

## Psychology 532 - Seminar in Cross-Cultural Counseling

- [Syllabus](#)
- [Study Questions](#)
- [List of Books For Review](#)
- [Terms for Cross-Cultural Psychology Exercise](#)

# SEMINAR IN CROSS-CULTURAL COUNSELING

## PSYCHOLOGY 532

### WESTERN WASHINGTON UNIVERSITY

WINTER QUARTER, 1996

## SYLLABUS

**INSTRUCTOR** - Joseph E. Trimble, Ph.D., Professor of Psychology and Director, Office of Institutional Assessment and Testing

**OFFICE/OFFICE HOURS** - Old Main 120. No set hours. Appointments may be necessary.

**TEXT** - Pedersen, P., Dragons, J., Lonner, W., & Trimble, J. (Eds.), (1996). Counseling Across Cultures, 4th Edition. Thousand Oaks, CA: Sage.

### COURSE THEME -

*"We who live in the hollows of the earth imagine that we dwell on the surface above - as if a creature at the bottom of the sea were to fancy itself living on the surface of the water. But if any man could take wings and fly upward, he would - like a fish putting its head out of the water and seeing this world - see a world above this world, where common stones are transparent gems, where unknown colors shine, where gods really walk in the sacred, groves and speak to men in the temples. And if man's nature could bear such a seeing, he would acknowledge that there, not here, is the true earth."*

-Socrates  
to  
Simmias

Phaedo of  
Plato

*"No great improvements in the lot of mankind are possible, until a great change takes place in the fundamental constitution of their modes of thought. "*

-John Stuart Mill

Autobiography

*"When you find anything good in the white man's road pick it up. When you find something that is bad or turns out bad drop it and leave it alone. "*

-Sitting  
Bull

Hunkpapa  
oyati

### **COURSE OVERVIEW**

The seminar will review and explore fundamental issues concerning the practice of providing counseling services for people from different cultural, ethnic, and national backgrounds, and, to some extent, other people who have been "marginalized" in some way. Emphasis is placed on problems, cultural similarities and differences, and approaches and techniques useful in crosscultural counseling settings. Additionally, some emphasis is placed on exploring those factors that differentiate one cultural group from another.

### **COURSE OBJECTIVE**

1. To familiarize students with alternative conceptions of culture and the role played by culture in influencing an individual's behavior, world view, attitudes, values, and other dimensions of subjective culture.
2. To facilitate students' awareness of the perceived or actual cultural bias in relation to clients from a variety of cultural and ethnic backgrounds.
3. To assist students in identifying their own personal cultural values, assumptions and priorities, and sources of their own biases and ethnocentrism.
4. To increase student awareness of the complexity of culture-related issues in counseling.
5. To increase student awareness of how mental health (and/or mental health services) are defined in other cultural settings.
6. To familiarize students with basic issues in the field of culture and psychopathology such as: normality versus abnormality; classification of mental disorders and psychiatric epidemiology and so-called "emic" versus "etic" topics, and conceptions of mental health or its absence in cultural or ethnic groups different from one's own.
7. To familiarize students with the concept of therapies and alternative interventions across cultural boundaries.
8. To assist students to articulate problems from different cultural points of view.
9. To identify specific skills for working with clients in a cross-cultural interview relevant to the

participant's present or future work situation.

10. To assist students in diminishing counselor defensiveness and uneasiness when interviewing and working with clients from distinctly different cultural or ethnic groups.

