

PSYC 7108: Multicultural Psychology

Instructor: Monnica Williams, Ph.D.

Regular Class Meeting Times: Th 11:30-2:20 pm (dates 1/9/23-4/8/23)

Final Exam Date: TBA

No Class: Family Day - February 20, Reading Week February 19-25, Easter Break - April 7-10, Study Break - April 13

Location:

Classroom: 120 University (FSS) 5023

Zoom: <https://zoom.us/j/6129400639> (if campus is closed due to Covid-19 or weather)

How to Reach Dr. Williams:

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Office Location: VNR 4075

Office Hours: by appointment (10-11 am Thursdays)

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Goals of the Course:

This course will introduce students to important concepts as they relate to culture, race, and ethnicity in psychology. We will delineate contemporary theories and research, with an emphasis on how different cultural groups within interact within a single social structure (multiculturalism). Critical thinking will be emphasized to examine, analyze, and evaluate issues pertinent to cultural diversity as it applies to individuals and groups in Canadian society and related research. Additionally, students will become familiar with the empirical literature as it relates to the science and practice of multicultural psychology, with a clinical psychology emphasis, and gain an appreciation of the experience of oppressed and stigmatized groups. Students will be evaluated through weekly assignments, in-class activities, and discussion of culturally-sensitive topics.

Course Objectives:

After taking this course, students will be able to describe the importance of culturally-informed approaches in psychology, apply concepts learned to their interventions, understand issues related to racialization, and integrate knowledge of various ethnic groups into their therapeutic approach.

Texts:

- Williams, M. T. (2020). *Managing Microaggressions: Addressing Everyday Racism in Therapeutic Spaces*. Oxford University Press. ISBN: 9780190875237 (required)
- Williams, M. T., Rosen, D. C., & Kanter, J. W. (2019). *Eliminating Race-Based Mental Health Disparities: Promoting Equity and Culturally Responsive Care Across Settings*. New Harbinger Books. ISBN: 978-1-68403-196-2 (recommended)
- Sue, D. W. (2019). *Counseling the Culturally Diverse: Theory and Practice*, 8th ed. John Wiley & Sons, Inc. (recommended)

- Articles posted on BrightSpace.

Schedule of Topics:

Week	Date	Topic
1	1/12/22	Introduction: Culture and Why is it Important? / Multiculturalism
2	1/19/22	Talking About Race and Whiteness
3	1/26/22	Relationships Across Race and Ethnicity
4	2/2/22	Racial and Ethnic Identity
5	2/9/22	Pathological Stereotypes and Bias
6	2/16/22	Racism and Prejudice
7	2/23/22	<i>Reading Week (no class)</i>
8	3/2/22	Culturally-Informed Research Design
9	3/9/22	Cultural Differences in Worldviews and Religion
10	3/16/22	Cultural Issues in Psychological Assessment
11	3/23/22	Culturally Sensitive Counseling
12	3/30/22	Culture and Psychopathology
13	4/6/22	Review and Synthesis

Prerequisites:

This is an advanced course for graduate students in psychology. Students should be familiar with psychology, research concepts, and writing papers in APA style. It is the responsibility of the student to ensure that have met all requirements. Students in other departments/programs may participate with instructor and program permission.

Grading:

Total points will be calculated by summing participation (10%), weekly assignments (55%), reading thought questions (11%), final synthesis paper (7%), feedback (3%), and final exam/project (13%) for a total of (100%, 1000 points total). In order to receive full participation points, students must be present in class. Course grades will be determined as shown in the grading table on the right.

Total points	Grade
90-100	A+
85-89	A
80-84	A-
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
40-49	E
0-39	F

Assignments:

Throughout the semester, there will be weekly assignments that are designed to push you out of your comfort zone and help you engage with the material. These may involve interactions with others, self-reflection, and sharing in class. These assignments are intended to facilitate a shift in thinking from an ethnocentric to a multicultural perspective. Students will complete written assignments, many of which will be based on activities performed outside of the classroom, and these should incorporate all the weekly readings and outside readings as necessary.

