

**PSYCHOLOGY 6290**  
**Diversity Issues in Treatment and Assessment**  
**Fall, 2006 Ednet**

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**Statement of Philosophy**

Prejudice and discrimination seem to have existed as long as have human kind. Over the centuries we seem to have made great technological advances, but our personal reactions, our personal maturity, our interpersonal relationships and our attitudes toward other human beings seem to continue to be rather primitive. Finally, as a society we are now at least giving lip service to the notion of showing respect to all persons and to eliminating discriminatory attitudes and behaviors. However, even though prejudicial attitudes are finally becoming politically unacceptable, we observe that in reality prejudice and discrimination are very difficult to eliminate. Change of this nature comes very slowly and will require much awareness and education.

Prejudice seems to be based on both training and on fear. Social disparities are typically justified with prejudicial attitudes and logic. Children are taught that certain outgroups are inferior and do not deserve respect and they often grow up believing that minorities somehow threaten or violate traditional in-group values. Children and adults develop and maintain prejudices based on their immediate, often unspoken fears. For example they may fear that an ethnic or other minority poses threats to their quality of life because of such circumstances as lowering real estate values, using precious resources and increased competition for jobs.

Professional persons such as ourselves must take the lead in promoting these important changes. School counselors, school psychologists, teachers and administrators are obviously some of the members of society who will ultimately be of primary importance in determining whether we as a society develop productive new attitudes or continue in the same old self defeating ways. But we are human too, and we too have been trained and frightened into discriminatory attitudes and behaviors.

Because we are human and are subject to the same threats and prejudicial teachings as everyone else, it is particularly important for us to be aware of and to understand our own attitudes and their origins so that we can cope with them and help others to deal with theirs. Counseling is primarily a process of helping to develop personal maturity and responsibility, and prejudice, blame and fear are antithetical to those characteristics. As we attempt to help others grow and mature, we need to be careful of our own growth and maturity as well.

### **SO What's in this for you?**

Psychology 6290: Diversity Issues in Treatment and Assessment presents instruction aimed at providing students with an understanding of the cultural context of relationships, issues, and trends in a multi-cultural and diverse society. Factors such as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious, and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities will all be explored through the following learning objectives:

1. Awareness of one's own culture and its impact on counseling activities.
2. Multi-cultural and pluralistic trends, including factors that characterize groups and differences within groups nationally and internationally.
3. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities.
4. The role of racial, ethnic & cultural heritage, nationality, socio-economic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling.
5. Evaluation of the socio-cultural climate of the school setting in which counselors work and an understanding of individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.
6. Counselors engaging in social justice, advocacy and conflict resolution, and the potential impact on counseling activities to remedy biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.
7. Theories of multi-cultural counseling, theories of identity development, and multi-cultural competencies.
8. Ethical and legal considerations.

In addition to traditional lecture and discussion formats, the course will utilize experiential learning activities. These activities are designed to enable the students to assess their own attitudes and behaviors regarding sex roles and to help to prepare them to practice non-sexist, and non- ethnocentric counseling strategies.

## Evaluation Procedures

### A. Course Requirements and Evaluation of Student Performance

Students will be evaluated on an anecdotal record, a course project, 4 technology assignments, and 2 book reports, each of which is described below. The proportion of the course grade assigned to each of these is as follows:

1.	Anecdotal record	–	36
2.	Project	--	40
3.	Book Review X 2	--	30
4.	Technology assignments	–	40
5.	Test	--	54
Total	200 pts		

A = 200 to 182, A- = 181 & 180

B = 177 to 163, B+ = 179 & 178, B- = 161 & 160

C = 157 to 143, C+ = 159 & 158. C- = 141 & 140

D = 139 to 120 F = below 120

1. **Anecdotal record:** Each student will keep an anecdotal journal of their learning and their reactions to what is presented in class. The structure for the record is as follows:

Date \_\_\_\_\_ Journal entry # \_\_\_\_\_

The 3 most important things I learned from the lecture/panel/discussion and their implications for counseling.

The 3 most important things I learned from the reading and their implications for counseling.

My reactions (cognitive and affective).

2. **Project:** Each student will select a course project to be completed and shared with the class. Some suggested projects are:
  - a. **Counseling intervention demonstration:** Individuals or teams of two identify a client problem which is in some way related to gender issues or racial or cultural bias and develop a written treatment plan. A single intervention of the treatment plan is demonstrated for the rest of the class. Due to the size of the class only one or two of these may be done and they will need to be approved by the instructor ahead of time. Plan for counseling someone from a particular ethnic group. Include research on particular customs and expectations. Does this individual have similar or other concerns?

