

Antioch New England **G R A D U A T E S C H O O L**

Department of Clinical Psychology

40 Avon Street

Keene, NH 03431

(603) 357-3122 ext. 243

COURSE: PY 777
SEMESTER: SPRING 2003

Course: PY 777 Human Diversity and the Clinical Enterprise

Instructor: Gargi Roysircar

Mondays: 9:00 - 11:30 am Section I

4.30 - 7:00 pm Section II

Credits: 3

Email: g_roysircar-sodowsky@antiochne.edu: I will answer e-mails at the earliest possibility when not I am not traveling or performing organizational duties.

Web site: www.multiculturalcenter.org

Office Hours: By appointment on Monday and Tuesday

ATTENDANCE OF ALL CLASSES IS REQUIRED, except for unusual circumstances.
Unavoidable absence needs to be explained in advance or at the earliest possibility by e-mail.

Course Description

The instructor often uses the term “multicultural.” Multicultural psychology is applied broadly to include issues of minority or marginalized status, as related to race ethnicity, culture, gender, sexual orientation, disability, religion, spirituality, class, and the elderly.

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, ethnic, or culturally diverse individual (**Option One**), or through a service learning project located in a culturally diverse institution (**Option Two**).

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, privilege, gender, sexual orientation, disability, spirituality and religion, or the elderly 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, including other socialized behaviors or thoughts, is an important long-range goal initiated by a course such as this one. Self-reflection that leads to therapist cultural self-awareness and self-knowledge is a critical aspect of the multicultural curriculum. Consequently, the course contents are intended to raise cultural self-awareness and offer training in the formation of the multicultural relationship competency.

Objectives

1. To gain knowledge of theory, research, and practice of multicultural services
2. To become aware of training, professional, and ethical issues for multicultural practice
3. To increase cultural self-awareness and intercultural sensitivity in clinical psychology trainees by helping them recognize their respective cultures, values, and biases; as well as the differences that exist between them and the diverse individuals they serve, differences between various cultural groups, and differences 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, international people on U.S. campuses, concerns regarding gender roles, sexual orientation, disability, the elderly, class, religion, and spirituality
5. To gain minimal competence in interactions with culturally diverse clients, specifically with regard to relationship building and interpersonal sensitivity

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. Research on Multicultural Psychotherapy Process (Mid-February thru March)
3. Multicultural Supervision (March)
4. Models of Racial and Ethnic Identity and Related Practice (April)
5. Theory of Acculturation and Related Practice (First week of May)

The above topics are covered in the *Handbook of multicultural counseling* (Ponterotto, Casas, Suzuki, & Alexander, 2001), from which the instructor will give her lectures, in addition to other sources of knowledge. Students will be required to co-teach from the two textbooks for the course and from journal articles listed at the end of the syllabus. Each student will be assigned particular readings from the textbooks and journal articles to lead the class discussion on a scheduled day.

Component II: Multicultural Interactions Project

Research indicates that a significant contributor to multicultural competencies of therapist trainees is actual work with racial and ethnic minority people (see in the syllabus reference list: Roysircar et al., 2003; Roysircar, Gard, Hubbell, & Ortega, 2003; Sodowsky, 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, sexual orientation, disability status, power, and privilege as part of everyday reality. There are different options to fulfill the requirements of the multicultural interactions project.

Option One: A student could meet and talk with a culturally diverse individual for **10 meetings of approximately 40-50 minutes each.**

Option Two: A student could develop a service learning project in a community organization in his or her town that would be of **approximately ten hours duration all total.** For instance, you could volunteer mentoring and tutoring in international agencies or churches that have English As Second Language programs. Or you could attend the services of religious institutions of different denominations and also interview individuals who are regular members of these religious organizations, including religious leaders. You could spend time with the elderly in a retirement home. The service learning projects can be individualized in consultation with the instructor.