It should be clear from your papers that you have thoroughly read and digested all the assigned readings. You should cite all assigned readings in your papers whenever possible. You can expect to get about an 75% if you meet the bare minimum requirements of the assignment without showing

evidence of challenging yourself. More points will be given for taking risks and moving out of your comfort zone. To get a perfect score, you will have to show that you can engage in fearless self-reflection, synthesize all class material, and properly apply all assigned readings to the topic at hand (and, of course, use perfect APA formatting!)

Assignments should be the student's original work and not have been utilized for prior courses. All assignments must be posted on BrightSpace by 4 pm the day before class (unless indicated otherwise). Assignments should be 1.5 spaced, with 12 pt type, using 1-inch margins. Paper assignments must be stapled – do not turn in unstapled assignments. Use APA format for all assignments (don't assume all the readings on the syllabus are in perfect APA format). Page limits do not include references. Details about how to complete each assignment will be provided in class and/or BrightSpace. Important: Read the instructions of BrightSpace and complete all weekly readings before attempting assignments.

If you turn in the weekly assignment late you will receive only partial credit. Assignments that are more than one week late will not be graded. Any student who is unhappy with their score on an assignment must bring it to the attention of the professor within 3 days of the grade being posted. After that time, no changes will be made for any reason. If any request is made to re-grade an assignment, the whole assignment will be re-graded strictly, and your score may go up or down. All weekly assignments must be attempted to pass the class.

Participation:

This is a discussion-based, interactive course. Participation includes sharing your thoughts, being respectful to others, and being on time. If you fail to participate in class, you will not receive participation points for that day. In addition, your grade for some assignments is based on your presentation of it in class, which cannot be excused, regardless of the reason for missing class. There will be extra credit opportunities during the semester, which can be used toward recouping points for missing class discussion, if you inform me in advance by email and have a good reason for not being there to participate (i.e., a conference, severe illness), or if you add the class late. Students should contact a classmate and ask them to take notes for them if they are unable to participate. Do not ask me what you missed. Class discussions will not be recorded. Failing to participate in 3 or more classes for any reason will result in a failing grade or incomplete.

In the event of inclement weather and/or unexpected university closing, the class will instead be delivered online via Zoom. It may be delivered synchronously or asynchronously depending on the situation. Students should be prepared to participate synchronously, with cameras and mics on, in a quiet private place, free of distraction. Due to ongoing Covid-19 pandemic, the ability to participate online is required for this course.

Contact with Professor:

Any email sent to me must be sent from your uOttawa.ca email address. Email is the best and quickest means of contact. All assignments are to be turned in via BrightSpace. Do not email them, they will not count. Do not assume I have received any email from you unless you receive a confirmation email back. Students are expected to check their university email daily for important

information class announcements. They should also regularly check BrightSpace to monitor their grades.

When possible, please let notify me in advance if you are planning to come to office hours. Other times may be arranged by appointment. The material presented in this course can be challenging. Students are encouraged to meet individually with me, especially if they find any of the material difficult, confusing, or upsetting. Students should arrange to meet with me at least once halfway through the course to provide mid-semester feedback on how they are experiencing the class; this is required to pass the class.

Expectations Concerning Student Conduct:

I expect all participants in this class to show respect for everyone so that we can maintain a safe and pleasant learning atmosphere. The use of laptop computers should be minimized and closed when not in use. Cell phones are not permitted as these are distracting to other students. Students who receive cell phone calls or emails during class are showing a lack of respect for their fellow students and professors and interfering with teaching. Persistent offenders will be warned and possibly subject to disciplinary procedures. Similarly, students who ridicule statements by others, or who are argumentative or hostile during class discussions, create a difficult learning environment and will not be tolerated. The ability to communicate professionally and show respect to other students and the professor is a requirement for this class, and failure to do so will result in points being deducted from the student's final grade (up to a 200 point deduction for repeated unbecoming behavior).

