PSYC 687: ASSESSMENT AND TREATMENT OF AFRICAN AMERICANS

COURSE SYLLABUS – Spring 2013
Professor Monnica Williams

Class Meeting Times: Thursday 2:00-5:00 pm
Location: LF 127

How to Reach Dr. Williams:
Email: m.williams@louisville.edu
Phone: 502-852-2521
Office Hours: *Life Sciences, 345; Th 12:00-1:00 pm; or by appointment* preferred (if you can, please let me know if you are planning to come to office hours. Other times may be arranged by appointment.)

Description:
This course presents a culturally-informed perspective on the psychological assessment and treatment of African Americans. It will focus on topics such as ethnic/racial identity, Afrocentrism, stereotypes, racism, cultural variables that may affect DSM-IV-TR diagnoses, epidemiological mental health data across ethnoracial groups, biased measures, culturally specific interventions, and the important factors to consider during the delivery of treatment. The course will also review multiculturalism, racism in modern psychology, and cultural mistrust.

Prerequisites
This is an advanced course for graduate students in clinical psychology. Students should be familiar with psychology, research concepts, and writing papers in APA style. It is the responsibility of the student to ensure that have met all requirements.

Reading:

Parham, T.A., Ajamu, A., *&* White, J. L. (eds)., (2011). *Psychology of Blacks: Centering Our Perspectives in the African Consciousness, 4/E*. Pearson. ISBN-13: 9780131827738 (selected chapters – posted on Blackboard).

Additional Articles (See reading list on Blackboard).

Grading:
- A+: 98%-100%
- A: 92%-97%
- A-: 90%-91%
- B+: 87-89%
- B: 83-86%

- B-: 80-82%
- C+: 76-79%
- C: 70-75%
- C-: 67-69%
- D: 56-66%
- F: 0-55%

Research Paper & Presentation: (50%)
You will complete one research paper during the semester that will be focused on adapting an empirically-supported treatment for use with African Americans. Independent reading will be required—at least 6 sources should be peer-reviewed journal articles found in the PsychInfo or MedLine database. Internet sources are not permitted, unless they are from an authoritative source (i.e., the American Psychological Association), and approved in advance. Papers should be 10-12 pages, double-spaced, with references in APA format (not included in page count). Upload a pdf copy of all journal article sources. Late assignments will be penalized ten percent per day late. (See separate handout on Blackboard for details about the requirements for this assignment.) You will also present your findings on the last day of class.

Leading the Class Discussion: (30%)
Students will take a turn presenting an article related to the weeks' material and help to lead the class discussion about that article throughout semester.

Participation & Preparation: (20%)
Participation in class is required. Each day we will have a class discussion, so please read the material before class. Write down your thoughts and questions about the readings, and bring your notes to class. Much of your final grade will be based on participation, so be prepared to contribute! Being unprepared, late, or absent will result in a loss of participation points. If you must miss a class, you can still receive partial credit by writing a one-page summary of each of the required readings, which should be submitted by email, preferably the day before lecture, by prior arrangement.

DATE	TOPIC
1/10	**1. Introduction**
	Terminology
	Race in the US and shifting demographics
	Race as a social construction
	Culturally sensitive therapy vs. multicultural counseling competence
	African American Values
1/17	**2. Colorblind versus Multicultural Approaches**
	Colorblind ideology
	Multiculturalism
	Increasing multiculturalism

1/23/13

	Therapist errors surrounding these approaches
1/24	**3. Racial Identity**
	White racial identity Black racial identity Stages of identity development The importance of racial identity in African Americans Racial socialization
1/31	**4. Stereotypes**
	Pathological stereotypes Stereotype threat The role of stereotypes in racism and discrimination Stereotypes and self-esteem: Clark & Clark doll study
2/7	**5. Mental Health Sequale of Discrimination and Racism**
	Mental health problems causes by racism and microaggressions Biopsychosocial model Racism as a source of stress and trauma Racism, coping, and psychological well-being
2/14	**6. Working with African American Clients (1)**
	Cultural mistrust Historical and recent abuses Medical professional bias Spirituality
2/21	**7. Working with African American Clients (2)**
	Diagnostic issues, psychopathology, and cultural differences Healthy Black paranoia Common issues for Black women and men Black families
2/28	**8. Working with African American Clients (3)**
	Counseling skills using an African-Centered framework Role and task of helpers and healers Connecting with clients Therapeutic interventions
3/7	**9. IQ and Intelligence Testing**
	Defining intelligence History of IQ testing and racism in the academy Black-White test gap Educational testing issues Sources of bias
3/14	**Spring Break**
	No Class
3/21	**10. Anxiety and Psychopathology Assessment**
	Self-report measures of anxiety and depression Culturally specific measures

