

CED/CPY 671-001
Multicultural Counseling
Fall 2024

Meeting Times: Mondays, 4:30pm - 7:15pm
Location: Payne Hall 444
Professor: Ankita Sahu, PhD
Pronouns: she/her
Office: Payne Hall, 440B
E-mail: Ankita.Sahu@asu.edu
Office Hrs: By appointment (*please email me your availability when requesting appt.*)

Course Description: This course introduces key concepts in multicultural counseling with the intent of developing students' knowledge and skills in providing culturally responsive mental health care. This course is experiential in nature and facilitates intercultural dialogue on cultural socialization and its influences on intra- and inter-personal experiences within one's social systems. The course discusses the challenges in providing culturally responsive treatment and identifying socially just domains of clinical practice. The course heavily draws from the field of counseling psychology however, it also integrates theory and research from different fields of psychology (e.g., social, clinical). This course is designed to contribute to students' development of multicultural competencies in compliance with the expectations set forth by the American Psychological Association's Standards of Accreditation ([2019](#)) for Health Service Psychology.

Course Objectives and Learning Outcomes: This course is designed to provide foundational knowledge on multicultural psychology and skills in broaching topics of culture in clinical work. The course fosters critical self-examination of sociocultural identity dimensions and understanding their significant influences on psychological wellbeing. On completion of the course, students shall be able to:

- identify and critically reflect on multicultural identities as a social construction that strongly shapes social realities
- develop an understanding of the role of culture in shaping our work as mental health professionals
- foster self-awareness of our identities with critical examination of their origin and meaning and personal insight into our biases, stereotypes, and assumptions
- analyze the role of oppression and oppressive systems that negatively impact the health and well-being of individuals experiencing marginalization
- conceptualize the field of counseling/clinical psychology through a multicultural lens

About Authorship of This Syllabus: I have referred to previous syllabi in the development of this course, and therefore I do not claim authorship of this document. Please note that often, professors inherit, exchange, or borrow each other's syllabi. Instead, this syllabus should be treated as shared intellectual property.

Required Text: All assigned articles are provided on Canvas and as references at the end of the syllabus. Students are expected to download and complete all the assigned readings. Your ASU courses can be accessed by both **MyASU** and **ASU Instructure** and are encouraged to use the Canvas system in the event any important announcements are missed in class. Login will require your ASU ID and password.

Recommended Text:

Adams M., Blumenfeld W. J., Castañeda C., Hackman H. W., Peters M. L., & Zúñiga X. (Eds.). (2018). *Readings for diversity and social justice* (4th Edition). Routledge Taylor & Francis Group.

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (8th Edition). Wiley.

Hays P.A. (2022). *Addressing cultural complexities in counseling and clinical practice* (4th Edition). American Psychological Association.

Creating a Safe, Brave, and Restorative Space

Discussions surrounding sociocultural identities are often rich with emotions and rooted in lived experiences for many of us. I hope we co-create a space that reflects openness, humility, compassion, and understanding which would allow for rich and in-depth discussion. While these topics elicit a wide range of emotions, it is important to honor what you are feeling while also having the courage to challenge your thinking. Differences in thinking and perception are encouraged, however, it is pertinent that these discussions are conducted in a respectful manner. [Howard Zehr](#) outlines ten ways to live restoratively which I believe are helpful principles to follow and practice in our shared spaces:

1. Take relationships seriously, envisioning yourself in an interconnected web of people, institutions, and the environment.
2. Try to be aware of the impact – potential as well as actual – of your actions on others and the environment.
3. When your actions negatively impact others, take responsibility by acknowledging and seeking to repair the harm – even when you could probably get away with avoiding or denying it.
4. Treat everyone respectfully, even those you don't expect to encounter again, even those you feel don't deserve it, even those who have harmed or offended you or others.
5. Involve those affected by a decision, as much as possible, in the decision-making process. *This space would encourage you to observe both your intention and the impact of your thoughts, actions, and behaviors on others. It is important to be open to hearing this feedback while also honoring our thoughts and emotions.*
6. View the conflicts and harms in your life as opportunities. *Disagreements in the classroom can lead to learning and connection when guided by genuine empathy. We are not always going to agree and see things similarly, it is important to acknowledge multiple perspectives.*
7. Listen, deeply and compassionately, to others, seeking to understand even if you don't agree with them. *Think about who you want to be in the latter situation rather than just being right.*
8. Engage in dialogue with others, even when what is being said is difficult, remaining open to learning from them and the encounter. *This is a shared space where we can engage in discussions, hold each other accountable, and respectfully work through differences in perspectives and opinions.*
9. Be cautious about imposing your “truths” and views on other people and situations. *It is important to remember that we all hold subjective realities that have shaped us as individual. Recognizing and*

having the ability to hold “multiple truths” is indeed challenging. Speaking our truth and being honest to ourselves and acknowledging others’ experiences can lead to tremendous change and growth.

