readings and SLO posts. Assigned readings are the didactic basis of the course. Through reading and discussions you will acquire the scientific and theoretical knowledge base to meet course learning outcomes. Assessment of your participation in class discussions is based on:

- Preparation – you read the article, are familiar with its content, and are prepared to discuss it;
- Willingness – you contribute to class discussion and comment on other classmates' SLOs.
- Quality of contribution – you understand the readings, synthesize concepts, explore and question meaning, and apply concepts.

### WRITTEN ASSIGNMENTS

Please use APA format for your written work (don't worry about a cover page, however).

I want you to focus your critical skills and synthesize what you are learning from the readings and class discussions. At this level of education, I assume your mastery of basic skills of grammar and composition. Please write in the first person (using *I*) and not in the third person (using *the writer* or *we* or *psychologists*). Don't just rephrase other authors' work – give your own perceptions or ideas. Be sure you include concepts from readings and class discussions as appropriate. Please don't recap the article or chapter - I already read it, and that was why I chose to assign it.

In the past, some of my students have been puzzled as to why they got feedback on an assignment that indicated more difficulties than they expected. If I have asked for certain aspects to be addressed in your writing, your feedback will reflect the deficit if an aspect is not addressed. In a worst case scenario (which rarely happens), I will ask you to rewrite the assignment, incorporating my feedback to the previous draft.

Here's the biggest single suggestion I can make about your writing assignments (other than to check your "writing hygiene" - spelling, punctuation, grammar, sentence and paragraph structure, etc.): tell me about your thinking. I'm interested not only in the issues upon which you've chosen to focus, **but why you've chosen them, and what you think about them, and how they have an impact on your development as a psychologist.**

Missed assignments will result in appropriate feedback and possible lack of credit for the semester, depending on the work missed. If, however, you are *seriously ill* and provide a doctor's note, the assignment can be made up. Contact me as soon as possible if you find yourself in this situation.

If writing is difficult for you please inform me and we will work together as needed to help you meet this requirement.

### ORAL ASSIGNMENTS

Your ability to cogently deliver a class presentation will stand you in good stead throughout your career. In situations as varied as rounds, team meetings, and departmental educational activities, the verbal fluency you display when making a class presentation reflects on your own ability as well as gives an indication, particularly in multidisciplinary settings, of how psychology as a profession expects its practitioners conduct themselves. There are resources (for example, Jacobs and Hyman, 2010) available to help you make your oral presentation effective; we'll also talk about tips and techniques in class.



If speaking in class is difficult for you please inform me and we will work together as needed to help you meet this requirement.

#### ATTENDANCE AND BEHAVIORAL EXPECTATIONS

I expect you to attend all classes in their entirety; it is impossible to make up what has transpired. I define missing class as being late to class (or leaving class) by 15 minutes or more. That said, if you miss two classes over the year, I will ask you to write a 10-page paper on professionalism in psychology (there's quite a wealth of literature on this subject) due two weeks after the missed second class. A third missed class over the year will result in a 15 page paper on a current cultural awareness "hot topic," due three weeks after the missed third class or by the last day of the semester, whichever is sooner. If you do not turn in either remediation paper on time or miss three classes in a semester or four classes in the year, I will ask you to drop or withdraw from the course. If the last day to withdraw from the course has passed, you will receive a "No credit" grade. The final dates to drop or to withdraw are listed in the catalogue.

You may fail the course by reason of difficulty in meeting the behavioral expectation or requirements of the class, such as timely completion of assignments, attendance, or for violations of ethical and professional standards of care. Demonstration of professional behavior (professionalism) includes following the APA ethical principles for psychologists and code of conduct; adhering to school guidelines as listed in the Student Handbook; and complying with other directives from the CSPP/Alliant administration. In addition, professionalism includes respectful and responsible speech and actions, completing assignments in a timely way, communicating directly should issues or problems arise, and maintaining professional boundaries, such as the confidentiality of patients and classmates.

I am committed to your successful professional acculturation in this course. If you identify a problem that is negatively affecting your course performance, contact me immediately so that we can develop an appropriate plan to help you succeed. That plan may include changes in your behavior, changes in my behavior, and/or addressing a group-based situation as a class. Please contact me well before an assignment is due or before end of the year if there is a problem or concern you would like to address. I encourage you to talk with me in person to schedule a meeting, or contact me by telephone or e-mail.