	Structured interviews
3/28	**11. African Americans and OCD**
	Inclusion in research and treatment Barriers to treatment Symptom dimensions and contamination Comorbidity and hoarding
4/4	**No Class**
ADAA	Students should attend CMHD half-day workshop on PTSD and African Americans on 3/22/13 in lieu of this class.
4/11	**12. Discrimination in the Academy & Professional Settings**
	Racial bias in university teaching Racial bias in publishing Black therapists and White clients
4/18	**13. Applied Interventional Strategies**
	Adapting ESTs for African Americans Student presentations on adapting ESTs for African Americans

Policy about Grades:

You must be able to use Blackboard to participate in this course. Extensions or make-up work may be accommodated at the instructor's discretion by advance arrangement only (*before* the due date). Assignments cannot be made up after the due date for any reason, other than a note from the hospital documenting that you were incapacitated on the due date of the assignment. Missing assignments or class due to illness, doctor appointments, dental appointments, funerals, child care issues, ailing health of family members, car trouble, and the like will not be acceptable excuses. Problems with your computer, the Internet, or Blackboard are also not acceptable. Any student who is unhappy with their score on an assignment must bring it to the attention of the professor within 3 days of the grade being posted. After that time, no changes will be made for any reason. If any request is made to re-grade an assignment, the whole assignment will be re-graded strictly, and your score may go up or down.

Corresponding with the Professor:

Any email sent to the professor must be sent from your university (louisville.edu) email address. Email is the best and quickest means of contact. All assignments are to be turned in via Blackboard. Do not email them to the professor; they will not count. Do not assume I have received any email from you unless you receive a confirmation email back from me. Students are expected to check their university email daily for important information class announcements. They should also regularly check Blackboard to monitor their grades.

Expectations Concerning Student Conduct:
The Code of Student Conduct (Fall 2000-Summer 2001) Undergraduate Catalog, (pp. 20-23) includes among listed prohibited conduct (7.d) "Intentionally or recklessly interfering with normal University function... including... teaching...." Violations are to be reported to the Office of Student Life and possible outcomes range from reprimands to disciplinary expulsion. I expect all participants in this class to show respect for one another and for me so that we can maintain a safe and pleasant learning atmosphere. Students who talk during lectures or receive cell phone calls during class are showing a lack of respect for their fellow students and professors and interfering with teaching. Persistent offenders will be warned and if no change occurs, I will initiate disciplinary procedures. Similarly, students who ridicule statements by other students, or who are argumentative or hostile during class discussions, create a difficult learning environment, and will not be tolerated.

Statement on Academic Honesty:
It is expected that the work you do in this course will be your own. On written assignments, I expect you to use your own words and thoughts. When you are paraphrasing from another source (including the textbook for this course), please give a citation using APA style. That means you give the author(s) and year of publication in parentheses at the end of the sentence in which the paraphrase took place. If you are quoting directly, please enclose the quotation in quotation marks and give the proper citation and the page number. When you use citations, also include a reference list with the full citation. Failure to abide by these rules means that you are plagiarizing other peoples' material. Please note that this rule includes web site material and the instructor's lecture slides. You will receive no credit for plagiarized materials (a zero on the assignment), and you also may be subject to disciplinary action and/or a failing grade in the class. For more on plagiarism and academic honesty, please see your undergraduate catalog or go to the following web site: http://owl.english.purdue.edu/handouts/research/r_plagiar.html.

Changes in the syllabus:
If any changes are made in the syllabus, I will notify the class. I reserve the right to alter the syllabus because of unforeseen circumstances or because more time is needed on a particular topic. In such an event, an updated syllabus will be posted to Blackboard.

Students with Special Needs:
Students with disabilities requiring reasonable modifications to complete assignments successfully and otherwise satisfy course requirements are encouraged to meet with the instructor as early in the semester as possible to plan any needed accommodations. Students will be asked to provide a letter from the Disability Resource Center to assist in planning any necessary modifications.

READING LIST
Articles in black are to be read by all students for classroom discussion. Articles listed in green are underlined optional, and will be presented by a designated student.

1.   African-Centered Psychology

Parham, T. A., Ajamu, A., & White, J. L. (2011). Chapter 1: History & Cultural Competence, & Chapter 2: African-Centered Psychology in the Modern Era

2.   Colorblind versus Multicultural Approaches

Terwilliger, J. M., Bach, N., Bryan, C., & Williams, M. T. (2013). Multicultural versus Colorblind Ideology: Implications for Mental Health and Counseling. In *Psychology of Counseling*, A., Di Fabio, ed., Nova Science Publishers.

Owen, J. J., Tao, K., Leach, M. M., & Rodolfa, E. (2011). Clients' perceptions of their psychotherapists' multicultural orientation. *Psychotherapy, 48* (3), 274-282.

