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**UNIVERSITY OF MISSOURI-COLUMBIA**  
**COLLEGE OF EDUCATION**  
**EDUCATIONAL, SCHOOL, & COUNSELING PSYCHOLOGY**  
**9000—MULTICULTURAL ISSUES IN COUNSELING**  
**FALL 2018 (3 CREDITS)**

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**Instructor:** Shannon E. McClain, Ph.D.  
**Email:** mcclainse@missouri.edu  
**Office:** 306 Noyes  
**Office Hours:** By Appointment  
**Class Time and Location:** Tu/Th 9:30-10:45 AM; 222 Townsend Hall

**Lab Times & Instructors:**  
*Labs located in 105 Townsend Hall*

Monday 9-10:30: Colleen Eddy                      Wednesday 9-10:30: Cassie Boness

Friday 9-10:30: Bo Hyun Lee

**Program Statement**

As the U.S. population becomes more diverse, psychologists and other mental health professionals need to develop competency standards to provide culturally relevant and effective services to a broad range of individuals, couples, and families. This course covers counseling/psychological models, theories and research relevant to diverse groups in the U.S. The course presents a theory-based, practice-focused, and experiential approach to culturally competent practices. Examination of personal values and education about the interrelationship between race, class, gender, and sexuality are accomplished via readings, structured activities, and group discussions. The course material is presented so that all students, regardless of backgrounds and the clients and contexts in which you will work, will develop the foundational competencies necessary for working with diverse individuals based on gender, race/ethnicity, sexual orientation, social class, nationality, spirituality, and ability group affiliations.

**Conceptual Framework**

The major goal of the course is to provide you with the knowledge to facilitate your becoming effective, responsive professionals. To achieve this goal, the course is designed to enhance your multicultural competencies for providing psychological services to culturally diverse populations by:

- introducing you to the field of multicultural psychology;
- increasing your awareness of your assumptions, values, and biases;
- understanding how culture has shaped your worldview and how this impacts your

- understanding of and interactions with others;
- providing an atmosphere in which we can explore our world views and the world views of others;
- developing awareness, sensitivity, and understanding of the experiences of diverse cultural groups;
- increasing your knowledge of multicultural constructs, theories, and models, as well as research in this area;
- increasing your awareness and understanding of cultural factors in the assessment, diagnostic, and therapeutic processes;
- extending and broadening your clinical conceptualization skills and therapeutic effectiveness with people from diverse cultural backgrounds; and
- increasing your awareness of your limitations and strengths when engaged in a multicultural therapeutic relationship.

### **Course Philosophy**

As counselors and psychologists, we have a moral and ethical responsibility to prepare ourselves to work effectively with clients with worldviews and backgrounds different from our own. To be effective multicultural professionals, we believe that reflection, self-analysis, and sharing of feelings and personal experiences are as necessary as gaining relevant, content information.

Unlike subjects that can be taught through presentation of facts or examination of relevant literature, topics related to multiculturalism and diversity can only be effectively learned through sincere and authentic self-exploration. Diversity education is personal to all of us, and connecting to these topics is an emotional and psychological process and that students best understand such issues when they experience them in relation to the self. Our philosophy is that the lifelong journey of developing multicultural competencies begins with exploration of one's own privileged and oppressed identities. Continued self-exploration along with exposure to literature, discussions, media, and other experiences of diversity makes cultural understanding part of a psychologist's intuition—knowledge she/he can draw upon as needed in her/his many roles (i.e. conducting research, teaching, evaluation, or client interactions). We also believe that it is essential to sometimes feel uncomfortable and vulnerable in this process, and such experiences can lead to the most significant growth toward multicultural intuition. Finally, we believe it is our responsibility to continuously foster our own multicultural growth alongside yours. We will share our own struggles, joys, frustrations, and realizations with class members, and believe that we can learn as much from you as you will hopefully take from our teaching. Because we view this as a life-long journey and see teachers of courses like this as students themselves, we hope that sharing our experiences with students will be helpful to your learning process. We welcome differing opinions, challenges, and suggestions for our own future growth from students and colleagues who are also sincerely engaged in journeys toward developing multicultural competencies.

