

**NEW SCHOOL FOR SOCIAL RESEARCH
DEPARTMENT OF PSYCHOLOGY**

**GPSY 6731 ETHNICITY IN CLINICAL THEORY AND PRACTICE
Spring 2006**

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Course Description

Rationale. A growing body of research documents striking disparities in the quality of mental health care received by ethnic minority populations. These disparities are due to structural inequalities in access to care as well as cultural and racial biases in the mental health care profession. The cultural roots of Western psychology are grounded in a scientific epistemology that privileges rationality, universality, and objective knowledge. However, indiscriminate application of such mainstream theories and techniques coupled with a failure to consider the dynamics of diversity may result in clinical misdiagnosis, premature drop-out, and unethical clinical practice in the treatment of ethnic minorities.

Objectives. The aims of the course are three-fold. First, we will explore the cultural, historical, and sociopolitical factors that shape the worldviews of the client and therapist, and their impact on the therapy process. Although our emphasis will be on racial, cultural, and ethnic diversity, these explorations will also include other social identities and intersecting oppressions involving gender, social class, sexual orientation, disability, and religion. Second, we will examine the influence of culture on the phenomenology of distress and learn practical skills for conducting culturally responsive assessment and therapy. In addition, we will discuss techniques for improving therapeutic engagement with diverse client populations. Third, we will explore the diverse needs of various racial and ethnic groups in the United States, while acknowledging their heterogeneity and the need to view clients and unique individuals.

Learning Objectives

It is intended that at the conclusion of the course, students will:

1. Gain in their understanding of how racial, ethnic, and cultural differences are constructed, maintained and experienced.
2. Develop their cultural empathy, or ability to shift cultural "lenses" in order to understand clients' worldviews.
3. Increase their cultural self-awareness and understanding of how power and privilege operate in our daily lives.
4. Expand their knowledge of normative characteristics of racial and ethnic groups
5. Gain a heightened awareness of within-group differences
6. Display cultural sensitivity in communication and behavior
7. Demonstrate competence in conducting a culturally-grounded case formulation
8. Be familiar with key issues in conducting multicultural counseling research

Format

Classes will be conducted primarily using group discussions, group activities, and media resources. Other experiential activities also will be a regular part of class. Although some "straight" lecturing is inevitable, it is up to you to make this class about truly engaging one another in discussions and conversations.

Class participation in the form of **attendance, comments, questions, and active engagement** in classroom activities is required for this course.

Course Requirements and Grading

This is a time- and reading-intensive course. Grading will be conducted on a 200 point scale, based on the following assignments:

- ❖ **Cultural Immersion Project:** Each of you will complete a semester-long project designed to enhance your understanding of one of the major racial/ethnic minority groups (African American, Native American, Asian American, Latino/a American, Middle Eastern American). This project will provide an opportunity to enhance your knowledge about the history and experiences of the group, explore stereotypes and assumptions about members of the group, and increase your engagement and empathic listening skills. **110 points.**

There are 2 rules for choosing an ethnic community:

1. You are not a part of this community (neither is a member of your family nor one of your best friends). The point is to step out of your comfort zone.
2. You have questions about this community—some of which may even make you feel a bit uncomfortable. Challenge yourself to step outside of your comfort zone— this is an opportunity to increase your cultural knowledge, confront your biases, and gain confidence in your ability to connect with those who inhabit very different “worlds” than you. You may discover that everything you had assumed about a particular group was wrong!

Graded parts of this assignment include:

- a. Short essays related to your experiences of different assignments. **30 points**
 - b. Class (group) presentation. **30 points**
 - c. Paper. **50 points**
- ❖ **Journal:** You are expected to keep a journal of your responses to readings and class. These journals will be due at regular intervals (see syllabus for due dates), but will not be read unless you specifically request I give you feedback. The purpose of these journals is to give you some space and time to reflect on (1) the course materials (readings, films, exercises, poetry, etc.)—i.e., what you are learning from them, (2) struggles you are having with the material, or (3) things you are learning about yourself and/or others. You need not write every week but it is expected that you have a minimum of 4 entries in addition to those required for the Cultural Immersion Project. You will receive 5 points for each entry (up to four). **20 points**
 - ❖ **Cultural Case Formulation:** A paper that applies the DSM-IV cultural formulation framework to a clinical case. Max. 6 double-spaced pages. **50 points**
 - ❖ **Class Participation:** In addition to completing these brief assignments, you are expected to prepare for each class period by thinking critically and actively about the assigned readings. Includes attendance and general ongoing participation, as well as follow-through on specific class assignments as requested. **20 points.**

You may keep track of your scores to determine your final grade in the course.

