This course focuses on the psychological and cultural experiences of African-American, Hispanic/Latino, Asian, Asian Indian, and gay and lesbian populations. Cultural competency issues will be explored in terms of interventions with ethnic minority clients and families in clinics, hospitals, schools and other community organizations. The need for alternative strategies in the delivery of psychological services to minority clients will be addressed. Didactic and experiential group process formats including videotapes, DVDs, and case presentations will be utilized to help instruct students in the therapeutic use of self in cross cultural work. As a part of the GSAPP curriculum, all students are required to take a diversity course. This course fulfills that requirement. It also provides training in the competency related to individual cultural diversity skills.

Goals of this Course:

1) Students will explore and share their own cultural, racial, and religious backgrounds and values.
2) Students will gain cultural knowledge of African American, Latino, Asian and Asian Indian clients and families.
3) The experiences of gay and lesbian ethnic minority clients will be addressed.
4) Each student will have the opportunity to interview an individual from one of the cultures discussed in this class.
COURSE REQUIREMENTS

Attendance:
Attendance at all class sessions is extremely important in this class. Many of the exercises are experiential and students must be present in class in order to participate. Active participation in class is expected.

Readings:
All readings must be completed prior to each class session. (See pages 5-15).

Assignments:

1) Each student will make a brief presentation in class discussing his or her own ethnic, racial, or religious background and family values. (Sept. 5, 12 & 26).

2) Cross-Cultural Interview Assignment: Each member of the class is asked to interview someone from an ethnic minority culture that we have studied in this class. Choose someone from a culture that is different from your own. Write a 5-10 page paper. Turn in assignment on November 14, 2018. Note: Students are advised to do this interview and paper as early as possible in the semester.

3) Write a paper (approximately 15-20 pages) on an area relevant to ethnic, cultural, or racial diversity. Include a review of the literature and relevant research. Final paper is due on December 5th in Class.

ACADEMIC INTEGRITY:
All Rutgers students should review and adhere to the University principles of academic integrity, available at: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

Rutgers statement on Accommodations due to Disability
Rutgers University welcomes students with disabilities into all of the University's
educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

COURSE SYLLABUS

Course: PSYCHOLOGICAL INTERVENTIONS WITH ETHNIC MINORITY CLIENTS AND FAMILIES
Instructor: Nancy Boyd-Franklin, Ph.D.
Semester: FALL, 2018

I. CULTURAL SENSITIVITY AND COMPETENCY FRAMEWORK

Culture, race, ethnicity, social class, religion, gender and/or sexual orientation. Begin discussion of students’ own ethnic, cultural and racial experiences and their own experiences of being or feeling different.


Sept. 19 NO CLASS YOM KIPPUR

Sept. 26 Therapist’s Use of Self in Cross-Cultural Work. Continue discussion of student’s experiences.

II CULTURAL AND RACIAL ISSUES IN CLINICAL, SCHOOL AND ORGANIZATIONAL INTERVENTIONS WITH UNDERSERVED ETHNIC MINORITY GROUPS
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>OCT. 3</td>
<td>African-American Clients and Families</td>
</tr>
<tr>
<td></td>
<td>■ Extended Family Roles</td>
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<td>■ Religion and Spirituality</td>
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<td>■ Gender Issues</td>
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<tr>
<td>Oct. 10</td>
<td>Psychological Interventions with African American Clients and Families and Supervision for Psychologists.</td>
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<tr>
<td>Oct. 24</td>
<td>Latino/Hispanic Clients and Families</td>
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<td>Oct. 31</td>
<td>Latino/Hispanic Clients and Families (continued)</td>
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<tr>
<td>Nov. 7</td>
<td>Asian Clients and Families</td>
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<td>Nov. 14</td>
<td>South Asian Clients and Families</td>
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<tr>
<td>Nov. 21</td>
<td>NO CLASS- THANKSGIVING</td>
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<tr>
<td>Nov. 28</td>
<td>Gay and Lesbian Clients from Ethnic Minority Groups</td>
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<tr>
<td>Dec. 5</td>
<td>Discussion of Cross-Cultural Interviews</td>
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<tr>
<td>DEC. 12</td>
<td>Research in Multicultural Psychology and Class Discussion of Cross Cultural Interviews</td>
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REQUIRED READINGS:

ALL STUDENTS SHOULD PURCHASE THE FOLLOWING BOOKS:


ADDITIONAL REQUIRED READINGS (AVAILABLE ON SAKAI). PLEASE DOWNLOAD THESE PRIOR TO THE FIRST CLASS:


I. CULTURAL SENSITIVITY AND COMPETENCY FRAMEWORK

Sept. 5  Introduction: Understanding Diversity and its Impact on Clinical Work


Sept. 12  Cultural Competency Framework
Read:  1. Finish Pinderhughes assignment.


SEPT. 19  NO CLASS YOM KIPPUR

Sept. 26  Therapist’s Use of Self: Students Discuss Their Own Cultural, Ethnic and Racial Experiences
Read:  Chapters 1, 2, 3, 4 in Boyd-Franklin (2003), Black families in therapy.
II. CULTURAL AND RACIAL ISSUES IN CLINICAL and SCHOOL INTERVENTIONS WITH UNDERSERVED ETHNIC GROUPS

4. OCT. 3  African-American Clients and Families

■ Extended Family Roles  
■ Spirituality  
■ Gender Roles  
■ Skin Color Issues

Read: Boyd-Franklin (2003), Black families in therapy. (Chapters 5, 6, 7, & 8).


5. Oct.10 Psychological Interventions with African American clients and families and Supervision for Psychologists

Read:  1  Boyd-Franklin (2003), Black families in therapy. (Chapter 9)
  2  Boyd-Franklin (2003), Black families in therapy. (Chapters 11, 12, 13 & 15).
The Role of Race, Racism and Racial & Ethnic Identity

Read:


7. Oct. 24  **Latino/Hispanic Clients and Families**

Read: 1  Latino families: An overview (pages 153-165) in McGoldrick et al. (2005), *Ethnicity and family therapy*.

2  Chapter 18 (pages 242-255), Garcia-Prêto, Puerto Rican families, in McGoldrick et al., *Ethnicity and family therapy*.

3  Chapter 15 (pages 202-215), Bernal, Cuban Families, in McGoldrick et al., *Ethnicity and family therapy*.

4  Chapter 17 (pages 229-241), Falicov, Mexican families, in McGoldrick et al., *Ethnicity and family therapy*. 
8. Oct.31 **Latino/Hispanic Clients and Families in Clinics & Schools.**

Read:  


NOV. 14
TURN IN CROSS CULTURAL PAPERS IN CLASS

South Asian Clients and Families

Nov. 21
NO CLASS—THANKSGIVING HOLIDAY

NOV. 28
Lesbian, Gay, Bisexual & Transgender (LGBT) Clients from Ethnic Minority Groups


Research in Multicultural Psychology and Continue Discussion of Cross-Cultural Interviews