The process and outcome of this class will depend on each of our contributions. Thus, each class member is asked to be ready and committed to explore your own personal and professional selves through class discussions, in-class activities, and class assignments. More specifically, it is

expected that each of us prepare for each class meeting by completing the assigned readings and reflecting upon the material shared. Your active participation during each class session will contribute to the learning process for all involved, including yourself. The more each of us gives to the class, the richer the experience will be for all of us.

### **Course Atmosphere**

We are all going to be connected via this class this semester and will be sharing information about ourselves that many people in our society do not openly discuss. We believe that each person in this class has something important to contribute to this class. For this class to be a success, each of us needs to be willing to share and contribute to the process and class discussions. Our hope is that we will get to a deeper level of knowing each other and ourselves through the course. For this to happen, there are several important aspects about the class that need to be addressed.

Because we will be dealing with some controversial and sensitive issues in this course, it is important that we work to develop an atmosphere for this course that is safe and encourages self-exploration for all of us. Due to the course content and the type of material that we will cover in this course, it is natural for course participants to feel nervous about expressing their views on issues for fear of how they may be perceived by others. It is also normal and expected (especially in a course with participants who themselves are coming in with different life experiences and who represent various culturally diverse groups) that we will not all agree on issues that we are reading and discussing. We believe that the diversity represented by each of us and the different experiences we have each encountered in our lives will add to the quality of our discussions and the amount of learning that will take place for each of us. This is a course where we can all learn from one another's experiences and perspectives, and we can use this information to understand ourselves as cultural beings. We anticipate that there will be differing viewpoints on issues that we may feel very strongly about. Even so, we need to be able to be genuine and honest about our experiences and views without fear of being attacked or judged. It is so important to the process and outcome of this class that we all work to develop an atmosphere through our discussions that facilitates learning and reflection and encourages participation on the part of everyone, regardless of where each of us is in our journey.

Another important point related to developing an atmosphere that is conducive for learning and growth pertains to our roles in the class. Our philosophy toward teaching diversity related courses is that multicultural development is a lifelong process. We believe each of us is an expert on our own lives and, as mentioned earlier, that all of us have something important to contribute to this class and to our discussions. We will share our own personal experiences and struggles in our journey towards becoming multiculturally fluent. We hope that this sharing will normalize your own experiences and portray to you that this continues to be an ongoing process for us. Each of us, no matter how little or much our experience, is engaged in the *process of becoming* multiculturally competent. We expect each of us to develop and continue the process of sincere and active striving toward competence throughout the semester and beyond this classroom.

## Required Textbook

Sue, D. W. & Sue, D. (2016). *Counseling the Culturally Diverse: Theory and Practice* (7<sup>th</sup> Edition). New York: John Wiley & Sons.

## Supplementary Materials

*Additional required readings will be available via the course Canvas.*

## Course Requirements

**1. Participation:** Because this course is largely experiential, attendance, punctuality, preparation, and full participation at every class and lab session is expected. Your participation requirement will be based on *active participation* in class discussions and activities. It is expected that all discussions will be civil and respectful and demonstrate skill at engaging in difficult dialogues. ***Please do not use laptops and turn off phones during class.***

**2. Discussion Group & Cultural Exploration Paper:** You will participate in a weekly lab discussion group, which will focus on increasing your consciousness on issues related to your various reference group identities (e.g., race/ethnicity, social class, gender, sexual orientation, religious affiliation, ability status, nationality). This group will meet each week for 1.5 hours, *beginning the week of September 3<sup>rd</sup>*. You are asked to write a paper (10 min - 12 max pages; double spaced) on this experience in which you discuss what you have learned about yourself as a result of the discussions. Incorporate the following into your paper: (a) identify your reference group identities (the 7 groups specified above) and how you learned about your own identity groups as well as groups other than your own, (b) discuss how each identity has influenced your development and your views of the world to date, and explain how your reference group identities might influence your professional work, and (c) develop a 5-year professional development plan for your continued development in this area (specify short term, realistic goals, detailed learning activities, and how you would assess growth). You are expected to follow the outline that we will provide for structuring this paper. We will also provide a rubric for how the paper will be graded.