Statement on Academic Honesty:

It is expected that the work you do in this course will be your own. Academic fraud refers to "an act by a student that may result in a false academic evaluation of that student or of another student" (Academic Regulation 14 - academic fraud). On written assignments, you are expected to use your own words and thoughts. When you are paraphrasing from another source, please give a citation using APA style. That means you give the author(s) and year of publication in parentheses at the end of the sentence in which the paraphrase took place. If you are quoting directly, please enclose the quotation in quotation marks and give the proper citation and the page number. When you use citations, also include a reference list with the full citation. Failure to abide by these rules means that you are plagiarizing. Please note that this rule includes web site material and the instructor's lecture slides. You will receive no credit for plagiarized materials (a zero on the assignment), and you also may be subject to disciplinary action and/or a failing grade in the class.

Changes in the Syllabus:

If any changes are made in the syllabus, the class will be notified. The instructor reserves the right to alter the syllabus because of unforeseen circumstances or because more time is needed on a particular topic. In such an event, a notice or update will be posted to BrightSpace.

University Regulations:

Important dates and deadlines are listed at <https://www2.uottawa.ca/current-students/important-academic-dates-deadlines>.

Make sure you know when the last day to withdraw from a course or an activity is, with or without a financial credit. Note: If you simply stop attending a course and do not withdraw, you will receive a failing grade.

Absence from any examination or test, or late submission of assignments due to illness, psychological problems or exceptional personal circumstances must be justified; otherwise, students will be penalized (Academic Regulation 9.5 – Evaluation of student learning).

1. Medical grounds

- a) Students must directly notify their professor or the academic secretariat of the faculty where they are registered, before the exam or before the assignment deadline.
- b) Before accepting the student's justification, the professor or the faculty's academic secretariat has the right to request a medical certificate from the attending physician (including the student's name, the date of both the absence and the return to studies, the medical consultation date, and the physician's signature).
- c) If the authenticity of the medical certificate is in question, the professor or the faculty's academic secretariat may request that it be validated by the University of Ottawa's Health Services.
- d) If the medical problem is not foreseeable, students must notify their professor or the academic secretariat of the faculty where they are registered and submit a medical certificate bearing the date of the absence within five working days of the exam date or the assignment deadline, except if extenuating circumstances prevent them from doing so; these circumstances must be documented.
- e) Students who write an examination during the period of disability specified on the medical certificate cannot later plead illness to appeal their examination results.

2. Psychological problems

- a) Students must directly notify their professor or the academic secretariat of the faculty where they are registered before the exam or before the assignment deadline.
- b) Before accepting the student's justification, the professor or the faculty's academic secretariat has the right to request either a certificate from the attending physician or from a psychologist (including the student's name, the date of both the absence and the return to studies, the consultation date, and the physician's or psychologist's signature) or a supporting letter issued by the University of Ottawa's Counselling and Coaching Service.
- c) If the authenticity of the certificate is in question, the professor or the faculty's academic secretariat may request that it be validated by the University of Ottawa's Health Services.
- d) If the psychological problem is not foreseeable, students must notify the professor or the academic secretariat of the faculty where they are registered and submit a certificate bearing the date of the absence within five working days of the exam date or the assignment deadline, except if extenuating circumstances prevent them from doing so; these circumstances must be documented.
- e) Students who write an examination during the period of disability specified on the certificate cannot later plead psychological problems to appeal their examination results.

3. Exceptional personal circumstances

Absence from an examination or test and the late submission of assignments due to exceptional personal circumstances must be justified in writing within five working days of the date of the examination or test or the assignment deadline. The academic unit and the faculty concerned reserve the right to accept or reject the reasons presented. Reasons such as travel, work and misreading of examination schedules are not accepted, except in exceptional and properly documented circumstances.

Religious Accommodation:

If a required activity in a course conflicts with a documented religious practice that you follow, you may seek religious accommodation (Academic Regulation 15 – Religious accommodations). You must send your professor(s) or your faculty a letter or an email in which you describe the religious practice you follow and the accommodation that you want. You must submit your request for accommodation within the following deadlines:

- If the accommodation you want concerns academic requirements mentioned in the course syllabus or shared during the first class or earlier, you must make your request in the first two weeks of the session.
- If the accommodation you want concerns academic requirements established or made known after the first class, you must make your request within five working days of the requirement being made known.
- If the accommodation concerns a final exam, you must make your request within five working days of the exam schedule being posted.