Whether you do individual interviews or service-learning projects, these meetings are by no means a clinical endeavor. Consider the interactions project as mutual, cooperative learning. While different from you culturally, the individuals are adaptive and functioning well. That is, the multicultural interactions project is not designed to be therapeutic, but informative and experiential for both you and the culturally diverse participant you interview or the organization that you visit for service learning.

The 10 meetings will be held the weeks of 2/10, 2/17, 2/24, 3/3, 3/17, 3/24, 3/31, 4/7, 4/14, and 4/21.

More Details About Option One: You ask a culturally diverse person to exchange stories about his or her social experiences and the interface of race, ethnicity, culture, class, gender, disability, or sexual orientation 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. These meetings are opportunities to talk with a culturally diverse person in order for you (1) to have a multicultural interaction, (2) to exercise interpersonal and conversational skills that are responsive to the culturally diverse person's perspective of issues and situations presented, (3) to learn about the individual's multicultural experiences in the family, community, social settings, and organizations, and (4) to demonstrate to this person that you can be empathic and empowering through your attentive listening and relational skills. Examples of beneficial efforts include mentoring; affirming the individual's various contexts and identifications; volunteering guidance to immigrants with information about U.S. life and with adaptation and daily life skills; advocacy; discussing bicultural effectiveness; and practicing social justice.

Whether you choose Option One (individual interviews) or Option Two (service learning), the purpose of the multicultural interactions project is to gain some perspective of and experience in a multicultural interaction that supplements book knowledge. Through interpersonal contact, a trainee has the opportunity to hear accounts of lives of culturally diverse individuals in the U.S., as well as interpersonally navigate issues that can arise in a multicultural context (e.g., a person's perceived inequalities and oppressions; expressions of value assumptions that might differ from yours; boundaries of comfort/discomfort when a culturally diverse individual discusses a personal account of a politically charged issue or of a culturally unfamiliar cognition or practice, etc.).

The instructor will help those students who feel they have researched their options with no success with regard finding opportunities for the multicultural interactions project.

You need to inform the culturally diverse individual with whom you are meeting or the organization you are applying to for service learning about the purpose of this class project, the duration of contact, the related paper work (weekly Multicultural Self-Reflection Notes; Final paper on the interview or service learning; see below for details) that is required of you. Please give the individual interviewees or the organization for your service-learning project this section of the syllabus, **Component II: Multicultural Interactions Project**. In addition, explain orally the contents of this section in the syllabus. If the culturally diverse individual or the community organization is uncomfortable with this interactions project, please withdraw your request for interviews.

For individual interviews (Option One), the interviewee will respond to pre-post assessment instruments, so that you can evaluate the interactions. The interviewee will give you feedback on your written case conceptualization before you submit this as your final paper. If the interviewee is unwilling to do evaluations, please withdraw your request for interviews.

Please inform your interviewee that information gathered in the interviews will be used for research. The identity of the interviewee will be kept anonymous in such research. If the interviewee does not approve of research on interview information, please withdraw your request for interviews.

For the individual interviews (Option One), you will give the interviewee an **Informed Consent Form** with two parts: consent to be interviewed; and consent to research on interview information. For the service-learning project, a sample of a **Letter of Information to Organizations** is provided.

Each student will do weekly self-reflections process notes (called **Multicultural Self-Reflection Notes**) on every meeting, whether interviewing an individual or participating in service learning. Students will write a **Final Paper** on their multicultural interactions project. See below in Documentation of Learning.

Course Materials

Textbooks

- P. B. Pedersen & J. C. Carey (2003). *Multicultural counseling in schools: A practical handbook* (2nd ed). Boston, MA: Allyn & Bacon/Pearson Education.
- Roysircar, G., Arredondo, P., Fuertes, J., Ponterotto, J. G., & Toporek, R. (2003). *Multicultural Counseling Competencies 2003: Association for Multicultural Counseling and Development*. Alexandria, VA: AMCD.

www.multiculturalcenter.org of Antioch New England Graduate School Multicultural Center for Research and Practice. The instructor's lectures and students' class presentations of assigned readings will be posted on this website.

