

Multiculturalism, Ethnicity and Gender in Psychotherapy

PSYC 222

Fall 2025 Section 01 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/23/2025

Contact Information

Juan Peña Ph.D.

Email: juan.m.pena@sjsu.edu

Office: DMH 321

Phone: 408-924-5947

Office Hours

Monday, 3:00 PM to 5:00 PM

Course Information

The content, schedule, and policies outlined in this syllabus are subject to change at the discretion of the instructor. Any modifications will be communicated to students in a timely manner, either through email, course announcements, or in-class updates. It is the student's responsibility to stay informed of any changes

Seminar

Monday, 12:00 PM to 2:45 PM, DMH 353

Course Description and Requisites

Theoretical and practical understanding of gender and ethnic issues in clinical practice, including issues arising from differing socialization, psychological structures, values and cultural assumptions that may affect therapeutic intervention within individuals, couples and families.

Notes: MS program priority.

Letter Graded

* Classroom Protocols

Artificial intelligence

Brief policy:

You may use generative AI tools (like ChatGPT or DALL·E) in this class, but only with transparency and care. If you use them, you must cite the tool and briefly explain in an appendix how you used it (what you asked, how you checked accuracy, and what you changed). Remember that AI can produce mistakes, outdated info, or even plagiarism—it's your responsibility to make sure your work is accurate and original.

Unauthorized or undisclosed AI use will be treated as an academic integrity violation under the Student Conduct Code.

Generative Artificial Intelligence (AI) Policy

Generative AI tools—such as ChatGPT for text and DALL·E for images—can create new text, images, code, audio, video, and other forms of content. Because these tools are increasingly common, this course allows limited and responsible use of AI within the following guidelines:

1. Documentation and Citation

- If you use AI tools for any part of an assignment, you must acknowledge them.
- Cite the tool in the style guide specified for this course (e.g., APA, MLA, Chicago).
- In an appendix, include a short reflection (a few sentences) describing:
 - What you asked the tool to do.
 - How you checked the accuracy or quality of its response.
 - What changes you made to the AI's output.
 - How using the tool helped (or limited) your understanding of the material.

2. Limitations and Risks

- AI tools are trained on limited and sometimes outdated data. They may produce incorrect, misleading, or fabricated information.
- Because AI models are trained on existing materials, they may reproduce copyrighted or plagiarized content. Using them uncritically can lead to unintentional plagiarism or ethical violations.
- You—not the AI—are fully responsible for the quality, accuracy, and integrity of all work you submit.

3. Academic Integrity

- This course uses Turnitin for originality review, which may also detect AI-generated text.
- Any unauthorized or undisclosed use of AI tools will be treated as a violation of the Student Conduct Code (California Code 41301: Standards for Student Conduct).
- Academic integrity violations may result in sanctions, even for a first offense.

4. Purpose

The goal of this policy is not to discourage responsible exploration of AI tools but to ensure they are

used transparently, ethically, and in ways that support—not replace—your learning.

Program Information

Licensure Learning Outcomes (LLOs) indicate how each course meets the educational requirements as detailed by the CA Board of Behavioral Sciences. [The MS Clinical LLOs are detailed on our program website. \(https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php\)](https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php)

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the MS in Clinical Psychology degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

1. Interventions and evidence-based applications

1.1 Students will be able to apply, compare, and contrast a variety of psychotherapy theories and implement at least one chosen theory or intervention with clinical case material

1.2 Students will be able to evaluate, select, and implement empirically supported clinical interventions for clinical case material and clients

2. Communication and Case presentation

2.1 Students will be able to integrate and communicate clinical case material

2.2 Students will be able to synthesize contextual and cultural variables into their understanding of and presentation of client materials

2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers

2.4 Students will be able to analyze cases other than those they are treating, applying theories, principles, and relevant empirical findings to those cases

3. Competent Assessment and Evaluation

3.1 Students will be able to evaluate, select, and implement different assessment devices and strategies for assessing client outcomes and processes of change over the course of treatment including nomothetic and idiographic approaches

4. Professional clinical practice

4.1 Students will demonstrate competency consistent with professional standards of practice in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family/couples therapy, cultural diversity and humility, risk management and safety planning, psychopharmacology, and issues relevant to adult and child clinical populations.