### **STUDENT EVALUATION**

A student's final letter grade will be determined by the number of activities successfully completed. Activities are listed below. All written reports will be evaluated according to their level of professional quality, accuracy of findings, and quality of expression. An individual's final letter grade for the course will be determined by the following:

**A** = Successfully complete Activities A and B and any 3 of the remaining 4 activities.

**B** = Successfully complete Activities A and B and any 2 of the remaining 4 activities.

**C** = Successfully complete Activities A and B and any 1 of the remaining 4 activities,

**D** = Successfully complete Activities A and B.

The activities are as follows:

**A. Maintain a journal** containing responses to all of the essay questions associated with each of the text's chapters. Essay questions will be distributed at the beginning of the quarter. Answers and responses to the essay questions must be more than a repeat and rewrite of the material contained in each chapter. Students are expected to write responses that also capture their own thoughts and ideas about the content and thrust of each question. Journals will be collected about **5** weeks into the quarter (about February 15, 1996) and at the end of the quarter.

**B. Write a literature review** of articles that would provide background material leading to the defense and support of one of David

Sue's and Norman Sundberg's 15 cross-cultural counseling 11 protohypotheses" (see pp. 339-344 in our text). Students should carefully review the 15 hypotheses and select one that suits their interest.

**C. Review a book** about the field of cross-cultural counseling or any topic that focuses on some aspect of the course. The review should include a summary paragraph or two on the overall theme of the book, summary of its contents, and, in general, a thorough assessment of the ebb and flow of the book's contents. A significant portion of the review should include your position and, therefore, criticism, of what the book is all about. For example, you could take issue with the author (or authors if it's a book of readings) on several points, offer alternative explanations, etc. The review should be about 8 - 12 pages, double-spaced, in length. I will provide you with a list of possible books and the book, itself, for review.

**D. Select a term or concept** that is frequently used in the literature in the field of cross-cultural counseling (examples of the terms will be discussed in class). Conduct an exhaustive literature search of the definition and use of the term. Each definition should be limited to about 2 pages (maximum of 350 - 400 words). Students have the freedom to format the definition in a style that best suits their background, expertise and interests however they must provide information that answers the following questions: Where did the term come from? What are the alternative definitions? What is the preferred definition and why? What one or two primary sources can one go to find out more about the term? The meaning of some terms changes over time so you may want to consider providing a short historical perspective in writing the definition. Definitions should be typed, doubled space throughout. APA style guidelines should be used with reference citations.

**E. Write a case study** about an ethnic-minority or culturally unique client who experienced (or is experiencing) a mental health or chemical dependency problem. In preparing the description of the client you should include the following information: 1) sociodemographic information; 2) acculturative status and level of identify with own or preferred culture; 3) nature of presenting problem; 4) background information on the nature of the presenting problem; 5) identification and discussion of cultural factors likely to be contributing to the problem including their response to counseling and/or therapy; 6) intervention technique (if any); 7) description of problems client experienced (or is experiencing) that derive from the intervention process. Some of the case studies likely will be discussed in class probably during the latter half of the quarter.

**F. Interview a mental health worker** (counselor, clinical psychologist, psychiatrist, psychiatric social worker, school counselor) concerning his/her views and experiences in the general area of crosscultural counseling. Prepare a report on the interview and be prepared to discuss the results of the interview in class, if time and circumstances allow.

With the exception of the journal all projects are due on or before the end of the quarter (March 18, 1996).

## **COURSE FORMAT**

This is a seminar and, as such, students not only should read the assigned material in advance of class sessions but be prepared to discuss the substance of the reading material. Thematic presentations will be given at the beginning of each class and these will be used to stimulate class discussion. From time to time, exercises and simulations will be presented to punctuate and illustrate different concepts and themes germane to the topic of discussion.

## **COURSE ORGANIZATION**

### ***WEEK TOPICS AND THEMES***

#### **1 Introduction and Overview** (January 9, 11)

Common themes and distinct perspectives in cross-cultural counseling. Topics include the definition of culture, ethnicity, the so-called "emic-etic" dilemma, history of the field, underutilization hypothesis, rules and roles of the conventional counselor. **Readings --** Introduction and Chapter 1.

