

Sample Multicultural Therapy Syllabus With Embedded Deliberate Practice Exercises

This appendix provides a sample one-semester, three-unit course dedicated to teaching multicultural therapy. This course is appropriate for graduate students (master's and doctoral) at all levels of training, including first-year students who have not yet worked with clients. We present it as a model that can be adopted to a specific program's contexts and needs. For example, instructors may borrow portions of it to use in other courses, practica, didactic training events at externships and internships, workshops, and continuing education for postgraduate therapists.

Course Title: Integrating Multiculturalism Into Clinical Practice

Course Description

This course represents an introduction to developing multicultural humility and sensitivity in the context of psychotherapy. It focuses on the ways that class, race, gender, sexual orientation, and other historically marginalized identities of both clinician and client interact with systems of power and privilege. This class will require students to reflect on their own identities and relationship to structures of power and privilege and asks students to reflect on their own biases and prejudices. The class seeks to begin students' journey toward being actively antiracist and antioppressive mental health practitioners.

This class will also use a mindful approach to the work of cultural humility. We will approach this work as building an ongoing, reflective practice that pulls on both our theoretical knowledge as well as our own knowledge of ourselves and the communities we serve as mental health practitioners. One of the important aspects of deliberate practice as well as a cultural humility approach to clinical work is that rehearsal and reflection can make us better clinicians.

Course Objectives

Students who complete this course will be able to do the following:

1. Develop personal awareness, sensitivity to, and self-reflection of their attitudes toward others, including the ways in which their own identities (social, cultural, political, economic) influence interactions
2. Acknowledge and recognize power and privilege, including social systems that reinforce power differentials

3. Understand the many ways in which power, privilege, and oppression influence individuals and systems
4. Become aware of and able to identify strategies that orient psychological practice and research toward social justice
5. Explain the importance of cultural humility, particularly as it pertains to research and practice in psychology
6. Practice clinical skills with peers to further develop cultural humility as a practice in our clinical work
7. Develop ways to address systems of power and privilege in a therapeutic context
8. Reflect on the development of these skills through ongoing deliberate practice

Course Requirements and Assignments

- Instructors can insert their preferred text here.

Grading and Academic Integrity

- Instructors can insert their preferred text here.

Course Model for Discussion

As a class, we will seek to adhere to the Anti-Oppression Resource & Training Alliance (AORTA; <https://aorta.coop/>) model of antioppressive facilitation for a democratic process, as it applies to the class setting. Please review the guidelines before our first meeting.

A Note About Respect for Diversity

Much of what we consider science aims to be objective but is in many ways subjective. The field of psychology has been built on theories and ideas developed by people, often from a narrow set of cultural backgrounds and identities, who received support and funding from various institutions and systems. I have attempted to include in this syllabus readings that will focus discussion on systemic oppression and social justice in the context of psychotherapy. I have also made an effort to include the voices of authors from diverse identities and backgrounds. However, I acknowledge the possibility that there may be both overt and covert biases in the material due to the lens with which it was written. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. Please contact me or submit anonymous feedback on course evaluations if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for students that supports a diversity of perspectives and experiences and honors your identities. I believe trust and respect are central to creating spaces where there can be an open discussion, mutual learning, and growth. It is expected that some of the material in this course may evoke strong emotions; please be respectful of others' emotions and be mindful of your own.

I (like many people) am still in the process of learning about diverse perspectives and identities. Please let me know if something said or done in the classroom by either myself or other students is particularly troubling or causes discomfort or offense. Although our intention may not be to cause discomfort or offense, the impact of what happens

