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2020

### Multicultural Issues in Counseling

Shaakira Haywood

*The City College Of New York*

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**The City College of New York  
Department of Psychology  
Multicultural Issues in Counseling  
PSY 31139  
Fall 2020**

**Instructor:** Shaakira Haywood Stewart, PhD

**Class Time:** TBD

**Office Hours:** TBD

**Email Address:** shaywood@ccny.cuny.edu

**Course Description:** Multicultural Issues in Counseling is intended to provide an introduction to the role of political and sociocultural factors in the provision of appropriate, effective and ethical counseling. This is a theoretical, practical and experiential course that will focus on expanding awareness of your own cultural values and biases; developing critical thinking and awareness of differing experiences and worldviews; and increasing their sensitivity to how sociocultural identities influence prospective clients. The focus of the course is on the individual as a racial-cultural being who brings to their daily life a range of social group memberships which can serve as both resources and barriers in the development of effective therapeutic relationships. The course concentrates on political and sociocultural factors such as race, gender, sexual orientation, social class, religion and (dis)ability; we will engage with topics such as institutional racism, discrimination, power, oppression and socialization.

### **Course Expectations**

**This course includes an experiential component, during which we will discuss and explore sensitive topics (e.g., discrimination, violence) and cultural contexts that are different from your own.** Discussing and writing about personal experiences, or hearing the experiences of others, may elicit feelings or memories that are sensitive in nature. In order to create a constructive and supportive learning environment, you are expected to attend class having completed all the weekly readings, listen attentively to others, respect differing opinions and avoid degrading or insulting language. Please be considerate of others by being prompt to class, turning off or silencing cell phones except in emergencies, and using electronic devices (e.g., computers, tablets) only as part of presentations or note-taking. This course will involve lectures, discussion, films and/or television clips, small group activities, participatory exercises and self-exploration. It is essential that you participate fully in all discussions and in-class activities, both to support the learning of your peers and for your own benefit. You should complete readings and any relevant activities before class, arrive on time, and work until the end of class. Students may disclose personal information during class discussions. It is expected that the class will respect the privacy of their classmates and that information disclosed in class will not be

repeated or discussed with other students outside of the course. You should also be aware that the purpose of this course is for instruction, not for individual counseling. If you have personal experiences that are causing you significant distress, or if you otherwise have needs beyond what the course offers, please see the instructor for referrals.

### **Course Objectives**

1. Develop humility, comfort, and opportunities related to equity, disparities, power, privilege, and cultural identity
2. Develop understanding of psychological research and theory related to multicultural counseling
3. Critically analyze, evaluate, integrate, and design cultural psychological research related to multicultural counseling
4. Develop better written and oral communication skills.

### **Course Readings:**

Abu-Lughod, L. (2002). Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others. *American Anthropologist*, 104(3), 783-790.

Andrews, E. E., Forber-Pratt, A. J., Mona, L. R., Lund, E. M., Pilarski, C. R., & Balter, R. (2019). #SaytheWord: A disability culture commentary on the erasure of “disability.” *Rehabilitation Psychology*, 64(2), 111–118.

Betancourt, Hector; López, Steven R. (1993). The study of culture, ethnicity, and race in American psychology. *American Psychologist*, Vol 48(6), 629-637.

Blair, M. (2008). 'Whiteness' as institutionalized racism as conspiracy: Understanding the paradigm. *Educational Review*, 60(3), 249-251.

Budge, S. L. (2015). Psychotherapists as gatekeepers: An evidence-based case study highlighting the role and process of letter writing for transgender clients. *Psychotherapy*, 52(3), 287–297.

Cauce, Ana Mari., Domenech-Rodríguez, Melanie., Paradise, Matthew., Cochran, Bryan N., Shea, Jennifer Muniyi., Srebnik, Debra., Baydar, Nazli. (2002). Cultural and contextual influences in mental health help seeking: A focus on ethnic minority youth. *Journal of Consulting and Clinical Psychology*, 70(1), 44-55.

Clark, J., Thiem, K., Barden, J., Stuart, J., & Evans, A. (2015). Stereotype Validation: The Effects of Activating Negative Stereotypes After Intellectual Performance. *Journal of Personality and Social Psychology*, 108(4), 531-552.

