

Summer 2015
APSY-GE 2682 Cross-Cultural Counseling (Shanghai)
Department of Applied Psychology
NYU Steinhardt School of Culture, Education, & Human Development

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Catalog Description: An examination of how behavior and experience are influenced by culture, race, and ethnicity. Emphasis is given to the relationship of cultural differences to both counseling theory and technique.

Course Learner Objectives: By the end of the course, students will have:

1. Become aware of the ways in which counselors' and clients' worldview, values, and biases are shaped by multiple cultural influences.
2. Become adept at identifying one's own and clients' identities using the ADDRESSING framework.
3. Acquired knowledge of current theories in critical psychology as a larger context for thinking about culture and power in a global context.
4. Acquired knowledge of current theories and research related to the impact of various sociocultural influences including race/ethnicity, socioeconomic class, gender and sexual orientation, religion and spirituality, disabilities, migration status, and so on.
5. Acquired specific knowledge about contemporary Chinese society and impact of culture on human development and mental health.
6. Acquired experience in conducting cross-cultural interviews.

Purpose: This course is designed to provide graduate students in the helping and allied professions with an introduction to cross-cultural counseling. We will explore how behavior and experiences are shaped by culture and society in Shanghai, a dynamic and cosmopolitan city at the forefront of globalization with a rich multicultural history mirroring the development of modern China. We will not only study the fundamentals of cross-cultural counseling but have opportunities to experience various forms of cross-cultural encounters in Shanghai. Through seminars, guest lectures, and field visits with local educators, mental health professionals, and other service providers as well as experiential learning exercises, the course will offer an in-depth examination of what it means – and what it takes – for counselors and educators to develop cultural competence in a globalizing context.

As we will soon discover, “cultural competence” is a moving target that is difficult to define and assess. The intended outcome of this course, then, is not necessarily for each student to achieve a specific level of cultural competence. Rather, each student should strive to understand and participate in the process of individual development as a professional who can work flexibly with diverse groups and individuals. To this end, this course will use not only traditional forms of learning (lectures, readings, writing, and discussion) but also some experiential learning indexed on your own awareness, such as structured exercises, role-plays, and group projects.

Expectations: You are expected to participate actively in all course-related academic activities include all scheduled classes and group activities in New York City, Shanghai, and anywhere else the program may visit together in China. This includes the two required pre-trip classes. We also expect students to complete pre-trip readings, to engage in exercises and self-reflections that are designed to further cultural awareness and responsiveness, and to complete all assignments on time. Full engagement in the course

material will require that you enlist not only your intellectual resources but also your emotional resources, as you will be asked to reflect on (and discuss the process of learning about) how your own cultural identities affect your assumptions about human behavior and counseling processes.

We will, on occasion, discuss issues that are controversial or emotionally charged. Some of the sources (such as media) we discuss may include profanity and other mature content. You will also be asked, on occasion, to step outside of your comfort zone. In engaging in these activities or in reactions to materials and discussions, or simply being immersed in an unfamiliar environment and culture, you may experience various levels of discomfort. Such reactions are normal and—to some extent—necessary for learning about diversity issues. That being said, the collective goal for the class is to create a safe space that is conducive to growth and learning. I would like to ask that each of us make an effort to treat each other with respect, dignity, and support even when we disagree with viewpoints expressed by the instructor or classmates or readings during the course of the semester.

Finally, while we respect individual rights and freedom, all program participants are required to observe local laws and customs in Shanghai and anywhere else the program may visit in China, as well as international laws and customs during transit. Students are expected to cooperate with, be courteous to, and be respectful of their classmates, guest speakers, local volunteers, NYU-Shanghai staff, and others you may come into contact.

Required Texts

Hays, P. A. (2008). *Addressing Cultural Complexities in Practice: Assessment, Diagnosis, and Therapy* (2nd ed). Washington, DC: American Psychological Association.

Hays, P. A. (2013). *Connecting Across Cultures: The Helper's Toolkit*. Thousand Oaks, CA: Sage.

Required Articles (will be available on NYU Classes)

Chang, D. F., Tong, H., Shi, Q., & Zeng, Q. (2005). Letting a hundred flowers bloom: Counseling and psychotherapy in the People's Republic of China. *Journal of Mental Health Counseling*, 27, 104-116.