5. Preparation and meeting professional licensing requirements

5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

Course Goals

Objectives: Students will understand the role of culture, ethnicity, gender, class, sexual orientation and dis/ability on clients' mental health concerns and available resources. Students will also understand their influence in their own practice as psychotherapists. Students will develop skills to conduct culturally humble and appropriate psychotherapy with diverse populations.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

- Critically evaluate clinical evidence and empirical research related to multicultural, gender, ethnicity, and diversity considerations in psychotherapy.
- Analyze and reflect on the impact of culture, gender, ethnicity, race, class, sexual orientation, and ability in shaping power, privilege and access to resources.
- Assess and reflect on the influence of their own life experiences and impact on their professional roles, worldview, and therapeutic practice.
- Demonstrate strategies to engage collaboratively with clients and colleagues across cultural backgrounds, genders, and social statuses.
- Apply culturally appropriate theoretical models and frameworks to case conceptualization, including assessment and intervention strategies for diverse populations.

Course Materials

Introduction to multicultural counseling for helping professionals

Author: Wanda M. L., Lee; Graciela L., Orozco, Kwong-Liem Karl Kwan

Publisher: Taylor & Francis Group

Edition: 4th

Year: 2024/2025

ISBN: 9781003257066 (ebk)

Availability: SJSU library pdf

Price: FREE to students

The pdf version of the textbook is freely available to students

Other material (journal articles) will be included on Canvas

There will be additional readings assigned, both in the syllabus and as the class progresses. Readings not already detailed in the syllabus will be available electronically, usually at least two weeks before the class where they are scheduled to be discussed.

Course Requirements and Assignments

Cultural self study

Cultural self-study (80 pts): This paper will be an introspective analysis of your own cultural self. This includes your historic antecedents (personal family history) and your values, beliefs, behaviors, location(s) (country, city, state) where you were raised that was prominent in your development and that influence who you are today. Detailed instructions will be provided on Canvas

Diversity & belonging experience

Diversity & Belonging Experience (10 pts): Attend an event, exhibit, religious service or open meeting that is about or for an identity group that is not one that you currently identify with. Write a one paragraph response to what you learned and how it relates to the training you are receiving in this course. A detailed assignment description will be on Canvas.

Reaction papers/cultural journals

Reaction Papers/Cultural Journals: (100 points): To foster more interesting discussions, and for you to gain more from the seminar, please complete the reading assignments before coming to class. There will be class discussions on the reading, so it is imperative that everyone has completed these reading assignments. In this manner, I am better able to address questions and issues as they come up. For this class, it is imperative that you do your own reading and processing of the material. Rather than a critique of the reading, **I am more interested in what you thought about the material presented, how it may impact your clinical work, and what you learned. Include at least one discussion question for class.** Sometimes emotional reactions surface while working through the readings. This is normal for students tackling this tough and sometimes straight forward information. Thus, the Reaction Papers/ Cultural Journals are combined to give you flexibility to also process your emotional reactions to the readings as well as intellectual reactions.

In addition, **please include personal reflections regarding cultural issues (which may include emotional reactions to the readings).** These writings are meant to facilitate personal insight and emotional processing. Often, insight is gained by personal reflection so this cultural journal helps students reflect and come to a deeper understanding of difficult issues. Sometimes I will direct you in that week's writings. You should also write about questions you may have, reactions to class discussions, reactions to media reports or personal experiences.

This Reaction Paper/Cultural Journal should be between 1-2 pages doubled spaced. Sometimes you will find yourself reacting to something; thus, you may write as much as you want or need to facilitate this processing. You will be required to turn in **a total of 8** reaction papers for each week's readings starting from 9/8/25 through 11/17/25 before class, no later than Monday at 11:59 AM.

Discussion leader

Discussion leader (10 pts): Each person will be a discussion leader for one of the specific populations for 10/6-11/17. Discussions are meant to provide an overview, integrate questions and facilitate discussions on a topic. Your grade will be based on facilitating discussion among students throughout the class period and overall preparedness. Your discussion should show evidence of integrating student questions and applying them to our content and clinical practice.

Integration assignments

Integration Assignments (100 pts): Four Integration Assignments will be provided. Integration Assignments consist of essay questions that ask you to apply insights gained from your readings to your own understandings of your role as a psychotherapist. Each completed assignment will be no more than three double spaced pages using a standard, black 12-point font. Please use APA format for in text citations and do not include long quotes. Please number your responses. Do not include a title page or reference page. Grades will be based on both the accuracy and quality of your written responses to the assigned questions.