Constantine, M. G. (2007). Racial Microaggressions Against African American Clients in Cross-Racial Counseling Relationships. *Journal of Counseling Psychology, 54*, (1), 1-16.

Okech, J. E. A., & Champe, J. (2008). Informing Culturally Competent Practice Through Cross-Racial Friendships. *Int J Adv Counselling, 30*, 104–115.

3.   Racial Identity

Parham, T. A., Ajamu, A., & White, J. L. (2011). Chapter 6: Identity

McIntosh, P. (2003). White privilege: Unpacking the invisible knapsack. In: S. Plous (Ed), *Understanding prejudice and discrimination*. New York, NY: McGraw-Hill.

Vandiver, B. J. (2001). Psychological Nigrescence Revisited: Introduction and Overview. *Journal of Multicultural Counseling and Development, 29,* 165-173.

Williams, M.T., Chapman, L. K., Wong, J., & Turkheimer, E. (2012). The role of ethnic identity in symptoms of anxiety and depression in African Americans. *Psychiatry Research*, 199, 31-36. doi: 10.1016/j.psychres.2012.03.049

Evans and Joe R. Feagin. (2012). Racism Middle-Class African American Pilots: The Continuing Significance of Racism. *American Behavioral Scientist, 56,* 650-665.

Helms, J. E., & Carter, R. T. (1990). Toward a Model of the White Racial Identity Development. In J. E. Helms (Ed.), *Black and White racial identity: Theory, research, and practice*, 49-66. Westport, CT: Greenwood Press.

Hughes, D., Rodriguez, J., Smith, E., Johnson, D., Stevenson, H. & Spicer, P. (2006). Parents' ethnic-racial socialization practices: A review of research and directions for future study. *Developmental Psychology, 42*, 5, 747-770.

## 4.	Stereotypes & Racism

Williams, M. T., Gooden, A. M., & Davis, D. (2012). African Americans, European Americans, and Pathological Stereotypes: An African-Centered Perspective. In *Psychology of Culture*, G. R. Hayes & M. H. Bryant, eds., Nova Science Publishers. ISBN-13: 978-1-62257-274-8.

Parham, T. A., Ajamu, A., *&* White, J. L. (2011). Chapter 5: Racism

McKinney, K. D. (2006.) 'I Really Felt White': Turning Points in Whiteness Through Interracial Contact. *Social Identities,* 12 (2), 167-185.

Gaertner, S. L., & Dovidio, J. F. (2005). Understanding and Addressing Contemporary Racism: From Aversive Racism to the Common Ingroup Identity Model. *Journal of Social Issues, 61*(3), 615-639.

Bargh, J., Chen, M., & Burrow, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology, 71*(2), 230-244.

Devine, P. G., & Elliot, A. J. (1995). Are racial stereotypes really fading? The Princeton trilogy revisited. *Personality and Social Psychology Bulletin*, *21*, 11, 1139-1150.

## 5.	Mental Health Sequale of Discrimination and Racism

Clark, R., Anderson, N. B., Clark, V. R., & Williams, D. R. (1999). Racism as a stressor for African Americans: A biopsychosocial model. *American Psychologist, 54*(10), 805-816.

Carter, R. T. (2007). Racism and Psychological and Emotional Injury: Recognizing and Assessing Race-Based Traumatic Stress. *The Counseling Psychologist, 35*(1), 13-105.

Smith, W.A., Allen, W. R., & Danley, L. L. (2007). Assume the Position . . . You Fit the Description: College Students Experiences and Racial Battle Fatigue Among African American Male College Students. *American Behavioral Scientist, 51*, 551-578.

Pieterse, A. L., Carter, R. T., Evans, S. A., & Walter, R. A. (2010). An exploratory examination of the associations among racial and ethnic discrimination, racial climate, and trauma-related symptoms in a college student population. *Journal of Counseling Psychology, 57*(3), 255-263.

Chae, D. H., Lincoln, K. D., & Jackson, J. S. (2011). Discrimination, attribution, and racial group identification: Implications for psychological distress among Black Americans in the

National Survey of American Life (2001–2003). *American Journal of Orthopsychiatry, 81*(4), 498-506.

6.   Working with African American Clients (1) – Cultural Mistrust, Spirituality

Parham, T. A., Ajamu, A., *&* White, J. L. (2011). Chapter 3: Spirituality

Suite, D. H., La Bril, R., Primm, A., & Harrison-Ross, P. (2007). Beyond misdiagnosis, misunderstanding and mistrust: relevance of the historical perspective in the medical and mental health treatment of people of color. *J Natl Med Assoc.*, 99(8), 879–885.

