

**University of Florida**  
**Department of Psychology**  
**PCO 6278 Multiculturalism and Diversity in Counseling Psychology**  
**3 CREDITS      Spring 2019**

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**COURSE DESCRIPTION:**

This course introduces the concept of multiculturalism and diversity in counseling psychology through the lens of cultural mindfulness. In addition to addressing the history, competencies, and theories key to “multicultural psychology,” this course will cover topics related to culture, social identity development and worldview, privilege, and oppression. They will be explored across domains of psychological research, practice, advocacy/activism, and teaching/training. Class will meet once a week: Tuesday from 12:50 to 3:50.

**COURSE OBJECTIVES:**

1. **Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.** Students will gain knowledge about the psychosocial, political reality of Indigenous peoples, People of Color, and White people; transgender individuals, women, and men; sexual identity and sexual oppression in the U.S., social class and economic disparities; diverse abilities and ableism; ageism; religious diversity and persecution.
2. **Learning to apply knowledge and skills to benefit others.** Students will begin or continue the life-long process of acting as a culturally mindful explorer in their engagements with self, others, and the environment. They will be able to understand and express the roles of a counseling psychologist as it relates to the provision of culturally mindful care to the public. Students will demonstrate knowledge, awareness, and skills across cultural contexts and across the prominent career domains of a counseling psychologist: research, counseling, advocacy/service, and education.
3. **Learning to analyze and critically evaluate ideas, arguments, and points of view.** Students will engage in a critical understanding of the texts; critical awareness of their personal experiences, social location/positionality, and biases; and demonstrate empathy and respect for differences.

**TEACHING PHILOSOPHY AND COURSE STRUCTURE:**

This course is based on a social justice pedagogy, where a multicultural lens is integrated, assumptions and traditional dominant narratives are challenged, the course content and process is grounded in understanding privilege and oppression, and positionality is made explicit. I model from Paulo Freire’s notion of critical consciousness and do not consider myself the diversity expert or “keeper” of knowledge but rather offer my experience in culturally mindful psychological practice to foster student learning and encourage students to become givers and receivers of their education. To that extent, the course will rely heavily on student participation rather than my lecture. I strive to balance a supportive atmosphere with appropriate challenge so that students can feel safe while stretching themselves to take risks and, thus, grow. To accommodate diverse learning styles, methods of instruction will include a combination of large and small group discussion, engagement with current events and social media, student presentations, and films.

Many students expect that courses on multicultural psychology and diversity will teach them “how-to” work with clients from various backgrounds. It is important that students recognize that cultural mindfulness is a developing, life-long, professional and personal journey. While we will discuss some important considerations for various cultural groups, this should be seen as a **tool box** to draw from and NOT absolute truths. Furthermore, a critical aspect of developing cultural

mindfulness is an **awareness** of your own biases, assumptions, values, and social location. Thus, this class will require more than intellectual learning but also affective (emotional) learning as well.

### **COLLECTIVE KNOWLEDGE**

This course has been heavily influenced by the multicultural counseling courses of Drs. Sycarah Fisher, Bryana French, and Jioni Lewis. I hope to further build from the strength of collective knowledge through what students bring to the course. Students should feel free to bring ideas to help shape the course; you are all experts in your own cultural experiences with which I may have little to no familiarity. Please share topics and readings that may enhance the focused subject of discussion in areas you believe are not covered.