Class participation

Class participation (100 pts): The class will be a seminar format with an emphasis on critical thinking, which involves participation in class discussions and sharing of ideas, insights and experiences. Questions are always encouraged. All students are expected to contribute in class. Class activities are intended to promote engagement with materials that will stimulate increase in knowledge (e.g., readings), awareness (e.g., discussion and journals), and skills (e.g., presentations) in multiculturalism. Attendance will be crucial to successfully completing this class. Some assignments that count as participation include the interview assignment and discussion leader. Depending on your situation, you may be able to make up these assignments. However, you will need to communicate with me as soon as possible.

Presentation

Presentations (100 pts). Each student will be responsible for a ~10 minute presentation based on a combination of key elements of culturally appropriate therapy related to a case on one of the populations covered in class. A detailed assignment hand-out will be provided on Canvas.

✓ Grading Information

Criteria

Assignment	Points	Percentage
Cultural self-study (Part 1 and 2)	80	16%

Diversity & belonging experience	10	2%
Journals/Reaction Papers (8 required)	100	20%
Class Participation (including CFI debrief)	100	20%
Discussion leader	10	2%
Presentation	100	20%
Integration assignments	100	20%
TOTAL:	500	100%

Breakdown

Grade	Range	Notes
A+	97-100%	485-500 points
A	93-96	465-484
A-	90-92%	450-464
B+	87-89	435-449
B	83-86	415-434
B-	80-82	400-414
C+	77-79	385-399
C	73-76	365-384
C-	70-72	350-364
D+	67-69	335-349
D	63-66	315-334
D-	60-62	300-314
F	Below 60%	0-299 points

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Note: This is a tentative schedule and subject to change as the semester progresses. We may get ahead or fall behind and I may decide to skip or add sections or chapters. You will be notified during class of any schedule changes. Note that the 'Readings' column lists the reading you should have completed for that day's lecture. Other readings will be added and posted on Canvas. I will notify you of these additions and changes.

Week	Date	Topic	Readings and assignments due
1	8/25	Introductions Overview of course and assignments Context of multicultural therapy/counseling Select discussion leaders	
2 – NO CLASS LABOR DAY	9/1		

3	9/8	<p>Understanding and appreciating differences</p> <p>In-class: Unnatural causes: Is inequality making us sick: https://unnaturalcauses.org/</p> <p>Episode 1: In Sickness and in wealth: https://www.youtube.com/watch?v=RzrwjHqcXU</p>	<p>Ch 2 pg 35-47</p> <p>White privilege: unpacking the invisible knapsack by Peggy McIntosh, 1990</p> <p>Reaction paper due before class</p> <p>Cultural self study part 1 due</p>
4	9/15	<p>Testing and Assessment</p> <p>Cultural formulation interview (CFI) – in class</p> <p>CFI debrief worksheet</p>	<p>Chapter 3 pg 53-69</p> <p>Reaction paper due before class</p> <p>Integration assignment 1</p>

5	9/22	Acculturation and Racial/ethnic/cultural identity development	<p>Ch 4 pg 75-90</p> <p>Berry, 2005- Acculturation living successfully in 2 cultures</p> <p>Reaction paper due before class</p> <p>Cultural self study part 2 due</p>
---	------	---	--

8 – POTENTIALLY NO CLASS	10/13	If there is class, the schedule will be the one for 10/20 and be adjusted throughout	Work on assignments Diversity & Belonging experience due Integration assignment 2
9	10/20	Counseling Latinx People Counseling Asian and Pacific Islander American people	Ch 7 pg 137-149 Ch 8 pg 157-175 Discussion leaders: Reaction paper
10	10/27	Counseling Middle Eastern American people Counseling White and European American people	Ch 9 pg 187- 197 Ch 10 pg 204-218 Discussion leaders: Reaction paper
11	11/3	Counseling women Counseling men Counseling LGBTQ+ people	Ch 11 pg 226-236 Ch 12 pg 245 – 258 Ch 13 pg 267-281 Discussion leaders: Reaction paper

12	11/10	Counseling older adults	Ch 14 pg 290-308
			Ch 15 pg 316-329
		Counseling persons with a disability	Discussion leaders:
			Reaction paper
			Integration assignment 3
13	11/17	Counseling multiracial people	Ch 16 pg 340-354
			Ch 17 pg 361 – 372
		Counseling undocumented people	Garcini et al., (2017). Mental disorders among undocumented Mexican immigrants
			Garcini et al., (2017). DREAMers living in the United States: A contextual perspective and clinical implications
			Discussion leaders:
			Reaction paper

14	11/24	Case presentations	
15	12/1	Case presentations	
16 – LAST DAY OF CLASSES BEFORE FINALS WEEK	12/8	Case presentations	Integration assignment 4