**Psychodynamic Approaches with Diverse Populations**  
18:821:569:01  
Spring 2019  
Monday 1:45pm-4:30pm  
A341

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**Course Description:**
It is becoming increasingly imperative for psychologists to develop cultural awareness and competencies in working across differences (and similarities) arising from race, ethnicity, gender, sexual orientation, religion, spiritual beliefs, social class, and other important aspects of identity. This course is designed to introduce students to the theory and practice of psychodynamic psychotherapy for adults from diverse populations, with a particular focus on racial, ethnic, and cultural minorities and lesbian, gay, bisexual, transgender, and queer individuals. This course will focus on concepts such as transference and countertransference, defenses, affects, and resistance that may emerge when working with clients from diverse backgrounds. This course will also address the mental health effects of social oppression as well as the social construction of race and gender from a psychodynamic perspective.

Students will learn to use theory and research to guide psychodynamic case formulation and to inform their psychodynamic intervention techniques with clients from diverse backgrounds. This course will be closely related to clinical practice; therefore, theory and technique with diverse populations will be discussed and depicted via case material. Assignments will focus on helping students to explore their own cultural identity and to apply the various theories and principles discussed in class to their ongoing clinical work with clients from diverse backgrounds. Students may use this course as an elective for their diversity requirement.

**Course Objectives:**
By the end of the course, the successful student will…

- Develop an appreciation for different aspects of culture (broadly defined) that influence us in fundamental ways
- Understand the impact of culture (broadly defined) on identity, interpersonal relationships, and the impact of self on others
- Be able to identify explicit and implicit cultural biases in diagnosis, psychodynamic treatment models, and psychodynamic intervention techniques
- Articulate the impact of cultural biases on different cultural groups
- Develop a self-awareness of their own individual cultural diversity, their attitudes toward others, and how this impacts their clinical work with diverse populations
- Be able to discuss the psychodynamic treatment issues (e.g., transference, countertransference, resistance, defenses) associated with different cultural backgrounds
• Identify the need for working across cultural differences (and similarities) and ways of modifying psychodynamic treatment methods for effective cross-cultural treatment

**Textbook and Readings:**

**Required Textbook:**

**Required Readings:**
The remainder of the readings for this course will be provided on Sakai. These readings are listed in the weekly course outline.

Students will be required to read a series of chapters and articles that address the major principles and techniques of psychodynamic approaches with diverse populations as well as related research. There is an expectation that the readings you are assigned will be closely read.

**Recommended Texts:**
I also highly recommend the following books as resources.


**Course Requirements and Evaluation of Student Performance:**

It is expected that all students will engage in course material with respect for themselves and others, maintaining safety and an open, accepting, and non-judgmental stance focused on learning and growth of the self as a professional psychologist. Emphasis will be on self-exploration and development rather than on converting or judging others. We will respect each other’s developmental trajectory, recognizing that cultural awareness and competence is a lifelong learning process.

An overall course grade will be calculated, based on a 340 point maximum. Student grades will be based on the following activities:

**Participation (~5% of final grade)**

I wish to acknowledge that there are individual differences in talkativeness, assertiveness, etc. which can contribute to it being easier or more difficult to participate in discussions. Participation is evaluated on *quality* not *quantity* of one’s contribution. This means that “floor time” is not the major dimension of the evaluation. Quality of participation includes facilitation of group discussion, thoughtful comments and questions related to course readings and lecture material, discussion of clinical material and experiences, and integrating others’ ideas and comments. It is expected that students will come to class prepared to discuss how course material applies to their own experiences and their clinical cases. Participation also involves arriving for class on time. Participation will be worth 20 points toward your final grade.
Cultural Identity Presentation (~15% of final grade)
In the first few weeks of the semester, students will give a brief oral presentation in class on their own cultural identity. Students may choose to include race, ethnicity, gender, sexual orientation, spiritual beliefs, religion, social class, and/or any other important aspect of their cultural identity as desired. Students should articulate their cultural identity and how it has shaped who they are today. Students should also provide an overview of their relevant developmental or family background as well as how their cultural identity may influence their clinical work (e.g., potential blindspots, potential identifications). Students may incorporate food, movies, music, literature, art, or anything else they feel reflects their cultural identity in their presentation (this is not required). The cultural identity presentation should be about 20-25 minutes long. This assignment will be worth 50 points.