Sexual Misconduct and Discrimination:

The University of Ottawa opposes any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit <https://www.uottawa.ca/sexual-violence-support-and-prevention/>

Mistreating others based on ethnicity, race, color, sex, gender, sexual orientation, religion, nationality, disability, SES, or any other marginalized identity is not allowed and will not be tolerated.

Assignments & Reading

Important: See BrightSpace for details of all homework assignments.

1. What is culture and why is it important?

Reading:

1. Williams, M. T. (2020). *Managing Microaggressions: Addressing Everyday Racism in Therapeutic Spaces*. Oxford University Press. ISBN: 9780190875237
2. McIntosh, P. (2003). White privilege: Unpacking the invisible knapsack. In S. Plous (Ed.), *Understanding prejudice and discrimination*. New York, NY: McGraw-Hill.
3. Williams, M. T., Faber, S. C., Nepton, A., & Ching, T. (2022). Racial justice allyship requires civil courage: Behavioral prescription for moral growth and change. Advance online. *American Psychologist*. <https://doi.org/10.1037/amp0000940> (optional – explains what we will be doing in class this semester and why)

Class:

- Introduction and overview
- Definitions and ground rules
- What do you want to learn and why?
- Lecture: Why culture is important
- Discussion about readings
- Microaggressions small group exercises
- Discuss upcoming homework; short video clip about Whiteness

2. Taking about Race & Whiteness

Reading due:

1. Cardemil, E. V. & Battle, C. L. (2003). Guess who's coming to therapy? Getting comfortable with conversations about race and ethnicity in psychotherapy. *Professional Psychology: Research and Practice*, 34, 278-286.
2. DiAngelo, R. (2011). White Fragility. *The International Journal of Critical Pedagogy*, 3(3), 54-70.
3. McKinney, K. D. (2006). 'I Really Felt White': Turning points in Whiteness through interracial contact. *Social Identities*, 12(2), 167-185.
4. Curtis, E., Jones, R., Tipene-Leach, D., Walker, C., Loring, B., Paine, S.-J., & Reid, P. (2019). Why cultural safety rather than cultural competency is required to achieve health equity: a literature review and recommended definition. *International Journal for Equity in Health*, 18(1), 174–174. <https://doi.org/10.1186/s12939-019-1082-3>

Homework due:

- Talk to someone you know of a different race about their racialized experiences. Ask the other person about their experience and share information about your experience. Pick someone who grew up in Canada. Describe any feelings of discomfort and areas of

- connection. Write about it and what you learned. Incorporate class readings (2 pages). [50 points]
- Write 2 thoughtful discussion questions or comments about each of the readings. [10 points]

Class:

- Review and discuss homework about racial/cultural differences
- Discussion about readings

3. Relationships Across Race and Ethnicity

Reading due:

1. Okech, J. E. A. & Champe, J. (2008). Informing culturally competent practice through cross-racial friendships. *International Journal for the Advancement of Counselling*, 30, 104–115.
2. Liu, H. (2020). White Allyship. In *Redeeming Leadership: An Anti-Racist Feminist Intervention* (1st ed., pp. 141–156). Bristol University Press. <https://doi.org/10.2307/j.ctvtv93zk.11>
3. Williams, M. T., Sharif, N., Strauss, D., Gran-Ruaz, S., Bartlett, A., & Skinta, M. D. (2021). Unicorns, leprechauns, and White allies: Exploring the space between intent and action. *The Behavior Therapist*, 44(6), 272-281.
4. Buchanan, N. (2020). Researching while Black (and Female). *Women & Therapy*, 43(1-2), 91–111. <https://doi.org/10.1080/02703149.2019.1684681>

Homework due:

- Create a diagram of your friendship support network, including the people that you would most readily call on if you needed help. On your map, please indicate the following: 1) intimacy of relationship; 2) your friends' race; 3) ethnicity; 4) gender; 5) SES; 6) sexual orientation; and 7) religion. You have artistic license to create your map (using words, symbols, and/or any organizing framework) that best works for you. Write about your experience creating the map, and your reflections on your friendship map regarding the dimensions of diversity represented and how this has informed your understanding of cultural differences (1 page + map). [50 points]
- Write 2 thoughtful discussion questions about each of the readings. [10 points]

Class:

- Review and discuss homework
- Discussion of readings

4. Racial and Ethnic Identity

Reading due:

1. Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). Racial, ethnic, cultural (REC) identity attitudes in people of color: Counseling implications, Chapter 11. In *Counseling the Culturally Diverse: Theory and Practice*, 8th ed. (p. 233-). Wiley.

2. Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). White racial identity development: Counseling implications, Chapter 12. In *Counseling the Culturally Diverse: Theory and Practice*, 8th ed. (p. 255-). Wiley.
3. Smith, J., Puckett, C., & Simon W. (2015). *Indigenous Allyship: An Overview*. Office of Aboriginal Initiatives, Wilfrid Laurier University.
4. Miville, M. L., Constantine, M. G., Baysden, M. F., & So-Lloyd, G. (2005). Chameleon changes: An exploration of racial identity themes of multiracial people. *Journal of Counseling Psychology*, 52(4), 507-516. <https://doi.org/10.1037/0022-0167.52.4.507>

Resource:

- Ethnic Identity Development Models Overview:
http://www.racialequitytools.org/resourcefiles/Compilation_of_Racial_Identity_Models_7_15_11.pdf

Homework due:

- Assess your own ethnic and racial identity and your stage of development. Discuss any feelings of shame, embarrassment, and/or stigma about your ethnic/racial/cultural group and your membership in it (past or present). Also discuss feelings of pride and belonging. Make an identity collage featuring all of your different identities, including race, and describe the collage (1-2 pages + collage). Upload your paper and your collage to BrightSpace. If your collage is made of things you can't upload, take a picture and upload that instead. [50 points]
- Write 2 thoughtful discussion questions about each of the readings. [10 points]

Class:

- Review and discuss homework: Present your collage to the class
- Discussion of readings

5. Pathological Stereotypes and Bias

Reading due:

1. Kanter et al. (2019). Using contextual-behavioral science to understand racism and bias, Ch. 6. In M.T. Williams, D. C. Rosen, & J. W. Kanter (Eds.), *Eliminating Race-Based Mental Health Disparities: Promoting Equity and Culturally Responsive Care Across Settings*. Oakland, CA: New Harbinger Books.
2. Gaertner, S. L., & Dovidio, J. F. (2005). Understanding and addressing contemporary racism: From aversive racism to the common ingroup identity model. *Journal of Social Issues*, 61(3), 615-639. [read to page 626, remainder is optional]
3. Houshmand, S., Spanierman, L. B., & Tafarodi, R. W. (2014). Excluded and avoided: Racial microaggressions targeting Asian international students in Canada. *Cultural Diversity and Ethnic Minority Psychology*, 20(3), 377–388.
4. Gran-Ruaz, S., Feliciano, J., Bartlett, A., & Williams, M. T. (2022). Implicit racial bias across ethnoracial groups in Canada and the United States and Black mental health. *Canadian Psychology*, 63(4), 608–622. <https://doi.org/10.1037/cap0000323>

Homework due:

- Take the IAT with an ethnic or racial group of your choice. Explain your choice of groups and the findings. Reflect on the meaning of the result and include readings (1.5 page). [50 points]
- Write 2 thoughtful discussion questions about each of the readings. [10 points]

Class:

- Review and discuss homework about IAT
- Lecture/Discussion: Video about microaggressions in the therapeutic relationship (optional)
- Discuss readings

6. Racism and Prejudice

Reading due:

1. Williams, M. T., Metzger, I., Leins, C., & DeLapp, C. (2018). Assessing racial trauma within a DSM-5 framework: The UConn Racial/Ethnic Stress & Trauma Survey. *Practice Innovations, 3*(4), 242-260. <https://doi.org/10.1037/pri0000076>
2. Ching, T. H. W., Lee, S., Chen, J., So, R., & Williams, M. T. (2018). A model of intersectional stress and trauma in Asian American sexual and gender minorities. *Psychology of Violence, 8*(6), 657-668. <https://doi.org/10.1037/vio0000204>
3. Williams, M. T., Khanna Roy, A., MacIntyre, M. P., & Faber, S. (2022). The traumatizing impact of racism in Canadians of colour. *Current Trauma Reports, 8* (2), 17-34. <https://doi.org/10.1007/s40719-022-00225-5>
4. Kuper, A. (2023). Reflections on addressing antisemitism in a Canadian faculty of medicine. *Canadian Medical Education Journal*. Advance online publication. <https://doi.org/10.36834/cmej.76086>