10. Sensitively confront everyday injustices including sexism, racism, classism, *homophobia, xenophobia among others.*

Course Requirements:

1. Class participation (25 points): Students are expected to attend and actively participate in the course. This course requires active listening, openness, and engagement with critical conversations on worldviews, perspectives, cultural upbringing, and sociopolitical contexts that shape our ways of being and relating with others. It is also understandable that some class material and discussions may invoke emotional reactions, students are encouraged to observe and process these reactions in and outside of the classroom. The instructor would model open and empathic communication, active listening, and ongoing feedback on creating restorative and brave spaces of learning. Students are encouraged to share their perspectives, respectfully address differences, and challenge one’s thinking. **Given the nature of this course, regular attendance is expected and assumed. Please notify me before class (in advance when possible) if you have to miss class for any reason.** Additionally, you can take up to two missed class days without providing documentation for these absences. However, you are expected to email and inform me of the missed absence. Students who miss more than two classes may be required to write a two-page critique of an article or book chapter recommended by the instructor or of their choosing (approved by the instructor). More than three missed classes constitute a 5% reduction per missed class from the total grade.

2. Learning Goals (5 points): Students will submit learning goals as they pertain to multicultural psychology in the mental health field. You will identify three learning goals (related to this course) you hope to work towards during this semester. **Please see the course schedule and Canvas for the due date for this assignment.**

3. Broaching Questions (20 points): The goal of this assignment is to create a bank of questions that would help you explore various sociocultural identities and influences with your clients in clinical work. You may refer to existing questionnaires in the research literature to broach the topic of cultural dimensions in clinical practice. You would be expected to cover the domains of Hays’s (1996;2008) ADDRESSING framework and are encouraged to frame the questions congruent with your therapeutic style. Additional resources will be provided on Canvas to assist with the completion of this assignment. **Please see the course schedule and Canvas for the due date for this assignment. Please note that 10% will be deducted from your obtained score for each day the item is late (past the due date). Assignments submitted more than a week late will not be accepted** unless arrangements were made prior to the deadline.

4. Reflection Journal Entries (40 points): Your personal/internal growth during this course will be assessed via four 10-point reflection journal entries during the semester. The journal entries are intended to critically reflect on the ways in which you are interacting with the course material. Your entries should include the following: (a) insights and reflections related to classroom discussions/course content that are salient to you, (b) a critical examination of concepts/theories/findings that you were in agreement or disagreement with or were new or challenging for you, (c) an exploration of the applicability of course content in your work as a mental health professional, and (d) a self-assessment of your growth in your identified learning goals. You are encouraged to share your thoughts, ideas, or reactions that arose in response to the course

content and discussions. The journal entries will be evaluated for responding to all aspects aforementioned criteria and will not be evaluated for the correctness of your thoughts/views.

The submissions should integrate course readings and should be at least 500 words and not exceed 1500 words. It must be written using APA formatting, double-spaced, standard font, 1" margin, proper indents, and in-text citations. A cover/title page is not required. Include a references page for the work cited in your entry. The entry should be written in first-person point of view. **Please see the course schedule and Canvas for the due date for this assignment. Please note that 10% will be deducted from your obtained score for each day the item is late (past the due date). Assignments submitted more than a week late will not be accepted** unless arrangements were made prior to the deadline.