#### **2 - 3 General Considerations** (January 16, 18, and 23)

Cultural inclusiveness in the counseling and mental health field. Topics include cultural systems, intercultural adjustment, cultural biases, counselor encapsulation, barriers to 3 - 5 effective counseling, communication styles, client-counselor matching, racism and prejudice, counselor credibility, ethics, **and** various sociopolitical considerations. In general, the education and training of counseling, clinical, and school psychologists to become more effective in settings requiring multicultural sensitivity. **Readings --** Chapters 2, 3, and 11.

#### **Assessment in Cross-Cultural Counseling**

(January 25, 30, and February 1, 6)

Racial/ethnic/cultural/gender identity development, assessment of personality, values, pathology, and other

important dimensions in attempting to understand clients who are culturally different. **Readings --** Chapters 4, 5, and 12.

**6 - 8 Culture-General versus Culture-Specific Counseling** (February 8, 13, 15, 20, 22 and 26)

The culturally skilled counselor and how he or she works with clients from distinctly different ethnic and cultural groups. Pros and cons of conceptualizing cross-cultural counseling as either group-specific or culture-general. **Readings --** Chapters 6, 7, 8, 9, and 10.

· **Research and Research Issues in Cross- Cultural Counseling** (February 28, March 5)

The consideration of various hypotheses involving crosscultural counseling. Conceptualizing different researchable questions. **Readings --** Chapter 13.

**9 - 10 General Discussion and Review of Course Content** (March 7, 12, and 14)

During these two weeks students accomplishments and, in particular, the different reports, interviews, hypotheses, etc. will serve as the source of information. The intent of this time period is to engage in a wide-ranging discussion of the issues, problems, and future of cross-cultural counseling.

**NOTE** -- Student interest may necessitate spending more or less time on certain topics thus requiring a rearrangement of the topics or schedules presented above.

Psychology 532  
Seminar in Cross-Cultural Counseling  
Winter Quarter, 1996

**Study Questions**

**for**

**Counseling Across Cultures, 4<sup>th</sup> Edition**

**Chapter 1 - J. G. Draguns**

1. Discuss Draguns' definition of culture.
2. Discuss C. H. Patterson's arguments against the idea of cross-cultural counseling.
3. How has the inclusion of cultural factors changed the definition of counseling as a process?
4. How has "counseling across cultures" changed in the last two decades?
5. Discuss Draguns' recommendations for how to bridge the culture gulf.
6. Compare and contrast the emic and etic approach to counseling across cultures.
7. Which of the four approaches suggested by Draguns do you find most appropriate for yourself?
- 8.. Discuss the process of culture accommodation in its positive and negative aspects.
9. To what extent is all counseling a "multicultural" process?
10. How does culture contribute to a client's concept of self in specific ways?

**Chapter 2 - C. R. Ridley, and D. W. Lingle**

1. Is multiculturalism, by emphasizing the importance of cultural context, a fourth force in counseling?

2. Describe what Ridley et al. mean by "cultural empathy?"
3. What are the various methods in which cultural empathy is communicated?
- 4.. How do cultural similarities and/or differences influence the empathy process?
5. Distinguish between empathy and sympathy in cross-cultural counseling.
6. Describe how you would use Ridley et al.'s model of cultural empathy.
7. Expand on Ridley et al.'s metaphor of counselors and podiatrists examining hurting feet.
8. Is establishing cultural empathy primarily a cognitive or an affective process?
9. Discuss the four response response modes Ridley et al.'s Dimensions of Empathy model.
10. Evaluate the specific level of your own cultural empathy counseling.

### **Chapter 3 - T. LaFromboise, S. Foster, and A. James**

1. Discuss the examples of cultural bias in the APA Ethical Principles.
2. Has the APA 1992 Ethical Principles dealt with examples of cultural bias in previous versions of the ethical guidelines?
3. Discuss the problems of cultural bias in psychological research.
4. To what extent is the source of cultural bias in a function of ' inadequate training?
5. Give an example of a counseling situation where the counselor would need to violate the ethical guidelines in order to be ethical.
6. Describe the more "relational" alternative approach suggested by Ivey to providing ethical guidelines.
7. Discuss the problems of ethical relativism as a solution to cultural bias.
8. How might one develop moral reasoning skills as a multicultural counselor?
9. Are there universal ethical guidelines which could be applied across cultures?
10. What future developments are likely in constructing ethical guidelines that are not culturally biased?

