NEW YORK UNIVERSITY
DEPARTMENT OF APPLIED PSYCHOLOGY

APSY-GE.2682.004 Cross-Cultural Counseling
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Course Outline for Winter Intersession, January, 2012 in Italy

**Bulletin Description**
An examination of how behavior and experience are influenced by culture. Emphasis is given to the relationship of cultural differences to both counseling theory and practice.

**Introduction**
Starting in 1973, the American Psychological Association sponsored a national conference on levels and patterns of training in professional psychology. The conference was held in Vail, Colorado and has since been referred to as the Vail Conference. One aspect of this conference, which focused on cross-cultural psychotherapy, declared that:

The provision of professional services to persons of culturally diverse backgrounds by persons not competent in understanding and providing professional services to such groups shall be considered unethical; that it shall be the obligation of all service agencies to employ competent persons or to provide continuing education for the present staff to meet the service needs of the culturally diverse population it serves.

Now, in the year 2011, the profession has come a long way in the proliferation of courses and training programs to develop competencies for human service professionals. It is the intent of this course to help prepare culturally effective psychologist, counselors and other human service professionals, by developing a trans-cultural perspective and learning specific skills that will increase their competency in service delivery to the culturally different. This course will address the key areas of “Multicultural Counseling Competencies and Standards” as described by Arredondo, Toperek, Brown, Jones, Locke, Sanchez, & Stadler (1996), *Journal of Multicultural Counseling and Development. 24, 1*. These competencies address the beliefs, knowledge and skills that are necessary to be a culturally skilled counselor.

**Course Objectives**
- Examine key concepts and contextual differences such as values, attitudes, racism, prejudice, oppression and social class and how these variables impact applied psychological theory, assessment and practice.
- Examine how behavior, personality and experience are influenced by culture, ethnicity and context and the impact that these differences have on counseling theory and counseling practice.
Learn specific counseling skills and multiple approaches to intervention to increase competence when delivering service to a culturally diverse population.

**Required Readings**


**Recommended Readings**

- Web Site for Missione di Speranza e Carita: [www.pacepace.org/about_us.html](http://www.pacepace.org/about_us.html)

**Participation and Class Schedule**

Since a major component of this course is experiential in both raising cultural awareness and learning specific skills, attendance and participation in all class activities, discussions, tours, field visits and case studies are mandatory.

**Assignments and Grading:**

There are three written assignments required for this class:

**I.** A perspective on the importance of cultural and racial differences in counseling. (20 Points)

**II.** Two case study write-ups based on interviews with African Immigrants and Italian Population. (40 Points)

**III.** Personal reflection paper based on your experience, learning, and skills that you gained by all class experiences. (20 Points)

Assignment I is 20% of your grade, Assignment II is 40% of your grade and Assignment III is 20% of your grade. The remaining 20% will be for class participation, discussions of readings and experiences, and involvement in all activities and field visits.
Assignment I (20 points): A Perspective on the Importance of Cultural and Racial Differences in Counseling

The purpose of this assignment is to help you examine and clarify your personal perspective, (your values, beliefs and attitudes), on racism and cultural differences. Use your reading from Shipler, Cole and parts of Sue as the basis for your paper. The paper is intended to be YOUR perspective, supported by the readings. Please address the following issues in your write-up:

- What is racism? What is the difference between racism and prejudice? Give references to the literature.
- How does racism develop? Why does it prosper? Is it related to socio-economic class?
- Have you ever been discriminated against because of your racial/ethnic background, gender, religion, or sexual orientation? Please give details and describe how it made you feel.
- What racial and cultural stereotypes do you observe in your daily life, e.g. from the media, your job, personal relationships, etc.?
- Given your cultural/ethnic background, what are some issues, customs, and beliefs that might affect you in a counseling relationship?
- Have you ever counseled a client from a different background? What factors, if any, made you feel uncomfortable?
- What have you learned about yourself in doing this assignment?

Assignment II (40 points): Interviews

There is a longstanding history of travel, exchange of goods, immigration and cultural influence between Western Sicily and North Africa. Most of this has taken place in a peaceful and collaborative way. However, over the past five years, there have been significant protests and race riots by African immigrants and violence toward these immigrants by Italians in major areas of Italy including Calabria, Naples and Sicily. These circumstances in Southern Italy provide a unique opportunity to study racial and cultural differences, discrimination and issues of immigration as they are currently occurring.