6. Collaborative Annotations (40 points): Students are expected to read and review the assigned readings before the scheduled lecture and contribute to class discussions with reactions and discussion questions. You will provide your annotations (highlights, comments, and questions) for **selective required readings** throughout the semester using a collaborative annotation tool [Perusall](#). This collaborative annotation tool will allow you to access the reading online and provide highlights and comments. Your comments can be questions and/or discussions based on the reading. You may also respond to others' comments in the document. There will be **eight readings** for which you will provide your annotations. **You are expected to submit these annotations by Monday, 4pm before the class meets. Please note that late submission for this assignment will not be accepted.**

7. In-class Activity (35 points): Students will participate in two in-class group activities (see course schedule) where they will learn to apply the concepts discussed in the course to a case vignette from the assigned course reading for that week. Specifically, working in groups you will: (a) identify the broaching dimensions demonstrated in the case example discussed in the article, (b) identify sociocultural identity influences using the ADDRESSING framework, (c) formulate a brief case conceptualization, and (d) respond to open-ended questions discussing strengths and limitations of treatment modifications made by the clinician. You are expected to complete the course readings and support your responses using the course content. Actively engaging in the group activity by collaboratively working with group members through listening, offering ideas/suggestions, and completing the assigned tasks to receive points for this assignment. **Please note that attendance and active participation is crucial for this assignment.**

5. Multicultural Psychology Presentation (35 points): This presentation requires addressing a topic within the field of multicultural counseling psychology. Presentations should be on a topic **not directly covered in the course**. Examples of topics may include treatment considerations with various subcultural groups (e.g. addressing PTSD with refugee children, culturally responsive treatment in working with international students), recent developments in multicultural counseling psychology (e.g. multicultural assessment), or new theories or models (e.g., identity models for individuals with sexually minoritized identities). The purpose of this presentation is to summarize key points related to your topic (e.g., concepts of a theory, research findings etc.) and discuss the implications for practice, training, and research. **You will upload the video recording of your presentation and a copy of your slides to Canvas.** You may use [Zoom](#) or [YouTube](#) to record your presentation and upload them to Canvas. **Please note that you are required to provide me with your topic and at least two references by early November** (see course schedule).

This presentation should not exceed 15 minutes and must include at least five references (this can be a combination of course readings and external sources). The presentation will be assessed for the quality of coverage of the topic and discussion of its application to clinical practice, training, and

research. A superficial and inadequate approach to this presentation would likely result in lower scores. Please be mindful to check that your uploaded video is accessible and working properly. **Late submission of the presentation will not be accepted after December 11th and 10% will be deducted from your obtained score for each day the assignment is past the due date.**

Grading:

The final course grade for this course is determined using the calculation below.

Course Requirements	Points	Percentage Range	Letter Grade
Class Participation	25	97-100%	A+
Learning Goals	5	94-96%	A
Broaching Questions	20	90-93%	A-
Reflection Journal Entries	40	87-89%	B+
Collaborative Annotations	40	84-86%	B
In-class Activity	35	80-83%	B-
Recorded Presentation	35	77-79%	C+
<i>Grade percentage calculated from 200 points.</i>		74-76%	C
		70-73%	C-
		64-66%	D
		60-63%	D-
		< 60%	E

Academic Honesty: Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. We will discuss many ideas in class, and you are encouraged to work together and provide feedback to your peers. However, whatever you write **must be entirely your own writing**. Academic dishonesty includes but is not limited to, cheating on an academic evaluation or assignment, plagiarizing, academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact me for permission to do so.

Plagiarism: Whenever you use other people's writing, ideas, or work, it is important that you give them credit appropriately. All assignments should be checked for inappropriate use of outside source and textual similarity using softwares/tools like Turnitin.com and MUST BE RE-WRITTEN when more than 20% of the content is not the original work of the student or the student will receive a zero. No points will be deducted for the first offense if the paper is re-written, but multiple offenses will result in sanctions. Plagiarism includes taking any material word-for-word or in paraphrased form, from another source (e.g., another student, published material, or the internet) without appropriately citing the source, and/or turning in an assignment (all or in part) completed for another class will fall under these guidelines.

Use of AI: In this course, all assignments must be completed by the student. Artificial Intelligence (AI), including ChatGPT and other related tools used for creating of text, images, computer code, audio, or other media, are not permitted for use in any work in this class. Use of these generative AI tools will be considered a violation of the [ASU Academic Integrity Policy](#), and students may be sanctioned for confirmed, non-allowable use in this course.

Student Code of Conduct: ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy](#), and outlined by [the Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions. [Students are entitled to receive instruction free from interference by other members of the class](#). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#). The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct. Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Prohibition Against Discrimination, Harassment, & Retaliation: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at [Sexual Violence Prevention FAQ](#).

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [ASU Counseling Services](#) is available if you wish to discuss any concerns confidentially and privately. ASU online students may access [ASU 360 Life Services](#).