#### HOW TO SUCCEED IN THIS SEMINAR

Succeeding is different than not failing; meeting the fundamental requirements as I've outlined them here will keep you from failing. My experience teaching this seminar is that the students who are truly successful, however, are the ones who are willing to take risks and to challenge me, each other, and themselves with compassion and respect. To succeed is to take the information you learn through readings and interactions with me and your classmates and be affected by it. By engaging with the material, being willing to change the way you think about the subjects we study, and actively participating in classroom discussions and online comments, the likelihood is that at the end of the year, you will look back and say to yourself, "I will use what I learned in this course during my work. It was worth the money and time I invested by enrolling in it." If there is something I can do to help you succeed, please don't hesitate to contact me.

## 5. My hopes for the year

Throughout this course we'll spend considerable time laying a foundation conducive to respectful, yet challenging, discussions through which we all can learn. I hope we grapple with complicated, emotional, and thought-provoking topics as a learning community and to understand that learning and teaching come from these shared experiences and critical reflection which can inform changes in professional behavior.

For me, one of the delights of teaching is that I learn so much. I look forward to working with you this year; please make use of my email and phone, and schedule appointment hours as are helpful to you. Welcome!

## 6. Course schedule

### **Week 1                    2014-09-08                    Introduction**

Start becoming aware of topics that come up in our discussions about which we need more information in order to soon choose your first SLO topic (Assignment #1)

Goodman, D. J. (2011). Why people from privileged groups support social justice. In *Promoting diversity and social justice: Educating people from privileged groups* (2nd ed.) (pp. 121-134). Thousand Oaks, CA: Sage. ISBN-13: 978-0415872881

Stuart, R. B. (2004). Twelve practical suggestions for achieving multicultural competence. *Professional Psychology: Research and Practice*, 35(1), 3-9. doi: 10.1037/0735-7028.35.1.3

Tervalon, M., & Murray-García, J. (1998). Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9(2), 117-124. doi: 10.1353/hpu.2010.0233

#### **For your reference:**

American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 62(9), 377-402. doi: 10.1037/0003-066X.58.5.377

American Psychological Association (2007). Guidelines for psychological practice with girls and women. *American Psychologist*, 58(5), 377-402. doi: 10.1037/0003-066X.62.9.949

American Psychological Association. (2012). Guidelines for psychological practice with lesbian, gay, and bisexual clients. *American Psychologist*, 67(1), 10-42. doi:10.1037/a0024659

American Psychological Association. (2013a). Guidelines for assessment of and intervention with persons with disabilities. Accessed at <http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx?item=1>

American Psychological Association (2013b). Guidelines for psychological practice with older adults. Available at <http://www.apa.org/practice/guidelines/older-adults.aspx?item=1>

### **The syllabus is subject to change**

This schedule is the general structure and content of the course. You should remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet your, my, or other requirements. We may spend more time on some topics as needed, and conversely, may move more quickly over other topics.

September 15  
Prep Week (no class)

**Week 2                    2014-09-22                    Context (Part 1)**

- Arredondo, P. (1999). Multicultural counseling competencies as tools to address oppression and racism. *Journal of Counseling and Development, 77*(1), 102-108. doi: 10.1002/j.1556-6676.1999.tb02427.x
- Hage, S. M (2006). A closer look at the role of spirituality in psychology training programs. *Professional Psychology: Research and Practice, 37*(3), 303–310. doi: 10.1037/0735-7028.37.3.303
- Hancock, K. A. (2014). Student beliefs, multiculturalism, and client welfare. *Psychology of Sexual Orientation and Gender Diversity, 1*(1), 4-9. doi: 10.1037/sgd0000021
- Olkin, R. (2002). Could you hold the door for me? Including disability in diversity. *Cultural Diversity and Ethnic Minority Psychology, 8*(2), 130-137. doi: 10.1037/1099-9809.8.2.130
- Peters, H. J., Krumm, A. J., Gonzales, R. R., Gunter, K. K., Paez, K. N., Zygowicz, S. D., & Haggins, K. L. (2011). Multicultural environments of academic versus internship training programs: lessons to be learned. *Journal of Multicultural Counseling and Development, 39*(2), 66-124. doi: 10.1002/j.2161-1912.2011.tb00145.x
- Ridley, C. R. (2005). Minority clients as victims. In *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention* (2nd ed) (pp. 3-16). Thousand Oaks, CA: Sage. ISBN-13: 978-0761919827

September 29 and October 6  
Prep Week (no class)

### **Week 3                    2014-10-13                    Can we talk (and what do we say)?**

Due: Personal awareness paper (assignment #2)

