Cross Cultural Clinical Intervention and Research
Psych 357

Term: Fall 2008
Room: John Dewey Hall 346
Time: Thursday 9:00 a.m. – 12:00 p.m.
Room: Dewey, 238
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Phone: 656-3034
E-mail: sondra.solomon@uvm.edu

Office Hours: Thursday 1:00 p.m. – 3:00 p.m. or by appointment. Leave a message on voice mail 656-3034 with your name, phone number and a good time to reach you. My mobile phone number is 802-373-1932.


Articles and book chapters will be available for duplication.

Introduction and Course Descriptions
Welcome to the discussion! The need to incorporate identity, race, ethnicity, class, privilege, and gender represents a major challenge to mainstream psychology. As we near the end of the first decade of the 21st century we are observing fundamental shifts in the demographics of the United States that will change the way we provide mental health services. The US Bureau of the Census reports that currently 25-30% of the United States population self-identifies as belonging to an ethnic or racial minority group. By 2010 that number will increase to 32.7% and by 2050 the number will increase to 47.5%. Additionally, there will be greater numbers of people who self-identify as gay, lesbian, bisexual or transgendered.

Until quite recently, African American, Latino/a American, Asian American, Native American (ALANA), Lesbian, Gay, Bisexual, Transgendered and Questioning (LGBTQ), and international populations were marginalized in the mainstream psychological literature. The landscape is changing as psychologists, psychiatrists, mental health and medical scholars from Asia, South America, Africa and the Middle East begin to contribute to the literature. There are more voices.

This course examines clinical practice through a cultural lens. Readings are from cognitive-behavioral, psychodynamic, psychiatric and social / developmental perspectives. The issues we will be discussing concern not only “skin color” or “diversity” but the sociopolitical forces (e.g., racism, sexism, heterosexism, class) that ALANA and international populations face in the United States. Sensitivity regarding these issues is essential for ethical practice. Our compassion and empathy will be enhanced by understanding our clients and research participants within a cultural framework.

The Hays and Iwamasa (2008) text is the skeletal structure of the course. The journal articles, book chapters, guest speakers and films are the muscles and organs. The writing assignments and class discussion are the circulatory and central nervous system. This seminar is organic and dynamic.
Objectives
During the course of this seminar you will be able to:

- Gain an appreciation of the subtle forces of unconscious bias and the functions of social exclusion.
- Understand the cultural factors that undermine help-seeking.
- Develop tools to enhance the therapeutic alliance.
- Explore and provide examples of culturally responsive intervention.
- Understand the complex relationships between race, cultural identity, sexual orientation, class and gender.
- Understand the role of the media in shaping our conceptions of psychopathology.
- Explore the role of contemplative practices.

We will:

- Read and discuss the literature
- Engage with guest speakers
- Viewing and discuss films
- Explore media presentations of marginalized populations
- Engage in group supervision through case presentations
- Co-create a final project

It is my hope that our discussions will challenge our pre-conceptions with an eye towards opening our cultural lens.

Expectations
This seminar is a dynamic and collaborative effort. It is not a "how to" course per se. We are going to be discussing themes. We will review this syllabus during the first two weeks of class. During the second week we will (1) engage in a discussion of the readings as proposed; (2) consider the interests, skills and priorities of class members; and, (3) revise the syllabus in light of the discussion as needed. I already have a few ideas as to how this course can be re-constructed. Please consider what you want to get from this class and share your views as we move forward.

Class Participation and Contributions
Participation and interactive education are the cornerstones of this seminar. We learn a great deal from each other, and our individual and collective experiences are valuable. We all have a wealth of stories and experiences to communicate. Active participation and consistent attendance is crucial to the success of this class. Your experience will contribute to your own learning and to the learning experience of others. You are (1) expected to attend every class; (2) be on time; and, (3) be an active participant in guiding and shaping the discussion. If you anticipate being absent or late please inform me beforehand. Take leadership for co-creating a vibrant class dialogue. Utilize active listening skills and respond to what is being discussed.

This is a unique seminar. There are representatives from the 1st through the 4th year of the clinical cluster. The senior students have a significant degree of skill and have previously taken responsibility for creating a constructive dialogue in other seminars. It is important that everyone respond to, build on and help to develop the ideas of your peers. Encourage participants who have not contributed to the dialogue to say something about what they think. Senior students can mentor junior students by modeling active participatory behavior.

Take the temperature in the room from time to time. There may be a reason why there is silence. Do you think that there is anxiety about what is being discussed? Do you think that there is consensus in the group? Do you think that there are widely divergent views? Are you bored? How does your clinical experience relate to the readings? Do you have personal reflections about the readings? How does the theory underlying your research relate to what is being discussed?
It is extremely important that an atmosphere of safety, dignity and respect be maintained during the course of this seminar. Strive for authenticity. Be mindful of what thoughts come up when you read and when you discuss material in class. Let’s strive for confidentiality (even in a class of this size). Be gentle and supportive of one another. Listen to each another. Compassionate learning and respect is important. There are no naive questions. No one is culturally competent (least of all me). We are all on a learning curve together. This is just a beginning! Your presence and participation in class are greatly appreciated.

Journal: Critical Reflections on the Readings and Discussion Questions
I have limited the readings as best I can and have gathered some interesting and fun items to read. Theoretical and empirical articles are included. The Hays & Iwamasa and Muran chapters have been assigned to offer you different intervention perspectives.

You will be expected to keep a journal. Every week, each seminar participant will submit a brief (1-1/2 pages single spaced – no longer please - Arial 11 point font, 1” margins) reflection paper that addresses an aspect of the reading assignments. You can consider these reflection papers a chronicle of the progression of your thinking throughout the semester. The reflection is not to simply summarize the readings but to think critically about what you have read. Take a broad perspective and link 2 or more of the readings with your personal, practical, and research experience. You do not have to comment on every article.