Journal Reflection Papers (~35% of final grade)
Students will complete at least six (6) brief journal reflection papers over the course of the semester. Because cultural awareness and competence requires self-exploration and reflection, these brief papers will give students the opportunity to reflect on how course readings are relevant to their own experiences (both personally and professionally) and how the readings may influence their clinical work with clients. These journal reflection papers should be about 3-4 pages, double-spaced and should be written from the “I” perspective. They are not meant to be research or academic papers, but rather personal responses to course material. Students shouldn’t summarize the readings, but rather reflect on their personal and professional reaction to the material. This can include positive reactions, critical reactions, aspects of the reading they are struggling with, questions that emerge while doing the reading, specific clinical issues/questions, etc. These papers will be kept private, between the student and the instructor. Students may choose when to submit their journal reflection papers, as long as they complete at least six (6) over the course of the semester. To submit their journal reflection papers, students should email the paper to the instructor no later than noon on the day the relevant readings for their paper will be discussed in class. This assignment will be worth 120 points (20 points per paper).

Cross-Cultural Interview Presentation (~15% of final grade)
Students will interview someone different from one’s self in terms of ethnic diversity outside of class. The goal of the interview is to gather information about your interviewee’s cultural background and identity, about what it was like growing up in their home, about how their cultural background has shaped who they are today, and to learn how to explore ethnic identity with someone different from one’s self.

Students will give an oral presentation in class on the cultural background and identity of their interviewee, with an emphasis on their interviewee’s developmental trajectory/family background and how their interviewee’s cultural identity has shaped who they are today. The presentation should also focus on what the student learned from the experience of conducting the interview, any challenges to conducting the interview, and how this interview experience could inform their subsequent clinical work with clients from diverse ethnic backgrounds. Students may also incorporate food, movies, music, literature, art, or anything else they feel reflects the cultural identity of their interviewee in their presentation (this is not required). The cross-
cultural interview oral presentation should be about 20-25 minutes long. This assignment will be worth 50 points.

**Final Assignment (~30% of final grade)**
Students will provide a written cultural formulation of a client from a psychodynamic perspective. Culture can be broadly operationalized for this assignment (e.g., race, ethnicity, religion, spirituality, sexual orientation, social class, etc.). The paper should focus on describing the client’s cultural background and how the client’s cultural background is relevant to important aspects of psychodynamic case conceptualization and treatment. Elements to consider including (if applicable to your client) are: relevant developmental and family background, transference and countertransference patterns, indigenous narrative, the role of language and affect, resistance from a cultural perspective, social oppression and traumatic stress, and cultural identifications. This assignment should be about 7-10 pages double-spaced and will be worth 100 points toward your final grade.
**Tentative Weekly Course Outline and Reading List:**

*Note:* The following schedule may be subject to change. It is expected that you will have completed the assigned readings **prior** to each class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Reading due:</th>
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| Week 1 | Introduction to the Course; Psychoanalytic Contributions to the Understanding of Diversity | Tummala-Narra book – Chapters 1 and 2  
Please skim the APA multicultural guidelines:  
Optional reading:  
| Week 2 | Cultural and Ethnic Identity: Identity as the Unit of Analysis and Experience  
*Cultural Identity Presentations* | Tummala-Narra book – Chapter 3  
Optional reading:  
| Week 3 | Racial/Cultural Identity Development  
*Cultural Identity Presentations* | Tummala-Narra book – Chapter 4  
Optional reading:  
|-------------|-----------------------|--------------------------------------------------------------------------------------------------|
|             |                       | Chapter 14: Counseling African Americans  
Chapter 15: Counseling American Indians/Native Americans, Alaska Natives  
Chapter 16: Counseling Asian Americans/Pacific Islanders  
*We will discuss these chapters in class on 2/25* |
|             |                       | Chapter 17: Counseling Latina/os  
Chapter 19: Counseling Arab Americans and Muslim Americans  
Chapter 20: Counseling Immigrants and Refugees |
| Week 6  3/4 | Transference, Countertransference, Language, and Affect | Tummala-Narra book – Chapter 5  
Optional reading:  
| Week 7 3/11 | Race, Privilege, and Addressing Social Oppression | Tummala-Narra book – Chapter 6  
Optional reading:  
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3/18 | Spring Break |  
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Week 8 3/25 | Bicultural/Multicultural Identity and Cultural Identifications | Tummala-Narra book – Chapter 7  
Optional reading:  
| Week 9 4/1 | The Therapist’s Self Cross-Cultural Interview Presentations | Tummala-Narra book – Chapter 8  
Optional reading:  
|---|---|---|
Ehrensaft, D., (2011), Boys will be girls and girls will be boys: Children affect parents as parents affect children in gender nonconformity, *Psychoanalytic Psychology, 28*, 528–548  
Optional reading:  
|--------------|--------------------------|-----------------------------------------------------------------------------------------------------------------|

|--------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|              |                            | **Optional reading:**  
| Week 14 | Cultural Competence in Psychodynamic Treatment: How to Work Across Differences | Tummala-Narra book – Chapter 9


Optional reading:


Optional reading:

*Final Paper due – please submit via email*

**Statement on Disabilities:**
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.

**Statement on Academic Integrity:**
The University’s academic integrity policy, to which this class will adhere, can be reviewed at: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/