

PY 777 Human Diversity and the Clinical Enterprise

Antioch New England Graduate School

Department of Clinical Psychology

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SEMESTER: SPRING 2001

Instructor: Gargi Roysircar-Sodowsky

Mondays: 9:00 - 11:30 am

Credits: 3

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Office Hours: By appointment on Monday, Tuesday, and Thursday

ATTENDANCE OF ALL CLASSES IS REQUIRED, except for unusual circumstances.

Course Description

This course broadly surveys theory, research, practice, professional issues, and challenges in the provision of multicultural services. The course consists of two components: **Component I.**~Gaining multicultural knowledge through readings, writings, presentations, and class discussions; and **Component II.** Developing multicultural awareness, skills, and relationship competencies through a program of systematic interactions of moderate duration with a racial or ethnic minority individual.

Goals

Multicultural service is a specialty area that commands a large body of theoretical and empirical literature.

Some of the literature addressing issues of racism, power, and privilege may evoke emotionally charged reactions. Having the opportunity to discuss with fellow students about the interface of professional literature with personal reactions is an important overall goal.

Although most would agree that the acquisition of multicultural knowledge and skills is the desired outcome of academic multicultural training in psychology, the literature in multicultural competencies recommends that effecting personal change in trainees with regard to their racial and cultural attitudes is an important long-range goal initiated by a course such as this one. Consequently, the course contents are intended to raise multicultural awareness and offer training in the formation of the multicultural relationship competency.

Objectives

1. To gain knowledge of theory and research in psychology for multicultural service
2. To become aware of training, professional, and ethical issues in psychology for multicultural service
3. To increase cultural self-awareness and intercultural sensitivity in clinical psychology trainees by helping them to recognize and accept their respective cultures, values, and biases, as well as the differences that exist between cultural groups and within a specific cultural group
4. To be informed about major racial and ethnic minority groups in the United States (U.S.), new immigrants from developing nations, and international people on U.S. campuses

To gain minimal competence in offering multicultural service to people culturally different from the White~American dominant group

Component I: Lectures and Discussions

Four theoretical and research areas will be emphasized:

1. Multicultural Counseling Competencies and Multicultural Ethics (January to mid-February)
2. Theory and Models of Racial and Ethnic Identity (Mid-February thru March)
3. Research on Multicultural Psychotherapy Process (April)
4. Multicultural Supervision and Training (April-early May)

The above topics are covered in the class textbook, Handbook of multicultural counseling (Ponterotto, Casas, Suzuki, & Alexander, 1995), and by relevant articles compiled by the instructor. All students will be required to co-teach the topics with the instructor. The instructor will meet with each student to make teaching plans for a particular topic. Please make appointments with the instructor.

Component II: Multicultural Interactions Project

Research indicates that a significant contributor to multicultural competencies is experience with racial and ethnic minority people (see Sadowsky, Kuo-Jackson, Richardson, & Corey, 1998). It is ideal to get out of the classroom and into multicultural interactions in order to experience the issues of race, ethnicity, culture, class, power, and privilege as part of everyday reality. Therefore, each student will meet and talk with one minority individual for **10 meetings of approximately 45-50 minutes each**.

These meetings are by no means a clinical endeavor, even though you are students of clinical psychology. That is, this project is a multicultural exchange that is not designed to be therapeutic, but informative and experiential for both you and the minority participant. You are asking a minority person to exchange stories about his or her life experiences and the interface of race, ethnicity, culture, and class with those experiences. As a clinical psychology trainee learning to become multiculturally competent, you are expected to respond to the narrator's stories, by showing him or her the extent of your understanding of what you have heard.

In summary, these meetings are opportunities to talk with a minority person in order for you (1) to have a multicultural interaction, (2) to exercise interpersonal and conversational skills that are culturally consistent with the minority person's perspectives, (3) to learn about an individual's multicultural experiences, and (4) to demonstrate to the minority person that you can be effective and beneficial through your conversations and efforts to serve him or her. Examples of effective and beneficial efforts include mentoring, tutoring, empowering the individual to retain his or her cultural identifications, volunteering guidance for immigrants with information about U.S. life and with adaptation and daily life skills, advocacy, and teaching bicultural effectiveness.

To explain further, the purpose of this project is to gain some perspective of and experience in a multicultural interaction that supplements book knowledge and challenges trainees' comfort. Through contacting and meeting a person of a minority background, a trainee has the opportunity to hear an individual account of living in the U.S. as a minority person, as well as to navigate professional issues that can arise in a multicultural work environment. (e.g., a minority person's perceived inequalities and oppressions; expressions of value assumptions that might differ from those of the trainee; boundaries of comfort/discomfort when a minority individual discusses a personal account of a politically charged issue or of a culturally unfamiliar practice, etc.).

These interactions can range from meetings with a minority friend (or acquaintance) to meeting with a person whom you have introduced yourself for this project. Though working with an acquaintance/friend may avoid the initial awkwardness of this activity and the difficulties of logistics, you are encouraged to challenge yourself multiculturally by finding and introducing yourself and the project to someone new. The instructor will help trainees individually if they feel they have researched their options with no success in finding anyone to meet with.

You need to inform the minority individual with whom you are meeting about the purpose of this class project, the duration of contact, and the related paper work that is required of you. It should be made clear that the minority individual is comfortable with this interaction and conversation project.

