

4/1/92

Psy. 607, SEMINAR: CROSS-CULTURAL PSYCHOLOGY:  
CLINICAL AND COMMUNITY APPLICATIONS  
Spring, 1992; CRN, 5411; 9-11:45, Wed.; 156 Straub  
Norm Sundberg, 381 Straub, 6-4909  
& Libby Schaughency, 396 Straub, 6-3936

**Introduction:** "Culture denotes an historically transmitted pattern of meanings (of), knowledge about, and attitudes toward life." (Geertz, 1983, p.89) The basic question for this seminar is this: How do we relate to and work with people from quite different backgrounds? We will concentrate on American ethnic and minority groups and on clinical and community psychology. We will pay some attention to other countries and to differences in religion, gender, sexual preference, handicapping conditions, etc. In this short term we cannot go into great depth, but instead must view this seminar as introductory to further learning at a later time. The ultimate goal is the development of multicultural competence. The purposes now are to cover (1) major readings and references for further reading, (2) examples of research, (3) experiential learning exercises, (4) examples of clinical work and community programs.

**Plan for the Course:** During the first part of the term, we will discuss material from readings in order to develop a common background. The rest of the seminar will cover ethnic topics through visiting speakers, panel discussions and field trips. We encourage sharing of cultural experiences as opportunities for learning. There are occasional experiential exercises. In addition to the class field trips, there may be optional opportunities for extra community visits.

**Readings:**

(S&S) Sue, Derald Wing & Sue, David (1990) Counseling the culturally different: Theory and practice. New York: Wiley. (Read the whole book.)

Handouts in class or on Library reserve.

**Credit Levels:** Students may take the seminar for 1 to 3 credits. Anyone taking the seminar will be expected to do the readings and participate in the discussions and exercises. Students will lead discussions on most of the readings. For 3 credits, select a project and write a paper. The project may be based on library work, a pilot study collecting data on a few subjects, or the development of a workshop or exercise to be carried out in class or later. Such students should hand in a one-page preliminary description of their topic by April 15. For 2 credits, carry out a shorter project (with a 5-8 page report). For 1 credit, students will be expected to attend all classes, do the readings (and help lead discussions) and occasional exercises, and at the end turn in a short report analyzing one's personal learning (1-2 pages).

**Possible Projects for 2 or 3 credits:** (a) Development of a workshop or an experiential exercise, with planned evaluation. (b) Exploratory study and paper. (c) Library research and paper. In planning for b and c, skim text and readings and current cross-cultural journals. Possible topics: Culture and specific disorders, barriers to help-seeking, churches as resources, "natural helping" in ethnic groups, stressors and coping in different cultures, bias in assessment and diagnosis, helping & ethnic sense of community, developing multicultural services. Submit a one-page plan by April 15.

**Schedule:** (Tentative, especially after the 4th week)

Week 1: (Apr. 1) Introductions, including c-c experience of participants. Overview of seminar plan. Student choices. H-O Exercise 1. Nature and history of cross-cultural psychology. APA accreditation guidelines on individual and cultural differences. Ethnic politics and barriers in clinical and community work.

Readings: S&S, Chapters 1-2 (pp. 3-48)

Week 2: Apr. 8, Discussion of Exercise 1. Multicultural competence, styles, mistrust. Identity issues. Culture and psychopathology. Basic clinical activities in cross-cultural context, assessment, therapy.

Readings: S&S, Chapters 4-5 (pp. 49-117) (+ crit. cases?)

H-O's on culture and psychopathology

Week 3 (Apr. 15) H-O Ex. 2. Family aspects. World views. Religious variations and the place of the church. Ethics in c-c work. (Speakers?)

Readings: S&S, Chapters 6 & 7 (pp. 118-158)

Week 4 (Apr. 22) Relevant theory (self & culture), Shinobu Kitayama (1st hour) Ex. 2 discussion. European ethnicity. Ethnic identity issues.

Readings: S&S, Chapter 8 (pp. 159-172)

Week 5 (Apr. 29) Working with Native Americans/Indians (and Pacific Islanders?)

Readings: S&S, Chapter 9 (pp. 175-188)

Week 6 (May 6) Working with Asian Americans. Lecture and discussion by Mark Lewinsohn on Chinese marriage research. Discussion of readings.

Readings: S&S, Chapter 10, (pp. 189-208)

Week 7 (May 13) Working with Blacks/African-Americans. (Speakers?)

Readings: S&S, Chapter 11 (pp. 209-226)

Week 8 (May 20) Working with Hispanics. (Speakers?)

Readings: S&S Chapter 12 (pp. 227-242)

Week 9: Tuesday, May 26. Field trip to Portland: David Kinzie & staff of the Indo-Chinese Refugee program. Visit Socialization Center.

Readings: Recent articles by Kinzie and staff

Week 10 (June 6) [Potluck dinner in evening?] Brief reports by students doing papers. As time allows, working with people from other special populations, e. g. foreign students. Gender differences, sexual preference, disabled groups. Overview.

Readings: Review S&S, handouts.

Week 11 (June 8-12, finals) All papers due June 10.