PASS	FAIL
A = 193-200	C- = 144-150
A- = 186-192	D+ = 137-143
B+ = 179-185	D = 130-136
B = 172-178	D- = 123-129
B- = 165-171	F = 122 and below
C+ = 158-164	
C = 151-157	

Required Texts

Coursepack (#62), available at East Side Copy, 15 East 13th Street. Order 1-2 days in advance.

Sue, D.W., & Sue, D. (2003). *Counseling the culturally diverse: Theory and practice*, 4th Ed. New York: John Wiley and Sons.

Disclaimers (i.e., Don't Say I Never Told You)

Warning:

In this course, we will, on occasion, discuss issues that are controversial and could make you feel uncomfortable. Some of the films we watch will include profanity and other adult content. However it is my goal to make this a safe space for healthy communication, even if that means disagreement. If you have a serious problem with some course content, please come see me during my office hours. Disrespectful behavior in class will not be tolerated

Class Rules

It is my goal to make this class one of the best you will ever take in your graduate school career. I am dedicated to your growth and development, and will respect you and treat you fairly. Here are some things you can do to make it easier for me to do my jobs:

- ◆ Please do your readings. We must have a common ground upon which to base our discussions, and this is what our readings provide.
- ◆ Please arrive to class on time. Often class will involve experiential and group activities which work best when everyone is present for the introduction.
- ◆ Please do not start packing up during the last few minutes of class. This is distracting to everyone.
- ◆ Please consult the syllabus on a regular basis. There is nothing worse than being inundated with questions that have already been answered in the syllabus. Asking for clarification of information in the syllabus is fine, of course.

Syllabus:

I reserve the right to make adjustments to this syllabus should the need arise.

Attendance Policy:

Attendance is expected in this course. Material is presented in class that is unavailable in assigned readings, so it is highly recommended that you attend every class. There are no texts or notes that can substitute for the discussion and interaction that will take place in class. Please be on time for class. You are responsible for turning in assignments when they are due and for knowing information announced in class, *whether or not you were in class on any particular day*. It is your responsibility to obtain handouts, assignments, and information you missed when absent.

Late Papers:

All written assignments are ***due at the beginning of class*** on the date they are due, unless you have made other arrangements with me ***before*** the due date. ***You will lose the equivalent of one letter grade for every day that a written assignment is late, with NO EXCEPTIONS.*** DO NOT leave a paper in my mailbox, outside my office door, or under my door UNLESS this is an arrangement we have agreed upon. ***Always*** keep a copy of any paper or assignment that you turn in. **I WILL NOT ACCEPT ANY PAPERS VIA EMAIL.**

****Please Note: I do not give Extra Credit.**

COURSE OUTLINE

Week 1: Jan 25

Introduction and orientation to the course

Unequal Treatment: Ethnic Disparities in Mental Health Care

Models of Cultural Competence

- Sue & Sue—Ch. 1 The superordinate nature of multicultural counseling/therapy
 APA Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. Available for download at <http://www.apa.org/pi/oema/guide.html>
 U.S. Department of Health and Human Services. (2001). *Mental Health: Culture, race, and ethnicity, Executive Summary—A Supplement to Mental Health: A report of the Surgeon General*. Rockville, MD: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General.
- Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Multicultural Counseling & Development, 20*(2), 64-88.
- Sue, S. (1998). In search of cultural competence in psychotherapy and counseling. *American Psychologist, 53*(4), 440-448.