**3. Cross-cultural Immersion Experience:** You are asked to participate in a cross-cultural immersion experience in which you are the only one of your kind. You should select a cultural group that you would like to learn more about and attend some sort of activity within the community *by yourself* that will challenge your comfort level. The best experiences have come from students who select a cultural group for which they hold strong biases about and activities that put themselves in settings that are beyond their normal comfort zone. You will submit a Pecha Kucha presentation--see the following website for guidelines <https://www.pechakucha.org/>. The format requires 20 PowerPoint slides along with narration to create a brief presentation. Slides should contain majority images (very minimal text) and run for 20 seconds each while the presenter talks about the topic; the presentation should be no longer

than 7 minutes. This format requires the student to think conceptually using images to illustrate your points concisely. The presentation should include a description of the immersion experience and why you selected this activity, your affective and cognitive reactions during the immersion, the impact of the experience on your awareness of self and others, and how the knowledge that you gained from the experience could inform your professional work.

**4. Weekly Reflections of the Readings:** Ten weeks throughout the semester, you are required to submit 1 paragraph where you reflect on the previous class process (what was the most important thing that happened in the class from your perspective) AND provide 1-2 burning discussion questions based on the readings for the upcoming week's class. These questions should reflect critical thoughts to stimulate discussion and facilitate deeper understanding of the material.

**\*\*On weeks noted with asterisks\*\*, due by 5pm on Sunday prior to class on Canvas**

**5. Self-Reflection Papers:** Because genuine self-exploration is essential to growth toward developing multicultural competencies, you will be asked to engage in written self-reflection. The purpose of the *two self-reflection papers* assigned in this course is for you to reflect on your personal reactions as well as your progress toward gaining multicultural competencies. Reflections should include your affective and cognitive reactions to (a) class readings, (b) class discussions, and/or (c) class activities. In addition, include your personal assessment of your multicultural development, including progress and personal struggles. You can include insights regarding awareness of yourself as a person-in-culture, events you are noticing that are related to diversity issues, and current successes and challenges related to the course material. Twice during the semester, I will announce this assignment a week before it is due. Each self-reflection entry should be 2-3 pages (single spaced).

**6. Final:** This will be an in-class exam that will include identification/short answers, essays, and case analysis. The exams are designed to assess your content knowledge and the application of your knowledge in multicultural psychology based on course readings, lectures, and activities.

### Course Grading

Assignments are due on the assigned dates. ***All assignments should be submitted via Canvas by the start of class (with the exception of the weekly reflections, which are due by 5pm the Sunday). All assignments should be formatted in APA style using 12-point, Times New Roman font with 1-inch margins.*** Rubrics for each assignment are included on the course Canvas site. *Grades for assignments will be lowered by 10% percent for every day they are late.* The breakdown of the course assignments is as follows:

Participation	40 points (10%)
Cultural Exploration Paper	100 points (25%)
Cross-Cultural Immersion Experience	60 points (15%)
Weekly Reflections	40 points (4 pts each, 10%)
Self-Reflection Papers	60 points (30 pts each, 15%)
<u>Final Exam</u>	<u>100 points (25%)</u>
Total	400 points (100%*)

\* For each class or lab that is missed, a **5% grade reduction** will be applied to your **final grade**. Absences related to professional-related activities **must be approved beforehand** by the instructor; **absences related to illness must be accompanied by a doctor's note**.

