

PSYCH 440 Multicultural Counseling and Mental Health [SIS#3117] (Spring, 2009)

Course time and location: 12:45-2:05 p.m. MW, WH-317

Instructor: Dr. Kristin Vespia

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Office Hours: 8:00 a.m.-9:00 a.m. WF

2:30 p.m.-4:30 p.m. MW

I am happy to arrange other meeting times by appointment. Please note that I am not available to meet between 11:30 a.m. and 12:30 p.m. on Mondays and Wednesdays.

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 PsycINFO]

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. [Available via PsycINFO]

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

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

Vespia, K.M. (2009). Culture and psychotic disorders. In S. Eshun & R.A.R. Gurung (Eds.), *Culture and mental health: Sociocultural influences, theory, and practice* (pp 245-272). Malden, MA: Wiley-Blackwell. [Available on D2L]

*Note: Additional readings may be assigned during the semester. If so, they will be distributed as handouts.

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." (reprinted from: <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 approaches, you should never attempt to use them. Counseling interventions can actually be harmful when used inappropriately. Graduate level training and supervision are necessary to learn the appropriate use of psychotherapeutic techniques.

Specific 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 I hope this course in some way addresses almost all of the Psychology Department Learning Outcomes (which were adopted directly from APA's learning outcomes for the undergraduate psychology major), I believe the class is particularly relevant to the following objectives:

Sociocultural and International Awareness

Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Application of Psychology

Students will understand and apply psychological principles to personal, social, and organizational issues.

Critical Thinking Skills in Psychology

Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

From: <http://www.uwgb.edu/psychology/learning/index.htm>

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, and I hope that a diverse range of ideas will be shared. You will have a variety of opportunities to demonstrate your engagement. I realize we will be discussing sensitive topics in this class, and it may be challenging to share ideas publicly, but I want to encourage you to do so. We will discuss ways to make the classroom a safe place to offer a wide range of perspectives. If attendance or participation is problematic, I reserve the right to implement a formal attendance policy and/or to grade your participation.

If you do happen to miss a class session, please obtain notes and other materials from a classmate. You should then see me if you have specific questions about them. I distribute handouts (and pass back papers and exams) only once. If you are not present on a day that handouts or papers are distributed, it is your responsibility to come to my office to pick up those materials.

In-Class Assignments

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. 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 will be 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 it is very difficult to duplicate that experience outside of the classroom. 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.

Group Project

One 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 racial/ethnic group different from your own, you and a small group of classmates will complete a project related to a specific mental health issue or mental illness (e.g., Bulimia) and a specific racial/ethnic group (e.g., African Americans). Other examples might include PTSD and Southeast Asian immigrants or Native Americans and suicide. You will conduct library research to help you select your topic. You will ultimately create a paper that that will provide information about #1, #2, and #8 below, as well as about your choice of at least three of the other options listed (e.g., #3, #6, and #7).

1. A thorough description of the disorder or mental health issue, including (if applicable) an overview of the diagnostic criteria from the DSM-IV-TR. Please use your own words, but cite your sources. Do not re-print/quote those criteria.*
2. Identification of your chosen racial/ethnic group and any cultural characteristics pertinent to the project (e.g., if your project were about PTSD and Hmong culture, you would want to explain briefly the history of the Hmong and the circumstances of their immigration to the United States; if you were working on African Americans and Bulimia, you would want to describe information related to culture and body image).*
3. Racial/ethnic/cultural differences or similarities in the incidence or prevalence of the disorder/issue
4. Racial/ethnic/cultural differences or similarities in the course of the disorder/issue
5. Racial/ethnic/cultural differences or similarities in symptomatic expression
6. Racial/ethnic/cultural differences or similarities in diagnostic rates or practices and potential explanations for those differences
7. Racial/ethnic/cultural differences or similarities in treatment approaches and/or responses to treatment
8. Implications for culturally competent assessment and treatment of the disorder*

*Required elements; you will choose 3 of the remaining options to complete requirements for the assignment.