Reference List for Articles

1. American Psychological Association (2002). *Guidelines on multicultural education, training, research, practice, and organizational change for psychologists*. Washington, DC: Author. In www.apa.org link Public Interest.
2. Constantine, M.G. (2000). Social desirability attitudes, sex, and affective and cognitive empathy as predictors of self-reported multicultural counseling competence. *The Counseling Psychologist*, 28, 857-872.
3. Constantine, M.G. (2002). Predictors of satisfaction with counseling: Racial and ethnic minority clients' attitudes toward counseling and ratings of their counselors' general and multicultural counseling competence. *Journal of Counseling Psychology*, 49(2), 255-263
4. Constantine, M.G., Kindaichi, M., Arorash, T.J., Donnelly, P.C., & Jung, K.K. (2002). Clients' perceptions of multicultural counseling competence: Current status and future directions. *The Counseling Psychologist*, 30, 407-416.
5. Constantine, M. G. & Yeh, C. (2001). Multicultural training, self-construals, and multicultural competence of school counselors. *Professional School Counseling*, 4, 202-207.
6. Cook, D. A., & Helms, J. E. (1988). Visible racial/ethnic group supervisees' satisfaction with cross-cultural supervision as predicated by relationship characteristics. *Journal of Counseling Psychology*, 35, 268-274.
7. Cushman, P. (1995). Psychotherapy as moral discourse: A hermeneutic alternative: In *Constructing the self, constructing America* (pp 279-331). Cambridge, MA: Perseus Publishing.
8. Dana, R, Behn, J. & Gonwa, T. (1992). A checklist for the examination of cultural competence in social service agencies. *Research on Social Work Practice*, 2, 230-233.
9. Division 44/Committee on Lesbian, Gay, and Bisexual Concerns Joint Task Force on Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients. (2000). Guidelines for psychotherapy with lesbian, gay, and bisexual clients. *American Psychologist*, 55, 1440-1451.
10. Fuertes, J.N., & Brobst, K. (in press). Clients' perceptions of counselor multicultural competency. *Cultural Diversity and Ethnic Minority Psychology*.
11. Fuertes, J.N., Mueller, L.N., Chauhan, R.V., Walker, J.A., Ladany, N. (in press). An investigation of Euro-American therapists' approach to counseling African-American clients. *The Counseling Psychologist*.
12. Gonzales, R., Bleva, J., & Gardner, G. (1994). The multicultural perspective in therapy: A social constructionist approach. *Psychotherapy*, 31, 515-524
13. Granello, D. H., & Wheaton, J. E. (1998). Self-perceived multicultural competencies of African American and European American vocational rehabilitation counselors. *Rehabilitation Counseling Bulletin*, 42, 2-15.

