

# Multiculturalism, Ethnicity and Gender in Psychotherapy

## PSYC 222

Fall 2026 Section 01 In Person 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/21/2026

### Contact Information

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Office: DMH 321

#### Office Hours

Wednesday, 12:00 PM to 2:00 PM, DMH 321

I am also available after class or via appointment.

### Course Information

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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 308

### Course Description and Requisites

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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.

## \* Classroom Protocols

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### Use of Generative Artificial Intelligence in SJSU MS Clinical Psychology Courses

Please see the program's policy regarding the use of AI in SJSU MS Clinical Psychology Courses [here](https://sjsu.edu/psych/docs/clinical_graduate_program/general_information/Policy%20on%20AI%20for%20Clinical%202026.pdf) ([https://sjsu.edu/psych/docs/clinical\\_graduate\\_program/general\\_information/Policy%20on%20AI%20for%20Clinical%202026.pdf](https://sjsu.edu/psych/docs/clinical_graduate_program/general_information/Policy%20on%20AI%20for%20Clinical%202026.pdf)):

### PSYC 222 Class Policy on AI

Artificial intelligence (AI) or generative AI can support learning, but it cannot replace your own thinking. Students are expected to attempt all assignments on their own first, using their own ideas, analysis, and reasoning, *before* turning to any AI tools for clarification, refinement, or feedback. AI should enhance your learning, not generate it for you.

Students are fully responsible for any AI-generated content they include in their work (e.g., writing, presentations). This means:

- Ideas must be accurate and properly attributed.
- Facts must be verified.
- The final submission must reflect the student's own understanding and voice.

If you use artificial intelligence (AI) or generative AI for any of your assignments in this class, please document step by step what you used it for. Please include the following:

#### AI use documentation:

- 1) Which AI tool did you use (e.g., ChatGPT, Claude, Grammarly, Copilot)?
- 2) What were the reasons you used it for?
- 3) What prompt(s) did you use?

#### **Academic Integrity and AI Detection**

To maintain fairness, transparency, and academic integrity, all writing assignments may be screened using Turnitin's AI-writing detection tool. Because AI detection is imperfect, no academic penalty will ever be based solely on the Turnitin percentage. Instead, the issue is not documenting AI use.

If Turnitin reports >20% AI use AND you did not submit AI documentation:

1. **First Incident:** You will receive a written warning via email or Canvas and be asked to revise your assignment. If you believe the AI detection score is inaccurate, you may request a review.
2. **Second incident:** As required by the university, I will submit an Academic Dishonesty report with the University. Pending University's review result, you may get 0% on that assignment.

# Program Information

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**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 Learning Outcomes (CLOs)

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

CLO1: Critically evaluate clinical evidence and empirical research related to multicultural, gender, ethnicity, and diversity considerations in psychotherapy.

CLO2: Analyze and reflect on the impact of culture, gender, ethnicity, race, class, sexual orientation, and ability in shaping power, privilege and access to resources.

CLO3: Assess and reflect on the influence of their own life experiences and impact on their professional roles, worldview, and therapeutic practice.

CLO4: Demonstrate strategies to engage collaboratively with clients and colleagues across cultural backgrounds, genders, and social statuses.

CLO5: Apply culturally appropriate theoretical models and frameworks to case conceptualization, including assessment and intervention strategies for diverse populations.

## Course Materials

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### 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

**Availability:** SJSU library pdf!

**Price:** FREE TO STUDENTS VIA SJSU LIBRARY

THE PDF VERSION OF THE TEXTBOOK IS AVAILABLE FOR FREE 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

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## Cultural self study (CLO2-CLO3)

**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 (CLO2 & CLO3)

**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 (CLO1-CLO5)

**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 10 reaction papers for each week's readings before class, no later than Monday at 11:59 AM.

## Discussion leader (CLO1-CLO5)

**Discussion leader (10 pts):** Each person will be a discussion leader for one of the specific populations for. 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.

Regarding discussion leaders: There is some flexibility on how you decide to structure this. Below are some considerations:

- Approximately 15 minutes or so per discussion seems appropriate (i.e., for each Chapter). I'll monitor this and try to help the discussion flow. Since there is likely some overlap, you can decide to work together (e.g., alternate between questions/discussions) and focus on the populations for that week's readings.
- Keep in mind you should do your best to spark/facilitate engagement (e.g., open-ended questions, encouraging multiple viewpoints).
- You can decide to summarize key points from the chapter and article. Identify questions (whether your own or class questions from the discussion board). Think about questions that can highlight challenges, opportunities, or nuances in therapy with the specific community/population
- You can lead the discussion in any format that feels authentic and clinically relevant
  - case vignettes
  - small group breakouts with guiding questions
  - Media clips
- Connect it to clinical practice. What may future therapists need to know when working with this population?

During the days that you are a discussion leader, you do not need to submit a journal or reaction post

## Integration assignments (CLO1-CLO5)

**Integration Assignments (100 pts):** Three to 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 (CLO1-CLO5)

### Presentations

**Presentations (100 pts).** Each student will be responsible for a ~15 minute presentation based on a combination of key elements of culturally appropriate evidence-based treatments related to one of the populations covered in class. A detailed assignment hand-out will be provided on Canvas.