My objective is for one member of the group to focus on #1 and #2, for another person to be in charge of #8, and for the remaining group members to have responsibility for one each of the remaining components of the project. Obviously, you will all need to communicate effectively with one another, as each of these components of the final project build on one another. The final product will be a 15 page double-spaced paper (not including title or reference pages and using 12 point font and 1 inch margins). The paper will include as references at least 8 peer-reviewed journal articles. You may not use Internet sources, textbooks, or any non-peer-reviewed sources as references. Please see me for permission if you believe you have an important exception to this rule. All articles on your reference page should be cited in the text of your paper. There should be NO quotations within the paper, but remember all information that comes from outside sources must be cited appropriately. You should use APA Style to format the entire paper (including title and reference pages and in-text citations). You will likely receive a more detailed handout about this assignment (in D2L). 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. Your final paper should read as a coherent paper – not as a pasted together version of 5 people’s work. You will also have an opportunity to “grade” your fellow group members. I will average the “grades” assigned to each group member, which means 10 points will be individually earned. You do have the right to appeal the 10-point grade assigned by your classmates to me, but please note that I rarely change them. Finally, be aware that there will be multiple parts of this project, and some have different deadlines. Make sure to read the supplementary handout and the course schedule in this syllabus carefully for instructions and due dates.

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 may have a take-home essay component, and, if so, it will be due on May 6th. Keep in mind that selected study guide material may be made available. If so, it will be emailed to you 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 for yourself 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 235 points can be earned in this class.

Exam 1	50 points
Exam 2	50 points
Exam 3 (Final)	50-60 points
In-Class Assignments	20 points
Group Project: Topic Description	5 points
Group Project: Resources	10 points
Group Project: Contribution Score	10 points
Group Project: Final Paper	50 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. If not, you may receive an automatic zero on the test. 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 for make-up exams. 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 ensure 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, **text messaging**, or other distracting behaviors (e.g., arriving late or leaving early) when class is in session.
- ✓ I would prefer that you not bring laptops to class to take notes. If you do, you need to confine your activities to taking notes (not checking email, Facebook, etc.). I reserve the right to ban laptops if their presence becomes disruptive to me or, more importantly, to your classmates.
- ✓ 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 and announcements will be posted on that site. It is your responsibility to check it regularly and to retrieve pertinent information.

Course Schedule:

Date	Topic	Reading Assignment
Jan. 26-28	An Introduction to Counseling and Psychotherapy	Hall (1997); Chapter 4
Feb. 2-9	An Introduction to Race, Ethnicity, and Related Concepts (Including Privilege and Oppression)	Dovidio et al. (2002); Vespia (2009)
Feb. 11	Multicultural Counseling and Multicultural Competence	Chapter 1
Feb. 16-25	Mental Illness: Definitions, Politics, and Treatment Group Project: Topic Description Due (Feb. 16th)	Chapters 2 & 7 (pp. 177-188)
March 2	Exam 1	
March 4-11	Racial Identity and Acculturation Models Group Project: Resources Due (March 11th)	Chapters 8 & 9
	Spring Break	
March 23-25	Worldviews	Chapter 10
March 30- April 1	Culture, Communication, and Counseling	Chapter 5
April 6-8	Culturally Appropriate Assessment	Chapter 7 (pp. 189-202)
April 13	Exam 2	
April 15	Counseling and African Americans	Chapter 11
April 20	Counseling and Native Americans/American Indians	Chapter 12
April 22-27	Counseling and Asian Americans	Chapter 13
April 29	Counseling and Hispanic/Latino Americans Group Project: Final Paper Due (April 29th)	Chapter 14
May 4	Counseling and Social Class	Smith (2005)
May 6	Wrap-Up and Integration Take-Home Essay Due (May 6th)	
May 15	Final Exam (1:00 p.m.-3:00 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, but I reserve the right to make revisions throughout the semester. I will make every attempt to provide you with reasonable notice about any changes.