Week 2: Feb 1

The Politics of Counseling and Psychotherapy

- Sue & Sue—Ch. 2 The politics of counseling and psychotherapy
 Ch. 3 Sociopolitical considerations of trust and mistrust
 Ch. 4 Barriers to effective multicultural counseling/therapy

Week 3: Feb 8

Exploring Sources of Difference

- Sue & Sue—Ch. 5 Culturally appropriate intervention strategies
 Ch. 10 Dimensions of worldviews
- Grillo, T., & Wildman, S.M. (1997). Obscuring the importance of race: The implications of making comparisons between racism and sexism (or other isms). In R. Delgado & J. Stefancic (Eds.), *Critical White Studies: Looking Behind the Mirror* (pp. 618-626). Philadelphia: Temple University Press.
- Hayes, P. (2001). Looking into the clinician's mirror: Cultural self-assessment. In *Addressing cultural complexities in practice: A framework for clinicians and counselors* (pp. 35-52). Washington, D.C.: American Psychological Association.
- Betancourt, H., & Lopez, S.R. (1993). The study of culture, race, and ethnicity in American psychology. *American Psychologist, 48*, 629-637.

Week 4: Feb 15

Exploring Ethnicity

Literature Summary for Cultural Immersion Project Due

- Sue & Sue—Ch. 6 Multicultural family counseling and therapy
- Pinderhughes, E. (1989). Understanding ethnicity. In *Understanding Race, ethnicity, and power: The key to efficacy in clinical practice* (pp. 39-70). New York: The Free Press.
- Chu, J., & Mustafa, N. (2006, January 16). "Between two worlds: Born in the U.S.A. to Asian parents, a generation of immigrants' kids forges a new identity." *Time*, 65-68.
- Takaki, R. (2000). A different mirror. In M. Adams, W.J. Blumenfeld, R. Castañeda, H.W. Hackman, M.L. Peters, & X. Zúñiga, *Readings for diversity and social justice* (pp. 67-73). New York: Routledge.

- Cao, O. (1992). Minorities within. In J.F. J. Lee, *Asian Americans: Oral histories of first to fourth generation Americans from China, the Philippines, Japan, India, the Pacific Islands, Vietnam and Cambodia* (pp. 135-137). New York: New Press.
- Thomas, A.J., & Schwartzbaum, S. (2006). Maribel's Story: When are you going to have kids? In *Culture and Identity: Life stories for counselors and therapists* (pp. 77-93). Thousand Oaks, CA: Sage Publications.

Week 5: Feb 22
Exploring Race

****Bring journals to class for checking****

- Pinderhughes, E. (1989). Understanding race. In *Understanding Race, ethnicity, and power: The key to efficacy in clinical practice* (pp. 71-108). New York: The Free Press.
- Marks, J. (1996). Science and race. *American Behavioral Scientist*, 40(2), 123-133.
- Suyemoto, K.L. & Ditmas, J.M. (2003). To be included in the multicultural discussion: Check one box only. In J.S. Mio & G. Iwamasa (Eds.), *Culturally Diverse Mental Health: The Challenges of Research and Resistance* (pp. 55-81). New York: Brunner-Routledge.
- Leary, K. (2006). Racial enactments in dynamic treatment. *Psychoanalytic dialogues*, 10, 639-653.

- Thomas, A.J., & Schwartzbaum, S. (2006). Julie's Story: So What if I'm a Black Woman?. In *Culture and Identity: Life stories for counselors and therapists* (pp. 11-30). Thousand Oaks, CA: Sage Publications.
- Wong, N. (1997). When I was growing up. In M. Crawford & R. Unger (Eds.), *In our own words: Readings on the psychology of women and gender*. New York: McGraw Hill.

Week 6: Mar 1
Exploring Intersecting Oppressions: JIGSAW Class, Sexual Orientation, Gender, and Disability

All READ:

- Sue & Sue—Ch. 16 Counseling sexual minorities
 Ch. 18 Counseling women
 Ch. 19 Counseling individuals with disabilities
- Smith, L. (2005). Psychotherapy, classism, and the poor. *American Psychologist*, 60(7), 687-696.

Social Class group:

- Lott, B., & Bullock, H.E. (2001). Who are the poor? *Journal of Social Issues*, 57, 189-206.
- Ferguson, S.A., & King, T.C. (1997). There but for the grace of God: Two black women therapists explore privilege. *Women and Therapy*, 20(1), 5-14.
- Kadi, J. (1996). Stupidity "deconstructed". In *Sketches from a cultural worker* (39-57). Boston, MA: South End.