Due: Teaching topic for extra credit assignment

- Film: Riggs, M. (Producer and director). (1987). *Ethnic Notions* [video]. (Available from California Newsreel, 149 Ninth Street, San Francisco, CA 94103; 415.621.6196 or <http://www.newsreel.org>)
- Ridley, C. R. (2005). Fifteen propositions. In *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention* (2nd ed) (pp. 17-28). Thousand Oaks, CA: Sage. ISBN-13: 978-0761919827
- Robinson, T. L. (1999). The intersections of dominant discourses across race, gender, and other identities. *Journal of Counseling and Development*, 77(1), 73-79. doi: 10.1002/j.1556-6676.1999.tb02423.x
- Sue, D. W. (2013). Race talk: The psychology of racial dialogues. *American Psychologist*, 68(8), 663-672. doi:10.1037/a0033681
- Watt, S. K. (2007). Difficult dialogues and social justice: Uses of the privileged identity exploration (PIE) model in student affairs practice. *College Student Affairs Journal* 26(2), 114-126. ISSN: 0888210X
- Wise, T., & Case, K. A. (2013). Pedagogy for the privileged: Addressing inequality and injustice without shame or blame. In K. Case (Ed.), *Deconstructing privilege: Teaching and learning as allies in the classroom* (pp. 17-33). New York, NY: Routledge. ISBN-13: 978-0415641463

### **Week 4                    2014-10-20                    Context (Part 2)**

Due: Name of community agency (Assignment #3) for site visit; name of the person who will talk with you for the application paper (Assignment #5)

- Film: Lee, M. W. (Producer and director). (2002). *Last chance for Eden* [video]. (Available from Stir-Fry Seminars and Consulting, 154 Santa Clara Avenue, Oakland, CA 94610; 510.420.8292 or <http://stirfryseminars.com>)
- Fisher, C. B. (2014). Multicultural ethics in professional psychology practice, consulting, and training. In F. T. L. Leong, L. Comas-Díaz, G. C. N. Hall, V. C. McLoyd, & J. E. Trimble (Eds). *APA handbook of multicultural psychology, Volume 1: Theory and research. APA handbooks in psychology* (pp. 35-57). Washington, DC: American Psychological Association. doi: 10.1037/14187-003
- Gushue, G. V., & Constantine, M. G. (2007). Color-blind racial attitudes and White racial identify attitudes in psychology trainees. *Professional Psychology: Research and Practice*, 38(3), 321-328. doi: 10.1037/0735-7028.38.3.321
- Ridley, C. R. (2005). What is racism? and Models of mental health. In *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention* (2nd ed) (pp. 29-53). Thousand Oaks, CA: Sage. ISBN-13: 978-0761919827

**For this week, read Fisher, Gushue & Constantine, Ridley, and one of the following five articles:**

- Butler, R. N. (1969). Age-ism: Another form of bigotry. *The Gerontologist*, 9(4 part 1), 243-246. doi: 10.1093/geront/9.4\_Part\_1.243
- Cross, T. L. (2003). Culture as a resource for mental health. *Cultural Diversity and Ethnic Minority Psychology*, 9(4), 354-359. doi: 10.1037/1099-9809.9.4.354
- Fine, M., & Asch, A. (1988). Disability beyond stigma: Social interaction, discrimination, and activism. *Journal of Social Issues*, 44(1), 3-21. doi: 10.1111/j.1540-4560.1988.tb02045.x
- Silverstein, L. B. (2006). Integrating feminism and multiculturalism: Scientific fact or science fiction? *Professional Psychology: Research and Practice*, 37(1), 21-28. doi: 10.1037/0735-7028.37.1.21
- Smith, L. (2005). Psychotherapy, classism, and the poor: Conspicuous by their absence. *American Psychologist*, 60(7), 687-696. doi: 10.1037/0003-066X.60.7.687

October 27 and November 3  
Prep Week (no class)

**Week 5                    2014-11-10                    Foundations (Part 1)**

**[Dr. J-P presentation on spiritual and cultural assessments]**

Due: Final day to select your first SLO (Assignment #1)

- Cervantes, J. M., & Parham, T. A. (2005). Toward a meaningful spirituality for people of color: Lessons for the counseling practitioner. *Cultural Diversity and Ethnic Minority Psychology, 11*(1), 69-81. doi: 10.1037/1099-9809.11.1.69
- La Roche, M. J., & Christopher, M. S. (2009). Changing paradigms from empirically supported treatment to evidence-based practice: A cultural perspective. *Professional Psychology: Research and Practice, 40*(4), 396-402. doi: 10.1037/a0015240
- Krieger, N. (2003). Genders, sexes, and health: what are the connections – and why does it matter? *International Journal of Epidemiology, 36*(4), 652-657. doi: 10.1093/ije/dyg156
- Lott, B. (2002). Cognitive and behavioral distancing from the poor. *American Psychologist, 57*(2), 100-110. doi: 10.1037/0003-066X.57.2.100
- Pitner, R. O., & Sakamoto, I. (2005). The role of critical consciousness in multicultural practice: Examining how its strength becomes its limitation. *American Journal of Orthopsychiatry, 75*(4), 684-694. doi: 10.1037/0002-9432.75.4.684