14. Haley-Banez, L., Brown, S., & Molina, B. (1999). Association for Specialists in Group Work principles for diversity-competent group workers. *The Journal for Specialists in Group Work*, 24, 7-14.
15. Helms, J.E. (1984). Toward a theoretical explanation of the effects of race on counseling: A Black and White model. *The Counseling Psychologist*, 12(3-4), 153-165.
16. Kawanishi, Y. (1995). The effects of culture on beliefs about stress and coping: Causal attribution of Anglo-American and Japanese persons. *Journal of Contemporary Psychotherapy*, 25, 49-60.
17. Ladany, N., Inman, A.G., Constantine, M.G., & Hofheinz, E.W. (1997). Supervisee multicultural case conceptualization ability and self-reported multicultural competence as functions of supervisee racial identity and supervisor focus. *Journal of Counseling Psychology*, 44, 284-293.
18. LaFromboise, T.D., Trimble, J.E., & Mohatt, G.V. (1991). Counseling intervention and American Indian tradition: An integrative approach. *The Counseling Psychologist*, 18, 628-654.
19. McIntosh, P. (2001). White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies. In M. L. Andersen & P. H. Collins (Eds.), *Race, class, and gender* (4th ed., pp. 95-105). Belmont, CA: Wadsworth/ Thompson.
20. Parker, W.M., Moore, M.A., & Neimeyer, G. J. (1998). Altering white racial identity and interracial comfort through multicultural training. *Journal of Counseling and Development*, 76, 302-310.
21. Pope-Davis, D.B., Toporek, R.L., Ortega-Villalobos, L., Ligiero, D.P., Brittan-Powell, C.S., Liu, W.M., Bashshur, M.R., Codrington, J.N., & Liang, C.T.H. (2002). Client perspectives of multicultural counseling competence: A qualitative examination. *The Counseling Psychologist*, 30(3), 355-393.
22. Prillettensky, I. & Nelson, G. (2002). Community Settings: Creating capacity and mobilizing for change. In *Doing psychology critically: Making a difference in diverse settings* (pp.121-132). New York, NY: Palgrave Macmillan.
23. Rosselo, J., & Bernal, G. (1999). The efficacy of cognitive-behavioral and interpersonal treatments for for depression in Puerto Rican adolescents. *Journal of Consulting and Clinical Psychology*, 67, 734-745.
24. Rotter, J.C., & Casado, M. (1998). Promoting strengths and celebrating culture: Working with Hispanic families. *The Family Journal: Counseling and Therapy for Couples and Families*, 6, 132-136.
25. Richardson, T. Q., & Molinaro, K. L. (1996). White counselor self-awareness: A prerequisite for developing multicultural competence. *Journal of Counseling and Development*, 74, 238-242.
26. Roysircar, G. (2004). Counseling and psychotherapy for acculturation and ethnic identity concerns with immigrants and international students: In T. Smith (Ed.), *Practicing multiculturalism: Affirming diversity in counseling and psychology* (pp 248-268). Boston, MA: Allyn & Bacon.
27. Roysircar, G., & Gard, G. (in press). Research in multicultural counseling: Impact of counselor variables on process and outcome. In C. Lee (Ed.), *Multicultural issues in counseling: New approaches to diversity* (3rd edition). Alexandria, VA: American Counseling Association.
28. Roysircar, G., Gard, G., & Hubbell, R. (2003). *Counselor trainee self-reflections in process notes on multicultural services: Within and between session analyses of alliance for clients*. Submitted for publication.
29. Roysircar, G., Gard, G., Hubbell, R., & Ortega, M. (2003). *Relationships of client evaluations of outcome, observer reports, and self-reports of multicultural competencies: Evaluation of multicultural training*. Submitted for publication.

30. Roysircar, G., Webster, D.R., Germer, J., Campbell, G., Lynne, E., Palensky, J.J., Liu, J., Yang, Y. & Bludgett-McDeavitt, J. (2003). Experiential training in multicultural counseling: Implementation and evaluation of counselor process. In G. Roysircar, D. S. Sandhu, & V. B. Bibbins (Eds.), *Multicultural competencies: A guidebook of practices* (pp 3-15). Alexandria, VA: American Counseling Association.
31. Shonfeld-Ringel, S. (2001). A re-conceptualization of the working alliance in cross-cultural practice with non-western clients: Integrating relational perspectives and multicultural theories. *Clinical Social Work Journal*, 29, 53-63.
32. Sodowsky, G.R., Kuo-Jackson, P.Y., Richardson, M.F., & Corey, A.T. (1998). Correlates of self-reported multicultural competencies: Counselor multicultural social desirability, race, social inadequacy, locus of control racial ideology, and multicultural training. *Journal of Counseling Psychology*, 45, 256-264.
33. Sodowsky, G. R., & Taffe, R. C. (1991). Counselor trainees' analyses of multicultural counseling videotapes. *Journal of Multicultural Counseling and Development*, 19, 115-130.
34. Steele, C.M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6) 613-629.
35. Sue, D.W. (2001). Multidimensional facets of multicultural competence. *The Counseling Psychologist*, 29, 790-821.
36. Thompson, C. E., Jenal, S. T. (1994). Interracial and intraracial quasi-counseling interactions when therapists avoid discussing race. *Journal of Counseling Psychology*, 41, 484-491.
37. Thompson, C. E., Worthington, R., & Atkinson, D. R. (1994). Counselor content orientation, counselor race, and Black women's cultural mistrust and self-disclosures. *Journal of Counseling Psychology*, 41, 155-161.
38. Yutrzenka, B. (1995). Making a case for training in ethnic and cultural diversity in increasing treatment efficacy. *Journal of Consulting and Clinical Psychology*, 63, 197-206.
39. Wampold, B.E., Ahn, H., & Coleman, H.L.K. (2001). Medical model as metaphor: Old habits die hard. *Journal of Counseling Psychology*, 48, 268-273.
40. Worthington, R. L., Mobley, M., Franks, R.P., & Tan, J.A. (2000). Multicultural counseling competencies: Verbal content, counselor attributions, and social desirability. *Journal of Counseling Psychology*, 47, 460-468.
41. Vinson, T.S., & Neimeyer, G.J. (2000). The relationship between racial identity development and multicultural counseling competency. *Journal of Multicultural Counseling and Development*, 28, 177-192.
42. Zimbardo, P.G. (2001). Opposing terrorism by understanding the human capacity for evil. *APA Monitor*, 32 (10), 48-50.