### **REQUIRED TEXTS/READINGS:**

- Adames, H. Y., Chavez-Dueñas, N. Y., Sharma, S., & La Roche, M. J. (2018). Intersectionality in psychotherapy: The experiences of an AfroLatinx queer immigrant. *Psychotherapy, 55*(1), 73-79.
- American Psychological Association, Boys and Men Guidelines Group. (2018). APA guidelines for psychological practice with boys and men. Retrieved from <http://www.apa.org/about/policy/psychological-practice-boys-men-guidelines.pdf>
- American Psychological Association. (2007). Guidelines for psychological practice with girls and women. *The American Psychologist, 62*(9), 949-979.
- American Psychological Association (2012). Guidelines for psychological practice with lesbian, gay, and bisexual clients. *American Psychologist, 67*(1), 10-42. doi:10.1037/a0024659
- American Psychological Association. (2014). Guidelines for psychological practice with older adults. *The American Psychologist, 69*(1), 34.
- American Psychological Association. (2015). Guidelines for Psychological Practice with Transgender and Gender Nonconforming People. Retrieved from <http://www.apa.org/practice/guidelines/transgender.pdf>
- Blumenfeld, W. J., & Jaekel, K. (2012). Exploring levels of Christian privilege awareness among preservice teachers. *Journal of Social Issues, 68*(1), 128-144.
- Burnes, T. R., Singh, A. A., & Witherspoon, R. G. (2017). Sex positivity and counseling psychology: An introduction to the major contribution. *The Counseling Psychologist, 45*(4), 470-486. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip.uid&db=psych&AN=2017-30398-002&site=ehost-live>
- Burnette, C. E. & Figley, C. R. (2017). Historical Oppression, Resilience, and Transcendence: Can a Holistic Framework Help Explain Violence Experienced by Indigenous People? *Social Work, 62*(1), 37-44. <https://doi.org/10.1093/sw/sww065>
- Chapman, S., & Schwartz, J. P. (2012). Rejecting the null: Research and social justice means asking different questions. *Counseling and Values, 57*(1), 24-30. <https://doi.org/10.1002/j.2161-007X.2012.00004.x>
- Gallardo, M. E., Johnson, J., Parham, T. A., & Carter, J. A. (2009). Ethics and multiculturalism: Advancing cultural and clinical responsiveness. *Professional Psychology: Research and Practice, 40*(5), 425a.
- Gaskin, C. J. (2015). On the potential for psychological researchers and psychologists to promote the social inclusion of people with disability: a review. *Australian Psychologist, 50*(6), 445-454.
- Goodman, R. D., Williams, J. M., Chung, R. C. Y., Talleyrand, R. M., Douglass, A. M., McMahan, H. G., & Bemak, F. (2015). Decolonizing traditional pedagogies and practices in counseling and psychology education: A move towards social justice and action. In *Decolonizing "multicultural" counseling through social justice* (pp. 147-164). Springer, New York, NY.
- Haeny, A. M. (2014). Ethical considerations for psychologists taking a public stance on controversial issues: The balance between personal and professional life. *Ethics & Behavior, 24*(4), 265-278.

