

PSYCH 440 Multicultural Counseling and Mental Health [SIS#3203] (Spring, 2008)

Course time and location: 2:00-3:15 p.m. MW, MAC-105

Instructor: Dr. Kristin Vespia

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Office Hours: 7:45 a.m.-8:45 a.m. F

11:00 a.m.-12:00 p.m. MWF I am happy to arrange other meeting times by appointment.

3:30 p.m.-4:30 p.m. MWF

Textbook:

Sue, D.W., & Sue, D. (2003). *Counseling the culturally diverse: Theory and practice (4th ed.)*. New York: John Wiley and Sons, Inc.

Additional Readings: [All are available via PsycARTICLES]

American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 58, 377-402.

Dovidio, J.F., Gaertner, S.E., Kawakami, K., & Hodson, G. (2002). Why can't we just get along? Interpersonal biases and interracial distrust. *Cultural Diversity and Ethnic Minority Psychology*, 8, 88-102.

Hall, C.C.I. (1997). Cultural malpractice: The growing obsolescence of psychology with the changing U.S. population. *American Psychologist*, 52, 642-651.

Smith, L. (2005). Psychotherapy, classism, and the poor: Conspicuous by their absence. *American Psychologist*, 60, 687-696.

*Note: You will have at least two (see schedule) other reading assignments distributed in class.

Course Overview:

This course provides an introduction to multicultural perspectives on counseling and mental health. As suggested by its title, the class will address cultural differences in how mental health and illness are defined and treated. In a broader sense, however, the course will deal with the ways in which privilege, oppression, and an increasingly diverse society influence the provision of health (and mental health) care and human services in general. Students from a broad range of majors (human development, psychology, social work, women's studies, etc.) may benefit from examining ways in which culture impacts worldviews, attitudes and beliefs, communication styles, and human interactions in general.

This class also meets the Ethnic Studies General Education Requirement at UW-Green Bay. As such, it is intended to address the learning goal of helping students achieve "An understanding of the causes and effects of stereotyping and racism and an appreciation of cultural diversity in the United States." (see: <http://www.uwgb.edu/Catalog/undrgrad/gened.htm#eth>)

Please remember that this course was **not** designed to teach counseling skills. Although you may be exposed in a basic way to some counseling techniques, you should never attempt to use these skills. Counseling interventions can actually be harmful when used inappropriately. Graduate level training and supervision are necessary to learn the appropriate use of psychotherapeutic techniques.

Course Objectives:

In addition to the goals mentioned in the course overview, students in this class should:

1. Achieve a better understanding of the political, historical, and sociological factors that have contributed to certain groups being less likely to seek or continue with mental health treatment.
2. Display an ability to define concepts such as worldview, acculturation, and racial identity and to describe their relationship to mental health and counseling issues.
3. Demonstrate knowledge of specific cultures, including such things as belief systems, practices, communication styles, and perspectives on mental illness and treatment.
4. Develop insight about their own cultural identity and about attitudes and beliefs concerning groups that differ from them in terms of race/ethnicity, culture, gender, social class, or other dimensions.
5. Continue to enhance oral and written communication and critical reading and thinking skills.

Although not necessarily a major focus of the course, we will address in some way the following Psychology Department Learning Outcomes.

1. Knowledge of the major theories of personality or of the nature and origins of abnormal behavior.
2. Ability to access professional resources in psychology (e.g., Psychological Abstracts, PsycINFO, professional journals, Annual Reviews of Psychology).
3. Ability to understand/critically evaluate published research in psychology and recognize its implications.
4. Ability to communicate clearly in writing about issues and topics in psychology.
5. Development of knowledge and skills needed to qualify for entry into graduate study in psychology or related fields and/or to qualify for entry level positions that draw upon an understanding of human behavior.

Course Requirements/Assignments:

Reading

All reading assignments for a given day should be completed before the beginning of class on that date. I expect you to read all material assigned for this course. Discussion and participation in activities will be limited if not everyone has completed the reading for the day. Not all readings will be discussed in class, as lectures will frequently be used to supplement text and other reading assignments. Therefore, I encourage you to raise issues in class or see me individually if you have questions about that material.

Participation

I expect all students to attend every class and to participate actively. Please remember that you will get a lot more out of any class if you participate on a consistent basis. In this course in particular, discussion will be extremely important. You will be asked to reflect upon your own beliefs and attitudes, and I hope that a diverse range of ideas will be shared. Because I believe participation is so critical, it will be a part of your grade, and you will have a various opportunities to demonstrate your engagement (possible examples include: class participation and small group discussions). I also realize we will be discussing sensitive topics in this class, and it may be challenging to share ideas publicly. Therefore, we will establish discussion guidelines with the goal of making the classroom a safe place to offer a wide range of perspectives. You will have an opportunity to share a self-assessment of your participation, but keep in mind that earning a high participation grade will have to involve some level of open discussion in class. Mere attendance and submission of group or individual assignments will not be sufficient. Although I will not be taking attendance, your participation grade will suffer if you have multiple absences, as you will then have fewer opportunities to share you ideas in class and participate in group activities.