### **Grading Scale**

Course grades will be determined using the following grading scale:

A+	97-100%	B+	87-89%	C+	77-79%	F	69% and lower
A	93-96%	B	83-86%	C	73-76%		
A-	90-92%	B-	80-82%	C	70-72%		

### **Academic Dishonesty**

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor. As required by the Provost's office, the University policy on academic dishonesty is included here as follows: "It is the DUTY of any instructor who is aware of an incident of academic dishonesty in his/her course TO REPORT the incident to the Vice Provost, 116 Jesse Hall, and to inform the department chair of the incident."

### **Classroom Accommodations**

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with us, or if you need to make arrangements in case the building must be evacuated, please let us know as soon as possible. If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please establish an accommodation plan with the Disability Center (<http://disabilitycenter.missouri.edu>), S5 Memorial Union, 573- 882-4696, and then notify us of your eligibility for reasonable accommodations. For other MU resources for persons with disabilities, click on "Disability Resources" on the MU homepage.

### **Intellectual Pluralism**

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for

diverse opinions) may contact the Departmental Chair or Divisional Director; the Director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>) or the MU Equity Office ([equity@missouri.edu](mailto:equity@missouri.edu); <http://equity.missouri.edu/>). All students have the opportunity to submit an anonymous evaluation of the instructors at the end of the course.

### **Intellectual Property Notice**

All course materials including but not limited to the syllabus, course assignments, study guides, learning guides, online lecture videos and content, and lab book (i.e. course pack) are property of the instructor and University and may not be shared online or distributed in any manner to others. Students are prohibited from posting course materials or notes online and from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Violations of copyright laws could subject you to civil penalties and criminal liability. Violations of academic integrity may subject you to disciplinary action under University policies.

### **Executive Order #38 concerning Academic Inquiry, Course Discussion and Privacy**

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. *In order to facilitate a safe space for open discussion, in this class, students may **not** make audio or video recordings of course activity, except students permitted to record as an accommodation under Section 240.040 of the Collected Rules.* All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Students who are permitted to record may not redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

## Tentative Course Outline

*NOTE: Optional readings are italicized in parentheses*

<u>Week/Date</u>	<u>Topic</u>	<u>Readings</u>
Wk 1 8/21, 8/23	Introduction & Team Building -To course instructor & classmates -To course	S&S Ch. 1
**Wk 2** 8/28, 8/30	History of Multicultural Psychology Multicultural Counseling Competencies Politics of Counseling	S&S Chs. 2 & 4; Hoffman Report (2015): pp 1-8, 64-72; Hall (2014); APA MC Guidelines (2003): 377-382 <i>[Rest of Hoffman Report; Rest of APA MC Guidelines; Arredondo &amp; Perez (2006); Sue et al., 1999]</i>
**Wk 3** 9/4, 9/6	Culturally Sensitive Clinical Practices Culturally Sensitive Research Strategies Professional & Ethical Issues	S&S Chs. 7-8; Alberta & Wood (2009); Smith (2010); APA Guidelines for Providers of Psych Services (1993); APA Research Guidelines (2000) <i>[Bernal et al., (2014); Hall et al. (2016); Hardin et al. (2014); Helms et al. (2005); Sue (1999); Vasquez (2010)]</i>
**Wk 4** 9/11, 9/13	Theories of Multicultural Counseling & Therapy Multicultural Measurement & Assessment Worldview, Acculturation, & Identity Development Models	S&S Chs. 9, 13; Cole (2009); David et al. (2014); Kohatsu et al. (2010) <i>[Hall &amp; Yee (2014); Schwartz et al. (2010)]</i>
**Wk 5** 9/18, 9/20	Stereotyping, Discrimination & Oppression Microaggressions Privilege & Color Blind Attitudes	S&S Chs. 5-6; Steele (1997); McIntosh (1988) Sue et al. (2007) + <i>Reactions to this article</i>
**Wk 6** 9/25, 9/27	Gender & Transgender Issues	S&S Ch. 26 APA Guidelines/Girls & Women (2007); Reid et al. (2014); APA Report on Sexualization of Girls (2010): pg 1-18; APA Guidelines/Psych Practice with Transgender & Gender Nonconforming People (2015);

