Multiculturalism and Diversity: Clinical Practice

PSYC 223

Spring 2026   Section 01   In Person   3 Unit(s)   01/22/2026 to 05/11/2026   Modified 01/19/2026

👤 Contact Information

Instructor: Dr. Lesther A Papa Ph.D., Ed.S.

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Office Hours

Tuesday, 1:00 PM to 3:00 PM, DMH 323

🕐 Course Information

Seminar

Tuesday, 9:00 AM to 11:45 AM, DMH 353

🖥 Course Description and Requisites

Advanced course on multicultural clinical practice, emphasizing skill development, evidence-based treatments, and critical thinking for clinical work in diverse community mental health settings. Focus on self-reflection in the context of contemporary professional literature with diverse populations.

Prerequisite(s): MS Clinical Program Only.
Grading: Letter Graded

✳ Classroom Protocols

Extensions on Assignments

Requests for extensions to assignments are made on a case-by-case basis. Typically, you will need to email me with your reason for an extension and then book a time to speak with me. This needs to be accomplished at least 48 hours BEFORE and assignment is due. The only exceptions to this rule are circumstances beyond a student's control. However, it is still the student's responsibility to contact the instructor by email or phone as soon as possible to determine if an extension is warranted and the duration of the extension.

Late Assignments

If you did not request or receive an extension, assignments that are turned in past the due date will receive a 0 but can still be submitted up to 72 hours late for feedback. In-class assignments cannot be made up or submitted late.

Academic Integrity

Plagiarism, cheating, and any other forms of academic dishonesty will not be tolerated. The University Academic Integrity Policy F15-7 [pdf] requires you to be honest in all your academic coursework. If evidence of academic misconduct is found, you will receive a zero on the assignment(s) in question and I will file a report with the Office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development website for more information.

Accommodations for Students with Disabilities

Accommodations for students will be implemented inline with guidance from the Accessible Education Center (https://www.sjsu.edu/aec/)
(AEC; located on the 2nd floor of the College Professional and Global Education (CPGE) Building [corner of Student Union facing Clark Hall and Engineering]).

If you are a student with a known disability that impacts your learning, please make yourself known tothe AEC immediately. They will work with you to determine your accommodations. Without guidancefrom the AEC, it may not be possible for me to implement accommodations you request directly.

Course AI Policy

Generative artificial intelligence (AI) tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images. This policy governs all such tools, including those released during our semester together. Due to the self-reflective nature of this course, use of AI will not be allowed for this class. All your writing, reflections, and other materials produced for this class should be your original work.

If you are reading this thoroughly, send me a picture on Canvas message of your pet, your favorite stuffed animal, or something that brings you joy (and is appropriate) BEFORE the second class meeting. I will assume students who do not complete this attention check will need to schedule a meeting with me to review the syllabus and to create a professional development plan to ensure that all details of assignments are read with the same care (or better) than the syllabus. Since this is a check of attention, please do not share this with your classmates and keep this to yourself. Telling your peers about this attention check ultimately renders this attention screener moot and robs students who could benefit from the additional professional development.

Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations. Finally, keep in mind that the goal of generative AI tools is to produce content that **seems** to have been produced by a human, **not** to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit.

This course will require electronic submission of written work through the originality assessment service TurnItIn. TurnItIn will also attempt to detect AI-generated text. You are responsible for any work you submit in this course, and any work submitted that includes any plagiarism or AI tool use is in direct violation of this course policy and of the SJSU Academic Integrity Policy. In addition, you must be wary of unintentional plagiarism or fabrication of data.

If you use generative AI tools to complete assignments in this course, your grade on the assignment will be a zero and I will report the violation to the Office of Student Conduct and Ethical Development (SCED). For repeated violations, your grade on the assignment will be a zero, you may be given a deduction of an entire letter grade in the course, and each violation will be reported to SCED. Depending on the specific circumstances, the Office of Student Conduct and Ethical Development (SCED) will determine the ultimate outcome of the academic integrity violation and whether further investigation is necessary.