- Keller, R. M., & Galgay, C. E. (2010). Microaggressive experiences of people with disabilities. In D. W. Sue (Ed.), *Microaggressions and marginality: Manifestation, dynamics, and impact* (pp. 241-267). Hoboken, NJ: John Wiley. Retrieved from [https://nau.edu/uploadedFiles/Offices\\_and\\_Committees/CDAD/Forms/Microaggressions.pdf](https://nau.edu/uploadedFiles/Offices_and_Committees/CDAD/Forms/Microaggressions.pdf)
- Kirmayer, L. J., Narasiah, L., Munoz, M., Rashid, M., Ryder, A. G., Guzder, J., ... Pottie, K. (2011). Common mental health problems in immigrants and refugees: general approach in primary care. *CMAJ: Canadian Medical Association Journal*, *183*(12), E959–E967. <http://doi.org/10.1503/cmaj.090292>
- Kugelmass, H. (2016). “Sorry, I’m not accepting new patients” An audit study of access to mental health care. *Journal of Health and Social Behavior*, *57*(2), 168-183. doi: 10.1177/0022146516647098
- Liang, J., Matheson, B. E., & Douglas, J. M. (2016). Mental health diagnostic considerations in racial/ethnic minority youth. *Journal of Child and Family Studies*, *25*(6), 1926–1940. <https://doi.org/10.1007/s10826-015-0351-z>
- Melton, M. L. (2018). Ally, activist, advocate: Addressing role complexities for the multiculturally competent psychologist. *Professional Psychology: Research and Practice*, *49*(1), 83.
- Miller, M. J., Keum, B. T., Thai, C. J., Lu, Y., Truong, N. N., Huh, G. A., . . . Ahn, L. H. (2018). Practice recommendations for addressing racism: A content analysis of the counseling psychology literature. *Journal of Counseling Psychology*, *65*(6), 669-680. <http://dx.doi.org/10.1037/cou0000306>
- Mio, J. S., Barker, L. A., & Domenech, R. M. M. (2016). *Multicultural psychology: Understanding our diverse communities*. Boston, MA: McGraw-Hill.
- Moradi, B., & Grzanka, P. R. (2017). Using intersectionality responsibly: Toward critical epistemology, structural analysis, and social justice activism. *Journal of Counseling Psychology*, *64*(5), 500-513.
- Nelson, T. D. (2016). Promoting healthy aging by confronting ageism. *American Psychologist*, *71*(4), 276-282. <http://dx.doi.org/10.1037/a0040221>
- Prilleltensky, I., & Fox, D. R. (2007). Psychopolitical literacy for wellness and justice. *Journal of Community Psychology*, *35*(6), 793–805. <https://doi.org/10.1002/jcop.20179>
- Prilleltensky, I., (2008). The role of power in wellness, oppression, and liberation: The promise of psychopolitical validity. *Journal of Community Psychology*, *36*(2), 116-136.
- Schlosser, L. Z., Ali, S. R., Ackerman, S. R., & Dewey, J. J. H. (2009). Religion, ethnicity, culture, way of life: Jews, Muslims, and multicultural counseling. *Counseling and Values*, *54*(1), 48-64.
- Singh, A. A. (2016). Moving from affirmation to liberation in psychological practice with transgender and gender nonconforming clients. *American Psychologist*, *71*(8), 755-762. <http://dx.doi.org/10.1037/amp0000106>
- Singh, A. A., & Moss, L. (2016). Using Relational-Cultural Theory in LGBTQQ Counseling: Addressing Heterosexism and Enhancing Relational Competencies. *Journal of Counseling & Development*, *94*(4), 398-404. doi:10.1002/jcad.12098
- Smedley, A. & Smedley, B. D. (2005). Race as Biology Is Fiction, Racism as a Social Problem Is Real. *American Psychologist*, *60*(1), 16-26.
- Smith, L. (2005). Psychotherapy, Classism, and the Poor: Conspicuous by Their Absence. *American Psychologist*, *60*(7), 687–696. <https://doi.org/10.1037/0003-066X.60.7.687>
- Smith, L. C., Shin, R. Q., & Officer, L. M. (2012). Moving Counseling Forward on LGB and Transgender Issues: Speaking Queerly on Discourses and Microaggressions. *Counseling Psychologist*, *40*(3), 385-408. doi:10.1177/0011000011403165
- Vieten, C., Scammell, S., Pilato, R., Ammondson, I., Pargament, K. I., & Lukoff, D. (2013). Spiritual and religious competencies for psychologists. *Psychology of Religion and Spirituality*, *5*(3), 129-144.
- Woolf SH, Aron LY, Dubay L, Simon SM, Zimmerman E, Luk K. How are income and wealth linked to health and longevity? April 13, 2015. Washington, DC: Urban Institute, 2015. <http://www.urban.org/research/publication/how-are-income-and-wealth-linked-health-and-longevity> (accessed Jan 12, 2017).

## EVALUATION CRITERIA:

The course is graded A to E. Assignments will be accepted via Canvas by the start of class on the due date, **not as attachments** through email or as hard copies in class. Course grades will be based on the following:

- 1. Positionality Paper and Dialogue.** One of the essential aspects of developing cultural mindfulness is increasing your awareness of your own values, biases, assumptions, and blind-spots. To facilitate this, you will participate in personal and group reflection on your positionality and social identities. Each student will be asked to write a **Positionality Paper**. This is an autobiographical account of the critical incidents in your sociocultural development. In particular, please focus on the development of the following social group identities: age, ability, class, gender, national identity, race, religion, sexuality. When did you notice what your identity was and how it influenced your development to this point? Please identify critical incidents or influences (positive, negative, or otherwise) that might have contributed to your cultural self-awareness, such as the media, family members, or something at school. Consider the ways in which power, privilege, and oppression have operated either consciously or unconsciously throughout your life. Finally, please explain how your cultural development might influence your cultural mindfulness in your work as a counseling psychologist-in-training. Approximate length is 6-8 pages, APA style. **The paper is due January 22<sup>nd</sup>.**  
Following completion of this reflective paper, you will each take turns sharing with a classmate and engage in dialogue for identity exploration. This **dialogue will occur in class on January 22<sup>nd</sup>**. In this framework, a positionality dialogue will take place where the “sharer” will disclose what their process of working on this paper was like, what social identity categories they are particularly culturally mindful of due to their own experiences, and what their growth areas are as it relates to being a culturally mindful counseling psychologist. Classmates will have an opportunity to respond in dialogue with the sharer. This practice not only benefits students who are disclosing their positionality, but also the listeners/interviewers as it gives the opportunity to practice engaging in difficult dialogues, not unlike those that would happen in a counseling session or interaction with a research participant. After everyone has shared, we will collectively explore these topics and the discussion will inform the next assignment.
- 2. Increasing Cultural Mindfulness.** A critical aspect of your development and success as a practitioner is your willingness and ability to be open to new ideas, people, and cultures, coupled with an appreciation and value of differences. In the constant process of expanding the boundaries of your learning edges it is important to challenge your resistances to new ideas, people, and cultures. All of us have resistances, whether we are aware of them and choose to acknowledge them or not, and they impact our interactions with clients, colleagues, and others. This project is a structured opportunity for you to begin this career/life-long practice of challenging those resistances. This project will span the entire semester. Following the positionality paper and dialogue, you will submit a 1-2 page reflection identifying your three main areas of resistance and suggesting one as the focus for this project. A solid rationale should be offered for your choice. **Reflection is due Jan. 29<sup>th</sup>**. Next you will identify the resources you will need to help you gain exposure to, and appreciation of, your resistance. **Resource lists are due Feb. 5<sup>th</sup>**. If, after you have looked thoroughly yourself, you need help locating resources, please contact me. Your resources must include:
  - A minimum of one print source, such as a book (fiction or non-fiction), book chapter, or scholarly journal article;
  - A minimum of one ongoing media source that is consumed weekly, such as a podcast, television show, following a blogger/vlogger/twitter page/snapchat account/etc.
  - A minimum of one “standalone” media source, such as a film or television documentary or social event, such as a play or lecture
  - A minimum of one individual experience—this should consist of a one-on-one dialogue with a member of your identified group. If you are engaging with a person