		APA Gender ID Report (2009): Pgs 1-12 ( <i>rest optional</i> ) [ <i>Rest of APA Report (2010); Budge et al. (2010); Budge et al. (2013); Budge (2015); Budge &amp; dickey (2017); Good &amp; Sherrod (2001); Tebbe &amp; Budge (2016)</i> ]
**Wk 7** 10/2, 10/4	Social Class	S&S Ch. 25 APA Task Force Report (2007); Smith (2005) Liu, Soleck et al. (2004) [ <i>Smith (2015); Liu, Ali et al. (2004); APA Annotated Bibliography: Structural Determinants of Poverty</i> ]
Wk 8 10/9, 10/11	Cultural Immersion Presentations <b>CULTURAL IMMERSION EXPERIENCE DUE</b>	
Wk 9 10/16, 10/18	Process Day	
**Wk 10** 10/23, 10/25	Race/Ethnicity *Color of Fear Video	S&S Ch. 11-12; Spanierman & Soble (2010) APA Brochure/Tx Eth Minorities (2003)
**Wk 11** 10/30, 11/1	Lesbian/Gay/Bisexual Issues *Guest Speaker (LGBT Center)	S&S Ch. 23 APA Guidelines (2012) APA Task Force Report Therapeutic Responses (2009) [ <i>Dillon, Worthington &amp; Moradi (2011)</i> ]
**Wk 12** 11/6, 11/8	Religious Issues *Religious Leader Panel	S&S Chs. 19, 21 Ali et al. (2004); Huang (2010) [ <i>Cornish et al. (2014)</i> ]
**Wk 13** 11/13, 11/15	Persons with Disabilities <b>CULTURAL EXPLORATION PAPER DUE</b> *Guest Speaker (Stephanie Logan)	S&S Ch. 22, Andrews & Lund (2015) APA Guidelines for Assessment of and Intervention with Persons with Disabilities

Week 14  
11/20, 11/22

*Thanksgiving Holiday – No Classes*

Week 15  
11/27, 11/29

Immigrants & Refugees

S&S Ch. 10, 20

APA Task Force Report - Immigration (2012): p 1-13 to  
“Contents and Organization of this Report” (*rest optional*)  
[*Schwartz et al. (2014); Yakushko (2009), Yeh et al. (2004)*]

Week 16  
12/4, 12/6

**FINAL EXAM & Course Evaluation**

## Weekly Readings

*\*\*Indicates optional reading. See Course Outline for further detail.*

### Week 1:

Chapter 1 (Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training)

### Week 2:

Chapter 2 (The Superordinate Nature of Multicultural Counseling and Therapy)

Chapter 4 (The Politics of Counseling and Psychotherapy: Social Justice in Counseling)

Hoffman Report (2015). Report to the Special Committee of the Board of Directors of the American Psychological Association. Independent Review Relating to APA Ethics Guidelines, National Security Interrogations, and Torture. Available at:

<http://www.apa.org/independent-review/APA-FINAL-Report-7.2.15.pdf>

Hall, C. C. I. (2014). The evolution of the revolution: The successful establishment of multicultural psychology. In F. T. L. Leong (Ed.) *APA Handbook of Multicultural Psychology: Vol. 1 Theory and Research* (pp. 3-18). Washington, DC: APA.

American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, *58*, 377-402.

**\*\*Sue, D. W., Bringham, R. P., Porché-Burke, L., & Vasquez, M. (1999). The diversification of psychology: A multicultural revolution. *American Psychologist*, *54*, 1061-1069.**

**\*\*Arredondo, P., & Perez, P. (2006). Historical perspectives on the multicultural guidelines and contemporary applications. *Professional Psychology: Research and Practice*, *37*, 1-5.**

### Week 3:

Chapter 7 (Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives)

Chapter 8 (Culturally Appropriate Intervention Strategies).

Alberta, A., & Wood, A. H. (2009). A practical skills model for effectively engaging clients in multicultural settings. *The Counseling Psychologist*, *37*, 564-579.