**Week 6                    2014-11-17                    Foundations (Part 2)**

Due: Demographic sketch of the person you've selected for the application paper (Assignment #5)

Community interaction exercise (Assignment #4) given out in class

- Film: Metzler, D. (Co-producer and director) & Nakamoto, A. (Co-producer). (2007). *Furusato - The Lost Village of Terminal Island* [video]. (Available from CustomFlix, 100 Enterprise Way, Mod G: Production, Scotts Valley, CA 95066; 888.304.0049 or <http://www.customflix.com>)
- Review this website and be ready to discuss in class: <http://www.microaggressions.com/about/>
- Inman, A. G., and Ladany, N. (2014). Multicultural competencies in psychotherapy supervision. In F. T. L. Leong, L. Comas-Díaz, G. C. N. Hall, V. C. McLoyd, & J. E. Trimble (Eds). *APA handbook of multicultural psychology, Vol. 2: Applications and training. APA handbooks in psychology.*, (pp. 643-658). Washington, DC: American Psychological Association. doi: 10.1037/14187-036
- Comas-Díaz, L., & Jacobsen, F. M. (1991). Ethnocultural transference and countertransference in the therapeutic dyad. *American Journal of Orthopsychiatry, 61*(3), 392-402. doi: 10.1037/h0079267
- Ridley, C. R. (2005). Judgmental and inferential errors and Defensive racial dynamics. In *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention* (2nd ed) (pp. 54-82). Thousand Oaks, CA: Sage. ISBN-13: 978-0761919827
- Stolle, D., Hutz, A., & Sommers-Flanagan, J. (2005). The impracticalities of R. B. Stuart's practical multicultural competencies. *Professional Psychology: Research and Practice, 36*(5), 574-576. doi: 10.1037/0735-7028.36.5.574 Note: this is a response to the Stuart article from Week 1.
- 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. doi: 10.1037/0003-066X.62.4.271

November 24  
Prep Week (no class)

**Week 7                    2014-12-01                    Stereotype and prejudice**

Due: Community interaction paper (Assignment #4)

- Film: Barbosa, P. (Producer and director) and Lenoir, G. (Producer). (2001). *De Colores* [video]. (Available from Woman Vision, 3570 Clay Street, San Francisco, CA 94118; 800.343.5540 or <http://www.unlearninghomophobia.com>)
- Al Ramiah, A., & Hewstone, M. (2013). Intergroup contact as a tool for reducing, resolving, and preventing intergroup conflict: Evidence, limitations, and potential. *American Psychologist, 68*(7), 527-542. doi: 10.1037/a0032603
- Biernat, M. (2003). Toward a broader view of social stereotyping. *American Psychologist, 58*(12), 1019-1027. doi: 10.1037/0003-066X.58.12.1019
- Dovidio, J. F., Gaertner, S. L., & Kawakami, K. (2002). Why can't we just get along? Interpersonal biases and interracial distrust. *Cultural Diversity and Ethnic Minority Psychology, 8*(2), 88-102. doi: 10.1037/1099-9809.8.2.88
- Kimmel, M. S., & Mahler, M. (2003). Adolescent masculinity, homophobia, and violence: Random school shootings, 1982–2001. *American Behavioral Scientist, 46*(10), 1439-1458. doi: 10.1177/0002764203046010010
- Weaver, C. N. (2011). Hispanic prejudice in the United States. *Journal of Applied Social Psychology, 41*(11), 2723–2738. doi: 10.1111/j.1559-1816.2011.00836.x