- b. **Action/plan project:** Students prepare a plan for instituting and evaluating an innovative therapy or educational practice that would promote non-stereotypic development of individuals. The action plan may also be implemented as part of the assignment or at some time in the future. Detailed plans for implementation should be provided. The stress on this assignment is its actual practicality and usefulness to the students in their own work or educational settings. Such action projects might include: (1) the development of a special course, unit, or training workshop for a specified group, e.g., teachers, counselors, or students at a particular school, their own peers, etc.; (2) the development of a set of guidelines for college professors, public school teachers, counselors, or others to use in enhancing the nonstereotypic development of young people; (3) the development of a plan for implementing Title IX of the Educational Amendments of 1972 in a particular educational institution; and (4) the development of a plan for assessing the counseling and psychotherapy practices in a particular institution, such as a mental health center, along with a plan for correcting deficiencies.
- c. **Research grant proposal:** Take an idea for a study or an experiment related to sex roles, sex differences, etc. and write it up in the form of a research or grant proposal. A survey of the literature and what has been done by other researchers is included as well as an experimental design for testing the hypothesis--including an estimated budget, projected timetable of activities, and a listing of individuals who would carry out the activities if the proposal were funded--and submitted to appropriate funding agencies. The proposal is presented orally to the class and critiqued.
- d. **Empirical or experimental research:** A small piece of empirical or experimental research is carried out by an individual or team of students. The focus of the research is to explore or test some aspect of sex differences among a selected and defined group of children, young people, or adults. The results of the research are written up and reported to the class. Outstanding pieces of research which add to the field of knowledge in some way, may be developed into an article and submitted to an appropriate professional journal or magazine for publication.
- e. **Survey:** Students identify an area of educational or psychotherapy practice in which the two sexes appear to be treated differentially or in which there may be culturally originated bias and design and construct inventories and/or observational techniques to collect data from this population. The study should meet reasonable standards of scientific rigor. Results are written up in the form of a report, including relevant theory and research. Again, as with empirical studies, publishable papers may result from this kind of activity.

- f. **Review of the literature:** Students conduct a thorough review of the literature on some aspect of racial, cultural, sex or other minority group differences, stereotyping or differential treatment. The review is written up in **APA format** and shared with other members of the class.

Projects should culminate in a written report. The length of this report is difficult to define, since projects will differ, but the average expectation is that about 15 pages should cover the topic. Two or more individuals may work together on a project, but not on a lit. review, which should then increase in size and complexity proportional to the number of project participants.

Hopefully you will choose a project that may be of use to you in your future professional work. For that reason, I am quite open about what you do as long as it clearly relates to the subject matter and intention of the class. Some examples of projects that students have done in the past are:

A survey of beliefs of students in a psychology training program regarding Mormon doctrine and culture.

Counseling a client from South Africa: a presentation of issues, techniques and problems.

Interviews done with practicing psychologists pertaining to their perceptions of problems and issues of bias.

Counseling gay and lesbian clients.

Working with people who have disabilities.

Sex differences in attitudes of Caucasian high school students toward minority groups--a survey.

Overcoming bias in the classroom. A compilation of scholarly articles, exercises, and other materials.

Center counseling: twenty role play exercises created to help become aware of and overcome blindness to gender stereotyping and bias.

A review of the literature of customs, sociology and other characteristics to provide an understanding that will facilitate counseling with and teaching of Navajo people.

Students have been unanimous in stating that when these projects are well done, they are one of the very most valuable aspects of the class. The written report will be due at the beginning of the class on **November 21**.

3. **Book reviews:** Each student is asked to find two books which illustrate the problem of stereotyping or prejudice in some way. This may be in the form of a novel or biography. There are many books that have the problem of prejudice or stereotyping as their basis. **You have freedom to choose as you like as long as the issue is a very clear portrayal of stereotyping and prejudice.** A review of about three pages is required, two to summarize and one to give your reactions. A few examples of books you may like are: 100 Dresses, Black Boy, To Kill a Mockingbird, The Cay, Black Like Me, Uncle Tom's Cabin, Pigs in Heaven, There's a Good Girl, and The Education of Little Tree. These are due at the beginning of class on **October 10. *Make sure you include a complete reference.***
4. **Technology assignments:** You will need internet access to complete the four technology assignments. You will receive a CD ROM with the instructions when the time comes. These assignments are the closest thing to actually having a "diverse" client to practice on, without actually being put on the spot.
5. The **test** will be announced.

**NOTE:** All reports and other materials handed in should be typewritten and organized in a professional manner, including the appropriate referencing of all material. They will be evaluated for spelling, grammar, syntax and style. Reports should be carefully referenced and organized according to the instructions of the style manual for the American Psychological Association. **Note that a hanging indent is required on the reference page.** If you do not have a style manual, you may get model your reports after those articles that are taken from The American Psychologist.