Accommodations and Accessibility needs: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Reasonable accommodations are determined on a case-by-case, course-by-course basis to mitigate barriers experienced due to a disability [SSM 701-02](#). Students with disabilities who require accommodations must register with the [Student Accessibility and Inclusive Learning Services](#) and submit appropriate documentation. It is recommended students complete this process at the beginning of the term and communicate as appropriate with their instructor. Qualified students with disabilities who will require accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. You may also reach Student Accessibility and Inclusive Learning Services by [email](#) or phone at (480) 965-1234.

Mental Health Needs: Mental health concerns can manifest in anyone at any time. It is helpful to recognize and address these needs. [ASU Counseling Services](#) provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same-day or future appointment to discuss any personal concern. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006

Use of Electronics: Out of respect for others' learning, cell phones, and other electronic devices should not be on during class unless you are expecting a possible emergency call. You may use your laptops or notepads to take notes only. If you must accept a call during class, please be discrete and answer the phone in the hallway. You don't need to ask for my permission; simply step out and return whenever you are done with your phone call. Refrain from internet browsing or indulging in activities that are not related to this course as this may be distracting. Texting or other forms of messaging are not permitted during class. If I notice any such activities in class, I will kindly ask you to stop, refrain, or step out of the class. Students disrupting the flow of the class due to repeated late arrivals, leaving, and returning during class, or other disruptive classroom activities will be asked to leave. Please discuss this with me if you have questions.

Communication Expectations: The best form of communicating with me is via email. I will respond to your email within 48 hours and during regular working hours. Similarly, I expect students to regularly check their emails as all correspondence related to this class will be sent to your ASU email. I do not check my email on weekends and would likely respond to these messages on the next regular workday. Please make sure to add a subject line in your email that identifies the course number and a few words indicating the nature of your inquiry. Kindly use a professional and cordial tone when crafting emails and refrain from writing these emails as you would a text message. You may address me as Dr. Sahu in the email correspondence.

Syllabus Disclaimer: The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. I reserve the right to make changes or adjustments to the syllabus in order to meet any unanticipated class needs. You will be notified in advance of any necessary changes in readings or other assignments through announcements posted in Canvas and/or in class. Remember to check your ASU email and the course site often.

Course Schedule

Date: Aug 26	Course Overview Interacting with multicultural & social justice content Pieterse et al. (2016); Lantz et al. (2020) <i>Recommended: Wilcox et al. (2021); Sue, D. W., Sue, D., et al. (2019) Chap 1</i> **Personal Learning Goals Due 09/01**
Date: Sept 2	No Classes Labor Day Observed
Date: Sept 9	Introduction to foundations of multicultural psychology Sue (2001); Davis et al. (2018); Abott (2022) **Annotations for Abott (2022) due before class 09/09**
Date: Sept 16	Fostering critical self-awareness Harro et al. (2018) pp. 27-33; Mims & Williams (2020); Zucker & Patterson (2018); Hays (1996) <i>Recommended: Hays (2022) Chap 5; Sue, D. W., Sue, D., (2019) Chap 11, 12</i> **Annotations for Zucker & Patterson (2018) due before class 09/16** **Reflection Journal Entry 1 Due 09/22**
Date: Sept 23	The psychological impact of oppression Lowe et al. (2012); Nnawulezi et al. (2020); Sue et al. (2007) <i>Recommended: Bonilla-Silva (2021); Collins (2018)</i>
Date: Sept 30	Addressing the psychological impact of oppression DeLapp & Gallo (2022); Hook et al. (2016); Sue et al. (2019) <i>Recommended: Hays (2022) Chap 4</i> **Annotations for Hook et al. (2016) due before class 09/30** ** Reflection Journal Entry 2 DUE 10/06**
Date: Oct 7	Exploring cultural influences in clinical work Day-Vines et al. (2020); Day-Vines et al. (2021); Jones (2014) <i>Recommended: Hays (2022) Chap 7; Wright et al. (2023)</i> **Broaching Questions DUE 10/13**
Date: Oct 14	No classes – Fall Break
Date: Oct 21	Minoritized groups’ sociocultural experiences Cherry & Wilcox (2021); Marks et al. (2018); Parmenter et al. (2020) <i>Recommended: Adams et al. (2018) Chap. 70 & 74; Oxhandler et al., (2019)</i> **Annotations for Parmenter et al. (2020) due before class 10/21**
Date: Oct 28	Minoritized groups’ sociocultural experiences Kattari (2020); Öksüz & Brubaker (2020); Smith et al. (2013) <i>Recommended: Sue et al. (2019) Chap 22; Phillips & Lowery (2020)</i> **Annotations for Smith et al. (2013) due before class 10/28** ** Reflection Journal Entry 3 DUE 11/03**
Date: Nov 4	Acculturation and acculturative stress Berry (2001); Bemak & Chung (2017); Cai & Lee (2022) <i>Recommended: Schwartz et al. (2010)</i> **Annotations for Cai & Lee (2022) due before class 11/04** **Presentation Topic w/h Two References Due 11/10**
Date: Nov 11	No classes – Veteran’s Day Observed