- Cohen, V. (2019). Spirituality and therapeutic action. *Spirituality in Clinical Practice*, 6(2), 135–138.
- DiAngelo, R. (2011). White Fragility. *The International Journal of Critical Pedagogy*, 3(3).
- Elkonin, D., Brown, O., & Naicker, S. (2014). Religion, Spirituality and Therapy: Implications for Training. *Journal of Religion and Health*, 53(1), 119-134.
- Elkonin, D., Brown, O., & Naicker, S. (2014). Religion, Spirituality and Therapy: Implications for Training. *Journal of Religion and Health*, 53(1), 119-134.
- Ellis, J. M., Powell, C. S., Demetriou, C. P., Huerta-Bapat, C., & Panter, A. T. (2019). Examining first-generation college student lived experiences with microaggressions and microaffirmations at a predominately White public research university. *Cultural Diversity and Ethnic Minority Psychology*, 25(2), 266–279.
- Ferguson, N., Savic, M., McCann, T. V., Emond, K., Sandral, E., Smith, K., Lubman, D. I. (2019). 'i was worried if I don't have a broken leg they might not take it seriously': Experiences of men accessing ambulance services for mental health and/or alcohol and other drug problems. *Health Expectations: An International Journal of Public Participation in Health Care & Health Policy*.
- Fullilove, M. (2001). Root shock: The consequences of African American dispossession. *Journal of Urban Health*, 78(1), 72-80.
- Garriott, P. O., Raque-Bogdan, T. L., Yalango, K., Ziemer, K. S., & Utley, J. (2017). Intentions to seek counseling in first-generation and continuing-generation college students. *Journal of Counseling Psychology*, 64(4), 432–442.
- Hein, L. C., & Scharer, K. M. (2013). Who cares if it is a hate crime? Lesbian, gay, bisexual, and transgender hate crimes—Mental health implications and interventions. *Perspectives in Psychiatric Care*, 49(2), 84–93
- Herek, G.M. (2004). Beyond “homophobia: Thinking about sexual prejudice and stigma in the twenty-first century. *Sexuality Research & Social Policy*, 1, 6-24.
- Locke, L. (2017). What's in your wallet? Not much green, but a whole lotta white. *Whiteness and Education*, 2(1), 32-47.
- Lorde, A. (1981). The uses of anger.
- Lorde, A. (1980). Age, Race, Class and Sex: Women Redefining Difference.
- McIntosh, P. (1988) White Privilege: Unpacking the Invisible Knapsack.

Metzl, J. (2010). *The protest psychosis how schizophrenia became a black disease* / Jonathan M. Metzl. Boston: Beacon Press.

Perrin, P. B. (2019). Diversity and social justice in disability: The heart and soul of rehabilitation psychology. *Rehabilitation Psychology, 64*(2), 105–110.

Polanco-Roman, L., Danies, A., & Anglin, D. M. (2016). Racial discrimination as race-based trauma, coping strategies, and dissociative symptoms among emerging adults. *Psychological Trauma: Theory, Research, Practice, And Policy, 8*(5), 609-617.

Romero Morales, A., & Consoli, A. J. (2019). Mexican/Mexican-American siblings: The impact of undocumented status on the family, the sibling relationship, and the self. *Journal of Latinx Psychology.*

Rosenkrantz, D., Rostosky, S., Riggle, E., & Cook, J. (2016). The Positive Aspects of Intersecting Religious/Spiritual and LGBTQ Identities. *Spirituality in Clinical Practice, 3*(2), 127-138.

Smedley, A., & Smedley, B. D. (2005). Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. *American Psychologist, 60*(1), 16-26. doi:10.1037/0003-066x.60.1.16.

Tummala-Narra, P., Gordon, J., Gonzalez, L. D., de Mello Barreto, L., Meerkins, T., Nguyen, M. N., Perazzo, P. (2019). Breaking the silence: Perspectives on sexual violence among Indian American women. *Asian American Journal of Psychology.*

Veldhuis, C. B., Drabble, L., Riggle, E. D., Wootton, A. R., & Hughes, T. L. (2018). “I Fear for My Safety, but Want to Show Bravery for Others”: Violence and Discrimination Concerns Among Transgender and Gender-Nonconforming Individuals After the 2016 Presidential Election. *Violence and Gender, 5*(1), 26-36.

Wagaman, M. (2016). Promoting Empowerment Among LGBTQ Youth: A Social Justice Youth Development Approach. *Child & Adolescent Social Work Journal, 33*(5), 395-405.