### **Chapter 4 - L. S. Hansen and E. M. P. Gama**

1. Why do Hansen and Gama consider gender a dimension of' culture?
2. Describe the description of multiculturalism as a "fourth force" in counseling.

3. What are some of the problems in multicultural counseling literature regarding its references to gender?
4. Discuss some of the stereotypes about gender in the literature.
5. Are gender roles changing and if so in what direction and with what consequences?
6. How have male roles changed over time and what are the consequences of those changes for counseling?
7. Should male and female roles be more similar or more different or both?
8. Discuss the six themes of feminist psychology by Worell and Etaugh as they relate to counseling.
9. Discuss the suggestions for counseling individuals with regard to gender issues by Hansen and Gama.
10. What research needs to be done on gender issues for multicultural counseling?

#### **Chapter 5 - W. E. Cross and P. Fhagen-Smith**

1. Explain the evolution of black identity issues in research from selfhated to diverse, normative and deviant trends.
2. Compare the stages of Nigrescence with Erik Erikson's perspective on adolescent identity development.
3. How successful have been the attempts at pan-ethnic theorizing about identity development?
4. How does the EID-Model predict an identity crisis for adloescents with poorly developed identities'?
5. How does the Cross (1971) version of the Cross Model differ from the Cross (1991) version?
6. Discuss the basic premise of Nigrescence Theory "that self-esteem and racial identity are highly correlated."
7. Describe the highest stage of ethnic identity development according to the different models.
8. Discuss the concept of "race salience" as used by Cross.
9. Discuss Parham's concept of "Nigrescence recycling" as it relates to the Cross Model.
10. Discuss the counseling implications for adaptive and maladaptive manifestations of black identify.

#### **Chapter 6 - H. H. I., Kitano and M. [']. Maki**

1. Describe the immigration patterns of Asians to America and explain why this is important for counselors.
2. Discuss the importance and relevance of traditional Asian values to counseling.
3. What does Kitano and Maki say about the primordialist and the circumstantialist view of ethnicity?
4. Discuss Kitano and Maki's guidelines for mental health professionals working with Asian Americans.
5. Why do research studies consistently document that Asian Americans and Pacific Islanders underutilize mental health services?
6. What problems are experienced by Asian American mental health professionals working with Asian American clients?
7. What are the counseling implications of increased intermarriage by Asian Americans?
8. Discuss how you would use the Kitano and Maki "Assimilation and Ethnic Identity" model in counseling.
9. Discuss future trends in counseling Asian Americans.
10. How do Asian Americans who do not use "professional services" deal with their personal problems?

### **Chapter 7 - J. M. Casas and M.J.T. Vasquez**

1. What are the most significant trends in the Hispanic population as they relate to counseling?
2. Discuss the importance of diversity within the Hispanic-labeled population as it relates to counseling.
3. What have been some of the criticisms of existing research literature regarding Hispanics?
4. What must a counselor know before working successfully with Hispanic clients?
5. Describe assumptions in the counseling literature which might not apply to the Hispanic client.
6. Discuss the evidence of cultural encapsulation by contemporary counselors.
7. What are the socioculturally relevant variables of the Hispanic population according to Casas and Vasquez?

8. Discuss the positive and negative features of acculturation for counseling Hispanics.
9. How adequately do the psychodynamic, humanistic and behavioral approaches relate to cross-cultural considerations according to Suinn?
10. Discuss the usefulness of preventive and developmental interventions for working with Hispanic clients.

