

**SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE**  
**PSYCHOLOGY 507**  
**Multicultural Psychology**

Summer 2025 – 3 Credit Hours – Alumni Hall 0201

Instructor: Sydney K Greenwalt, PhD  
Office Phone: 618-650-2842

Course Time: T/TH 5:00pm – 9:15pm  
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**Textbook:**

Sue, D. W., Sue, D., Neville, H., & Smith, L. (2020). *Counseling the Culturally Diverse: Theory and Practice* (8<sup>th</sup> ed.). Wiley.

Additional required and suggested readings may be assigned to complement textbook readings, videos, and class discussions. These individual readings will be accessible online via Blackboard usually in the form of a PDF file.

**Student Companion Website:** <https://bcs.wiley.com/he-bcs/Books?action=index&bcsId=11550&itemId=1119448247>

**Course Description:** This course is focused on broadly defined multicultural issues in counseling and psychotherapy, with emphasis placed on becoming an effective multicultural counselor/psychotherapist via increased awareness.

**Course Goals:**

1. Develop awareness of:
  - a. Own cultural heritage, values, standards, and assumptions about human behavior.
  - b. Own values and biases and how they may affect work with diverse clients.
  - c. Differences between themselves and their clients in terms of race, gender, sexual orientation, and other variables.
  - d. Own racist, sexist, heterosexist, or other detrimental attitudes, beliefs, and feelings circumstances that may dictate referral of the client.
2. Build knowledge about:
  - a. Group differences (value systems, communication styles, sociopolitical influences etc.), and how to use this information while avoiding stereotyping.
  - b. The sociopolitical system's operation in the US with respect to its treatment of marginalized groups in our society.
  - c. The culture bound nature of traditional psychological/counseling theory.
  - d. Institutional barriers that prevent some diverse clients from using mental health services.
3. Cultivate skills in:
  - a. Conceptualizing cases/designing interventions with culturally different clients effectively on the basis of respecting, understanding, and accepting the client's cultures.
  - b. Interventions that are characterized by a systemic focus, using social justice advocacy skills when appropriate.
  - c. Showing awareness of own helping style (including limitations) & understanding/anticipating the impact of own style on culturally different clients.

## **Course Requirements**

### **Asynchronous Reading, Class Preparation, & Synchronous Class Discussions**

You are expected to be an active participant throughout this course, which begins by completing all assigned readings and reflections in preparation for the class meeting for which they are scheduled. You are to read the assigned prior to each class. This will ensure you come to class prepared and informed which will allow us greater depth of exploration.

This course uses aspects of Team-Based Learning - we will have synchronous discussions and applications of the course material. Your active participation is necessary to enhance your learning AND your classmates learning.

Listed below are the norms for our classroom discussions as outlined by Cannon (1990).

1. We will acknowledge that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression exist.
2. We will acknowledge that one mechanism of institutionalized racism, classism, sexism, and the like is that we are all systematically misinformed about our own group and about members of other groups – and that this is true for both privileged and oppressed groups.
3. We agree to not blame ourselves or others for the misinformation that we have learned. Instead, we agree to accept responsibility for not repeating misinformation after we have learned otherwise.
4. We agree to not “blame victims” for the condition of their lives.
5. We assume that people always do the best they can.
6. We will actively pursue information about groups to which we belong and those of others.
7. We will share information about our groups with other members of the class, and we will not demean, devalue, or put down people for their experiences.
8. We agree to combat, actively, the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.
9. We will create a safe atmosphere for open discussion. To do so, if members of the class wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request that the class agree to not repeat the remarks.

Cannon, L. W., (1990). Fostering positive, race, class, and gender dynamics in the classroom. *Women's Studies Quarterly*, 18, 126-134.

Engagement is assessed by active participation during lecture as indicated by asking questions about material, participating in small groups, and verbal sharing during class.