Homework due:

- Explore the experience of discrimination with a psychotherapy client of color (or a volunteer) using the UnRESTS. For this assignment, do not select someone who is a recent immigrant or White passing. Write about your experience and incorporate the assigned readings (2 pages). [50 points]
- Alternate assignment if you are already familiar with the UnRESTS: Observe another student administering the UnRESTS and give a critique. What did they do well and what could they have done better? How did the “client” respond to the interview, based on your observation? (2 pages). [50 points]
- Write 2 thoughtful discussion questions about each of the readings. [10 points]

Class:

- Review and discuss homework about the UnRESTS and microaggressions
- Discuss reading

7. Reading Break

Extra Credit:

- Complete *Managing Microaggressions* book if not done already
- Identify up to 10 microaggressions in the following article [10 bonus points]:
Cummings, N. A. & O'Donahue, W. T. (2008). Diversity fiddles while practice burns, Chapter 10. *Eleven Blunders That Cripple Psychotherapy in America* (pp. 263-290). Routledge.

Meetings with Instructor:

- Note: you should have met individually the instructor before reading break! [20 points]

8. Culturally Informed Research Design

Readings due:

1. Wadsworth, L. P., Morgan L. P., Hayes-Skelton, S. A., Roemer, L., & Suyemoto, K. L. (2016). Ways to boost your research rigor through increasing your cultural competence. *The Behavior Therapist, 39* (3), 76-92. [2 parts]
2. Morisano, D., Robinson, M., & Linklater, R. (2018). *Conducting Research with Indigenous Peoples of Canada: Ethical Considerations*. Centre for Addiction and Mental Health (CAMH). Toronto: CAMH.
3. Muvuka, B., Combs, R., Ali, N., Scott, H., & Williams, M. (2020). Depression is Real: Developing a health communication campaign in an urban African American community. *Progress in Community Health Partnerships: Research, Education, and Action, 14*(2), 161-172. <https://doi.org/10.1353/cpr.2020.0029>.
4. Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial inequality in psychological research: Trends of the past and recommendations for the future. *Perspectives on Psychological Science, 15*(6), 1295-1309. <https://doi.org/10.1177/1745691620927709>

Homework due:

- Consider research studies you have designed or been a part of. How were they biased? How could they have been done better with cultural considerations in mind? Incorporate the assigned readings (2 pages). [50 points]
- Write 2 thoughtful discussion questions about each of the readings. [10 points]
- Provide mid-semester feedback on the course [10 points]

Class:

- Discuss homework and respond to classmates
- Discuss class readings

9. Cultural Differences in Worldviews and Religion

Reading due:

1. Seljak, D. (2012). Protecting religious freedom in a multicultural Canada. *Diversity*

- Magazine*, 9(3). <http://www.ohrc.on.ca/en/creed-freedom-religion-and-human-rights-special-issue-diversity-magazine-volume-93-summer-2012/protecting-religious-freedom-multicultural-canada>
2. Moodley, R. & Sutherland, P. (2010). Psychic retreats in other places: Clients who seek healing with traditional healers and psychotherapists. *Counselling Psychology Quarterly*, 23(3), 267-282. <https://doi.org/10.1080/09515070.2010.505748>
 3. Kagawa-Singer, M. & Blackhall, L. J. (2001). Negotiating cross-cultural issues at the end of life: 'You got to go where he lives'. *JAMA: Journal of The American Medical Association*, 286(23), 2993-3001. <https://doi.org/10.1001/jama.286.23.2993>
 4. Richards, P. S., Keller, R., & Smith, T. B. (2004). Religious and spiritual diversity in the practice of psychotherapy. In T. B. Smith (Ed.), *Practicing Multiculturalism: Affirming Diversity in Counseling and Psychology* (pp. 276-293). Boston: Allyn & Bacon. (optional)