Smith, T. B. (2010). Culturally congruent practices in counseling and psychotherapy: A review of research. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.) *Handbook of Multicultural Counseling* 3<sup>rd</sup> Ed. (pp. 439-450). Los Angeles, CA: Sage.

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

American Psychological Associations (2000). Guidelines for research in ethnic minority communities.

**\*\*Hall, G. C. N., Yip, T., & Zarate, M. A. (2016). On becoming multicultural in a monocultural research world: A conceptual approach to studying ethnocultural diversity. *The American Psychologist*, *71*, 40-51.**

**\*\*Hardin, E. E., Robitschek, C., Flores, L. Y., Navarro, R. L., & Ashton, M. W. (2014). The cultural lens approach to evaluating cultural validity of psychological theory. *The American Psychologist*, *69*, 656-668.**

**\*\*Bernal, G., Cumba-Aviles, E., & Rodriguez-Quintana, N. (2014). Methodological challenges in research with ethnic, racial, and ethnocultural groups. In F. T. L. Leong (Ed.) *APA***

*Handbook of Multicultural Psychology: Vol. 1 Theory and Research* (pp. 105-123).  
Washington, DC: APA.

- \*\*Sue, S. (1999). Science, ethnicity, and bias: Where have we gone wrong? *American Psychologist*, *54*, 1070-1077.
- \*\*Vasquez, M. J. T. (2010). Ethics in multicultural counseling practice. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.) *Handbook of Multicultural Counseling* 3<sup>rd</sup> Ed. (pp. 127-146). Los Angeles, CA: Sage.
- \*\*Helms, J. E., Jernigan, M., & Mascher, J. (2005). The meaning of race in psychology and how to change it: A methodological perspective. *The American Psychologist*, *60*, 27-36.

#### Week 4:

Chapter 9 (Multicultural Evidence-Based Practice)

Chapter 13 (Culturally Competent Assessment)

- Cole, E. R. (2009). Intersectionality and research in psychology. *The American Psychologist*, *64*, 170-180.
- David, E. J. R., Okazaki, S., & Giroux, D. (2014). A set of guiding principles to advance multicultural psychology and its major concepts. In F. T. L. Leong (Ed.) *APA Handbook of Multicultural Psychology: Vol. 1 Theory and Research* (pp. 85-104). Washington, DC: APA.
- Kohatsu, E. L., Concepcion, W. R., & Perez, P. (2010). Incorporating levels of acculturation in counseling practice. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.) *Handbook of Multicultural Counseling* 3<sup>rd</sup> Ed. (pp. 343-356). Los Angeles, CA: Sage.
- \*\*Hall, G. C. N., & Yee, A. H. (2014). Evidence-based practice. In F. T. L. Leong (Ed.) *APA Handbook of Multicultural Psychology: Vol. 2 Applications and Training* (pp. 59-79). Washington, DC: APA.
- \*\* Schwartz, S. J., Unger, J. B., Zamboanga, B. L., & Szapocznik, J. (2010). Rethinking the concept of acculturation: Implications for theory and research. *The American Psychologist*, *65*, 237-251.

#### Week 5:

Chapter 5 (The Impact of Systemic Oppression: Counselor Credibility and Client Worldview)

Chapter 6 (Microaggressions in Counseling and Psychotherapy)

McIntosh (1988). *White privilege: Unpacking the invisible knapsack*.

<http://www.amptoons.com/blog/files/mcintosh.html>

- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, *62*, 271-286.
- Steele, Claude M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *The American Psychologist*, *52*(6), 613-629.
- \*\*Goodstein, R. (2008). What's missing from the dialogue on racial microaggressions in counseling and therapy. *American Psychologist*, *63*, 276-277.
- \*\*Harris, R. S. (2008). Racial microaggression? How do you know? *American Psychologist*, *63*, 275-276.
- \*\*Schacht, T. E. (2008). A broader view of racial microaggression in psychotherapy. *American Psychologist*, *63*, 273-285.