### **Group Project/Scrapbook Presentation**

In order to help extend students' perspectives toward marginalized, underrepresented, and/or disenfranchised groups, students will compile an electronic scrapbook on a population subgroup not specifically covered in the course (i.e., Black women, child refugees, men who have sex with men, etc.). The scrapbook should include materials related to the history and description of the subgroup along with counseling-related concerns. Scrapbooks will be shared electronically with the class through Blackboard as a helpful reference for working with different groups. The topics must be approved in order to remain relatively consistent with the scheduled topics throughout the semester. The presentation will be comprised of two parts: (A) a 20-minute interactive presentation/discussion on your selected group, (B) a 10-minute case vignette discussion on a hypothetical client to facilitate class discussion on different ways to approach counseling with this client and other case conceptualization concerns. Students are encouraged to take a creative approach to their

presentation (i.e., incorporate media materials, facilitate an activity, etc.) and facilitate active class discussion. *Due dates will depend on the topic chosen.*

### Reflection Essays

Students will write 4 self-reflective essays throughout the semester. Reflection essays are intended to enhance student awareness concerning their values, beliefs, and experiences that construct their worldview and identity. In addition, these essays provide students an opportunity to engage in critical reflection regarding course material as a means to monitor their development over the course of the semester. In each paper, students should demonstrate the willingness and ability to step outside one's comfort zone by confronting and challenging certain biases and prejudices in an honest fashion. In addition to demonstrating a good faith effort, grades will be determined on overall substance, which includes meeting the required word count (i.e., 600 to 800 words), inclusion and referencing of relevant course readings, and clarity of written expression. *Reflections prompts are made available to students on Blackboard.*

### Cultural Autobiography & Positionality

You are asked to write a cultural autobiography (~10 pages), in which you analyze your own identities. The autobiography should address multiple domains of cultural influences that contribute to your current identity (e.g., race, ethnicity, gender, sexual orientation, religion, socioeconomic class, and so on), and also reflect on the intersections and integration (or in some cases, lack thereof) of various cultural influences. You must address how issues of power and privilege in various aspects of your identity influence how you interact with the world and the people around you.

Given your socialization experiences, you are tasked to identify psychological literature related to your experience. You are expected to evaluate the current empirical research and indicate how this impacts your understanding of yourself. You will conclude your paper with a reflection of how your awareness, built through your cultural autobiography, will influence your work with future clients.

*Assignment rubric will be available on Blackboard.*

*Note: I recognize some of you may find information requested in this paper to be sensitive in nature. For this reason, the paper will be kept confidential and read only by the course instructor. It is assumed that information not desired to be shared will not be included. In the event you have further privacy concerns, please feel free to discuss them with me.*

### Evaluation Criteria and Grading

Engagement	20 points (10%)
Reflection Essays (10 pts) x 4	40 points (20%)
Scrapbook Project	60 Points (30%)
Cultural Autobiography	80 points (40%)

Total 200 Points

### Grading Scale:

Percentages	Points	Grade
93 – 100%	186 and up	A
90 – 92.9%	180 – 185.99	A-
87 – 89.9%	174 – 179.99	B+
83 – 86.9%	166 – 173.99	B
80 – 82.9%	160 – 165.99	B-
77 – 79.9%	154 – 159.99	C+
73 – 76.9%	146 – 153.99	C
70 – 72.9%	140 – 145.99	C-
67 – 69.9%	134 – 139.99	D+
63 – 66.9%	126 – 133.99	D
60 – 62.9%	120 – 125.99	D-
Below 60%	Fewer than 119.99	F

**Faculty Expectations and Policies:** Students are expected to attend and participate in the class. Participation points will be earned by consistent attendance and substantive contributions to class activities and discussions. **Missing a significant number of classes may result in a grade of “F.”**

**Tentative Course Schedule** (*the schedule is subject to modification based on the evaluation of students' progress and more readings may be assigned over the course of the semester*)