of this identity in another capacity presently (e.g., client, colleague, team member) there is no need to seek an additional point of contact.

Finally, you will submit a 4-6 page reflection, **due April 23<sup>rd</sup>**, that includes:

- a) A detailed discussion of what your expectations were before beginning the project
- b) A discussion about your exposure to the print and media sources
- c) A detailed discussion about your experiences with people belonging to the group you chose. Describe how you felt, what you thought, whether your expectations were met/unmet, and how it impacted you, especially your beliefs about the group.
- d) A detailed discussion of how you can apply what you have learned from this experience to your work as a counseling psychologist.

**3. Culturally Mindful Counseling Case Presentation.** This assignment is designed to help strengthen skills in applying multicultural theory and research to applied work. Each student will be asked to orally present a culturally mindful case conceptualization of a current or previous client. For each case conceptualization: 1) provide an assessment of the client's presenting concerns and ways individual and cultural identities, privilege and oppression, influence their mental health – be sure to consider strengths as well as challenges, 2) identify what approaches you would take in providing culturally mindful services working with this client, your rationale for using this approach, and its strengths and limitations for this client, 3) identify ways current events might impact their experience, 4) identify what advocacy or activism considerations you or other counseling psychologists could engage in to benefit this client and others with this identity who may be struggling with similar issues, and 5) provide a self-assessment of the biases you might have with this client and how you would address them. Presentations should be 20 minutes long and will be **due April 2<sup>nd</sup>**.

**4. Attendance/Participation.** Given the nature of this course, active class participation by everyone is essential, thus, punctual class attendance is mandatory. I expect that you will have completed the readings and/or other media prior to class and be ready to participate in class discussions. Students who are habitually late or miss more than two classes will not be able to get an A in this class. Please notify the professor in advance via email in the event of your absence from class. This will help allow for proper planning of experiential activities.

**GRADING SCALE:**

- 20% Seminar Participation (20 points for participation)
- 20% Positionality Paper and Dialogue (15 points for paper, 5 points for dialogue)
- 30% Increasing Cultural Mindfulness (5 points for reflection one, 5 points for resource list, 20 points for reflection two)
- 30% Case Presentation (30 points)
- 100%

Grading Scale:

Grade	Percentage
A	≥ 92%
A-	90%-91%
B+	88%-89%
B	82%-87%
B-	80%-81%
C+	78%-79%
C	72%-77%
C-	70%-71%
D+	68%-69%
D	62%-67%
D-	60%-61%
E	≤ 59%

A grade of “I” (incomplete) is assigned only for work which has been of a passing quality through the academic term but which, for good reason and with approval of the instructor, cannot be completed within the time frame of the semester. Students for whom special circumstances may warrant an “I” must discuss this matter with the instructor before the last day of class.

**MAKE-UP POLICY:**

Assignments cannot be made-up except in the case of extreme and unavoidable circumstances that meet the criteria of the University of Florida policy for an excused absence. Make-ups are only given for illnesses that require medical treatment, valid emergencies, and valid scheduling conflicts. Students must provide written documentation of the excusable absence as per University of Florida policy. With the exception of emergency situations, if you are aware that you will be absent for an assignment due date, you must obtain permission from Dr. Mosley prior to the due date or you will receive zero points for the missed assignment.