All instances of student misconduct will also be reported to the Program Director and clinical faculty.

Behavioral Expectations

I expect you to be attentive in class, participate in discussions, and limit other distractions. Please place cell phones on silent during class. If you must make or answer a call, please excuse yourself from class. Please do not browse the web during class. Most importantly, please be respectful of your classmates' opinions. Attendance is expected each week. If you do not attend classes, you will miss discussions that will help you better understand the material that will allow you to apply it outside of class. If you have to miss a class, please let me know ahead of time. If you have to miss a few classes, please make an appointment with me so that we can discuss your progress in the course and your reasons for not attending class.

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)

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)

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

CLO 1: Define cultural adaptations, identify a variety of models or frameworks to culturally adapt evidence-based interventions, and begin to apply a cultural adaption model to an existing evidence-based intervention.

CLO2: Demonstrate effective interpersonal skills to navigate difficult dialogues and conversations

CLO3: Analyze and critically evaluate research, commentary, and practice recommendations related to culture and mental health.

CLO4: Apply multicultural paradigms in student's current and future professional practice and scholarly activities.

CLO5: Recognize inherent biases and assumptions influenced by the student's own culture

CLO6: Describe and demonstrate an understanding of cultural differences by engaging in events, practices, customs, or food traditions that differ from student's own.

📘 Course Materials

Counseling the Culturally Diverse: Theory & Practice

Author: Sue et al.
Publisher: John Wiley & Sons
Edition: 9th
Year: 2022
ISBN: 9781119861911
Availability: Campus Bookstore

Journal Articles

Bernal, G., Jiménez-Chafey, M. I., & Domenech Rodríguez, M. M. (2009). Cultural adaptation of treatments: A resource for considering culture in evidence-based practice. *Professional Psychology: Research and Practice*, *40*(4), 361–368. https://doi.org/10.1037/a0016401

Baumann, A. A., Powell, B. J., Kohl, P. L., Tabak, R. G., Penalba, V., Proctor, E. E., Domenech-Rodriguez, M. M., & Cabassa, L. J. (2015). Cultural Adaptation and Implementation of Evidence-Based Parent-Training: A Systematic Review and Critique of Guiding Evidence. *Children and Youth Services Review*, 53, 113–120. https://doi.org/10.1016/j.childyouth.2015.03.025

Hall, G. C. N., Ibaraki, A. Y., Huang, E. R., Marti, C. N., & Stice, E. (2016). A meta-analysis of cultural adaptations of psychological interventions. *Behavior therapy*, *47*(6), 993-1014.

Soto, A., Smith, T. B., Griner, D., Domenech Rodríguez, M., & Bernal, G. (2018). Cultural adaptations and therapist multicultural competence: Two meta-analytic reviews. *Journal of Clinical Psychology*, *74*(11), 1907–1923. https://doi.org/10.1002/jclp.22679

Self, K. J., Borsari, B., Ladd, B. O., Nicolas, G., Gibson, C. J., Jackson, K., & Manuel, J. K. (2023). Cultural adaptations of motivational interviewing: A systematic review. *Psychological Services, 20*, 7–18. https://doi.org/10.1037/ser0000619

Huey, S. J., Jr, Park, A. L., Galán, C. A., & Wang, C. X. (2023). Culturally Responsive Cognitive Behavioral Therapy for Ethnically Diverse Populations. *Annual Review of Clinical Psychology, 19*, 51–78. https://doi.org/10.1146/annurev-clinpsy-080921-072750

☰ Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Assignment	How Many?	Relevant CLOs
Class Activities	13 required	CLO1-3
Role-Plays of Difficult Dialogues	2 required	CLO2
Discussions Post	13 required	CLO3
Case Presentation	1 required	CLO1 & CLO4
Reflection Portfolio	4 required	CLO5-6

Assignment: Reflection Portfolio (CL0 5-6)

Over the course of the semester, you will complete a series of self-reflections.