**Week 8                    2014-12-08                    Privilege**

- Film: Miller, E. K. (Producer and director). (1996). *Drawing conclusions: Editorial cartoonists consider Hillary Rodham Clinton* [video]. (Available from Icarus Films, 32 Court Street, Brooklyn, NY, 11201 or <http://icarusfilms.com/new98/drawing.html>)
- Ehrenreich, B. (2011). Serving in Florida. In *Nickel and dimed: On (not) getting by in America* (pp. 11-21). New York, NY: Henry Holt. ISBN-13: 978-0312626686
- Harro, B. (2013). The cycle of socialization. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (3rd ed.) (pp. 45-51). New York, NY: Routledge. ISBN-13: 978-0415892940
- Johnson, A. G. (2005). How systems of privilege work. In *Privilege, power, and difference* (2nd ed.) (pp. 45-51). New York, NY: McGraw-Hill. ISBN-13: 978-0072874891
- McIntosh, P. (1988). *White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies*. Wellesley, MA: Center for Research on Women, Wellesley College. Available at [http://www.wcwonline.org/index.php?option=com\\_virtuemart&view=productdetails&virtuemart\\_product\\_id=259&virtuemart\\_category\\_id=25&Itemid=477](http://www.wcwonline.org/index.php?option=com_virtuemart&view=productdetails&virtuemart_product_id=259&virtuemart_category_id=25&Itemid=477)
- Wildman, S. M., & Davis, A. D. (2012). Making systems of privilege visible. In P. S. Rothenberg (Ed.), *White privilege: Essential readings on the other side of racism* (pp. 89-95) (4th ed.). New York, NY: Worth Publishers. ISBN-13: 978-1429233446

## 15 DECEMBER 2014 THROUGH 26 JANUARY 2015 SEMESTER BREAK - NO CLASS

### **Week 9                      2015-02-02                      Identity (part 1)**

Film: Welbon, Y. (Producer and director). (1999). *Living With Pride: Ruth Ellis @ 100* [video]. (Available from Our Film Works, P.O. Box 497062, Chicago, IL 60649; 800.343.5540 or <http://www.sistersin.cinema.com>)

**Of the nine articles available for this week, read Lo, Pieterse, and either Ponterotto or Worthington, then pick two more articles to read from the remaining six: one focused on your own identity and one most salient for the person you are interviewing (five articles total).**

Bilodeau, B. L., & Renn, K. A. (2005). Analysis of LGBT identity development models and implications for practice. *New Directions for Student Services*, 111, 23-39. doi: 10.1002/ss.171

Darling, R.B., & Kecert, D. A. (2010). Activism, models, identities, and opportunities: A preliminary test of a typology of disability orientations. In S. Barnartt (Ed.), *Disability as a fluid state* (pp. 203-229). Bingley, UK: Emerald Group Publishing. ISBN-13: 978-0857243775

Lo, H. (2010). My racial identity development and supervision: A self-reflection. *Training and Education in Professional Psychology*, 4(1), 26-28. doi: 10.1037/a0017856

Pieterse, A. L., Chung, S., Khan, T., & Bissram (2013). Social class and racial and ethnic identity: Perspectives on the psychological impact of social stratification and inequality. In W. M. Liu (Ed.), *The Oxford handbook of social class in counseling*. (pp. 379-393). Oxford, England: Oxford University Press. ISBN-13: 978-0195398250

Ponterotto, J. G., Utsey, S. O., & Pedersen, P. B. (2006). European American (White) racial identity development, mental health, and prejudice. In *Multicultural aspects of counseling and psychotherapy series: Preventing prejudice: A guide for counselors, educators, and parents*. (2nd ed., pp. 88-109). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/978145225678.n5

Ray, R. E., & McFadden, S. H. (2001). The web and the quilt: Alternatives to the heroic journey toward spiritual development. *Journal of Adult Development*, 8(4), 201-211. doi: 10.1023/A:1011334411081

Richardson, T. Q., Bethea, A. R., Hayling, C. C., & Williamson-Taylor, C. (2010). African and Afro-Caribbean American identity development: Theory and practice implications. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (3rd Ed.) (pp. 227-240). Thousand Oaks, CA: Sage. ISBN-13: 978-1412964326

Wijeyesinghe, C. L. (2012). The intersectional model of multiracial identity: Integrating multiracial theories and intersectional perspectives on social identity. In C. L. Wijeyesinghe & B. W. Jackson (Eds.), *New perspectives on racial identity development: Integrating emerging frameworks* (2nd Ed.) (pp. 81-107). New York, NY: New York University Press. ISBN-13: 978-0814794807

Worthington, R. L., Savoy, H. B., Dillon, F. R., & Vernaglia, E. R. (2002). Heterosexual identity development: a multidimensional model of individual and social identity. *The Counseling Psychologist*, 30(4), 496-531. doi: 10.1177/00100002030004002

**Week 10      2015-02-09      Acculturation**

Due: Community agency paper and class presentation (Assignment #3); application paper reference list (Assignment #5)