Documentation of Learning

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

Class Participation. Students are expected to be conversant with *Multicultural counseling in schools: A practical handbook* (Pedersen & Carey, 2003) and *Multicultural counseling competencies 2003: Association for Multicultural Counseling and Development* (Roysircar et al., 2003) and with journal articles listed above. They will participate in class and small group discussions on this given literature.

Papers: Topics A, B, C, D must be written according to the *Publication Manual of the American Psychological Association (APA)* (2001, 5th ed.). Specifically, APA style must be observed for the title page, abstract, references in the text, the reference list, and levels of heading. Use of APA style will be taken into account for grading.

All papers will be proof read for mechanics, typos, and English language and revised before their submission to the instructor. Writing will be taken into account for grading.

A. Group Paper. A writing team of four students each group will write a review of the literature of 25 pages (not including the title page, abstract, and reference list) on Cultural Bias in the Assessment of Marginalized Individuals: A Review of the Literature. The references for this paper will include the multicultural readings in your previous semester's course, PY 870 Tests and Measurements in Psychology. No new or additional readings are needed. However, all given articles will need to be included in the paper. This paper is due **January 27th**.

B. You will write a 10-page reaction paper (excluding title page, abstract, and reference list) to the chapters in *Multicultural Counseling Competencies 2003* (Roysircar et al., 2003). This paper is due **February 24th**.

C. You will write a 10-page paper (excluding title page, abstract, and reference list) on a community-based program of mental health services for multicultural school children, with the paper also including proposed plans to evaluate the services. Information on the targeted population and its needs will be obtained from *Multicultural counseling in schools* (Pedersen & Corey, 2003). This paper is due **March 24th**.

D. A 10-page paper (excluding title page, abstract, and reference list) will include the following contents: a) biographical sketch of an interviewee gathered through 10 meetings, while keeping the person's identity anonymous, including name, location of residence, institutional affiliations, etc. (Option One); or a description of an organization where the service learning took place, including its policies, procedures, and services (Option two); b) knowledge that you have gathered through your personal interactions in the project, and through your course readings regarding race, ethnicity, culture, class, religion, and other multicultural variables, as related to the individual interviews (Option One) or to the organization where you did service learning (Option Two); c) an understanding of quantitative and qualitative assessments of the interviewee's experiences and perspectives (Option One), or an assessment of the multicultural organizational development of the institution where the service learning took place ; d) a summary of a few critical incidents or moments when multicultural aspects were addressed (directly or indirectly); e) how those incidents or moments affected your cultural self-awareness and dyadic relationship; and f) your interviewee's feedback on your case conceptualization and your reaction to interviewee feedback. This paper is due **April 28th**.