As part of the course experience, students will conduct interviews, based on narrative theory, with both African American immigrants as well as Native Italians in these regions. Narrative theory relies on the premise that the values, beliefs, customs and institutions that compose social reality are constructed by members of a particular culture. Thus, one purpose of this course and these interviews is to understand these cultural variables; how each group describes their experiences; how they make sense about the violence and riots; and how they propose to move forward to develop a cooperative and peaceful existence. We are also looking to understand their experiences within the context of socio-economic class, race and culture and within the socio-political and economic history of the country. These experiences would heighten awareness of all the major concepts that are covered in the class: racism, prejudice, developing attitudes toward another group, issues of immigration, socio-economic class differences and cultural differences. It also provides a unique opportunity to hear directly from the people affected, “In Their Own Voice” and to use culturally appropriate skills in conducting these interviews. In addition to describing their experiences, some of the questions that will be addressed will be provided in a separate attachment.

To follow the university guidelines regarding human subjects, all students will be trained, prior to conducting the interviews, on the interview/case study process and also on all procedures,
confidentiality and informed consent. All students will be required to take the tutorial and pass the UCAIHS exam on-line. [www.nyu.edu/ucaihs/tutorial/](http://www.nyu.edu/ucaihs/tutorial/)

Students will conduct these interviews in pairs. Each pair will conduct and write-up (approximately 3-5 pages for each interview) two case studies, one with an African Immigrant and the second with a Native Italian in Sicily. Several opportunities will be provided to conduct these interviews. Further, students will be responsible for data analysis on themes, the meaning of the data, recommendations and skills acquired.

**Assignment III (20 points): Personal/Professional Reflection**

This third assignment is a reflection of your personal and professional experiences during the total study abroad course… all class activities, the interviews and other field visits. In your write-up be sure to include:

- What you learned about your experiences in this course.
- Your thoughts and feelings about the diversity of the experiences during this class and how they have impacted you both professionally and personally.
- How you would apply this information to your profession and how has this experience contributed to your competence as a culturally skilled human service professional.

*Note: All assignments must be typed, double-spaced, written according to the APA style manual, and of graduate school quality. Papers must be written with correct grammar and spelling. If you have difficulty with your writing, please visit the writing center. Papers that are poorly written will not be accepted. Do not use folders; merely staple the pages together.*

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**Tentative Class Schedule, Topics and Readings**

**December 16, 2011: 3-6:30 PM: Pless Hall, 4th Floor Conference Room, 82 Wash. Sq. East**

Orientation for travel and the study abroad experience. (Jointly by the professor and a representative from the Study Abroad Office.) Introductory class session on course framework, concepts, theories and application, readings, assignments, interviews, and getting to know one another. Begin course content: Socio-political framework for understanding cultural differences, racism, prejudice, discrimination, value orientation and impact on the helping profession. Read Ch. 1, 2, 3 & 4 in Sue. Start reading Shipler and Cole.

*Note: It is recommended that students begin the other required readings prior to arrival in Italy.*

**ROME**

**January 7: Arrive and Gather**

- Students arrive in Rome in the morning or early afternoon and make their own arrangements to get to St. Johns Campus; settle into accommodations. Address: Via Marcantonio Colonna, 21, 00192 Rome; +39 06393842
- Preliminary meeting in the late afternoon. (4-6 PM). Topics: Culture, Ethnicity and Value orientation. Read Cole.
- **7:30:** *A welcoming reception and dinner at local restaurant. TBD*

**January 8: Class Discussion/Historical Tour/Emigration Museum**

- **9:30-11:30:** Class, discussion on prejudice, racism, discrimination, emigration, and differences between culture and ethnicity. Continue reading Shipler.
- **11:45-1:00:** Video tape on racism.
- **1:00-2:00:** Lunch on your own.
- **2:00-6:00:** Historical and cultural tour: Antico Forum, Coliseum, Pantheon including Emigration Museum and Monument to Victor Emmanuel. Bus, tour and tickets provided.
- *Dinner on your own.*

**January 9: Class Discussion/Guest Lecture on Contemporary Race & Migration/Tour**

- **9:30-11:15:** Class and discussion on cultural identity including religious identity. Read Sue Ch.5. Finish Shipler.
- **11:30-1:00:** Guest lecture. (Prof. Sandro Portelli, Univ. of Rome) to address historical and political context for understanding cultural variables and importance of oral history.
- **1:00-2:30:** Lunch on your own.
- **2:30-7:** Social and cultural tour including: Vatican, Vatican Museum and Sistine Chapel. Walk to Vatican and guided tour. Tickets and guide provided.
- *Dinner on your own.*