Date	Lecture and Discussion	Skills Lab	Homework (for next class)
Week 1	Class overview/introduction to multicultural orientation	Review syllabus with emphasis on antioppressive facilitation for a democratic process; introduce multicultural orientation in contrast to multicultural competency Watch & Discuss <i>Multicultural Orientation (MCO) Deliberate Practice Webinar</i> (Sentio Therapist Training, 2020)	Watch <i>Juliana Mosley, PhD: Cultural Humility</i> (TED, 2017); <i>Cultural Humility</i> (Chavez, 2013); <i>Cultural Humility in Mental Health: A Move Away From Competence</i> (Velasquez, 2020) Read Harris et al. (2024, Chapters 1 & 2); Hicks et al. (2022); Hook et al. (2013); Roberts-Crews (2020); Sue & Sue (2016, Chapters 3 & 4) If you are not already participating in the antiracism training provided by Academics for Black Survival and Wellness (2020), I highly suggest and encourage everyone to engage in it.
Week 2	What is cultural humility? How do we develop a practice? The intrapsychic and the interpersonal	Exercise 1: Therapist Self-Awareness: Cultural Humility I	Read Bor et al. (2018); Breland-Noble (2020, Introduction & Chapter 7); Fukuyama et al. (2014); Sue & Sue (2016, Chapters 9 & 10)
Week 3	How do we assess client expectations in the context of intersectional identities?	Exercise 2: Assessing Client Expectations	Watch <i>The Urgency of Intersectionality</i> (Crenshaw, 2016) Read Crenshaw (1989); López et al. (2022); Rosenthal (2016)
Week 4	Intersectionality: introduction to Pamela Hays's ADDRESSING model	Exercise 3: Reflecting Content Through a Cultural Lens Review & Discuss <i>The ADDRESSING Model</i> (Ohio University, n.d.)	Read Sue et al. (2010); Sue & Sue (2016, Chapters 11 & 12); Tatum (2017, Chapters 6 & 7)
Week 5	Power and privilege	Exercise 4: Inquiring About Identity: Cultural Opportunities I Identity Exercise <i>Social Justice Standards: Unpacking Identity</i> (Learning for Justice, n.d.)	Read Gushue & Constantine (2007); Lukianoff & Haidt (2015)
Week 6	Examining bias and understanding bias	Exercise 5: Working With Emotions in Context	Watch <i>Helping a Patient With Racial Stress & Working With the Trauma of Racism</i> (National Institute for the Clinical Application of Behavioral Medicine, 2020a, 2020b) Read Abe (2020); Benkert et al. (2006); Bryant-Davis (2019); Comas-Díaz et al. (2019); Dolan (2015); Drustup (2020)
Week 7	Working with the trauma of racism	Exercise 6: Maintaining a Not-Knowing Stance: Cultural Humility II	Watch <i>Moving From Cultural Competence to Antiracism</i> (Bryant-Davis, n.d.) Read Comas-Díaz et al. (2019); Helms et al. (2012)
Week 8	Antiracism in clinical work	Exercise 7: Inquiring About Cultural Implications of the Problem: Cultural Opportunities II	Read Adames et al. (2018); McGeorge et al. (2021); dickey & Singh (2020)
Week 9	Affirmative practice for LGBTQIA people	Exercise 8: Acknowledging Therapist Limitations	Read Artman & Daniels (2010); Dávila (2015); Shelton & Delgado-Romero (2011)
Week 10	Disability and ableism in the therapy room	Exercise 9: Gathering Information About Safety Concerns	Watch <i>Psychology and Disability: Minimizing Ableism in the Counselling Room</i> (CAMH Professionals Videos, 2016) Read Disability Visibility Project (n.d.); Heredia & Rider (2020); Kattari et al. (2018)
Week 11	Midterm paper due, self-evaluation, skill coaching feedback	Exercise 10: Talking About Sex and Success	Read Goodwin et al. (2018)
Week 12	Cultivating a social justice-oriented practice	Exercise 11: Responding to Resistance and Ambivalence	Watch <i>Handling Microaggressions in Therapy</i> (Psychotherapy Networker, 2019) Read Akoury et al. (2019); Delapp & Williams (2015); Nadal et al. (2015); Sue & Sue (2016, Chapters 6 & 7); M. T. Williams (2020)
Week 13	Identifying and responding to therapeutic alliance ruptures due to microaggressions	Exercise 12: Repairing Ruptures Due to Microaggressions	Watch <i>The Trauma of Systematic Racism Is Killing Black women. A First Step Toward Change</i> (Dixon & Garrison, 2017); <i>How Racism Makes Us Sick</i> (D. R. Williams, 2016) Read Owen et al. (2014)
Week 14	Wrap-up/creating an antiracist professional identity	Exercise 13: Mock Multicultural Therapy Sessions	Watch <i>Jessica Dere: Challenges and Rewards of a Culturally-Informed Approach to Mental Health</i> (TED, 2015) Read Carter (2007); F. Taylor (2019)
Week 15	Annotated session due, final exam, self-evaluation, skill coaching feedback	Exercise 13: Mock Multicultural Therapy Sessions	Watch Sue et al. (2019, short videos 2.3–2.6) Review Survey UConn Racial/Ethnic Stress & Trauma Survey (UnRESTS; n.d.)

throughout the course is not to be ignored and is something that I consider to be especially important and deserving of attention. If this occurs, please consider one of the following ways to address what you experienced and, I hope, somewhat alleviate distress:

- Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with you to find acceptable ways to process and address the issue.
- Discuss the situation with the class. Chances are that there is at least one other student who had a similar response to the material or statements. Discussion enhances the ability of all class participants to understand fully the context and impact of course material and class discussions.
- Please notify me of the issue through another source, such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue. If you are unsure who to speak with, Dr. X and Dr. Y are two faculty members whom I will look to for feedback on my course.

Required Texts and Resources

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- Crenshaw, K. (2016). *The urgency of intersectionality* [Video]. TED Conferences. https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality
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