Date: Nov 18	Multicultural case conceptualization Bedi (2018); Shea et al. (2010); Wilcox et al. (2020) <i>Recommended: Cultural Formulation Interview (CFI); Sahu & Ridley (2024)</i> **In-class activity** **Annotations for Bedi (2018) due before class 11/18**
Date: Nov 25	Culturally responsive treatment Ching (2022); Austin & Craig (2015) <i>Recommended: Miville & Hill (2020); Wang & Iwamasa (2018); France (2020)</i> <i>Sperry (2010)</i> **In-class activity** ** Reflection Journal Entry 4 DUE 12/01**
Date: Dec 2	Social justice and liberation psychology French et al. (2020); Adames et al. (2022); Mosley et al. (2021) <i>Recommended: Wang et al. (2020)</i> **Annotations for Adames et al. (2022) due before class 12/02**
Finals Week: Dec 9-14	**Multicultural Psychology Presentation DUE 12/09**

Readings

- Abbott, M. R. (2022). Finding the right words: Cohesion and divergence in inclusive language guidelines. *The Online Journal of Issues in Nursing*, 27(3).
<https://www.doi.org/10.3912/OJIN.Vol27No03Man03>
- Adams M., Blumenfeld W. J., Castañeda C., Hackman H. W., Peters M. L., & Zúñiga X. (Eds.). (2018). *Readings for diversity and social justice* (4th Edition). Routledge Taylor & Francis Group.
- American Psychological Association, APA Task Force on Psychological Practice with Sexual Minority Persons. (2021). Guidelines for Psychological Practice with Sexual Minority Persons. Retrieved from www.apa.org/about/policy/psychological-practice-sexual-minority-persons.pdf
- American Psychological Association, APA Task Force on Guidelines for Assessment and Intervention with Persons with Disabilities. (2022). *Guidelines for Assessment and Intervention with Persons with Disabilities*. Retrieved from
<https://www.apa.org/about/policy/guidelines-assessment-intervention-disabilities.pdf>
- American Psychological Association. (2015). Guidelines for psychological practice with transgender and gender nonconforming people. *American Psychologist*, 70(9), 832-864.
<https://doi.org/10.1037/a0039906>
- American Psychological Association. (2017). *Multicultural guidelines: An ecological approach to context, identity, and intersectionality*. Retrieved from:
<http://www.apa.org/about/policy/multicultural-guidelines.pdf>
- Adames, H. Y., Chavez-Dueñas, N. Y., Lewis, J. A., Neville, H. A., French, B. H., Chen, G. A., & Mosley, D. V. (2023). Radical healing in psychotherapy: Addressing the wounds of racism-related stress and trauma. *Psychotherapy*, 60(1), 39–50. <https://doi.org/10.1037/pst0000435>
- Austin, A., & Craig, S. L. (2015). Transgender affirmative cognitive behavioral therapy: Clinical considerations and applications. *Professional Psychology: Research and Practice*, 46(1), 21.
<https://doi.org/10.1037/a0038642>
- Bedi, R. P. (2018). Racial, ethnic, cultural, and national disparities in counseling and psychotherapy outcome are inevitable but eliminating global mental health disparities with indigenous healing is not. *Archives of Scientific Psychology*, 6(1), 96.
<https://doi.org/10.1037/arc0000047>
- Bemak, F., & Chung, R. C. Y. (2017). Refugee trauma: Culturally responsive counseling interventions. *Journal of Counseling & Development*, 95(3), 299-308. <https://doi.org/10.1002/jcad.12144>
- Berry, J. W. (2001). A psychology of immigration. *Journal of Social Issues*, 57(3), 615-631.
- Bonilla-Silva, E. (2021). What Makes Systemic Racism Systemic?. *Sociological Inquiry*.
<https://doi.org/10.1111/soin.12420>
- Cai, J., & Lee, R. M. (2022). Intergenerational communication about historical trauma in Asian American families. *Adversity and Resilience Science*, 3(3), 233-245.
<https://doi.org/10.1007/s42844-022-00064-y>
- Cherry, M. A., & Wilcox, M. M. (2021). Sexist microaggressions: Traumatic stressors mediated by self-compassion. *The Counseling Psychologist*, 49(1), 106-137.
<https://doi.org/10.1177/0011000020954534>
- Ching, T. H. (2022). Culturally attuned behavior therapy for anxiety and depression in Asian Americans: Addressing racial microaggressions and deconstructing the model minority

