EDCP 697
MULTICULTURAL ISSUES IN COUNSELING PSYCHOLOGY
FALL 2012

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COURSE TIME & ROOM: Tuesday 1:00 – 4:00; EDU 1210B
OFFICE HOURS: by appointment

COURSE DESCRIPTION AND OBJECTIVES: The purpose of this course is to provide an overview of multicultural psychological science and its role in understanding human behavior and psychological processes. Multicultural psychology is currently at an intersection of science and politics, which often makes it difficult to distinguish between what is “good” (e.g., ethical) behavior for psychologists and what research support exists for engaging or not engaging in certain scientific practices. Therefore, the focus of this course will be to explore and discuss some of the many content areas in multicultural psychology, and to critically evaluate the conceptual and empirical literature in this area.

The main course objectives are to:

1. To increase familiarity with the multicultural psychology literature and enhance the ability to think critically about this body of scholarship and its implications for research and practice with diverse populations
2. To develop the skills to apply multicultural concepts in research, practice, and other professional domains
3. To increase awareness of our own developmental needs, strengths, cultural contexts and history and how this informs our research, practice, and functioning in other professional domains

INSTRUCTIONAL METHOD: Class time will be devoted primarily to lectures, group discussion and group work. Students are asked to complete the assigned readings prior to coming to class and be prepared to discuss and debate the readings in class. Students also are encouraged to think critically and apply acquired knowledge to a variety of situations including diversity of populations and settings.

REQUIRED READINGS: Course readings are available through the university research portal. Those that are not available on line will be distributed in class at least one week prior to the date they are due.

EVALUATION CRITERIA: The course is graded A to F. Late assignments will not be accepted. Poorly written assignments, papers, or tests will receive lower grades regardless of the content; it is suggested that spelling, grammar, and punctuation always be checked. In addition to expecting regular class attendance and informed class participation, course grades will be based on the following:
### Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>50%</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>25%</td>
<td>80-89</td>
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<td>C</td>
<td>25%</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>&lt;59</td>
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A grade of incomplete is available only for work which has been of passing quality throughout the term in circumstances in which there is good reason the work cannot be completed and with the approval of the instructor. Students should discuss anticipated obstacles in a timely fashion (not at the end of the term).

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**(a) RESEARCH PROJECT AND PROPOSAL:** You will prepare a research proposal that incorporates multicultural constructs and is relevant to your own program of research. The proposal should include a rationale for the study and highlight the contribution of the proposed study, a clear statement of research hypotheses or questions, a description of study methods, study limitations. A final report will be written in APA style (6th edition). In addition, you will provide a formal 45-minute presentation (approximately 30 minutes of presentation and 15 minutes of Q & A) of findings in class. Additional information about this project will be provided in class.

**(b) CULTURAL GENOGRAM AND AUTOBIOGRAPHY PAPER:** The main goal of this assignment is to increase self-awareness of one’s own background through visual and written depictions. The completed cultural genogram is a graphic (or other creative) representation of the historical interactions related to identity and diversity. It may also help reveal sources of biases, values, attitudes, and recurring themes or traditions that have been transmitted over generations.


**Part I: Construct your cultural genogram.**

- Display names of all family members for at least 2 or 3 generations with each person’s gender and approximate age (or birthdate). You may organize this in genealogy form (i.e., family tree) or some other creative way; include a key or legend if necessary for clarity.
- Identify your culture-of-origin (major groups from which you have descended) in the genogram.
- Fill in the **ethnic/religious/language/affiliation/disability/etc. of individuals** in your genealogy. **Note inter-ethnic, etc. relationships.**
- Identify for each generation any interpersonal relationships that are multicultural in nature relative to the family’s cultural identity and the level of interaction with these persons. E.g., close friends, distant friends, work-limited relationships, etc.
- Make notations regarding **socioeconomic status** (e.g., occupations, educational levels, demographics of residential areas), and **any significant changes in life course**
throughout each generation that created changes in beliefs about diversity or persons different from that of the family.

**Use of colors and symbols:**
- Different colors can be selected to reflect the group(s) that comprises your culture-of-origin.
- Different symbols can be created to represent the nature of relationships between persons in your family tree, and also the relationships between family members and individuals from diverse (different relative to your family’s culture of origin) groups. E.g., symbols to represent close, distant, conflictual, estranged, etc. relationships between family members or between family and others.
- Create symbols to identify any teachings, thoughts, rules, vivid experiences, feelings, stories, or perceptions of diversity that have been passed down through the generations about any group that was considered “different” vis-à-vis your family.

**Part II: Synthesis paper**
The paper may be written in two sections:

**Section 1:**
Provide a description of your cultural genogram. You may use a narrative style. Include any attitudes, behaviors, themes you may have discovered about each generation as well as issues related to diversity that have been transmitted from one generation to the next (positive or negative). You may also explain the values, customs, traditions, etc., of the cultural group(s) that best identify you and your family-of-origin. Include any ethnic/racial perceptions/stereotypes your chosen group(s) may have about other groups.

**Section 2:**
Answer questions in Table 2 (p. 234; Hardy & Laszloffy, 1995), listed below.

1. What are your family’s beliefs and feelings about the group(s) that comprise your culture of origin? What parts of the group(s) do they embrace or reject? How has this influenced your feelings about your cultural identity? (see Table 2, p. 234).