Quirk, K., Newcomb, M. E., & Mustanski, B. (2018). LGBQ identity integration and the association with justification of violence. *Psychology of Violence, 8*(2), 184–195.

## **Plagiarism Statement**

Plagiarism is representing the words or ideas of someone else as one’s own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

## Attendance

The most important requirement in this course is regular attendance and active participation. Experiential learning is based upon in-class interactions and cannot be ‘made up’ later, so you must attend each class and come on time. **Lateness (more than 5 minutes) or absence without prior notice (except in the case of an emergency, such as illness, caring for a child or elderly family member, etc.) will result in interrupted learning and a lower final grade. In order to be excused, an absence will require documentation of said emergency.** Please notify me in advance when a class meeting will be missed. **After any class missed for non-emergency reasons, you may be required to submit a written make-up assignment of 4- 5 pages.** Multiple absences or excessive lateness may result in lowering of your grade. Missing more than two classes for any reason may result in a grade of incomplete or failure (WU). **If you are having any difficulty in this class, please contact me as soon as possible.** In keeping with the focus of this course, it is important to recognize the different pressures, burdens and stressors we all face. I encourage you to take care of yourself and one another as best as possible, especially among the systemic and interpersonal violence that have been rapidly increasing in frequency. If you would like to discuss or access further support, know that I am available to speak with you, and that many resources and organizations exist that can support you.

## APA Writing Style

Assignments are to be written according to the American Psychological Association (APA) 6<sup>th</sup> edition style. The purpose of writing in this style is to orient students to a professional writing format, become familiar with the written style of professional publications, and to create a consistent and professional style to one’s own writing. Cover page, abstract, references, and guidelines for writing in the body of the paper are to be properly formatted. APA style and grammar are factored into course assignment evaluations. Students may choose to submit assignments for pre-review for APA style, grammar, and general content adherence. Pre-review assignments must be submitted one full week in advance of the assigned due date and contain a clear indication of feedback sought. Feedback is intended to help students continue to refine their assignments. Please utilize the following link for additional help regarding APA formatting.  
<https://owl.english.purdue.edu/owl/resource/560/01/>

## The Writing Center

The writing center has trained tutors who are available for free one-on-one consultation to help you with your writing assignments. If you would like support with your writing assignments, please call in advance at 212-650-8104 to schedule an appointment with them. The writing center is located in the Upper NAC Plaza at 136th and Amsterdam (enter from Amsterdam). They also have writing resources available here: [www.cuny.cuny.edu/writing/handouts](http://www.cuny.cuny.edu/writing/handouts).

## Religious Accommodations Policy

Students may have excused absences from class or other organized activities for observance of religious holy days, unless the accommodation would create an undue hardship. You must notify me by the end of the first week of classes if you have any conflicts that may require an absence.

It is your responsibility to make arrangements with me in advance to make up any missed work or in-class material.

### **Name and Use of Pronoun in the Classroom**

As instructors, we receive a class roster with students' legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please let me know early in the quarter so that I can make appropriate changes to language use in the classroom.

### **Basic Needs Security Statement**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Health and Wellness Services for support. Furthermore, please notify me if you are uncomfortable doing so. This will enable me to provide any resources that I may possess.

### **Respect for Individual Differences**

The City College of New York endorses a learning climate that represents diversity and individual differences and encourages the open-minded exploration of differences among individuals. We do not expect all students to think the same way, but we do expect that each student will be accepting of differences and strive to understand diverse perspectives, behaviors, and world views.

### **Electronic Devices**

Many students prefer to take notes and/or reference course readings on their laptops or other electronic devices. Please do not use electronic devices during class to check email, social media, or complete work for other courses. Given the emphasis placed on class discussion, it is important that all students remain engaged during class time. If you are on-call for your job or have dependents for whom you are the primary contact during class time, please inform me before class begins so procedures for taking emergency calls can be arranged. If I determine you are using your laptop during class for unrelated purposes, your participation points for the class meeting will be adjusted at my discretion.