- Berry, J. W. (2003). Conceptual approaches to acculturation. In K. M. Chun, P. B. Organista, & G. Marín (Eds.), *Acculturation: Advances in theory, measurement, and applied research* (pp. 17-37). Washington, DC: American Psychological Association. ISBN-13: 978-1557989208
- Davis, A. Y. (1990). We do not consent: Violence against women in a racist society. In *Women, culture and politics* (pp. 35-52). New York, NY: Vintage. ISBN-13: 978-0679724872
- Johnson, K. R. (2010). Melting pot or ring of fire? In R. Delgado & J. Stefancic (Eds.), *The Latino/a condition: a critical reader* (2nd Ed.) (pp. 405-408). New York, NY: New York University Press. ISBN-13: 978-0814720400
- Ridley, C. R. (2005). Counseling idiographically. In *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention* (2nd ed) (pp. 85-105). Thousand Oaks, CA: Sage. ISBN-13: 978-0761919827
- Schwartz, S. J., Unger, J. B., Zamboanga, B. I., & Szapocznik, J. (2010). Rethinking the concept of acculturation: Implications for theory and research. *American Psychologist*, 65(4), 237-251. doi: 10.1037/a0019330

February 16  
Prep Week (no class)

**Week 11      2015-02-23      Identity (part 2)**

## Last day to select your second SLO (Assignment #1)

- Film: Alvarez, L., & Kolker, A. (Co-producers and co-directors). (2014). *Most likely to succeed* [video]. Available from Center for New American Media, 222 W. 37th Street, 16th floor, New York, NY 10018-6606; 800.343.5540 or [www.cnam.com](http://www.cnam.com)
- Gold, S. P., & Stewart, D. L. (2011). Lesbian, gay, and bisexual students coming out at the intersection of spirituality and sexual identity, *Journal of LGBT Issues in Counseling*, 5(3-4), 237-258. doi: 10.1080/15538605.2011.633052
- Comas-Díaz, L. (2001). Hispanics, Latinos, or Americanos: The evolution of identity. *Cultural Diversity and Ethnic Minority Psychology*, 7(2), 115-120. doi: 10.1037/1099-9809.7.2.115
- Negy, C., Shreve, T. L., Jensen, B. J., & Uddin, N. (2003). Ethnic identity, self-esteem, and ethnocentrism: a study of social identity versus multicultural theory of development. *Cultural Diversity and Ethnic Minority Psychology*, 9(4), 333-344. doi: 10.1037/1099-9809.9.4.333
- Ridley, C. R. (2005). Setting culturally relevant goals. In *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention* (2nd ed) (pp. 106-122). Thousand Oaks, CA: Sage. ISBN-13: 978-0761919827
- Silver, C. B. (2003). Gendered identities in old age: Toward (de)gendering? *Journal of Aging Studies*, 17(#), 379-397. doi: 10.1016/S0890-4065(03)00059-8
- Tatum, B. D. (2003). The complexity of identity: "Who am I?" In *"Why are all the Black kids sitting together in the cafeteria?" and other conversations about race* (pp. 18-30). New York, NY: Basic Books. ISBN-13: 978-0465083619

March 2

Prep Week (no class)

Peace cannot exist without justice,  
justice cannot exist without fairness,  
fairness cannot exist without development,  
development cannot exist without democracy,  
democracy cannot exist without respect  
for the identity and worth of cultures and peoples.

Rigoberta Menchú Tum

## **Week 12      2015-03-09      Intercultural experience (Part 1)**

**Due:** Draft of application paper (Assignment #5) to working group

- Film: McLeod, C. (Producer and director). (2001). *In the Light of Reverence* [video]. (Available from Bullfrog Films, P.O. Box 149, Oley, PA 19547; 800.543.3764 or <http://www.bullfrogfilms.com>)
- Accapadi, M.M. (2007). When White women cry: How White women's tears oppress women of color. *College Student Affairs Journal*, 26(2), 208-215. ISSN: 0888210X
- Brodin, K. (2012). How Jews became White folks. In P. S. Rothenberg (Ed.), *White privilege: Essential readings on the other side of racism* (pp. 41-54) (4th ed.). New York, NY: Worth Publishers. ISBN-13: 978-1429233446
- Díaz, R. M., Ayala, G., Bein, E., Henne, J., & Marín, B. (2001). The impact of homophobia, poverty, and racism on the mental health of gay and bisexual Latino men: Findings from 3 U.S. cities. *American Journal of Public Health*, 91(6), 927-932. doi: 10.2105/AJPH.91.6.927
- Gone, J. P. (2013). A community-based treatment for Native American historical trauma: Prospects for evidence-based practice. *Spirituality in Clinical Practice*, 1(S), 78-94. doi: 10.1037/2326-4500.1.S.78
- Grossmann, I., Karasawa, M., Izumi, S., Jinkyung, N., Varnum, M. E. W., Kitayama, S., & Nisbett, R. E. (2012). Aging and wisdom: Culture matters. *Psychological Science*, 23(10), 1059-1066. doi: 10.1177/0956797612446025
- Major, B., Mendes, W. B., & Dovidio, J. F. (2013). Intergroup relations and health disparities: A social psychological perspective. *Health Psychology*, 32(5), 514-524. doi: 10.1037/a0030358
- Ridley, C. R. (2005). Making better clinical decisions. In *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention* (2nd ed) (pp. 123-132). Thousand Oaks, CA: Sage. ISBN-13: 978-0761919827