Ideas for Finding a Minority Participant

- Schools (public day/private boarding)
- State and Private Colleges and Universities (Multicultural Student Associations)
- Church Groups
- Town/regional programs which aid recent immigrants and ESL individuals

Each student will do weekly journaling (called **Multicultural Experience Notes**) of every meeting with the individual.

The instructor will have additional discussions about meetings and their related journaling. See below (Documentation of Learning D and E) for more information.

Course Materials

Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.). (1995). Handbook of multicultural counseling. Thousand Oaks: SAGE.

Lahiri, J. (1999). Interpreter of maladies. Mariner, Houghton Mufflin: Boston, NY.
(This book won the 2000 Pulitzer Prize in Fiction.)

Garrod, A., & Davis, J. (1999). Crossing customs: International students write on U.S. college life and culture. Garland Studies in Higher Education, 18. Falmer Press, Taylor & Francis: New York.

Manual of multicultural articles (Manual). This collection of conceptual and empirical articles have been compiled by the instructor. The instructor will assign articles from the Manual to individual students who will make presentations on these select articles to the class. The student presentations will complement the instructor's lectures from the Handbook of multicultural counseling (Ponterotto et al., 1995). Every class will include a presentation by the instructor and one by a student, beginning the second week of class. Each student will be assigned either a lengthy article or two medium-sized articles. Each student is responsible for making a copy of his or her assigned articles. The Manual is available at the Reference Desk of the ANE Library. The reference list for the articles is also available to the students.

Updated web site information in: <http://www.multiculturalcenter.org/> of Antioch New England Graduate School Multicultural Center for Research and Practice.

Documentation of Learning

Students are required to demonstrate their learning in the following areas:

Class Participation. Students are expected to be conversant with the Handbook of multicultural counseling (Ponterotto et al., 1995) and with assigned readings, participate in class discussions, share their personal experiences when relevant, ask questions in class, and participate in experiential exercises. **Class participation is included in the final grade.**

Papers: Topics A, B, and E. Students are required to use the style of writing, as indicated by the Publication Manual of the American Psychological Association (APA) (1994, 4th ed.). **Papers will be downgraded** if this writing style is not approximated.

All papers will be proof-read and revised carefully before their submission to the instructor.

You will use a peer **review process** with an identified classmate for **Papers A, B, and E**. The instructor will discuss the implementation of this method of learning. A peer reviewer will be identified for each student. Every submitted paper will carry the signature of the reviewer, indicating that the majority of the reviewer's feedback has been implemented; the signature will be followed by the date of the review.

A. You will write a 5-7 page paper entitled, *Helping Relationships with Immigrants*, in response to the collection of short stories, *Interpreter of maladies* (Lahiri, 1999), that you read. You will regard the chief characters as cases, as you understand their struggles, joys, and growth within racial, ethnic, cultural, and class contexts. You will emphasize how you as a clinical psychology trainee, coming from a particular race, ethnicity, culture, and class can respond to the issues of the culturally different cases in ways that indicate a helpful professional relationship. Please note that this is a clinical paper, not a literary critique. This paper is due **February 12**.

B. You will write a 5-7 page paper entitled, *Helping Relationships with International Students on College Campuses*, in response to the collection of essays, *Crossing customs: International students write on U.S. college life and culture* (Garrod & Davis, 1999), that you read. You will regard the writers of the essays as cases, as you understand their struggles, joys, and growth within racial, nationality, cultural, and class contexts. You will emphasize how you as a clinical psychology trainee, coming from a particular race, ethnicity, culture, and class can respond to the issues of the culturally different cases in ways that indicate a helpful professional relationship. Please note that this is a clinical paper, not a literary critique. This paper is due **February 26**.

C. Each student will provide a well-thought-out Article/s Handout to the instructor and members of the class on the assigned article/articles at the time of his or her class presentation.

D. Weekly, students will submit to the instructor a half-page to one-page **Multicultural Experience Notes** on each meeting with the culturally different person with whom they are meeting. These notes will be typed, double-spaced, and turned in to the instructor every Monday, following a meeting. Late notes will not be accepted. **Ten** notes total are expected, one note for each of the **10 meetings**. These notes are expected on **Mondays 2/19, 2/26, 3/5, 3/12, 3/19, 3/26, 4/2, 4/9, 4/16, and 4/23**. Each of the notes will give the relevant Monday date and meeting #.

A 15-page term paper will include the following contents: a) biographical sketch of the minority person gathered through the 10 meetings; b) knowledge that you have gathered through this interaction and library readings regarding the race, ethnicity, culture, and class of the individual; c) quantitative and qualitative enquiries into the individual's experience and perspectives, d) a summary of a few critical incidents or moments when the multicultural aspects of the interaction were addressed (directly or indirectly), and e) how those incidents or moments affected the interaction and relationship.

Knowledge from library readings (item **E. b**) should be from books and journal articles (both conceptual and empirical journal articles on what works and does not work in your minority participant's ethnic society[ies]); your understanding of quantitative and qualitative multicultural assessment; and references to a film or videotape that shows the current understanding of sociocultural experiences specific to the ethnic society(ies) with which the person identifies. A complete Reference list in APA style must follow the paper. This paper is due on **April 30**.

Please maintain the schedule for written work, as specified above.

An Extension for any requirement of this course is strongly discouraged and in all probability will not be granted.