

**A Novel Therapeutic Necessity:  
*Multicultural Competence in Practice***

<b>Instructor:</b> Dr. Bitá Sharifzadeh, OPQ # 10884-07	<b>Class Instruction:</b> Online. The length of time will depend on the student's availability.
<b>Email:</b> info.elite@dbn.life	<b>CEC #</b> RA06007-24

## Course Syllabus

### **Problem and Need:**

As therapists, it is our duty to properly understand our clients' needs and presenting issues. However, we all have different backgrounds, values and roots that shape us into being a unique individual with unique needs and experiences. With this in mind, it is paramount for therapists to be able to understand and help clients from a broader spectrum of cultures and backgrounds.

Multicultural Competent (MCC) Therapists allow for this need to be met by not just understanding their client's background, but also how they relate and engage with it. There is a human tendency to generalize and follow our own ingrained biases, even in the domain of Mental Health. Additionally, our education and research is typically founded on the same samples which consist of Western, Educated, Industrialized, Rich and Democratic individuals. With this in mind, the problem lies in the fact that many models and therapeutic interventions will not work efficiently for all groups. This can lead to misdiagnosis, improper treatment plans and unsatisfied clients. The demand for MCC therapists is growing exponentially which means that many clients are in need of therapists who not only specialize, but also relate to multiple cultures and individuals of a different background from their own.

### **Course Clientele:**

This course is designed for psychotherapists or psychologists who are looking to broaden their horizons and learn to adapt their interventions to a diverse clientele. This includes learning how to overcome generalizations and personal biases, while discovering how different clients may demonstrate the same issue yet in a completely different way. Psychotherapists may find difficulties in working with populations of a different culture from their own and are thus encouraged to take this course. The definition of MCC will be introduced throughout this course as well as how it can be integrated into one's practice.

**Length of Activity:**

The course is 2 hours and will be available online on the [DBN Elite](#) website. The course must be completed within 6 months of purchasing it.

**Trainer:**

Dr. Bitá is a Clinical Psychologist with over 20 years of experience in treating individuals, couples, and families. She holds a doctoral degree in Clinical Psychology from Concordia University as well as a postdoctoral degree in Psychopharmacology from Alliant University. Her specialties include the treatment of depression, anxiety, trauma, and OCD, amongst others. Her preferred modalities are CBT, mindfulness, and sensorimotor psychotherapy.

**Learning Objectives**

By the end of this course, students will achieve the following outcomes:

- 1- Identify if a therapist's ability to be culturally competent has benefits to the therapeutic outcome and process.
- 2- Elaborate on how a therapist can become more culturally competent.
- 3- Define the Multicultural Competency (MCC) Model & its impacts in psychotherapy.
- 4- Review the guidelines and articles from relevant Deontological Codes, more specifically from the CCPA, APA, and OPQ

**Course Evaluation**

In order to receive a certificate acknowledging the completion of this course, you will be required to complete a multiple-choice exam consisting of 20 questions. A passing grade is considered 60%.

**Content:**

<i>Topics Covered</i>	<i>Suggested Readings/Resources</i>
<p><b><i>Current State of Literature</i></b></p> <ul style="list-style-type: none"> <li>- WEIRD Definition</li> <li>- Culture vs Ethnicity</li> <li>- Benefits of being a Multicultural Competent Therapist</li> <li>- Methodological limitations</li> </ul>	<p>Benish et al. (2011)</p> <p>Farook (2018)</p> <p>Gerrardo et al. (1992)</p>
<p><b><i>Guidelines &amp; Articles from Deontological Codes</i></b></p> <ul style="list-style-type: none"> <li>- APA</li> <li>- OPQ</li> <li>- CCPA</li> </ul>	<p>APA (2002, 2003)</p>
<p><b><i>Multicultural Competency Model (MCC)</i></b></p> <ul style="list-style-type: none"> <li>- How to acquire Multicultural Competence</li> <li>- The three dimensions of MCC</li> <li>- Self-Awareness</li> <li>- Knowledge</li> </ul>	<p>Dadlani &amp; Scherer (2009)</p> <p>Jones (2018)</p> <p>Naeem et al. (2021), (2019), (2016)</p> <p>Pinaa, Polo, &amp; Huey (2018)</p>
<p><b><i>Limitations</i></b></p> <ul style="list-style-type: none"> <li>- Statistical power &amp; sample issues</li> <li>- Psychometric tools</li> </ul>	<p>Benish (2011)</p> <p>Laroche (2002)</p>
<p><b><i>Future Directions</i></b></p> <ul style="list-style-type: none"> <li>- Points to consider</li> <li>- Nativity</li> <li>- Acculturation</li> </ul>	