Sexual Orientation group:

- Garnets, L.D. (2002). Sexual orientations in perspective. *Cultural Diversity and Mental Health*, 8, 115-129.
- Buchanan, M., Dezelme, K., Harris, D., & Hecker, L. (2001). Challenges of being simultaneously gay or lesbian and spiritual and/or religious: A narrative perspective. *The American Journal of Family Therapy*, 29, 435-449.
- Whitaker, P. (1994). Other forces: Paul Whitaker. In L. Funderburg's *Black, White, other: Biracial Americans talk about race and identity* (pp. 213-220). New York: Morrow. [personal account].

Gender group:

- Golden, C. (2004). The intersexed and the transgendered: Rethinking sex/gender. In J.C. Chrisley, C. Golden, & P.D. Rozee (Eds.) *Lectures on the psychology of women* (3rd ed.) (pp. 95-109) Boston: McGraw Hill.
- Bem, S.L. (2004). Transforming the debate on sexual inequality: From biological difference to institutionalized androcentrism. In J.C. Chrisley, C. Golden, & P.D. Rozee (Eds.) *Lectures on the psychology of women* (3rd ed.) (pp. 3-15). Boston: McGraw Hill.

Disability group:

Olkin, R., & Pledger, C. (2003). Can disability studies and psychology join hands? *American Psychologist*, 58(4), 296-304.

King, Y. (2001). The other body: Reflections on difference, disability, and identity politics. In M. Crawford & Unger (Eds.), *In our own words: Readings on the psychology of women and gender* (2nd ed., 131-135). New York: McGraw Hill.

Week 7: Mar 8

Exploring Power and Privilege

****Conversations/Interviews or Participant-Observation Assignment for Cultural Immersion Project Due****

Pinderhughes, E. (1989). Understanding power. In *Understanding Race, ethnicity, and power: The key to efficacy in clinical practice* (pp. 109-146). New York: The Free Press.

Goodman, D.J. (2001). The costs of oppression to people from privileged groups. In *Promoting diversity and social justice: Educating people from privileged groups* (pp. 103-124). Thousand Oaks, CA: Sage.

McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack. In M. McGoldrick, (Ed), *Re-visioning family therapy: Race, culture, and gender in clinical practice*. (pp. 147-152). New York: Guilford Press.

Kliman, J. (2005). Many differences, Many voices: Toward social justice in family therapy. In M. Mirkin, K.L. Suyemoto, & B. Okun (Eds.) *Psychotherapy with women: Exploring diverse contexts and identities*. New York: Guilford.

Wildman, S.M., & Davis, A.D., (2000). Language and silence: Making systems of privilege visible. In *Critical race theory: The cutting edge, 2nd Edition*. (pp. 657-663). Philadelphia: Temple University Press.

Week 8: Mar15

Exploring Identity

Sue & Sue—Ch. 8 Racial/Cultural Minority Identity Development: Therapeutic Implications

Ch. 9 White Racial Identity Development: Therapeutic Implications

Tatum, B.D. (2000). The complexity of identity: Who am I? In M. Adams, W.J. Blumenfeld, R. Castañeda, H.W. Hackman, M.L. Peters, & X. Zúñiga, *Readings for diversity and social justice* (pp. 9-14). New York: Routledge.

Thompson, P., & Bauer, E. (2003). Evolving migrant Jamaican identities: Contrasts between Britain, Canada, and the USA. *Community, Work, & Family*, 6(1), 89-102.

Oswald, R.O. (2002). Resilience within the family networks of lesbians and gay men: Intentionality and redefinition. *Journal of Marriage and Family*, 64, 374-383.

Thomas, A.J., & Schwartzbaum, S. (2006). Butch's story: Who am I?. In *Culture and Identity: Life stories for counselors and therapists* (pp. 31-52). Thousand Oaks, CA: Sage Publications.