March 16 and March 23  
Prep Week (no class)

## **Week 13      2015-03-30      Assessment and diagnosis**

**Due:** Copies of feedback on your working group members' application paper (Assignment #5) returned to working group members and to me

**Due:** Last day to turn in extra credit assignments

- Dadlani, M. B., Overtree, C., & Perry-Jenkins, M. (2012). Culture at the center: A reformulation of diagnostic assessment. *Professional Psychology: Research and Practice*, 43(3), 175-182. doi: 10.1037/a0028152
- Foster, R. P. (2001). When immigration is trauma: Guidelines for the individual and family clinician. *American Journal of Orthopsychiatry*, 71(2), 153-170. doi: 10.1037/0002-9432.71.2.153
- Guindon, M. H., Green, A. G. & Hanna, F. J. (2003) Intolerance and psychopathology: Toward a general diagnosis for racism, sexism, and homophobia. *American Journal of Orthopsychiatry*, 73(2), 167-176. doi: 10.1037/0002-9432.73.2.167
- Ridley, C. R. (2005). Terminating effectively. In *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention* (2nd ed) (pp. 145-154). Thousand Oaks, CA: Sage. ISBN-13: 978-0761919827

April 6 and April 13  
Prep Week (no class)

**Week 14      2015-04-20      Intercultural experience (Part 2)**

Due: Application paper (Assignment #5)

- Film: Adelman, L., (Executive producer), & Smith, L. M. (Director and producer). (2003). Episode 3: The house we live in. In *Race - the power of an illusion* [video]. (Available from California Newsreel, 149 Ninth Street, San Francisco, CA 94103; 415.621.6196 or <http://www.newsreel.org>)
- Doron, I., & Apter, I. (2010). The debate around the need for an international convention on the rights of older persons. *The Gerontologist*, 42(5): 604-608 doi: 10.1093/geront/gnq016
- Hernández-Ávila, I. (1997). An open letter to Chicanas: On the power and politics of origin. In J. Harjo & G. Bird (Eds.), *Reinventing the enemy's language: Contemporary Native women's writings of North America* (pp. 237-246). New York, NY: W.W. Norton. ISBN-13: 978-0393318289
- McCarthy, J. (2005). Individualism and collectivism: What do they have to do with counseling? *Journal of Multicultural Counseling and Development*, 33(2), 108-117. doi: 10.1002/j.2161-1912.2005.tb00009.x
- Mirsalimi, H. (2010). Perspectives of an Iranian psychologist practicing in America. *Psychotherapy: Theory, Research, Practice, Training*, 47(2), 151-161. doi: 10.1037/a0019754
- Ridley, C. R. (2005). Managing resistance. In *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention* (2nd ed) (pp. 133-144). Thousand Oaks, CA: Sage. ISBN-13: 978-0761919827
- Sue, D. W., Bucceri, J., Lin, A. I., Nadal, K. L., & Torino, G. C. (2007). Racial microaggressions and the Asian American experience. *Cultural Diversity and Ethnic Minority Psychology*, 13(1), 72-81. doi: 10.1037/1099-9809.13.1.72

It is not enough to be  
compassionate.  
You must act.

Tenzin Gyatso

## **Week 15      2015-04-27      Assessment and resilience**

### Due: Legacy project

Film: Neudel, E. (Producer and director). (2011). *Lives worth living: The great fight for disability rights* [video]. (Available at [www.storylinemotionpictures.com/PurchaseDVD.htm](http://www.storylinemotionpictures.com/PurchaseDVD.htm))

Christopher, J. C. (1999). Situating psychological well-being: Exploring the cultural roots of its theory and research. *Journal of Counseling and Development, 77*(2), 141-152. doi: 10.1002/j.1556-6676.1999.tb02434.x

Kaplan, H. B. (2013). Reconceptualizing resilience. In S. Goldstein and R. B. Brooks (Eds.), *Handbook of resilience in children* (pp. 39-55). New York, NY: Springer. doi: 10.1007/978-1-4614-3661-4\_3