**January 10: Class Discussion/Case Study Preparation/Migrant Tour**

- **9:30-10:30:** Guest Speaker from University of Rome. TBD
- **10:45-12:00** Class: discuss key learning’s for Assignment I. Begin culture presentations by students. Practice case study research process. Read Sue, Ch. 6-10 & 12. Discussion on culture conflict, value orientation and discrimination.
- **12:00-1:00:** Video tape on LA Riots.
- **1:00:** Lunch and free afternoon on your own. It is suggested to visit the Market and the Migrants Sections in the market.
- *Dinner on your own or as a group.*

**TRAVEL DAY**

**January 11: Class Discussion/Travel to Palermo/Settle-In**

- **9:30-11:30:** Class presentations on cultural differences. Read chapters in Sue corresponding to presentations. *Assignment I due. Complete Cole.*
- **12:30-2:00:** Travel by bus to airport.
- **2:00-3:30:** Check-In; lunch on your own at airport or in Rome before you leave.
- **4:00:** Depart for Sicily, as a group, by plane from Rome to Palermo.
- **5:30:** Travel to hotel (Mercure Palermo Centro, Via Mariano Stabile 112, 90139 Palermo) by bus.
- **6:00:** Check into hotel; free time to walk around the city.
- **8:00:** *Optional Dinner, as a group, on your own at a local restaurant TBD.*
SICILY - PALERMO

January 12: Guest Lecture on Contemporary Migration in Palermo/Tour Mafia Museum
- 9:30-10:30: Orientation and class discussion.
- 10:30-12:00: Guest lecturer and panel discussion on the history of Sicily, cultural, social and psychological variables, the meaning of family, issues of immigration and prejudice and the role of the Mafia in Italian Culture.
- 12:00-2:00: Travel by bus to Corleone. Lunch included at a Farmhouse “Terre di Corleone.”
- 2:00-6:00: Visit the International Centre of Documentation for Mafia and Anti-Mafia Movement in Corleone. Conduct case study with local Italians if there is an opportunity.
- 6:00: Travel by bus back to Palermo and dinner on your own.

January 13: Interviews I at Missione di Speranza e Carita (Palermo)
- 9:30-2:00: Spend most of day at the Missione di Speranza e Carita (The Mission of Hope and Charity) in Palermo. (We will walk there as group)
- 10:00-11:00 Panel discussion at the Mission with director.
- 11:00-1:00 Begin to conduct first set of case study interviews with residents of Mission.
- 1:00-2:00 Lunch on your own, possibly with interviewees.
- 3:00-5:00: Interviews with local Italian Population. Write-up interview notes.
  - Dinner on your own
  - 8:00: Attend Cultural Event TBD.

January 14: Class/Cultural Tour: Food, Landscape and Agricultural Work
- 9:30-10:30: Debrief Interviews
- 10:30-11:30: Travel to Bosco Falconeria: Sicilian Farm of Mary Taylor Simeti: [http://www.boscofalconeria.it/](http://www.boscofalconeria.it/)
- 11:30-2:30: Visit the Farm and have class discussion/working lunch. Interview local Italians if there is an opportunity.
- 2:30-5:00: Visit Greek Temple at Segesta. Tickets Included.
- 5:00-6:30: Return Bus Trip.
  - Dinner on your own

January 15: Free Day in Palermo
- Free day in Sicily to tour and explore. Suggested visit to Museo Internazionale delle Marionette (the International Puppet Museum) on Italian History, the Cathedral, Piazza Pretroria and Via Maqueda.
- Complete write-up of first case study.

January 16: Interviews II at Badia Grande e Caritas Refugee Center in Trapani
- 9:30-11:00: Travel by bus to Trapini.
- 11:00-1:00: Visit Badia Grande Refugee Facility.
January 17: Final Class Wrap-Up

- **9:30-11:00:** Complete write-up of second set of case study interviews.
- **11:00-1:00:** Debrief interviews and lessons learned.
- **1:00-2:00:** Lunch on your own
- **2:00-5:30:** Wrap-up class, discussions on integration of knowledge of other cultures and implications for practice.
- **7:30:** Final class dinner. Trattoria Piccolo Napoli. (Piazzetta Mulino a Vento, 4.)

January 18: Fly Home

Fly home from Palermo.

AT NYU

February 11: Follow-up class meeting, integration of experience; implications for practice. (3:00-7:00 PM). All written assignments are due.