- myth. *Cognitive and Behavioral Practice*, 29(4), 723-737.
<https://doi.org/10.1016/j.cbpra.2021.04.006>
- Collins, C. (2018). What is white privilege, really. *Teaching Tolerance*, 60, 1-11.
- Davis, D. E., DeBlaere, C., Owen, J., Hook, J. N., Rivera, D. P., Choe, E., ... & Placeres, V. (2018). The multicultural orientation framework: A narrative review. *Psychotherapy*, 55(1), 89.
<https://doi.org/10.1037/pst0000160>
- Day-Vines, N. L., Cluxton-Keller, F., Agorsor, C., Gubara, S., & Otabil, N. A. A. (2020). The multidimensional model of broaching behavior. *Journal of Counseling & Development*, 98(1), 107-118. <https://doi.org/10.1002/jcad.12304>
- Day-Vines, N. L., Cluxton-Keller, F., Agorsor, C., & Gubara, S. (2021). Strategies for broaching the subjects of race, ethnicity, and culture. *Journal of Counseling & Development*, 99(3), 348-357. <https://doi.org/10.1002/jcad.12380>
- DeLapp, R.C.T. & Gallo, L. A. (2022). Flexible treatment planning model for racism-related stress in adolescents and young adults. *Journal of Health Service Psychology*, 48(4), 161-173.
<https://doi.org/10.1007/s42843-022-00073-6>
- France, H. (2020). Creative arts and the indigenous healing circle within an indigenous context. *Canadian Journal of Counselling and Psychotherapy*, 54(3), 413-429.
- French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., & Neville, H. A. (2020). Toward a psychological framework of radical healing in communities of color. *The Counseling Psychologist*, 48(1), 14-46. <https://doi.org/10.1177/0011000019843506>
- Gregus, S. J., Stevens, K. T., Seivert, N. P., Tucker, R. P., & Callahan, J. L. (2020). Student perceptions of multicultural training and program climate in clinical psychology doctoral programs. *Training and Education in Professional Psychology*, 14(4), 293.
<https://doi.org/10.1037/tep0000289>
- Hays, P. A. (1996). Addressing the complexities of culture and gender in counseling. *Journal of Counseling & Development*, 74(4), 332-338.
- Hays P.A. (2022). *Addressing cultural complexities in counseling and clinical practice* (4th Edition). American Psychological Association.
- Hook, J. N., Davis, D. E., Owen, J., Worthington Jr, E. L., & Utsey, S. O. (2013). Cultural humility: Measuring openness to culturally diverse clients. *Journal of Counseling Psychology*, 60(3), 353-366. <https://doi.org/10.1037/a0032595>
- Hook, J. N., Farrell, J. E., Davis, D. E., DeBlaere, C., Van Tongeren, D. R., & Utsey, S. O. (2016). Cultural humility and racial microaggressions in counseling. *Journal of Counseling Psychology*, 63(3), 269. <https://doi.org/10.1037/cou0000114>
- Jones, J.M. (2014). Best practices in providing culturally responsive interventions. In A. Thomas & P. Harrison (Eds.), *Best practices in school psychology* (6th ed). National Association of School Psychologists.
- Kattari, S. K. (2020). Ableist microaggressions and the mental health of disabled adults. *Community Mental Health Journal*, 56(6), 1170-1179. <https://doi.org/10.1007/s10597-020-00615-6>
- Lantz, M. M., Pieterse, A. L., & Taylor, T. O. (2020). A social dominance theory perspective on multicultural competence. *Counselling Psychology Quarterly*, 33(2), 142-162.
<https://doi.org/10.1080/09515070.2018.1500352>

- Leong, F. T., & Kalibatseva, Z. (2016). Threats to cultural validity in clinical diagnosis and assessment: Illustrated with the case of Asian Americans. *American Psychological Association*. <https://doi.org/10.1037/14940-004>
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