Culture of Self: Reflection paper on your cultural identity

You will reflect on their own social locations and identify your own privilege and areas of oppression.

Culture of Others: Reflection paper on your mini-immersion experience.

You will select a cultural event or experience that differs from your own social identities to attend and participate. You will write a reflection that details your experiences and your process of cultural learning.

You will submit your cultural event for instructor approval at least 1 week prior to attending the event. Please remember that you are an observer at this event and that you should approach this assignment in a culturally sensitive way while following standards of professional conduct for therapists-in-training. That means that you are there as an observer and that you should learn about the cultural event ahead of time, be mindful of your behavior, ask questions respectfully, be open to learning, show appreciation for attending the event, and avoid cultural appropriation by not wearing cultural clothing or accessories that could be seen as disrespectful.

Culture through Media: Reflection paper on a deep dive of culture in the media

You will explore a cultural aspect through the lens of the media. This can include a book, podcast, documentary, YouTube video, TikTok Series, etc. The purpose of this assignment is to take a deep dive into another culture and for you to identify key cultural aspects and reflect on the differences or the resonances between your identities and your chosen media.

Self-Assessment and Reflection: To compliment these self-reflections, you will be tracking your own multicultural attitudes and skills with a self-assessment. You will be provided with a Qualtrics link to take the self-assessment during the first day of instruction. After the last day of instruction you will be given the self-assessment again and will be provided with a summary of your pre-test and posttest results. You will write a reflection regarding your evaluation of your results and a rubric on Canvas will detail how this will be evaluated.

Role-Plays: Difficult Dialogues

You are expected to participate in 2 brief role plays throughout the semester.

1. You will be given a vignette and asked to demonstrate how you would handle the difficult dialogue. You will be evaluated on how well you can successfully demonstrate the skills or techniques learned to handle a difficult conversation. You will be engaging in a simulated interview on the program Skillsetter. Additional information about this program and a rubric outlining how you will be evaluated will be uploaded to Canvas.
2. In your second difficult dialogue, you will be paired with a clinical psychology student from another university. The two of you will engage in a difficult dialogue where you will demonstrate the skills or techniques to handle a difficult conversation. This dialogue will be conducted virtually and recorded. You will do a self-evaluation of your dialogue and additional feedback will be provided by the instructor. A rubric outlining how you will be evaluated will be uploaded to Canvas.

Assignment: Discussion Post (CLO3)

Students are expected to reflect on the readings and generate a list of questions and potential ideas/thoughts for class discussion on Canvas. Discussion questions and points should address all readings, with a minimum of two discussion questions.

Assignment: Class Activities (CLO1-3)

The class will be in a seminar format with an emphasis on critical thinking, which involves participation in class discussions and the sharing of ideas, insights, and experiences. Questions are always encouraged. All students are expected to contribute meaningfully in class. Class activities are intended to promote engagement with materials that will stimulate an increase in knowledge (e.g., readings), awareness (e.g., discussion), and skills (e.g., presentations) in cultural diversity. Attendance will be crucial to successfully completing this class. The activities may include breakout discussions, demonstrations, skills workshops, etc. At the end of each class, students will complete a in-class discussion sheet to summarize what they have learned in class so far and apply it to their discussions on Canvas.

Oral Presentation: Case Presentation (CLO 1 & 4)

Students will team together (groups of 3 to 4 students) to present a case involving a culturally-adapted treatment. Students will be provided with a vignette of a case that includes racial/ethnic, developmental, socioeconomic, and/or sexual and gender-diverse contextual elements. Each group will provide a 50-minute presentation with a summary of the case, contextual variables, chosen evidence-based treatment, and treatment plan with justifications/explanations of culturally adapted treatment.