### **The City College of New York's Non-discriminatory Policy**

The City College of New York and The City University of New York are committed to addressing discrimination complaints promptly, consistently and fairly. Any City College employee, student, applicant for admission or employment or other participant in the College's programs or activities who believes he or she has been unlawfully discriminated against on the basis of age, color, disability, national or ethnic origin, race, religion, sex, sexual orientation, or veteran status may file a complaint in writing with the Office of Affirmative Action, Compliance, and Diversity using the Discrimination Complaint Form, by e-mail to the Interim Chief Diversity Officer, Diana Cuzzo, [dcuzzo@ccny.cuny.edu](mailto:dcuzzo@ccny.cuny.edu), or by stopping in the Office of Affirmative Action, Compliance, and Diversity in Shepard Hall, Room 109. Diana Cuzzo is the

interim 504/ADA Coordinator. Ms. Cuzzo is charged with ensuring that college programs, policies and procedures comply with the American Disabilities Act (ADA), Section 501 and 504 of the Rehabilitation Act of 1973, and other Federal, State, and local laws and regulations pertaining to persons with disabilities. She is reachable by phone at 212.650.6310, or in person in Shepard Hall, Room 109.

## **Student Accessibility**

The AccessAbility Center/Student Disability Services (AAC/SDS) ensures full participation and meaningful access to all of The City College of New York's (CCNY) services, programs, and activities in compliance with the Americans with Disabilities Act of 1990, The Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act of 1968, and other applicable Federal, State, and local non-discrimination laws. AAC/SDS accomplishes this goal through the coordination and implementation of academic adjustments, auxiliary aids, and support services for students with disabilities. The Center actively works toward full inclusion and the removal of access barriers in policies, procedures, and practices. AAC/SDS engages in increasing disability awareness among members of CCNY community through workshops, trainings, and the dissemination of literature. If you qualify for academic accommodations, please submit documentation to me from AccessAbility Center/Student Disability Services (AAC/SDS) within the first week of class. The office is located in the North Academic Center (NAC) in room 1/218. You may contact AccessAbility by calling 212-650-5913 or emailing [sds@ccny.cuny.edu](mailto:sds@ccny.cuny.edu).

## **Course Structure and Requirements**

Classroom sessions will include lecture, discussion, and experiential activities; throughout, a heavy emphasis is placed upon participation from students. The course requirements are:

### **1) Class Participation**

Throughout the course, we expect you to have completed the assigned readings prior to each class and to contribute through your regular, thoughtful, and substantive class participation. Class participation also includes being respectful of others, maintaining attention during class, arriving to class on time, and attending class regularly. Deficiencies in any of the above areas will be reflected in your final grade.

### **2) Reflection Journal**

At the end of the class period on Tuesdays, you will be given a reflection prompt. This is a form of free writing and gives you a chance to respond on a personal level to class content. Oftentimes the journal prompts will lead to class discussions, so do take the time to thoughtfully respond. You will turn in your journal entry for the week at the beginning of Thursdays class through Blackboard.

### **3) Cultural Immersion**

You will complete an immersion experience with an unfamiliar cultural context by reading a book or watching a documentary/movie. You are free to use a book or a movie outside of the given examples. You will submit your proposed topic on 9/19 for approval.

It is necessary to choose a cultural context that is *different* from your own. If it is deemed that the completed assignment does not relate to course material or does not qualify as an unfamiliar cultural context, this will be reflected in the final grade for this assignment. You will submit a 5 page minimum reflection of your immersion experience that includes a) the background information of your experience (e.g., summary) b) cognitive and affective reactions to your experience c) implications of your experience for healing (e.g., how can this cultural group utilize therapy). You are required to use at least one empirical article (e.g., peer-reviewed articles) in your paper. Paper must be in APA-format. The paper is due October 3rd.

**Examples of movies:** 13th, Detroit, Paris is Burning, The Square, Teach Us All, Oriented, and Kumu Hina.

**Examples of books:** Redefining Realness by Janet Mock, The House of the Spirits by Isabel Allende, Shooting Kabul by N. H. Senzai, The House on Mango Street by Sandra Cisneros, and The Beekeeper: Rescuing the Stolen Women of Iraq by Dunya Mikhail.