Wk	Day	Topic	Reading	Assignment
1	6/3	Course Overview - The Affective & Conceptual Dimensions of MCC	CH 1, 2, & 3	Reflection 1
	6/5	Practice Dimensions of MCC	CH 7, 8, & 9	
2	6/10	Sociopolitical & Social Justice Dimensions of Multicultural Counseling	CH 4, 5, & 6	Reflection 2: <i>House We Live In</i>
	6/12	Racial, Ethnic, Cultural Attitudes in Multicultural Counseling	CH 11, 12 Kivel (2002) DiAngelo (2011)	
3	6/17	Multicultural Counseling Contexts: - African Americans - Indigenous Americans - Individuals w/Disabilities	CH 14, 15, & 22	Reflection 3 <i>Scrapbook: Edie, Ellie, Kayla, &amp; Will</i>
	6/19	<p style="text-align: center;"><i>No Class – Juneteenth</i>  <i>*you're encouraged to attend <a href="#">local Juneteenth Celebrations</a></i></p>		
4	6/24	Multicultural Counseling Contexts: - AAPIs - Older Adults - Latinx Communities	CH 24, 16, & 17 Nadal (2020)	
	6/26	Multicultural Counseling Contexts: - Multiracial Americans - LGBTQ Communities - Immigrants & Refugees	CH 18, 23 & 20	<i>Scrapbook: Gurleen, Jenna, &amp; Olivia</i>
5	7/1	Multicultural Counseling Contexts: - Arab Americans & Marginalized Religious Communities - Individuals Living in Poverty	CH 19, 21, & 25	Reflection 4 <i>Scrapbook: Ashleonia, Daniela, Kiya, &amp; Lily</i>
	7/3	Social Justice, Advocacy, & the Counseling Profession,	Marshall-Lee et al. (2019) Buchanan & Wiklund (2020)	Cultural Autobiography Presentation & Paper

## **POLICIES & EXPECTATIONS**

***The use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.***

### **Written Assignments**

All written work should be completed using APA format: typed, doubled-spaced, using 12-point font, with NO extra spaces between paragraphs. Margins should be set to 1" on all sides. Note that several of these guidelines are NOT the default in MS Word.

### **Changes to the Syllabus**

There may be some changes to the course content or schedule as the semester unfolds. Any changes will be announced in class and posted on Blackboard. I will avoid changing any due dates if possible.

### **Electronic Devices**

Computers or other note-taking devices may be used in class under the caveat that you are only using them for note-taking or following along with the reading assigned for the class period under the instructor's guidance. If you are found to be repeatedly using your computer/other electronic device for non-class related material, I may ask you to leave the class, AND/OR you will NOT receive engagement credit for that day.

### **E-mails**

You may contact me via e-mail at the email address provided on the first page of the syllabus. Generally, I respond quickly over e-mail on workdays before 6pm. Be sure to check the syllabus for an answer to your question before you e-mail me. If you would like to discuss your assignment feedback, please schedule an appointment. *I will not discuss grades over e-mail.*

### **Sharing Personal Information**

Because our discussions about counseling in a pluralistic society by their very nature have personal relevance to our own lives, I ask you to make an informed decision about what you share during class. I encourage sharing your experiences and perspectives as an active part of the learning process. However, please be mindful of what you are sharing and whether the classroom environment is an appropriate venue for disclosure. I believe that it is fair to assume that disclosures made during class are not meant to be shared with those outside the class; however, I CANNOT ensure confidentiality.

### **Safe Learning Environment**

I believe that each student has the right to engage in the learning process in an environment free of bias and discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, veteran status, etc. Any student speaking or behaving in ways that challenges a safe learning environment for other students may be addressed directly during class, asked to meet me after class, or asked to leave the classroom (depending on the specific situation). To help facilitate a safe learning environment for all students, a list of "Norms for Classroom Discussion" is provided earlier in the syllabus. As a class, we will discuss this list and make any additions or alterations that we see as appropriate.

## **PSYCHOLOGY DEPARTMENT POLICY ON WITHDRAWALS AND INCOMPLETE GRADES**

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <https://www.siu.edu/registrar/class/dropping.shtml>).

The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

## **PSYCHOLOGY DEPARTMENT POLICY ON PLAGIARISM**

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that

clearly identifies whether words and ideas are those of the student or are from another source.

Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

## **PSYCHOLOGY DEPARTMENT POLICY ON WRITING**

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria.

Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<https://www.siu.edu/lss/writing/resources.shtml>). If your graded written assignments fail to meet

the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

### **Academic Integrity**

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

### **Recordings of Class Content**

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted.

### **Diversity and Inclusion**

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated.

The [Inclusive Excellence, Education, and Development Hub](#) is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact the Office of EOA/Title IX Coordination (618) 650-2333 or [eoatitleix@siue.edu](mailto:eoatitleix@siue.edu).