2. What aspects of your culture of origin do you have the most comfort owning? Most difficulty owning? What are the most salient and least salient aspects of identity? (p.234)

3. What groups will be easiest for you to work with? Most difficult? (p.234)

4. What did you learn about yourself and your cultural identity? How might this influence your interactions with those from other cultural groups? Describe any potential areas for growth or limitations when working with diverse populations.

5. How did constructing the cultural genogram impact you? Was this exercise valuable, worthwhile? Why or why not?

While writing this paper consider which aspects of your identity (e.g., race, ethnicity,
class, gender, sexual orientation, religion, (dis)ability, immigration status, etc.) are most salient. Consider critical incidents that shaped your development and the reasons you believe these particular aspects of your identity are most salient. For example, what are some examples of privilege and/or oppression you experience as a member of these social groups? What strengths have you developed through your experience as a member of these social groups? What values and biases are related to these dimensions of your identity? How does the intersection of these identities shape your experience, your sense of self, your interactions with others, and your work as a counseling psychologist? How do you (consciously or unconsciously) affirm or reject each of these identities?

Also consider which group memberships are least salient for you. Reflect upon why these dimensions are least salient. How does this shape your experience? What are some examples of privilege and/or oppression you experience as a member of these social groups? What strengths have you developed as a member of these social groups? What values and biases are related to these aspects of your identity? How do these aspects of your identity impact your sense of self, your interactions with others, and your work as a counseling psychologist? How do you (consciously or unconsciously) affirm or reject each of these identities?

(c) LEARNING EXCURSION AND PRESENTATION: You are to attend one event or activity in which you experience “otherness” from the dominant group (AND was identified as least salient in your cultural autobiography paper) on the basis of one of the dimensions of diversity covered in this course (race, ethnicity, class, religion, gender, sexual orientation, gender expression, age, or (dis)ability). You should be thoughtful in your selection of these events and base your choice on careful self-reflection and identification of your growth edges (i.e., examination of your biases, values, etc). It is expected that you choose a learning excursion that will maximally stretch your professional growth and that you would be very unlikely to attend otherwise. You must attend the event alone (unless safety issues dictate accompaniment). Your choice of event does not have to be approved by me, but if you are uncertain about the merits of a choice or you need/want help in deciding, please talk with me.

AFTER attending the event, you will find and read two articles or chapters from a journal or a book about the specific population with whom you interacted. You will then write a reflection paper (in APA style) that details your experiences, addressing the following:

- How/why did you choose these particular activities or events?
- What did you hope to learn about the cultural groups you selected?
- What were your expectations prior to attending event?
- What was it like for you to attend each event, cognitively, emotionally, and behaviorally?
- What did you observe about the dominant group at each event?
- What was your experience of “otherness” like, and how did it affect your interactions with those in the dominant group at each event?
- What did you learn about others and about yourself, and how did this compare with what you expected to learn?
What information did you learn in your post-event readings (be sure to cite it), and how might this information have affected your experience if you had it prior to the event?

What insights did you gain about your strengths and limitations/biases in research, counseling or other professional interactions with the dominant group in each event you attended? How did this activity impact your development and skills as a psychologist?

**ACADEMIC INTEGRITY:** It is expected that your work will be characterized by academic integrity and honesty. You are expected to be familiar with the University policy on academic dishonesty, as this policy applies to our class as well as to others. One aspect of this expectation is that your work will be referenced and documented appropriately. If you have any questions about proper documentation or any other issues pertaining to academic integrity, please consult appropriate resources (e.g., APA Publication manual).

**ACADEMIC ACCOMMODATIONS FOR PERSONS WITH UNIQUE NEEDS:** In compliance with and in the spirit of the Americans With Disabilities Act (ADA), I would like to work with you if you have a disability that is relevant to your work in this course. If you have a documented disability and wish to discuss academic accommodations, please do not hesitate to contact me.

**MULTICULTURAL STATEMENT:** The CHSE department is committed to creating a multicultural training environment, which is broadly defined as a place where diversity and opinions are respected. All faculty members strive to integrate multicultural and diversity issues in their courses in ways that are relevant to course content and process. It is hoped that students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity and respecting others’ worldviews throughout this course.

**CourseEvalUM Fall 2012:** Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.
**COURSE SCHEDULE**

**DATE** | **TOPICS, READINGS, AND ASSIGNMENTS**
---|---
**9/4** | **Course overview**  
*Student Research areas and multicultural psychology experience*  
*Operationalizing multicultural psychology*  

**9/11** | **Race and racial identity; color blind racial attitudes; white privilege**  

**9/18** | **Psychology of prejudice, discrimination and racism**  


9/25 ASSIGNMENT DUE: CULTURAL AUTOBIOGRAPHY PAPER AND PRESENTATIONS AND DISCUSSION

10/2 Ethnicity and ethnic identity


10/9 Culture, acculturation, enculturation, generational status


10/16 Sex and gender


10/23 Sexual orientation

ASSIGNMENT DUE: LEARNING EXCURSION PRESENTATION (1)

10/30 Social class

ASSIGNMENT DUE: LEARNING EXCURSION PRESENTATIONS (2)

11/6 Religion and spirituality

ASSIGNMENT DUE: LEARNING EXCURSION PRESENTATIONS (2)
11/13  Social justice

**ASSIGNMENT DUE: LEARNING EXCURSION PRESENTATIONS (2)**

11/20  Learning Excursion Presentations (3)
       Research Presentations (2)

11/27  Research Presentations (3)

12/4   Research Presentations (3)

12/11  Research Presentations (2)
       Course wrap-up

*This schedule may change
**Not available online; will be provided by instructor
***Recommended