### **Chapter 8 - J. E. Trimble, C. M. Fleming, F. Beauvais and P. J. Thurman**

1. What are some unique characteristics of- Native American Indians in comparison with other cultural groups?
2. What mental health issues are more likely to occur among Native American Indians?
3. Describe the indigenous traditional approaches among Native American Indians for promoting mental health.
4. What are some guidelines for a non-indian counselor working with Native American Indians?
5. Discuss examples of value differences likely to come up between non- Indian counselors and Native American Indian clients.
6. Discuss examples of value differences likely to come up within Native American Indian clients.
7. Which counseling style would you expect to work best with Native American Indians and why?
8. Describe models of healing from the Native American Indian's perspective.
9. Why do Native American Indians underutilize mental health services?
10. Select one of the cases described in this chapter and indicate your treatment plan for counseling that client.

### **Chapter 9 - F. Leong and E. Chou**

1. What are some of the unique problems that international students are assumed to experience?
2. Discuss the usefulness of the U-curve in describing culture shock among international students.

3. What are the most frequent sources of stress experienced by international students?
4. What factors have been able to predict successful adjustment by international students?
5. What has been the effect of acculturation among international students?
6. Discuss the important therapist variables in good counseling among international students.
7. What do international students say about counselors and the counseling process?
8. Why do international students underutilize mental health services?
9. Describe a counseling approach that is likely to be successful in working with international students.
10. What direction would you recommend for future research on counseling international students and why?

#### **Chapter 10 - F. Bemak, R. Chung and T. Bornemann**

1. How would counseling a voluntary migrant be different from counseling an involuntary migrant?
2. What are some of the ways that clinical interventions might be in conflict with societal values for refugees?
3. What are some of the reasons for underutilization of mental health services by refugees?
4. To what extent is acculturation a healthy process for refugees?
5. What are the factors influencing adaptation by refugees coming to the U.S.?
6. What are some predictable problems a refugee family might experience?
7. In what ways does economic self sufficiency both facilitate and frustrate the refugee's mental health?
8. Describe how you would use the Multi-Level Model approach to counseling refugees.
9. Describe the importance of "family" for refugees coming to the U.S.
10. What is the role of indigenous healing therapies for refugees in the U. S.?

#### **Chapter 11 - J. Tanaka-Matsumi and H. N. Higginbotham**

1. Contrast behavior modification approaches with the "disease model" of counseling across cultures.

2. Why do behavior therapists criticize the various editions of the diagnostic manual?
3. What are some of the unique advantages and disadvantages of behavioral counseling in cross-cultural settings?
4. Describe and evaluate Higginbotham's "negotiation as therapy" model with culturally different clients.
5. Discuss behavioral interventions according to Higginbotham's four criteria of a therapeutic system.
6. Discuss the reasons for failure in cross cultural counseling.
7. What are some ways a behavioral therapist can enhance her or his social influence?
8. How do behavior therapists respond to accusations of unethical "control" in multicultural settings?
9. How well does behavior therapy work with international students?
10. Discuss how behavior therapy measures progress by the client's own behavioral baseline in multicultural settings.

### **Chapter 12 - W. J. Lonner and F. A. Ibrahim**

1. Compare and contrast the advantages and disadvantages of quantitative and qualitative assessment in cross-cultural settings.
2. Evaluate the ways that Dana's model is more ethnic-sensitive than traditional psychological testing?
3. Describe the importance of "worldview" in cross-cultural assessment issues.
4. Evaluate the assessment of cultural identity according to stage-theory developmental models.
5. Discuss the problems associated with a quantitative assessment in cross-cultural settings.
6. Discuss the problems of establishing equivalence in cross-cultural assessments.
7. Defend your viewpoint on the assessment of cognitive abilities within and across cultures.
8. Discuss the adequacy of assessing personality and pathology across cultures.
9. What are the strengths and weaknesses of non-standardized and "context dependent" assessments in cross-cultural settings?
10. Discuss the future directions of assessment strategies across cultures.