In-Class Activities

In addition to your participation grade, there will be a number of graded in-class assignments or activities throughout the semester that are designed to help you learn the material more effectively and enhance the classroom experience. Several of these will involve your group project. These will not be announced in advance, and they will require no preparation beyond what is expected for coming to class each day (e.g., reading). These assignments are worth a combined total of 20 points (2-3 points per assignment). More than 20 points of credit will be offered during the semester, so you may miss one activity for any reason with no penalty (Note: Twenty points is the maximum that can be earned related to in-class assignments, even if you complete every activity.). After you have missed one activity, if you are absent on the day of an in-class assignment, you will lose the points associated with it. These are designed to be in-class learning activities, and many of them will involve making progress on your group project. I cannot duplicate that experience outside of the classroom or prevent your group from making forward progress during your absence. Thus, except in the most extenuating circumstances (and with supporting documentation – e.g., doctor’s note, confirmation of travel for a University-sponsored event), you cannot “make-up” these lost points.

U.S. Census Homework Assignment

To assist you with the group project you will complete this semester (see below), you will *individually* work on and submit a homework assignment using the U.S. Census Bureau’s American Fact Finder. You will have a separate handout related to this assignment (which will be posted on D2L), but essentially, you will be asked to find specific types of information about Green Bay and Brown County so you become familiar with using this resource.

Cultural Identity Paper

One of the goals of this class is to help you become more aware of your own cultural background and your own attitudes and beliefs about others. You will, therefore, investigate and reflect upon these issues. You will then write a 4-5 page paper sharing the results. You will receive a handout with more specific information about this assignment, but in general you will: a) describe your own cultural identity and the most salient part of your identity (e.g., gender, culture, religion) b) apply information from class (e.g., privilege and oppression, communication styles, racial identity models) to yourself, and c) reflect upon how your identity (e.g., worldview) may influence your professional work with individuals both from similar and different backgrounds. Your paper will be evaluated based upon the following criteria: integration of course material; providing complete responses to a, b, and c above; and quality of written expression [25 points total]. I will not ask you to reveal information about yourself that you consider too personal, and if you have any objections to completing this assignment, please contact me, and we will arrange an alternative paper topic.

Group Project

Another objective of the course is to increase knowledge about specific cultural groups and to learn to apply that knowledge to issues of mental health. To provide you with the opportunity to learn more about a cultural group different from your own, you and a small group of classmates will be working to design a new mental health center for Brown County that will provide culturally responsive services. You will conduct research on one specific racial/ethnic group in the community and design your mental health center accordingly. You will think about everything from the physical design of the structure and offices to the counseling and ancillary services provided and the training of the staff. You will receive a more detailed handout about this assignment (in D2L), but keep in mind it will involve working in a small group, conducting library research, applying course material, and ultimately making a presentation to the class. You will also be doing some in-class assignments that will help with your project. I understand that you will, of course, divide tasks among group members, but I expect that everyone will contribute to the final product in an approximately equal way. I also expect to assign the same grade to all group members, but I reserve the right to give individual grades. You will also have an opportunity to “grade” your fellow group members. I will average the “grades” assigned to each group member, which means 5 points (of the 45) associated with the group project will be individually earned. You do have the right to appeal the 5-point grade assigned by your classmates to me.

Exams

There will be three exams during the term. You will be asked during these exams to provide information about specific concepts addressed during the course, and you will further be expected to compare, contrast, critique, apply, and integrate material from lectures and from your reading. The exams will generally include a mixture of multiple-choice and short answer or essay items. Your final exam will have a take-home essay component, and it may include questions related to the group presentations. Keep in mind that selected study guide material may be made available. If so, it will be emailed to you and/or posted on D2L. This is, however, a 400 level course, and I expect you as advanced students to review all class/reading information for each unit and to be able to judge which information should be highlighted in your study.

Evaluation:

Grades

Course grades will be assigned based on a combination of performance on the assignments/activities listed below. A total of about 260-270 points can be earned in this class.

Participation	10 points	Group Project	40 points
In-Class Assignments	20 points	Group Contribution Score	5 points
U.S. Census Homework	10 points	Exams (3 @ 50-60 pts. each)	150-160 points
Cultural Identity Paper	25 points		

The following grading scale will be used in determining final grades (% of total points possible).