## **Recommended Readings and Resources**

American Psychological Association. (2002). Criteria for evaluating treatment guidelines. *The American Psychologist*, 57(12), 1052–1059.

American Psychological Association. (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *The American Psychologist*, 58(5), 377–402. <http://dx.doi.org/10.1037/0003-066X.58.5.377>

Benish, S. G., Quintana, S., & Wampold, B. E. (2011). Culturally adapted psychotherapy and the legitimacy of myth: A direct-comparison meta-analysis. *Journal of Counseling Psychology*, 58(3), 279–289.

Dadlani, M., & Scherer, D. (2009, November). Culture in psychotherapy practice and research: Awareness, knowledge, and skills. [Web article]. Retrieved from: <https://societyforpsychotherapy.org/culture-in-psychotherapy-practice-and-research-awareness-knowledge-and-skill>

Farook, M. W. (2018). The state of multicultural counseling competencies research. *Psychotherapy Bulletin*, 53(4), 48-58. [Web article]. Retrieved from The State of Multicultural Counseling Competencies Research | Society for the Advancement of Psychotherapy ([societyforpsychotherapy.org](http://societyforpsychotherapy.org))

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Gerardo, M., Gamba, R.J., Marin, B.V. (1992). Extreme response style and acquiescence among Hispanics: The role of acculturation and education.. *Journal of Cross- Cultural Psychology*, 23(4), 498-509. <https://doi.org/10.1177/0022022192234006>

Jones, E., Huey Jr., S.J. Cultural competence in therapy with African Americans. (2018). *Journal of Clinical Child & Adolescent Psychology*, 37(1), 262-301. [https:// doi: 10.1080/15374410701820174](https://doi.org/10.1080/15374410701820174)

La Roche, J. M. (2002). Psychotherapeutic considerations in treating Latinos. *Harvard Review of Psychiatry*, 10(2), 115-122. <https://doi.org/10.1093/hrp/10.2.115>

Naeem, F., Tuck, A., Mutta, B., Dhillon, P., Thandi, G., Kassam, A., Farah, A., Husain, M.I., Husain, M.O., Vasiliadis, H.-M., Sanches, M.R., Munshi, T., Abbott, M., Watters, N., Kidd, S.A., Ayub, M., McKenzie, K. (2021). Protocol for a multi-phase, mixed methods study to develop and evaluate culturally adapted CBT to improve community mental health services for Canadians of south Asian origin.

<https://doi.org/10.1186/s13063-021-05547-4>

Naeem, F., Phiri, P., Rathod, S., & Ayub, M. (2019). Cultural adaptation of cognitive-behavioural therapy. *BJPsych Advances*, 25(6), 387-395.

<https://doi.org/10.1192/bja.2019.15>

Naeem, F., Phiri, P., Munshi, T., Ayub, M. (2016). An evidence- based framework for cultural adaption of Cognitive-Behaviour Therapy: Process, methodology and foci of adaptation. *World Cultural Psychiatry Research Review*, 11(1/2), 61-70.

<https://www.researchgate.net/publication/319873092>

Pina, A.A., Polo, J.A., Huey, J.S. (2018). Evidence-based psychosocial interventions for ethnic minority youth: The 10-year update. *Journal of Clinical Child & Adolescent Psychology*, 48(2), 179-202. <https://doi.org/10.1080/15374416.2019.1567350>