E. Each student will provide comprehensive handouts on two assigned journal articles.

F. Weekly, students will submit to the instructor a half-page to one-page **Multicultural Self-Reflection Notes** on each meeting with the culturally different person or for their service-learning project. 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**. Each of the notes will give the relevant Monday date and meeting #. These Notes will be self-reflection and self-examination exercises on your assumptions, values, and biases. They should not be summaries of meeting contents.

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.

Schedule for Class Lectures and Student Presentations

The instructor's lectures are from the *Handbook of multicultural counseling*, 2nd edition (Ponterotto, Casas, Suzuki, & Alexander, 2001) and the *Handbook of multicultural counseling* (Ponterotto, Casas, Suzuki, & Alexander, 1995). Students present articles from Reference List presented above.

1/13/03

Explaining the syllabus. Articles assigned to students for class presentations. A discussion on how to write a literature review and specifically as the assigned literature review will be related to the paper due on 1/27/03 (Cultural Bias in the Assessment of Marginalized Individuals: A Review of the Literature).

Students work in small groups to discuss the assigned literature for the paper and draw an outline for the paper with subheads.

1/27/03

Lecture: *Culture-centered ethical guidelines for counselors* (Pedersen 1995); *Ethical decision making in multicultural counseling* by C. R. Ridley et al.(2001). Student Presentations: Articles 1, 7, 9, and 14.

2/3/03

Lecture: *New visions for defining and assessing multicultural counseling competence* (Constantine & Ladany 2001). *Psychotherapy as liberation: Toward specific skills and strategies in multicultural counseling and therapy* (Ivey, 1995). *A psychology of liberation for counseling African Americans confronting racism and oppression* (Utsey, Bolden, & Brown, 2001). Student Presentations: Articles 19, 22, 34, and 42.

2/10/03

Lecture: *Advent of systems of care: Practice and research perspectives and policy implications* (Casas, Pavelski, Furlong, & Zanglis, 2001); *Counselor supervision: Cross-cultural perspectives* (Brown & Landrum-Brown, 1995); *Multicultural counseling supervision: An interactional process* (Chen, 2001). Student Presentations: 8, 17, 28, 31.

2/17/03

Lecture: *Multicultural organizational development: Implications for the counseling profession* (Sue, 1995); *Multiculturalism on predominantly white campuses: Multiple roles and functions for the counselor* (Grieger & Toliver, 2001). Student Presentations: 4, 21, 29, 38,

2/24/03

Lecture: Multiculturalism at historically black colleges and universities: A case study of Howard University (Berg-Cross, Craig, & Wessel, 2001); The psychology of nigrescence: Revising the Cross model (Cross, 1995); Nigrescence theory and measurement: Introducing the Cross Racial Identity Scale (CRIS) (Cross & Vandiver, 2001). Student Presentations: 3, 10, 25, 16.

3/3/03

Lecture: *An update of Helms' White and People of Color racial identity models* (Helms, 1995); *Race, power, and multicultural counseling psychology: Understanding privilege and color-blind racial attitudes* (Neville, Worthington, & Spanierman, 2001). Student Presentations: 15, 20 (evening class), 37, 41.

3/17/03

Lecture: *Expanding our thinking about white racism: Facing the challenge of multicultural counseling in the 21st century* (D'Andrea & Daniels, 2001); *School counseling in a multicultural society* by D. T. Sciarra. Student Presentations: 11,13, 20 (morning class), 36.

3/24/03

Lecture: *A working model in counseling recent refugees* (Prendes-Lintel, 2001); *Worldview: Recent developments and needed directions* (Ibrahim, Roysircar-Sodowsky, & Ohnishi, 2001). Student Presentations: 12, 26, 39, 27.

4/7/03

Lecture: *The role of sexual orientation in multicultural counseling: Integrating bodies of knowledge* (Lowe & Mascher, 2001); *Counseling gays and lesbians* (Handout by Roysircar) 40, 42, 5, 6.