### **Chapter 13. D. Sue and N. D. Sundberg**

1. Give examples of how an underlying individualistic world view may bias psychological research across cultures.
2. Discuss the assumptions that have shaped cross-cultural research in counseling issues.
3. Discuss the culturally learned attitudes which prevent clients from some cultures getting counseling.
4. What are the advantages and disadvantages of matching clients with culturally-similar counselors?
5. Discuss the importance of empathy in cross-cultural counseling interviews.
6. What are the special problems that occur when the counselor is working with an interpreter?
7. Describe how counseling might be adapted and changed to work with different cultures.
8. What factors help predict receptivity to counseling among culturally different clients?
9. Discuss and document the importance of self-awareness for counseling across cultures.
10. What is the direction of cross-cultural counseling research in the future?

## *Psychology 532*

### *Seminar in Cross-Cultural Counseling*

#### *Western Washington University*

#### *Winter Quarter -- 1996*

##### *List of Books for Review*

- Aponte, J.F. Young Rivers, R. Y. & Wohl, J. (Eds.). (1995). Psychological interventions and cultural diversity. Needham Heights, MA: Allyn & Bacon,
- Atkinson, D. R. & Hackett, G. (Eds.). (1995). Counseling diverse populations. Madison, WI: Brown & Benchmark.
- Atkinson, D. R., Morten, G., & Sue, D. W. (1993). Counseling American minorities: A cross-cultural perspective, 4th edition. Madison, WI: Brown & Benchmark.
- Axelson, J. A. (1993). Counseling and development in a multicultural, 2nd edition. Pacific Grove, CA: Brooks-Cole.
- d'Ardenne, P. & Mahtani, A. (1989). Transcultural counseling in action. Newbury Park, CA: Sage.
- Dana, R. H. (1993). Multicultural assessment perspectives for professional psychology. Boston, MA: Allyn & Bacon.
- Dillard, J. M. (1985). Multicultural counseling, Chicago: Nelson-Hall.
- Henderson, G. (1989). A practitioner's guide to understanding indigenous and foreign cultures. Springfield, IL: Thomas.
- Julia, M. C. (Ed.). (1996). Multicultural awareness in the health care professions. Needham Heights, MA: Allyn & Bacon.
- Kiselica, M. S. (1995). Multicultural counseling with teenage fathers. Thousand Oaks, CA: Sage.
- Lee, C. C. (Ed.). (1995). Counseling for diversity. Needham Heights, MA: Allyn & Bacon.
- Paniagua, F. A. (1994). Assessing and treating culturally diverse clients. Thousand Oaks, CA: Sage.
- Pedersen P. B. & Ivey, A. (1993). Culture-centered counseling and interviewing skills: A practical guide. Westport, CT: Praeger.
- Ponterotto, J. G. & Pedersen, P. B. (1993). Preventing prejudice: A guide for counselors and educators. Thousand Oaks, CA: Sage.
- Ponterotto, J. G. & Casas, J. M. (1991). Handbook of racial/ethnic minority counseling research. Springfield, IL: Thomas.
- Wehrly, B. (1995). Pathways to multicultural counseling competence: A developmental journey. Pacific Grove, CA: Brooks-Cole.

# Psychology 532

## Seminar in Cross-Cultural Counseling

Winter Quarter -- 1996

### Terms for Cross-Cultural Psychology Exercise

Amok  
assimilation

contact hypothesis  
diffusion

cultural encapsulation  
culture bound syndrome

enculturation

ethnomethodology

geocultural region  
(hologeistic)

indiginization  
individualism-collectivism

linguistic relativism

modernity (modernization)  
nationalism)

pseudo etic  
loss

taboo breaking  
totemism

cultural

cultural patterning

ecocultural relevance

ethnocentrism

ethnoscience

holoculture

marginality

Nativism (nativistic

soul