✔ Grading Information

Grading

Assignment	Total Points (500 points)
Class activities	100
Discussion Posts	100
Reflection Portfolio (3x50)	150

Role plays of difficult dialogues (2x25)	50 points
Case Presentation	100 points

Grading Information

Breakdown

Grade	Range	Notes
A+	480-500	
A	465-479	
A-	450-464	
B+	430-449	
B	415-429	Minimum Passing Score
B-	400-414	
C+ and Below	<399	

*Any student who receives a grade of "B-" or lower in a required course will be classified automatically as probationary in the MS Clinical Program.

🏛 University Policies

Per University Policy 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

Psyc 223
Spring 2026 Course Schedule

Week	Topic	Readings
1 01/27	Course Introductions	None.
2 02/03	The Multiple Dimensions of Multicultural Counseling and Therapy	Chapter 1-3
3 02/10	Microaggressions: Implications for Counseling and Psychotherapy Sociohistorical Privilege and Oppression	Chapter 4-5
4 02/17	Racial Ethnic Cultural Attitudes in Multicultural Counseling and Therapy	Chapter 6-7

5 02/24	Multicultural Counseling Competence and Cultural Humility	Chapter 8
6 03/03	Western and Non-Western Perspectives in Counseling and Therapy	Chapter 9 -10
7 03/10	Culturally Competent Assessment	Chapter 11
8 3/17	Cultural Adaptation 1	Hall, G. C. N., Ibaraki, A. Y., Huang, E. R., Marti, C. N., & Stice, E. (2016). A meta-analysis of cultural psychological interventions. *Behavior therapy*, *47*(6), 993-1014. Baumann, A. A., Powell, B. J., Kohl, P. L., Ta R. G., Penalba, V., Proctor, E. E., Domenec Rodriguez, M. M., & Cabassa, L. J. (2015). Cultural Adaptation and Implementation c Evidence-Based Parent-Training: A Systen Review and Critique of Guiding Evidence. *Children and Youth Services Review, 53*, 1 120. https://doi.org/10.1016/j.childyouth.2015 Bernal, G., Jiménez-Chafey, M. I., & Domenech Rodríguez, M. M. (2009). Cultural adaptation of tr resource for considering culture in evidence-based practice. *Professional Psychology: Resea Practice*, *40*(4), 361–368. https://doi.org/10.1037/a0016401

9 3/24	Cultural Adaptation 2	Soto, A., Smith, T. B., Griner, D., Domenech Rodríguez, M., & Bernal, G. (2018). Cultural adaptation multicultural competence: Two meta-analytic reviews. *Journal of Clinical Psychology*, *74*(11), https://doi.org/10.1002/jclp.22679
		Self, K. J., Borsari, B., Ladd, B. O., Nicolas, G., Gibson, C. J., Jackson, K., & Manuel, J. K. (2023). Cu adaptations of motivational interviewing: A systematic review. *Psychological Services, 20*, 7–1 https://doi.org/10.1037/ser0000619
		Huey, S. J., Jr, Park, A. L., Galán, C. A., & Wang, C. X. (2023). Culturally Responsive Cognitive Beha for Ethnically Diverse Populations. *Annual Review of Clinical Psychology, 19*, 51–78. https://doi.org/10.1146/annurev-clinpsy-080921-072750
10	Spring break	Spring break

11	Multicultural Counseling Contexts: African	Chapter 12 - 17
04/07	Americans/	*Read 2 chapters.
	Multicultural Counseling Contexts: American Indians/Native Americans and Alaskan Natives	
	Multicultural Counseling Contexts: Asian and Latinx Community	
	Multicultural Counseling Contexts: Multiracial Americans and Arab Americans	

12 04/14	Multicultural Counseling Contexts: Marginalized religious communities and immigrants and refugees Multicultural Counseling Contexts: Individuals living in Poverty	Chapter 18-19 and Chapter 23 *Read 2 Chapters
13 04/21	Multicultural Counseling Contexts: LGBTQ Communities and Women	Chapter 20, Chapter 22
14 04/28	Multicultural Counseling Contexts: Older Adults	Chapter 21
15 05/05	Multicultural Counseling Contexts: Individuals with Disabilities	Chapter 24
16	Case presentations	