Chen, X., Wang, L., & Wang, Z. (2009). Shyness, sensitivity and social, school, and psychological adjustment in rural migrant and urban children in China. *Child Development*, 80, 1499-1513.

Fong, V. L. (2007). Parent-child communication problems and the perceived inadequacies of Chinese only children. *Ethos*, 35, 85-127.

Gjerde, P. F. (2004). Culture, power, and experience: Toward a person-centered cultural psychology. *Human Development*, 47, 138-157.

McIntosh, P. M. (1988). *White privilege and male privilege: A personal account of coming to correspondences through work in women's studies* (Working Paper No. 189). Wellesley, MA: Wellesley College Center for Research on Women.

Way, N., Okazaki, S., Zhao, J., Kim, J. J., Chen, X., Yoshikawa, H., Jia, Y., & Deng, H. (2013). Social and emotional parenting: Mothering in a changing Chinese society. *Asian American Journal of Psychology*, 4, 61-70

Zhang, L. (2014). Bentuhua: Culturing psychotherapy in postsocialist China. *Culture, Medicine, & Psychiatry*, 38, 283-305.

Pre-departure Assignments

Between 4/1 and 4/30

1) View “What is culture?” and “Culture of Shanghai” webinars at the NYU Global Preparing to Live in a Different City website below:

<https://www.nyu.edu/global/global-academic-centers/upperclassmen-semester-academic-year-study-away/preparing-to-live-in-a-new-city.html>

2) Begin reading Hays (2013) *Connecting Across Cultures* book and complete Your Culture Sketch exercise 2.2 – bring a copy of your Culture Sketch to class

3) Read Gjerde (2004) and be prepared to discuss the main ideas on 4/30

Between 4/30 and 6/1

1) Finish reading Hays (2013)

2) Read Hays (2008) *Addressing Cultural Complexities in Clinical Practice* text – we will discuss our learning and experiences during our Shanghai stay in reference to this text

3) Write a complete draft of your pre-departure cultural autobiography using Hays’ ADDRESSING framework (8-12 pages typed, double-spaced)

Schedule of Topics, Readings, and Assignments

(There may be some substitutions or changes to this planned itinerary due to unforeseen circumstances.)

Date	AM	PM	Student discussion leaders or presenters
5/31 Sunday		7:30pm Welcome dinner at Tongmao Xiaonan Guo	
6/1 Monday	9am Orientation to Shanghai, "survival Chinese" lesson	Neighborhood walking tour	
6/2 Tuesday	Guest lecture on history of modern China (Professor Dan Guttman)	Shanghai Jewish tour	
6/3 Wednesday	Discussion – ethnicity & subcultures in China	Film & discussion of migrant workers (<i>Last Train Home</i>) 7-10pm UnTour Shanghai culinary walking tour of night markets	David Kyle
6/4 Thursday	Discussion – race & ethnicity in US context (<i>Color of Fear</i>) (reading: McIntosh, 1989)	Shanghai night sight-seeing boat tour of the Bund	
6/5 Friday	Discussion – disability issues	Discussion – gender issues	Mike Lianna, Ramya & Jung-Yun
6/6 Saturday		(Recommended) Observe Shanghai marriage market at People's Park	
6/7 Sunday			
6/8 Monday	Discussion – child development in contemporary China (readings: Cheng et al., 2009; Fong, 2007; Way et al., 2013)	2pm Parent panel discussion on raising a child in contemporary China	
6/9 Tuesday	Visit to local high school (Shanghai Jin Cai High School)	Guest lecture on family therapy in China (Dr. Lee, Aitia Family Institute) [tentative]	
6/10 Wednesday	Day trip to Tong Li water village 2 hour guided tour in morning	Mid-term debriefing over lunch Free time in Tong Li	
6/11 Thursday	8:30-11:30 symposium on culture, counseling, & research at ECNU	Lunch with ECNU students Tour of ECNU Counseling Center	Damien & Maria
6/12 Friday	Migrant school visit with Stepping Stones	Migrant school visit (cont'd)	
6/13 Saturday			
6/14 Sunday	10-12pm Shanghai Pride panel discussion on LGBT family		
6/15 Monday	Discussion – sexual orientation, heterosexism	Shanghai United Family Hospital & Clinics tour & guest lecture (Dr. Paul Wang)	Natasha & Sam
6/16 Tuesday	Discussion – psychotherapy in modern China (reading: Zhang,	2pm Shanghai Mental Health Clinic visit guided by Dr. Jiayin	