**SCHOLARSHIP AND ACADEMIC INTEGRITY:**

It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. 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. Failure to comply with academic integrity policies may result in failing the course and progression through standard university procedures.

**ACADEMIC ACCOMMODATIONS:**

In compliance with the Americans With Disabilities Act (ADA), I will work with accommodations that are needed. If you have a disability and wish to discuss academic accommodations, please contact me. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

**DISTRESSED STUDENTS:**

Phone numbers and contact sites for the University Counseling and Wellness Center: 3190 Radio Road during office hours Monday through Friday, 8:00 a.m. - 5:00 p.m., call (352) 392-1575. For emergencies occurring in the evening or on the weekend, crisis counseling services are available through the Alachua County Crisis Center by calling (352) 264-6789.

**CELL PHONES AND OTHER ELECTRONIC DEVICES:**

This course relies heavily on listening, reflecting and communicating in real-time with other class members. There is growing research on the distracting nature of computers in class, where there is easy access to social media and/or email/IM. To encourage class participation free from distraction, we ask that you silence your phones before class begins. We also ask that you limit your use of computers/mobile devices to those times when we are discussing articles and other material that may be in electronic format, and put your computers to sleep/otherwise refrain from looking at them during class.

**COURSE SCHEDULE:**

The due dates and the course schedule are provided to give the course structure. Changes may be made at the discretion of the instructor during the semester. You will be advised of any changes via e-mail and/or in class.

WEEK	DATE	TOPIC	READINGS DUE	ASSIGNMENT DUE
1	Jan 8	Introductions Review Syllabus Discuss Class Norms		
2	Jan 15	Cultural Mindfulness Overview Intersectionality Unconscious/Implicit biases Oppression, Liberation, Wellness, and Power	Adames et al (2018) Moradi & Grzanka (2017) Prilleltensky & Fox (2007) Prilleltensky (2008)	
3	Jan 22	Oppression, Liberation, Wellness, and Power  <b><i>Positionality Dialogue</i></b>		<b><i>Positionality Paper</i></b>
4	Jan 29	Class	Woolf et al (2015) Smith (2005)	<b><i>Reflection 1</i></b>
5	Feb 5	Colonization, Indigeneity, and Immigration	Mio, Barker, & Rodriguez (2016) - Chapter 5 Kirmayer et al (2011) Burnette & Figley (2017)	<b><i>Resource List</i></b>
6	Feb 12	Race and Racial Identity Development	Mio, Barker, & Rodriguez (2016) - Chapter 6 Mio, Barker, & Rodriguez (2016) - Chapter 7 Smedley & Smedley (2005)	
7	Feb 19	Culturally Mindful Counseling  Culturally Mindful Teaching and Training	Kugelmass (2016) Miller et al. (2018) Gallardo et al. (2009)  Goodman et al (2015) Handout: <a href="#">Anti-Oppressive Facilitation</a>	
8	Feb 26	Ability	Gaskin (2015) Keller & Galgay (2010)	Midterm Course Evals
9	Mar 5	SPRING BREAK	SPRING BREAK	
10	Mar 12	Gender	Guidelines for Psychological Practice with Boys and Men Guidelines for psychological practice with girls and women Singh (2016) Guidelines for Psychological Practice with Transgender and Gender Nonconforming People	
11	Mar 19	Sexuality	Singh & Moss (2016) Smith, Shin, & Officer (2012) Burnes, Singh, & Witherspoon (2017) Guidelines for psychological practice with lesbian, gay, and bisexual clients	

12	Mar 26	Advocacy as a Psychologist  Culturally Mindful Research	Haeny (2014) Melton (2018)  Mio, Barker, & Rodriguez (2016) - Chapter 2 Chapman & Schwartz (2012)	
13	Apr 2	Case Presentations		<i>Case Presentations</i>
14	Apr 9	Religion and Spirituality	Blumenfeld & Jaekel (2012) Schlosser et al (2009) Vieten et al., 2013	
15	Apr 16	Age	Liang, Matheson, & Douglas (2016) Nelson (2016) Guidelines for psychological practice with older adults	
16	Apr 23	Wrap-Up Reflection and Cultural Celebration		<i>Reflection 2</i> Course Evaluations