Although assignments do not ordinarily get lost, prudent individuals will keep insurance copies.

Since some of the thoughts you have in the anecdotal record may be somewhat personal, I will be careful to respect your confidentiality.

Incomplete grades may only be given in case of death, extreme illness, or the murder of your favorite dog or horse.

## **Tentative Class Schedule**

### **DATE and DESCRIPTION**

#### **August 29**

Introduction to Psy 6290

**Discussion:** Introductions                      What is culture?

**Read:** “Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations & Fiske, S. T., *Controlling other people*. (In course reserve)  
Text 3 - 91.

#### **September 5**

**Discussion:** Multicultural Counseling and What is prejudice?

**Read:** Text pp 95 to 176.

#### **September 12**

**Discussion:** Issues in Multicultural Counseling.

\_\_\_\_\_ Barriers to Effective Treatment

\_\_\_\_\_ Intervention Strategies

**Read:** Text pp 177 to 202; 265 to 289.

#### **September 19**

**Discussion:** Issues in Multicultural Counseling.

\_\_\_\_\_ Indigenous Healing

\_\_\_\_\_ World view

**Read:** Text pp. 327 to 341; 205 to 233.

#### **September 26**

**Discussion:** Counseling Asian-American clients/panel.

**Read:** Text pp 235 to 264

**COMPLETE THE 1<sup>ST</sup> TECHNOLOGY ASSIGNMENT “Jenny”**

#### **October 3**

**Discussion:** “Jenny”

**Read:** Text pp. 343 to 359

#### **October 10**

**BOOK REVIEWS DUE**

**Discussion:** Counseling Hispanic-American clients/panel

**Read:** Text pp 309 to 325.

#### **October 17**

**Discussion:** Counseling American Indian clients/panel.

**2<sup>nd</sup> TECHNOLOGY ASSIGNMENT “Bill”**

#### **October 24**

**Discussion:** “Bill”

**Read:** Text 293 to 306

**October 31**

**Discussion:** Counseling African-American clients.

**Read:** Text pp. 379 to 391

**November 7**

**Discussion:** Counseling Gay and Lesbian clients/panel.

**Read:** Greenson, J.N. "Counseling Gay & Lesbian Clients" on reserve.  
**3<sup>rd</sup> TECHNOLOGY ASSIGNMENT "Mark"**

**November 14**

**Discussion:** Mark"

**Read:** Text pp 407 to 419.

Macoby, E. "Gender and Relationships" on reserve

Elshtain, J. "Women and the ideology of victimhood" on reserve.

**November 21**

**TURN IN PROJECT WRITTEN REPORTS**

**Discussion:** Gender issues in counseling

**VIDEOS:** *Still Killing Us Softly; Reviving Ophelia*, Book: *Real Boys*.

**Read:** Walker, L. E., *Psychology and Violence Against Women*.

**November 28**

**Discussion:** Gender issues in counseling

**Guests:** CAPSA

**Read:** Text P. 421- 435

**4<sup>TH</sup> TECHNOLOGY ASSIGNMENT "Marie"**

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**December 5**

**Discussion:** "Marie"

**Discussion:** Counseling people with disabilities/panel.

**Guest:** Diane Hardman, Director, Disability Resource Center

**December 8**

**ANEC DOTAL RECORD DUE AT MY OFFICE**

**December 12**

**TEST**

## Weekly Preparation

Like many classes, you will get about as much out of this class as you put into it. If you prepare well and come to class prepared to contribute you will likely find the class interesting and productive. For most of the class periods, adequate preparation will consist of three elements.

1. Read the assigned material carefully.
  - a. Survey the material to get an overall picture of what the chapter or article is about. As you do so, try to answer some basic questions: "What is the main point that is being made?", "Are there any main sub-points?"
  - b. Read the material carefully to make sure you have a thorough understanding of the author's logic and the supporting evidence for each point. Make notes of any statements that are not clear so that you can ask about them during the class discussion. Also make notes of ideas that you particularly like, dislike, agree with, or disagree with so that you may bring them up during the class discussion.

You can enrich the class discussion by sharing your questions and insights regarding the assigned material. Naturally in a class of this size, everyone cannot participate each time. Each class member needs to contribute several times during the quarter. This means that people who are naturally more verbal will need to consider restraining themselves on occasion, so that those who are a bit shy may find a way into the conversation.

## READINGS

American Psychological Association. (1993). Guidelines for providers of psychological services to ethnic, linguistic and culturally diverse populations. American Psychologist, 48(1), 45-48.

Fiske, S.T. (1993). Controlling Other People. American Psychologist, 48 (6), 621- 628.

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Walker, L. E. A. (1989, April). Psychology and violence against women. American Psychologist, 44(4), 695-702.