	2014)	Qiu	
6/17 Wednesday	Discussion – indigenous models of healing (reading: Chang et al., 2005) 10-11 am Guest lecture on Traditional Chinese Medicine (acupuncturist Trina Lion)	Tai Chi workshop with instructor Roman Wang	
6/18 Thursday	Discussion on cross-cultural assessment Prepare for cultural interview	Interview local volunteers	
6/19 Friday	Wrap-up discussion	Farewell dim sum lunch	

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Course Requirements and Grading

You will receive a letter grade in each of the following areas. The final course grade is the weighted average of the four grades.

- 1. Discussion facilitation on a selected topic (or presentation at symposium) (20%) – dates in June**
- 2. Cultural Autobiography & Self-assessments (30%) – due 6/1**
 - a. Initial Self-assessment
 - b. Cultural Autobiography

Initial self-assessment is your first run-through in preparation for the cultural autobiography exercise. You are asked to write a cultural autobiography (8-12 pages, typed, double-spaced) in which you analyze your own identities according to a set of guidelines provided in this syllabus.

- 3. Cultural Autobiography Coda (10%) – due late August (date TBA)**

After you return from Shanghai, please review your cultural autobiography you submitted at the beginning of the course and discuss any new reflections or insights or developments in your cultural identities in light of your experience in Shanghai.

- 4. Case report (40%) – due late August (date TBA)**

Based on an interview you conducted with a volunteer in Shanghai, you will write a mock clinical report in which you will present a psychological portrait of the interviewee whose current psychological functioning is understood in context of his/her life history and cultural contexts.

Course Policies and Procedures:

1. All written assignments are collected during class time on the day it is due unless you have made other arrangements with me prior to the due date. Please do not leave assignments in my mailbox, outside my office door, or under my office door without first making such an arrangement. Please keep a copy of all assignments you turn in.
2. Please make efforts to be inclusive and to reduce bias in your written and spoken language. Some of the common examples and alternatives (adopted from the guidelines published in the *American Psychological Association's Publications Manual*) are listed below:
 - a. Be sensitive to labels. Rather than categorize people broadly as objects (in the noun forms such as “the gays,” “the elderly,” “the schizophrenics”) use adjective forms or descriptive phrases (e.g., “gay men,” “older adults,” “people diagnosed with schizophrenia”)
 - b. Strive to avoid subtle sexist bias (e.g., using only feminine pronouns to refer to nurses, using “policeman” to refer to all police officers, using “he” and “man” to refer generically to individuals and people).
 - c. Use of the term “sexual orientation” is preferred over “sexual preference.”
 - d. Preferences for racial and ethnic labels are quite variable across people and time, but terms such as “Negro,” “Afro American,” and “Oriental” have become dated and are generally considered inappropriate.
3. I am available to meet with you outside of class. Please feel free to make appointments to meet with me and/or email me or call me in my office. I always prefer to hear about your concerns or difficulties before they become serious problems that are difficult to solve at the last minute.
4. I would like everyone to be an active participant in this course. I realize that there are individual, gender, and cultural differences about norms for verbal and non-verbal behavior in classroom and that making statements or asking questions in class come easier for some students than for others. However, being an active participant means not only being an active talker but also an active listener. I will do my best to encourage your participation, but I also ask that you encourage each other to become actively engaged in the classroom.
5. Please review the NYU Steinhardt Statement on Academic Integrity, which can be found online at http://steinhardt.nyu.edu/policies/academic_integrity. The University takes cheating, plagiarism, and other academic misconduct seriously. If you have any questions, please do ask.
6. Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, hearing, mobility and/or learning disability should register with the Moses Center for Students with Disabilities 726 Broadway, 2nd Floor, 212-998-4980, www.nyu.edu/csd. If you have a documented disability that requires an accommodation, please submit your letter from the Moses Center to me early in the semester and let me know how I can be helpful. This information will be kept confidential.
7. Family Educational Rights & Privacy Act (FERPA) <http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/FERPA.html>
8. NYU Anti-harassment policy <http://steinhardt.nyu.edu/policies/ahp>