Homework due:

- Visit a place of worship (alone) where everyone is a different race/ethnicity than you. Describe your experience. Incorporate assigned readings as applicable (2 pages). Take a picture of yourself in front of the venue and submit with your assignment. [60 points]
- Write 2 thoughtful discussion questions about each of the readings. [8 points]

Class:

- Review and discuss homework
- Discuss readings

10. Cultural Issues in Assessment

Readings due:

1. Gould, B., MacQuarrie, C., O'Connell, M. E., & Bourassa, C. (2021). Mental wellness needs of two Indigenous communities: Bases for culturally competent clinical services. *Canadian Psychology/Psychologie canadienne*, 62(3), 213–226. <https://doi.org/10.1037/cap0000247>
2. Miller, K. E., Martell, Z. L., Pazdirek, L., Caruth, M., & Lopez, D. (2005). The role of interpreters in psychotherapy with refugees: An exploratory study. *American Journal of Orthopsychiatry*, 75, 1, 27–39.
3. Thaler, N.S., Thames, A. D., Cagigas, X. E., & Norman, M. A. (2015). IQ testing and the African American client. In L. T. Benuto & B. D. Leany (Eds.), *Guide to Psychological Assessment with African Americans*. New York: Springer. ISBN: 978-1-4939-1003-8.
4. Graham-LoPresti, J., Williams, M. T., & Rosen, D. C. (2019). Culturally responsive assessment and diagnosis for clients of color. In M. T. Williams, D. C. Rosen, & J. W. Kanter (Eds.), *Eliminating Race-Based Mental Health Disparities: Promoting Equity and Culturally Responsive Care Across Settings* (pp. 169-185). Oakland, CA: New Harbinger Books.

Homework due:

- Think about types of people you usually avoid. Find 3 pictures on the internet that typify these types of individuals. Through a process of introspection, reflect on why you avoid

- them and write about it. In your real life, find someone that exemplifies each of the pictures and strike up a conversation (5-15 minutes each). Predict how you think it will go in advance, and then write about what actually happened. Which of your predictions were accurate and which were inaccurate? Incorporate relevant concepts and constructs (e.g., racial identity, acculturation, microaggressions, etc.) discussed in class. You should note any cross-cultural and within-culture dynamics taking place (3 pages). [50 points]
- Write 2 thoughtful discussion questions about each of the readings. [10 points]

Class:

- Review and discuss case study homework
- Discuss readings
- Short video demonstrating cultural issues in the therapeutic relationship

11. Culturally Sensitive Counseling

Reading due:

1. Mosher, D. K., Hook, J. N., Captari, L. E., Davis, D. E., DeBlaere, C., & Owen, J. (2017). Cultural humility: A therapeutic framework for engaging diverse clients. *Practice Innovations, 2*(4), 221.
2. Miller, A., Williams, M. T., Wetterneck, C. T., Kanter, J., & Tsai, M. (2015). Using functional analytic psychotherapy to improve awareness and connection in racially diverse client-therapist dyads. *The Behavior Therapist, 38*(6), 150-156.
3. Gray, J. S. & Rose, W. J. (2012). Cultural adaptation for therapy with American Indians and Alaska natives. *Journal of Multicultural Counseling and Development, 40*(2), 82-92. <https://doi.org/10.1002/j.2161-1912.2012.00008.x>
4. Ching, T. H. W. (2021). Culturally attuned behavior therapy for anxiety and depression in Asian Americans: Addressing racial microaggressions and deconstructing the Model Minority Myth. *Cognitive and Behavioral Practice*. Advance online. <https://doi.org/10.1016/j.cbpra.2021.04.006>

Resource:

- Canadian Psychological Association. (2017). *Guidelines for Non-Discriminatory Practice*. https://cpa.ca/docs/File/Ethics/CoEGuidelines_NonDiscPract2017_Final.pdf

Homework due:

- Create a mock-therapy video administering the entire DSM-5 CFI plus one supplementary module. Chose a 5-minute clip to show in class highlighting a cultural issue. Quality is important, and captioning is required for full credit. Make sure the faces of all parties are visible! In your write-up, describe the cultural issue you chose to highlight and why. Work in teams and describe your experience as the clinician or client. Incorporate the assigned readings where applicable (1-2 pages). [60 points]
- Write 2 thoughtful discussion questions about each of the readings. [10 points]

Class:

- Review and discuss homework

- Present your video and discuss it

12. Culture and Psychopathology

Readings due:

1. Chapman, L. K., DeLapp, R., & Williams, M. T. (2018). Impact of race, ethnicity, and culture on the expression and assessment of psychopathology. In D. C. Beidel, B. C. Frueh, & M. Hersen (Eds.), *Adult Psychopathology and Diagnosis, 8e* (pp. 131-156). John Wiley & Sons, Inc. ISBN: 978-1-119-38360-4.
2. Williams, M. T., Sawyer, B., Ellsworth, M., Singh, R., & Tellawi, G. (2017). Obsessive-Compulsive and Related Disorders in Ethnoracial Minorities: Attitudes, Stigma, & Barriers to Treatment. In J. Abramowitz, D. McKay, & E. Storch (Eds.), *Handbook of Obsessive-Compulsive Disorder Across the Lifespan*. Wiley.
3. Cénat, J. M., Kogan, C., Noorishad, P.-G., Hajizadeh, S., Dalexis, R. D., Ndengeyingoma, A., & Guerrier, M. (2021). Prevalence and correlates of depression among Black individuals in Canada: The major role of everyday racial discrimination. *Depression Anxiety, 38*, 886–895.

Homework due:

- Choose a mental disorder featured in *Current Psychiatry Reviews* (2016), 12(2), and discuss racial, ethnic, or cultural differences. Use at least 2 empirical research articles in addition to the article and assigned readings (2.5 pages). Students should each choose a different article. [50 points]
- Write 2 thoughtful discussion questions about each of the readings. [8 points]

Class:

- Present on your article and disorder in class. See handout on BrightSpace for instructions about presenting an article. [10 points]

13. Review and Synthesis: Multicultural Potluck

Readings due:

1. Steketee, A. B. (2019). White parents raising Black kids. In M.T. Williams, D. C. Rosen, & J. W. Kanter (Eds.), *Eliminating Race-Based Mental Health Disparities: Promoting Equity and Culturally Responsive Care Across Settings* (pp. 203-224). Oakland, CA: New Harbinger Books.
2. Williams, M. T. & Kanter, J. W. (2019). Promoting diversity and inclusion on college campuses. In M. T. Williams, D. C. Rosen, & J. W. Kanter (Eds.), *Eliminating Race-Based Mental Health Disparities: Promoting Equity and Culturally Responsive Care Across Settings*. Oakland, CA: New Harbinger Books.
3. Bowleg, L. (2013). "Once You've Blended the Cake, You Can't Take the Parts Back to the Main Ingredients": Black gay and bisexual men's descriptions and experiences of intersectionality. *Sex Roles, 68*, 754–767. <https://doi.org/10.1007/s11199-012-0152-4>

4. Buchanan, N. T., Perez, M., Prinstein, M. J., & Thurston, I. B. (2021). Upending racism in psychological science: Strategies to change how science is conducted, reported, reviewed, and disseminated. *American Psychologist*, 76(7), 1097-1112. (optional)

Homework:

- Select a dish that is significant to your cultural group. Explain why it is significant and bring the dish to class (0.5 paragraph). [30 points]
- Write 2 thoughtful discussion questions about each of the readings. [8 points]

Final Paper:

- Reflect on your own unearned privilege and the social forces that have facilitated your pursuit of graduate studies. How has your race, ethnicity, and culture played a role (for better or worse)? Be sure to address your privilege. Reflect on what you've learned this semester and how your worldview has changed. Include examples and relevant sources (4-5 pages). [70 points]

Class:

- Bring an ethnic dish to share. Describe the origins of your dish and why it is important to you.
- Review and discuss your final paper: Reflections on unearned privilege (paper not due until last day of class)
- Enjoy the potluck!

15. Final Stuff

Final exam/project: Date TBA (130 points)