## ✓ Grading Information

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# Criteria

| Assignment                             | Points | Percentage |
|----------------------------------------|--------|------------|
| Cultural self-study (Part 1 & 2)       | 80     | 16%        |
| Diversity & belonging experience       | 10     | 2%         |
| Journals/reaction papers (10 required) | 10     | 20%        |
| Class participation                    | 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 points |
| 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        |

| Grade | Range     | Notes |
|-------|-----------|-------|
| F     | Below 60% | 0-299 |

## University Policies

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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

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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    | 8/24 | <p>Introductions</p> <p>Overview of course and assignments</p> <p>Context of multicultural therapy/counseling</p> <p>Select discussion leaders</p> |                              |

|     |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                           |
|-----|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 – | 8/31 | <p>Understanding and appreciating differences</p> <p>In-class: Unnatural causes: Is inequality making us sick:<br/> <a href="https://unnaturalcauses.org/">https://unnaturalcauses.org/</a><br/> <a href="https://unnaturalcauses.org/">(https://unnaturalcauses.org/)</a>.</p> <p>Episode 1: In Sickness and in wealth:<br/> <a href="https://www.youtube.com/watch?v=RzrwjHqcXU">https://www.youtube.com/watch?v=RzrwjHqcXU</a><br/> <a href="https://www.youtube.com/watch?v=RzrwjHqcXU">.(https://www.youtube.com/watch?v=RzrwjHqcXU)</a>.</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><b>Cultural self study part 1 due</b></p> |
| 3   | 9/7  | NO CLASS LABOR DAY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                           |

|   |      |                                                                                                                   |                                                                                                                                                                              |
|---|------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | 9/14 | <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>                                                                                                             |
| 5 | 9/21 | <p>Acculturation and Racial/ethnic/cultural identity development</p>                                              | <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><b>Cultural self study part 2 due</b></p> |

|   |      |                                                                                  |                                                                                                                                                                                                                                                                                       |
|---|------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6 | 9/28 | <p>Case conceptualization</p> <p>Ecological models, frameworks, and theories</p> | <p>Case conceptualization</p> <p>Bronfenbrenner - Ecological models of human development</p> <p>Alegría et al., 2023 - Recent advances on social determinants of health</p> <p>Braveman Egerter, &amp; Williams, 2011- SDOH</p> <p>Integration assignment 1</p> <p>Reaction paper</p> |
|---|------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|     |       |                                                                                              |                                                                                                                                                                                                                                                     |
|-----|-------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7   | 10/5  | <p>Counseling Native American people</p> <p>Counseling African American people</p>           | <p>Ch 5 pg 98-110</p> <p>Goodkind et al., 2010 - Adaptation and implementation of CBT with AI youth</p> <p>Ch 6 pg 118-128</p> <p>Williams et al., 2019 - CBT with African American youth</p> <p>Reaction paper/post</p> <p>Discussion leaders:</p> |
| 8 – | 10/12 | <p>Counseling Latinx People</p> <p>Counseling Asian and Pacific Islander American people</p> | <p>Ch 7 pg 137-149</p> <p>Chavira et al., 2014</p> <p>Ch 8 pg 157-175</p> <p>Kanuch et al., 2019</p> <p>Reaction paper</p> <p><b>Diversity &amp; Belonging experience due</b></p>                                                                   |

|    |       |                                               |                     |
|----|-------|-----------------------------------------------|---------------------|
| 9  | 10/19 | Counseling Middle Eastern American people     | Ch 9 pg 187- 197    |
|    |       | Counseling White and European American people | Ch 10 pg 204-218    |
|    |       |                                               | Discussion leaders: |
|    |       |                                               | Reaction paper/post |
| 10 | 10/26 | Counseling women                              | Ch 11 pg 226-236    |
|    |       | Counseling men                                | Ch 12 pg 245 – 258  |
|    |       | Counseling LGBTQ+ people                      | Ch 13 pg 267-281    |
|    |       |                                               | Discussion leaders: |
|    |       |                                               | Reaction paper/post |
| 11 | 11/2  | Counseling older adults                       | Ch 14 pg 290-308    |
|    |       |                                               | Ch 15 pg 316-329    |
|    |       | Counseling persons with a disability          | Discussion leaders: |
|    |       |                                               | Reaction paper      |

|    |       |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                            |
|----|-------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12 | 11/9  | <p>Counseling multiracial people</p> <p>Counseling undocumented people</p> | <p>Ch 16 pg 340-354</p> <p>Zamora &amp; Padilla, 2024- Review on Conflicting messages of multiracial identity</p> <p>Ch 17 pg 361 – 372</p> <p>Garcini et al., (2017). Mental disorders among undocumented Mexican immigrants</p> <p>Garcini et al., (2017). DREAMers living in the United States: A contextual perspective and clinical implications</p> <p>Discussion leaders:</p> <p>Reaction paper</p> |
| 13 | 11/16 | Other topics                                                               |                                                                                                                                                                                                                                                                                                                                                                                                            |
| 14 | 11/23 | Work day                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                                            |       |               |                                                                 |
|------------------------------------------------------------|-------|---------------|-----------------------------------------------------------------|
| 15                                                         | 11/26 | Presentations |                                                                 |
| 16 – LAST<br>DAY OF<br>CLASSES<br>BEFORE<br>FINALS<br>WEEK | 12/7  | Presentations | Integration<br>assignment 3<br>due Wednesday<br>12/9 at 12:45pm |