Tedeschi, R. G., & Kilmer, R. P. (2005). Assessing strengths, resilience, and growth to guide clinical interventions. *Professional Psychology: Research and Practice, 36*(3), 230-237. doi: 10.1037/0735-7028.36.3.230

### **For this week, read Christopher, Kaplan, Tedeschi & Kilmer, and one of the following six articles:**

Abraído-Lanza, A. F., Guier, C., & Colón, R. M. (1997). Psychological thriving among Latinas with chronic illness. *Journal of Social Issues, 54*(2), 405-424. doi: .1111/j.1540-4560.1998.tb01227.x

Amundson, R. (2010). Quality of life, disability, and hedonic psychology. *Journal for the Theory of Social Behaviour, 40*(4), 374-392. doi: 10.1111/j.1468-5914.2010.00437.x

Barker, J. C., Herdt, G., & Vries, B. (2006). Social support in the lives of lesbians and gay men at midlife and later. *Sexuality Research and Social Policy, 3*(2), 1-21. doi: 10.1525/srsp.2006.3.2.1

Ramsey, J. L. (2012). Spirituality and aging: Cognitive, affective, and relational pathways to resiliency. *Annual Review of Gerontology and Geriatrics, 32*(1), 131-150. doi: 10.1891/0198-8794.32.131

Stevenson, H. C., & Renard, G. (1993). Trusting ole' wise owls: Therapeutic use of cultural strengths in African American families. *Professional Psychology: Research and Practice, 24*(4), 433-442. doi: 10.1037/0735-7028.24.4.433

Williams, J. M., & Portman, T. A. A. (2014). "No one ever asked me": Urban African American students' perceptions of educational resilience. *Journal of Multicultural Counseling & Development, 42*(1), 13-30. doi: 10.1002/j.2161-1912.2014.00041.x

## **Week 16      2015-05-04      Social justice**

Goodman, D. J. (2011). The joy of unlearning privilege/oppression. In *Promoting diversity and social justice: Educating people from privileged groups (2nd ed.)* (pp. 101-120). Thousand Oaks, CA: Sage. ISBN-13: 978-0415872881

Harro, B. (2013). The cycle of liberation. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice (3rd ed.)* (pp. 463-469). New York, NY: Routledge. ISBN-13: 978-0415892940

Kivel, P. (2011). How white people can serve as allies to people of color in the struggle to end racism. In P. S. Rothenberg (Ed.), *White privilege: Essential readings on the other side of racism* (pp. 127-135. (4th ed.). New York, NY: Worth Publishers. ISBN-13: 978-1429233446

Ridley, C. R. (2005). Examining and overcoming the unintentional racism of the mental health system. In *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention (2nd ed)* (pp. 157-224). Thousand Oaks, CA: Sage. ISBN-13: 978-0761919827

Stuart, R. B. (2004). Twelve practical suggestions for achieving multicultural competence. *Professional Psychology: Research and Practice, 35*(1), 3-9. doi: 10.1037/0735-7028.35.1.3 (*Reconsider this article from your first week's readings.*)

## References

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- Aronson, L. (2011). Twelve tips for teaching reflection at all levels of medical education. *Medical Teacher*, 33(3), 200-205. doi:10.3109/0142159X.2010.507714
- Davis, B. G. (2009). *Tools for teaching* (2nd ed.). San Francisco, CA: Jossey-Bass. ISBN-13: 978-0787965679
- Jacobs, L. F. and Hyman, J. S. (2010). *15 strategies for giving oral presentations*. Accessed at <http://www.usnews.com/education/blogs/professors-guide/2010/02/24/15-strategies-for-giving-oral-presentations>
- Kohn, A. (1999) *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes*. Boston, MA: Houghton Mifflin.
- Mezirow J. (1990). *Fostering critical reflection in adulthood*. San Francisco, CA: Jossey-Bass. ISBN-13: 978-1555422073
- Pope, M. (2014). Who controls the training of new mental health professionals? *Psychology of Sexual Orientation and Gender Diversity*, 1(2), 90-92. doi: 10.1037/sgd0000025
- Prober, C. G., & Khan, S. (2013). Medical education reimaged: A call to action. *Academic Medicine*, 88(10), 1407-1410. doi: 10.1097/ACM.0b013e3182a368bd
- Tiberius, R. G. (2013). *Small group teaching: a trouble-shooting guide*. Toronto, Ontario, Canada: Ontario Institute for Studies in Education Press. ISBN-13: 978-0749428969
- Westberg, J., & Jason, H. (2004). *Fostering learning in small groups*. New York, NY: Springer. ISBN-13: 978-0826193315



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