- \*\*Sue, D. W., Capodilupo, C. M., Nadal, K. L., & Torino, G. C. (2008). *American Psychologist*, 63, 277-279.
- \*\*Thomas, K. R. (2008). Macrononsense in multiculturalism. *American Psychologist*, 63, 274-275.
- \*\*Harris, R. S. (2009). Racial microaggression? How do you now? – Revisited. *American Psychologist*, 64, 220.
- \*\*Sue, D. W. (2009). Racial microaggressions and worldviews. *American Psychologist*, 64, 220-221.

### Week 6:

#### Chapter 26 (Counseling Women)

- American Psychological Association (2007) Guidelines for Psychological Practice with Girls and Women. *American Psychologist*, 62, 949-979.
- Reid, P. T., Lewis, L. J., & Wyche, K. F. (2014). An intersectional framework for a multicultural analysis of gender. In F. T. L. Leong (Ed.) *APA Handbook of Multicultural Psychology: Vol. 1 Theory and Research* (pp. 379-394). Washington, DC: APA.
- American Psychological Association, Task Force on Gender Identity and Gender Variance (2009). *Report of the Task Force on Gender Identity and Gender Variance*. Washington, DC: Author.
- American Psychological Association Guidelines for Psychological Practice with Transgender and Gender Nonconforming People (2015). Retrieved from <http://www.apa.org/practice/guidelines/transgender.pdf>
- American Psychological Association, Task Force on the Sexualization of Girls. (2010). *Report of the APA Task Force on the Sexualization of Girls*. Retrieved from <http://www.apa.org/pi/women/programs/girls/report-full.pdf>
- \*\*Budge, S. L., Katz-Wise, S. L., Tebbe, E. N., Howard, K. A. S., Schneider, C. L., & Rodriguez, A. (2013). Transgender emotional and coping processes: Facilitative and avoidance coping throughout gender transitioning. *The Counseling Psychologist*, 31, 601-647.
- \*\*Budge, S. L., Tebbe, E. N. & Howard, K. A. S. (2010). The work experiences of transgender individuals: Negotiating the transition and coping with barriers. *Journal of Counseling Psychology*, 57, 377-393.
- \*\*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, 287-297.
- \*\*Tebbe, E. A. & Budge, S. L. (2016) Research with transgender communities: Applying a process-oriented approach to methodological considerations and research recommendations. *The Counseling Psychologist*, 44, 996-1024.
- \*\*Budge, S. L. & Dickey, I. M. (2017). Barriers, challenges, and decision-making in the letter writing process for gender transition. *Psychiatric Clinics*, 40, 65-78.
- \*\*Good, G.E., & Sherrod, N. (2001). *The psychology of men and masculinity: Research status and future directions*. In R.K. Unger (Ed.), *Handbook of the psychology of women and gender* (pp. 201-214). New York: Wiley.

### Week 7:

#### Chapter 25 (Counseling Individuals Living in Poverty)

American Psychological Association, Presidential Task Force on Integrated Health Care. (2007).

*Blueprint for change: Achieving integrated health care for an aging population.* Retrieved from <http://www.apa.org/pi/aging/programs/integrated/integrated-healthcare-report.pdf>

Smith, L. (2005). Psychotherapy, classism, and the poor: Conspicuous by their absence.

*American Psychologist*, 60, 687- 696.

Liu, W. M., Soleck, G., Hopps, J., Dunston, K., & Pickett, T. (2004). A new framework to understand social class in counseling: The social class worldview and modern classism theory. *Journal of Multicultural Counseling and Development*, 32, 95-122.

\*\*Smith, L. (2015). Reforming the minimum wage: Toward a psychological perspective. *The American Psychologist*, 70, 557-565.

\*\*Liu, W. M., Ali, S. R. Soleck, G., Hopps, J., Dunston, K., & Pickett, T. (2004). Using social class in counseling psychology. *Journal of Counseling Psychology*, 51, 3-18.

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