Instructor: Zaynab Khan, Psy.D.
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COURSE DESCRIPTION

Advanced students seeing diverse clients in cross-cultural therapy will present their work for help in areas of cross-cultural formulation and treatment. Cultural diversity is defined broadly to mean any differences (between client and therapist) including but not limited to race, ethnicity, national status, religion, ability, gender identity and sexual orientation etc. The supervision will emphasize self-awareness in the therapist regarding their own cultural beliefs and assumptions and facilitate a cross-cultural understanding of individual and group transference, counter transference and resistance configurations to enhance treatment effectiveness. Although the focus will largely be on individual and couples cases, students interested in presenting cross-cultural group therapy or outreach activities are also welcome.

COURSE OBJECTIVES

- To increase self-awareness related to issues of diversity within the clinical realm (with diversity broadly defined as any difference between the therapist and the client).

- To understand how to conceptualize the intersectionality of diversity factors in case formulation, treatment planning, and intervention.

- To develop routine ways to self-check how issues of diversity affect the clinical process (including client presentation, worldview and beliefs; relationship dynamics within the room; expectations of treatment goals, process and outcome; transference and countertransference).

- To consider and examine the ways in which institutional, community, and sociopolitical factors interact with issues of diversity and may impact clinical work.
GRADING

This course is graded on pass/fail basis. Therefore, the main criteria for grading will be 
*Attendance & Participation*. It is expected that you attend all classes given the experience gained in class discussion. If you cannot attend a class, please email me. It is also important to actively participate in the class. Together, we will work to create a safer space to discuss cases as well as your own experiences in this work. If you have any concerns, please reach out to me to discuss. It is often helpful to discuss your concerns in context of the group as well.

_Safer Space Guidelines_

P – Participate/Pass
R – Respect
O – Oops/Ouch
C – Confidentiality
E – Engage in New Ideas
S – Share the space
S – See the Good Intentions

IMPORTANT DATES

1/28/19 First Day of Class
3/18/19 No Class – Spring Break
5/13/19 Last Day of Class

RECOMMENDED READINGS

_(most on the Sakai site – more may be added throughout the semester)_

APA Guidelines
Guidelines for Psychological Practice With Transgender & Gender Nonconforming People (2015)
Guidelines for Psychological Practice With Lesbian, Gay, and Bisexual Clients (2012)
Guidelines for Psychological Practice with Girls and Women (2007)
Guidelines for Psychological Practice With Older Adults (2014)

Guidelines for Assessment of and Intervention With Persons With Disabilities

Articles


Books


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/