A	93-100%	C	73-77%
A/B	88-92%	C/D	68-72%
B	83-87%	D	63-67%
B/C	78-82%	F	Below 63%

Course and University Policies:

Make-up Exams

Make-up exams will be given at the discretion of the instructor only in unusual or extenuating circumstances. If you wish to request a make-up exam, you must submit this request for my consideration prior to the exam. This policy includes any take-home exam components (i.e., late take-home exam questions will not be accepted). You may be asked to provide written documentation in support of requests. Please be aware that providing such documentation does not necessarily mean a make-up exam will be given. If the request for a make-up exam is granted, the test will be given at a time scheduled by the instructor, and it typically will consist of only short answer and essay items.

Late Papers

Assignments are due at the beginning of class on the dates indicated in this syllabus. I believe an essential component of this course and the academic enterprise is to help students improve their time-management skills and their ability to work on multiple tasks at the same time. Papers submitted after the beginning of class on the designated date will be considered late and will be penalized 1 full grade. Papers turned in between 24 and 48 hours from the original due date/time will be penalized 2 full grades. No late papers will be accepted more than 48 hours (including weekends) from the deadline. Extensions on assignments may be granted following the same policies and procedures described above under "Make-up Exams." Please remember to make back-up copies of your work. You should also allow plenty of time to print and then proofread your work before the deadline. Computer malfunctions generally will not be considered valid grounds for late work submissions.

Academic Honesty

I believe students approach their work with integrity, and I know your assignments and exams represent your hard work and talents. To honor that hard work and encourage academic honesty, I expect all assignments and

exams submitted for this class will be entirely your own work. You are also responsible for reading, understanding, and complying with all University policies regarding academic misconduct (see http://www.uwgb.edu/deanofstudents/policies_procedures/students/pdfs/uws014.pdf). Please pay particular attention to information contained in your writing handouts regarding proper use of citations, quotation marks, and so on. Note that I also consider submitting an assignment for this class that you turn(ed) in for another course to be a form of academic dishonesty.

Classroom Conduct

To insure a productive learning environment for everyone, please attend to the following:

- ✓ Turn off/mute cell phones and pagers before class begins.
- ✓ Avoid talking to classmates, passing notes, or other distracting behaviors (e.g., arriving late or leaving early) when class is in session.
- ✓ Feel free to express your ideas and to challenge others' ideas in the classroom, but do so in a respectful manner that does not involve personal attacks or insults.
- ✓ In general, please treat others as you would wish to be treated.

University Policy for Individuals with Disabilities

As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

Email Policy and D2L Information

The best way for me to communicate with you outside of class sessions is via email. I will send information and announcements pertinent to the class to your **UWGB email account** using the email class list. I expect you to check your UWGB email on a daily basis (excluding weekends). I may occasionally send handouts or other class materials via email. Finally, if you wish to contact me by email, please also do so using your UWGB account; messages from other accounts may be diverted to my Spam file.

There is a D2L site for this class, and the syllabus, any study guides, and many handouts will be posted on that site. It is your responsibility to check it and to retrieve pertinent information.

Course Schedule:

The course schedule is provided to give you an overall sense of the structure of the class. The dates and topics listed are subject to change, but I will make every attempt to provide you with reasonable notice if alterations to the schedule become necessary.

Date	Topic	Reading Assignment
January 23-28	An Introduction to Counseling and Psychotherapy	Hall (1997); Chapter 4
Jan. 30-Feb. 4	An Introduction to Race, Ethnicity, and Related Concepts (Including Privilege and Oppression)	Dovidio et al. (2002); Reading #1
February 6-11	Multicultural Counseling and Multicultural Competence Census Homework Due (February 11)	Chapter 1 & Reading #2; APA (2003) [skim]
February 13-20	Mental Illness: Definitions, Politics, and Treatment	Chapters 2 & 7 (pp. 177-188)
February 25	Exam 1	
Feb. 27-March 5	Racial Identity and Acculturation Models List of Resources Due (March 5)	Chapters 8 & 9
March 10-12	Worldviews Cultural Identity Paper Due (March 12)	Chapter 10
Spring Break!		
March 24-26	Culture, Communication, and Counseling	Chapter 5
March 31-Apr. 5	Culturally Appropriate/Specific Assessment and Treatment	Chapter 7 (pp. 189-202)
April 7	Exam 2	
April 9	Counseling and African Americans	Chapter 11
April 14	Counseling and Native Americans/American Indians	Chapter 12
April 16-21	Counseling and Asian Americans	Chapter 13
April 23	Counseling and Hispanic/Latino Americans	Chapter 14
April 28-30	Counseling and Social Class Written Portions of Group Projects Due (April 30)	Smith (2005)
May 5-7	Group Presentations	
May 12	Wrap-Up and Integration Take-Home Essay Due (May 12)	
May 16	Final Exam (3:30 p.m.-5:30 p.m.)	

Note: Please be aware that although I **very rarely** do so, the dates and topics listed above may be subject to change during the semester. In general, this syllabus, including assignments and policies, is intended as an overview and guide. I reserve the right to make revisions throughout the semester. I will make every attempt to provide you with reasonable notice about any changes.