4/14/03

Lecture: *Hispanic identity development: Implications for research and practice* (Casas & Pytluk, 1995); *Multicultural family counseling: Toward cultural sensibility* (Sanchez, 2001). *Biracial identity development* (Kerwin & Ponterotto, 1995). Student Presentation: 23, 24, and 32.

4/21/03

Acculturation measurement: Theory, current instruments, and future directions (Kim & Abreu, 2001) *The acculturation of American Indians* (Choney, Berryhill-Paapke, & Robbins, 1995). Student Presentations: 18, 33.

4/28/03

Lecture: *Counseling the elderly* (Handout by Roysircar); *Qualitative research methods for multicultural counseling* (Morrow, Raksha, & Castaneda, 2001); *Cultural validity and inherent challenges in qualitative methods for multicultural counseling* (Quintana, Troyano, & Taylor (2001).

5/5/03

Lecture: *Counseling and Spirituality* (Handout by Roysircar); *Counseling and Disability* (Handout by Roysircar); Multicultural Experiential Exercises conducted by instructor and students. Closure to course. Course evaluations.

Informed Consent Form for Interviewee

I, _____, agree to be interviewed by a first-year clinical psychology doctoral student at Antioch New England Graduate School as part of a multicultural learning experience in the course PY 777 Diversity and the Clinical Enterprise. I am aware that this project will consist of ten 40-50 minute interview sessions in which I and the interviewer will discuss issues of a multicultural nature. I am aware that this is a project of mutual dialogue and cooperative learning. The benefit that I will have is that the interviewer will be attentive, empathic, and affirming of my multicultural experiences. The interviews will provide me and the interviewer opportunities to explore our respective cultural backgrounds. In an effort to respect privacy, the interviewer will keep my name and other potentially identifiable demographics anonymous in all discussions and papers.

I understand that the information obtained from the interviews may be studied for research purposes. All information used in research will be presented in such a way that I will not be identified. My name and other identifiable demographics will not be revealed in research, which might be in the form of publications and/or paper presentations. If I have any concerns regarding interview information being studied for research, I can inform the interviewer about my concerns and withdraw my consent at any time during or after the completion of the interviews.

Signature of interviewee date

Signature of interviewer date

Service Learning Project: Sample Letter of Information to an Organization

To Whom It May Concern:

I have recently moved to (name of town) and enrolled as a doctoral student in the clinical psychology program at Antioch New England Graduate School. I am writing to you about the possibility of doing a service-learning project with the _____ (name of the organization).

In a course this semester, Human Diversity and the Clinical Enterprise, our professor has given us an experiential assignment. Instead of learning about multicultural counseling purely through reading and discussion, she is asking us to make connections with people in the community and by so doing to increase our skills and sensitivities. I wonder if there is a way that I could benefit the work of your agency, while meeting the requirements of my course.

There are many possibilities for my class assignment. The main requirement is that I meet people, learn about their experiences, and write about them. Naturally, I would disguise the writings to maintain privacy. One possibility is that I meet with one person once a week for ten weeks. Other possibilities include: interviewing a few different people and writing a piece for your newsletter; providing someone practice in English conversation with emphasis on learning about the person's experiences; attending community events or presentations related to immigration/culture; or convening a group to discuss acculturation issues and/or watch a culturally-related video and discuss the video in the group. The assignment is to be ten hours total spread over ten weeks. As someone new to (name of town), I am very interested in making connections with people and organizations in this area. I have spent some time in _____ (name of a country other than the U.S.) and I speak a little bit of _____ (a language other than English). I believe that I could benefit your agency by providing conversational practice for a non-English speaker, giving your constituents an opportunity to educate a future psychologist (and indirectly the field of psychology), and providing a written piece that documents someone's cultural experiences.

I look forward to hearing from you soon. You can call me at --- --- --- or e-mail me at _____. Thank you for your time and consideration.

Sincerely,

Signature

Cc. Executive Director