Week 9: Mar 29

Film: "The Color of Fear"

****Conversations/Interviews, Participant-Observation, or Day in My Life Assignment Due****

Catch up on readings

*****Spring Break—No class March 22*****

Week 10: April 5

Therapy Process

****Bring journals to class for checking****

Comas-Diaz, L., & Jacobsen, F. M. (1991). Ethnocultural transference and countertransference in the therapeutic dyad. *American Journal of Orthopsychiatry*, 61(3), 392-402

- Dovidio, J.F., Gaertner, S.L., Kawakami, K., & Hodson, G. (2002). Why can't we all just get along? Interpersonal biases and interracial distrust. *Cultural Diversity and Mental Health*, 8, 88-102.
- Javier, R.A., & Herron, W.G. (2002). Psychoanalysis and the disenfranchised: Countertransference issues. *Psychoanalytic Psychology*, 19(1), 149-166.
- Knox, S., Burkard, A.W., Johnson A.J., Suzuki, L.A., & Ponterotto, J.G. (2003). African American and European American therapists' experiences of addressing race in cross-racial psychotherapy dyads. *Journal of Counseling Psychology*, 50(4), 466-481.
- Berstein, A.C. (2000). Straight therapists working with lesbians and gays in family therapy. *Journal of Marital and Family Therapy*, 26(4), 443-454.

Week 11: April 12**Culturally-informed Assessment I: The Psychodiagnostic Interview**

Complete Data Journals for Cultural Immersion Project Due

- Paniagua, F. (2005). *Assessing and Treating Culturally Diverse Clients: A Practical Guide* (3rd ed.). Thousand Oaks, CA: Sage
- Ch. 9 Using Culturally Biased Instruments
 - Ch. 10 Using Cultural Variables in the DSM-IV
- Thakker, J., Ward, T., & Strongman, K.T. (1999). Mental disorder and cross-cultural psychology: A constructivist perspective. *Clinical Psychology Review*, 19(7), 845-874.
- Lu, F. G., Lim, R. F., & Mezzich, J. E. (1995). Issues in the assessment and diagnosis of culturally diverse individuals. *American Psychiatric Press Review of Psychiatry*, 14, 477-510.

Week 12: April 19**Culturally-Informed Assessment II: A Model for Case Conceptualization**

- Lewis-Fernandez, R., & Diaz, N. (2002). The Cultural Formulation: A method for assessing cultural factors affecting the clinical encounter. *Psychiatric Quarterly*, 73(4), 271-295.
- Yeung, A., & Chang, D.F. (2002). Cultural formulation of psychiatric diagnosis. Adjustment disorder: Intergenerational conflicts in a Chinese immigrant family. *Culture, Medicine and Psychiatry*, 26, 509-525.
- Klonoff, E.A., Landrine, H., & Ullman, J.B. (1999). Racial discrimination and psychiatric symptoms among Blacks. *Cultural Diversity and Mental Health*, 5, 329-339.
- Roland, A. (1996). The cultural self, the personal self, and psychological conflict. In *Cultural Pluralism and Psychoanalysis* (pp. 83-100). New York: Routledge.

Week 13: April 26**African Americans and Native Americans**

- Sue & Sue—Ch. 11 Counseling African Americans
Ch. 12 Counseling American Indians and Alaskan Natives
- African American Chronology
Native American Chronology

Week 14: May 3**Asian Americans and Latino Americans**

Integrated Reflection Paper for Cultural Immersion Project Due
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- Sue & Sue—Ch. 13 Counseling Asian Americans
Ch. 14 Counseling Hispanic/Latino Americans
- Asian American Chronology
Latino/a Chronology

Week 15: May 10

Middle Eastern Americans

Putting it together: Providing Culturally-Responsive Therapy

****Cultural Formulation Paper Due** **Bring journals to class for final check****

Erickson, C.D., & Al-Timimi, N.R. (2001). Providing mental health services to Arab Americans: Recommendations and Considerations. *Cultural Diversity and Ethnicity Minority Psychology, 7*(4), 308-327.

Ali, S.R., Liu, W.M., & Humedian, M. (2004). Islam 101: Understanding the religion and therapy implications. *Professional Psychology: Research and Practice, 35*(6), 635-642.

Sue & Sue—Ch. 7 Non-Western and Indigenous Methods of Healing

Ridley, C. (1995). Counsel idiographically. In *Overcoming Unintentional Racism in Counseling and Therapy* (pp. 81-102). Thousand Oaks, CA: Sage.

Division 44/Committee on Lesbian, Gay, and Bisexual Concerns Joint Task Force (2000). Guidelines for psychotherapy with lesbian, gay, and bisexual clients. *American Psychologist, 55*(12), 1440-1451.