Following your journal entry write 2-3 discussion questions that you would like us to explore in class. Utilize the discussion questions as an opportunity to engage and challenge your peers. Simply saying that you enjoyed the reading or that the methodology was poor is not sufficient. Go deeper. You might explain why this particular question came to mind.

Please submit your journal and discussion questions to me the day before class. Keep a copy for yourself. Journal submissions must be in my mailbox by Wednesday at 3:00 p.m. the day before class. There will be a blue folder in my mailbox. Place your journal submission in the blue folder. Electronic copies will not be accepted. Keep a copy of the journal and questions for yourself and bring them to class as well. I will read your questions and comments on Wednesday evening and pull together common themes to begin the class discussion.

I would suggest that you keep your journal in a folder too. Label each week’s journal entry (name, the date and a title). Again, please remember to bring your journal entries to class each week as we may want to refer to a prior week’s discussion topic. Your journal reflections and discussion questions are central to our class discussion and to the development of your process during the semester.

Case Presentations
We will schedule time for case presentations. Senior students will be encouraged to be scheduled first.

Media Watch
November 6th. More information to follow.

Final Project
Open for discussion! Rather than dictate the format of your final project I would like to have a discussion about what would be useful for the group to construct to further your learning. The last three classes are scheduled for the final project.
Schedule of Seminars

September 4:        Introduction to Seminar
September 11:      Unconscious Bias and Social Exclusion
September 18:      Help Seeking Behavior
September 25:      The Therapeutic Alliance
October 2:         Depression

Film
October 9:         Lesbian, Gay, Bisexual and Transgendered Identities

Guest Speaker: Dorothea Brauer, Director, Lesbian, Gay, Bisexual, Transsexual, Questioning, Ally Center
October 16:        Perspectives on Middle Eastern Identities

Guest Speaker – Mohamed C Shibu Ellwhawas
October 23:        Schizophrenia

Film
October 30:        Perspectives on Latino/a Identity in Psychotherapy

Guest Speaker, Dr. Pedro Ferriera
November 6:        Media Watch
November 13:       Contemplative Practice as a Preparation for Death: A Worldwide Perspective

Guest Speaker: Shinzen Young
November 20        Group Projects
November 27:       Thanksgiving Break
December 4:        Group Projects
December 11:       Group Projects
September 4: Introduction to Seminar
Review of Syllabus
Getting to Know You
Case Presentation

Prior to reading the articles for next week take the Implicit Association Test (IAT). Please do this even if you have taken the Implicit Association Test (IAT) in other classes or as part of your own research. Kindly take several versions (at least 3-4) of the test one of which must be the race (Black/White) IAT. Then read the articles!

September 11: Unconscious Bias
Remember: Take the IAT before Reading the Articles


*The Greenwald article is one of the classic articles describing the IAT.

September 18: Help Seeking Behavior


traditional chinese medicine and western psychiatric treatment among chinese
americans. *Cultural diversity and ethnic minority psychology, 14,* 10-18.

Miville, M.L. (2007). Sociocultural predictors of psychological help-seeking attitudes and
behavior among mexican american college students. *Cultural Diversity and Ethnic
Minority Psychology, 3,* 420-432.

social anxiety in chinese and european heritage students. *Cultural Diversity and Ethnic
Minority Psychology, 14,* 215-223.

**September 25: The Therapeutic Alliance**
C.D., Kazdin, A.E., & Sternberg, R.J. (Eds.). *Evidence based psychotherapy: Where
practice and research meet.* pp 81-105.


success, client-counselor worldview match, and client adherence to asian and european
american cultural values on counseling process with asian americans. *Journal of
Counseling Psychology, 52,* 67-76.

integration of cultural values and motivational interviewing principles. *Professional
Psychology: Research and Practice, 39,* 153-159.

Constantine, M.G. (2007). Racial microaggressions against african american clients in
cross racial counseling relationships. *Journal of Counseling Psychology, 54,* 1-16.

and therapists in lesbian, gay, bisexual, and transgendered communities. *Professional
Psychology: Research and Practice, 36,* 66-72.

**October 2: Depression**
psychological distress: Depressive symptoms from adolescence to young adulthood.
*Developmental Psychology, 43,* 1295-1311.

symptoms among african americans and caribbean blacks. *Social Science and
Medicine, 65,* 200-213.

among chinese people in hong kong. *Suicide and Life-Threatening Behavior,* 37, 565-575.

**October 9:** Lesbian, Gay, Bisexual and Transgendered Identities

**Guest Speaker:** Dorothea Brauer: Director, Lesbian, Gay, Bisexual, Transgendered, Questioning and Allied Services.

**Text:** Chapter 10 – Affirmative Cognitive Behavioral Therapy with Lesbian, Gay and Bisexual People


October 16: Perspectives on Middle Eastern Identities
Guest Speaker: Mr. Mohamed Cshibu Ellwahwas

Text: Chapter 6: Cognitive Behavioral Therapy with People of Arab Heritage


October 23: Schizophrenia


**October 30:** Perspectives on Latino/a Identity in Psychotherapy: Guest Speaker, Dr. Pedro Ferreira

Text: Chapter 3: Cognitive-Behavioral Therapy with Latinos and Latinas.


**November 6:** Media Watch

**November 13:** Contemplative Practice as a Preparation for Death: A Worldwide Perspective Guest Speaker: Shinzen Young

Visit website: basicmindfulness.org and read the section What is Mindfulness. Browse the website and view other links of interest.


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