Psychodynamic Approaches to Diversity (18:821:569:01)

Instructor: Anita McLean, Ph.D., Psy.D.  
Spring, 2014

Course Objectives: Developing cultural awareness and competencies in working across cultural differences arising from race, gender, sexual orientation, religion, spiritual beliefs and other aspects of identity are increasingly being recognized as professional imperatives for a psychologist. Arguably, all of our work is influenced by these broad dimensions of culture and increasing awareness and proficiency in addressing cultural diversity improves the delivery of services. This course seeks to increase awareness and knowledge of issues of difference and build multicultural understanding and competencies for those seeking to apply a psychoanalytic/psychodynamic sensibility to their work.

The course will, at the very least, meet APA's Commission on Accreditation's (CoA's) requirements for an Individual-Cultural Diversity (ICD) course. That is, by the end of the course, students will demonstrate:

1. Self-awareness of their own ICD situation, and their attitudes toward others, relative to dimensions of ICD, and
2. Knowledge of the literatures on ICD and how ICD issues apply to all psychology work (assessment, treatment, research, and relationships with colleagues).

However, the course has more ambitious goals. It is also expected that students will develop a critical and creative stance toward enhancing effectiveness in cross-cultural encounters and develop an appreciation for:

(i) the different aspects of culture broadly defined that influence us in fundamental ways
(ii) the impact of culture on the notion of self and the impact of self on others
(iii) the impact of culture on interpersonal relationships and the relationship within the context which we deliver services
(iv) role of culture on the tools of our trade and the explicit and implicit cultural biases in our assumptions, models, methods, and interventions
(v) impact of cultural biases on different population groups living in the US
(vi) the role of culture in the articulation of our own professional identity as psychologists
(vii) the need for working across difference and ways of modifying services for effective cross-cultural
(viii) the importance of both individual change as well as systemic change to enhance cultural competence

*It is expected that students will gain theoretical and experiential knowledge in working with issues of diversity and begin to increase cultural competency in applying this knowledge to aspects of their professional activities.*
**Course structure:** This course is a semester long. Each week, the first part of the class will be spent on didactic presentations, discussion of relevant concepts and ideas, and a discussion the readings and related topics for the week. Students will be expected to present to the class two readings of their choice over the course of the semester on a rotating basis. The second half of the class time will be devoted to experiential work in which the students will discover and share their own cultural identity and its implications for their professional activities and relationships.

It is expected that all students will engage in the process 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-learning rather than on teaching, converting or judging others. We will respect each person’s developmental trajectory recognizing that we are all at different points in our development and that we all learn differently.

**Course Requirements:** Class participation is essential in course such as this. In addition, to active participation students are expected to:

- Present and then write up reflections on own cultural identity (35% of grade): write-up (due 1 week after class presentation) and should comment on/incorporate material encountered in the readings as it relates to the experiential material expressed. You are encouraged to use movies, music, literature, art, clinical material or other creative ways of bringing alive your presentation.
- Present and then write up reflections on other’s cultural identity – lessons learned (35% of grade): This requires a presentation of an interview with someone different from one’s self along some dimension of cultural identity; write up (due 1 week after class presentation) and should comment on/incorporate material encountered in the readings as it relates to the experiential material expressed. You are encouraged to use movies, music, literature, art, clinical material or other creative ways of presenting your learning to the class.
- Presentation of the assigned readings (10%).
- Research/clinical paper on a therapeutic or other professional activity issue (20% of grade): due at the end of class 15 and subsequent to a brief presentation in class. It is expected that the topic of the research paper will be approved by the instructor before the student begins the project. *Details of these assignments will be discussed further in class*

**Contacting me:** I can be reached via email at amclean845@gmail.com. You can also leave me a voice mail or text message at 732-319-9104. I encourage all students to stay in close touch and keep me informed of their needs and reactions throughout the course so that we can address your learning objectives in the best way possible. I am open to modifying the class structure and syllabus within reason to co-create a class that meets your learning needs.

**A helpful reference:**

1. Definitions and Framework:  
Class 1

**Required Reading**

**Optional Readings**

2. Self and Identity Considerations  
Classes 2-7

- **Cultural and Ethnic Identity**: A psychic structure

**Class 2**

**Required Readings**
- Roland, A. *Cultural Pluralism and Psychoanalysis*, pp. 3-21

**Class 3**

**Required Readings**

- **Optional Reading**


**Class and identity**  
*Required Reading*

• Young-Breuhl (2006), Coming of Age in New York city: Two homeless boys *Psychoanalytic Quarterly, LXXV.*


**Bicultural/Multicultural Identity**  
*Required Reading*


**Gender and identity**  
*Required 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, Vol. 28, No. 4, 528–548*

**Required Reading**  
*Class 7*
The therapist’s self:  
**Class 8**


Race and Privilege  
**Class 9**

**Required Reading**

**Optional Reading**
- Louis A. Sass—Commentary: Some Reflections on Racism and Psychology

3. **Individualism vs interdependence:**  
**Class 10**

**Required Reading**

4. Other cultural considerations: Religion, Ability

**Required Reading**


5. Cultural competency in service delivery – how to work across difference;

- **Therapy Implications:**
  **Required Reading**

  **Required Reading**

  **Optional Reading**


**Transference and Countertransference**  
*Class 14*

**Required Reading**

**Supervision, Assessment, and Organizations:**  
*Class 15*

**Required Reading**

**Optional Reading**