#### 4) Community Extension Project

The goal of this project is to select a cultural context of interest related to the content of the course, provide a selected literature review regarding your population of choice, and develop a hypothetical space of healing for this population. With that in mind, there are two parts to the assignment. **First**, write a paper that includes a concise literature review of the specialized area using APA style. Use peer-reviewed research articles and expert opinion resources to outline your topic. Three to five pages should be sufficient for this brief review, using at least 5 peer-reviewed sources (e.g., PSYCINFO). Once you have written a concise literature review, you will then write about a hypothetical healing space for the population you have chosen. Your paper must address the following questions: a) What is the space and where would it be?, b) Who is it for and who is running it?, c) What is the mission statement or purpose/objective, d) Why is it necessary? e) What are potential barriers? The entire paper should be between 7-10 pages. **Second**, create a 10-minute presentation that summarizes the information for your classmates. Some example topics include a Black women's therapy group that focuses on parenting, mental health and stereotypes or a community dance center that services young women of color. You will submit your proposed topics to the instructor on 11/21 for approval, and no students will be allowed the same topic.

#### Assignment Points:

Class Participation:	10 points
Reflection Journal:	15 points
Cultural Immersion:	30 points
Community Extension:	45 points
Total:	100 points

#### Grading Scale/Points:

A	100-93
A-	92-90

B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D	<70

### Course Schedule

Week	Date	Topic	Readings	Assignments Due
1		Overview, Expectations and Learning Principles  Race , Racial Identity and Multicultural Counseling		Journal Entry
2		Race , Racial Identity and Multicultural Counseling	<ul style="list-style-type: none"> <li>→ Betancourt &amp; López (1993)</li> <li>→ Smedley &amp; Smedley (2005)</li> </ul>	Journal Entry
3		Diversity, Culture, Power, and Privilege	<ul style="list-style-type: none"> <li>→ McIntosh (1988)</li> <li>→ Blair (2008)</li> </ul>	Journal Entry
4		Racism in Psychology & Mental Health Systems	<ul style="list-style-type: none"> <li>→ Metzel, J (2010) excerpts</li> <li>→ Polanco-Roma et. al. (2016)</li> <li>→ Cauce et al (2002)</li> </ul>	Journal Entry

5		Language, Structures & Institutions  Stereotypes, Microaggressions & Biases	<ul style="list-style-type: none"> <li>→ Lorde (1981)</li> <li>→ Fullilove (2001)</li> <li>→ DiAngelo (2011)</li> <li>→ Clark (2015)</li> </ul>	Journal Entry
6		Intersectionality	<ul style="list-style-type: none"> <li>→ Lorde (1980)</li> </ul>	<b>Cultural Immersion Due</b> Journal Entry
7		Intersectionality	<ul style="list-style-type: none"> <li>→ Rosenkrantz et al. (2016)</li> </ul>	Journal Entry
8		Gender	<ul style="list-style-type: none"> <li>→ Novack, Park &amp; Friedman (2013)</li> <li>→ Ferguson (2018)</li> </ul>	Journal Entry
9		Gender & TGNC	<ul style="list-style-type: none"> <li>→ Budge (2015)</li> <li>→ Hein et al (2011)</li> </ul>	Journal Entry
10		Gender Violence	<ul style="list-style-type: none"> <li>→ Quirk et al (2018)</li> <li>→ Tummala-Narra et al (2019)</li> <li>→ Velhuis et al (2019)</li> </ul>	Journal Entry
11		Social Class	<ul style="list-style-type: none"> <li>→ Locke (2017)</li> <li>→ Garriot et al (2017)</li> </ul>	Journal Entry

12		Sexuality & Sexual Orientation	<ul style="list-style-type: none"> <li>→ Wagaman (2016)</li> <li>→ Herek (2004)</li> </ul>	Journal Entry
13		Religion & Spirituality	<ul style="list-style-type: none"> <li>→ Elkonin et al (2014)</li> <li>→ Abu-Lughod (2002)</li> <li>→ Cohen (2018)</li> </ul>	Journal Entry
14		(Dis)ability  <b>No Class; College Closed</b>	<ul style="list-style-type: none"> <li>→ Perrin (2019)</li> <li>→ Andrews et al (2019)</li> </ul>	
15		Immigration	<ul style="list-style-type: none"> <li>→ Romero Morales (2019)</li> <li>→ Ellis et al (2018)</li> </ul>	<b>Community Extension Paper due</b> Journal Entry
16				<b>Presentations</b>  <b>Presentations</b> Journal Entry
17		<b>No Class; Finals Week</b>  <b>No Class; Finals Week</b>		

Note: Readings are expected to be completed prior to class

*Syllabus is subject to change pending the amount of course material covered*