Buser, J. K. (2009). Treatment-seeking disparity between African Americans and Whites: Attitudes toward treatment, coping resources, and racism. *Journal of Multicultural Counseling and Development, 37*(2), 94-104.

Whaley A. L. (2001). Cultural mistrust and mental health services for African Americans: a review an meta-analysis. *Counsel Psychol,* 29(4), 513-531.

Freimuth, V. S., Quinn, S. C., & Thomas, S. B. (2001). African American's views on research and the Tuskegee syphilis study. *Soc Sci Med.*, *52*(5), 797-808.

7.   Working with African American Clients (2) – Psychiatric Issues

Parham, T. A., Ajamu, A., *&* White, J. L. (2011). Chapter 8: Mental Health

Snowden et al. (2009) Overrepresentation of Black Americans in Psychiatric Inpatient Care [NSAL], *Psychiatric Services, 60 (6).*

Brody, G. H., Chen Y. F., Kogan, S. M., Yu, T., Molgaard, V. K., DiClemente, R. J., & Wingood, G. M. (2012). Family-centered program deters substance use, conduct problems, and depressive symptoms in black adolescents. *Pediatrics, 129*(1),108-15. doi: 10.1542/peds.2011-0623

Graves, R. E., et al. (2011). PTSD treatment of African American adults in primary care: The gap between current practice and evidence-based treatment guidelines. *Journal of the National Medical Association,* 103(7), 585-593.

Franklin (1999). Invisibility Syndrome and Racial Identity Development in Psychotherapy and Counseling African American Men. *The Counseling Psychologist, 27,* 761-793.

8.   Working with African American Clients (3) – Counseling Skills & Issues

Parham, T. A. (2002). Counseling Models for African Americans. In T.A. Parham (Ed.), *Counseling Persons of African Descent* (pp. 100-118). Thousand Oaks, California: Sage.

Comas-Dıaz, L., & Jacobsen, F. M. (2001). Ethnocultural Allodynia. *J Psychother Pract Res, 10*, 4.

Constantine, M. G., & Kwan, K-L., K. (2003). Cross-cultural considerations of therapist self-disclosure. *Journal of Clinical Psychology, 59*(5), 581-588.

Utsey, S. O., Giesbrecht, N., Hook, J., & Stanard, P. M. (2008). Cultural, sociofamilial, and psychological resources that inhibit psychological distress in African Americans exposed to stressful life events and race-related stress. *Journal of Counseling Psychology, 55*(1), 49-62.

Banks, K., & Kohn-Wood, L. P. (2007). The influence of racial identity profiles on the relationship between racial discrimination and depressive symptoms. *Journal of Black Psychology, 33*(3), 331-354.

9.   IQ and Intelligence Testing

Parham, T.A., Ajamu, A., *&* White, J. L. (2011). Chapters 4: Family, & Chapter 7: Education

Turkheimer, E., Haley, A., Waldron, M. ., D'Onofrio, B., & Gottesman, I. I. (2003). Socioeconomic Status Modifies Heritability of IQ in Young Children. *Psychological Science, 14*, 6.

Steele, C. M. & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans, *Journal of Personality & Social Psychology*, 69(5), 797-811.

Templer, D.I. & Rushton, J.P. (2011). IQ, skin color, crime, HIV/AIDS, and income in 50 U.S. states. *Intelligence, 39,* 437-442. [**note, we will be debunking this article]

10.   Anxiety Assessment

Williams, M. T., Davis, D., Thibodeau, M., & Bach, N. (under review). Psychometric Properties of the Obsessive-Compulsive Inventory Revised in African Americans with and without Obsessive-Compulsive Disorder.

Carter, M. M., Mitchell, F. E., & Sbrocco. T. (2012). Assessment and Treatment of Anxiety Disorders in Ethnic Minority Adults and Children. *Journal of Anxiety Disorders,* 26, 4, 487-564.

Chapman, L. K., Vines, L., & Petrie, J. (2011). Fear factors: Cross validation of specific phobia domains in a community-based sample of African American adults. *Journal of Anxiety Disorders, 25(4),* 539-544.

Hunter, L. R., & Schmidt, N. B. (2010). Anxiety Psychopathology in African American Adults: Literature Review and Development of an Empirically Informed Sociocultural Model. *Psychological Bulletin, 136* (2), 211–235.

11.   African Americans and OCD

Williams, M.T., Elstein, J., Buckner, E., Abelson, J., & Himle, J. (2012). Symptom Dimensions in Two Samples of African Americans with Obsessive-Compulsive Disorder. *Journal of Obsessive-Compulsive & Related Disorders, 1*(3), 145-152. doi: 10.1016/j.jocrd.2012.03.004

Williams, M., Powers, M., Yun, Y. G., & Foa, E. B. (2010). Minority Representation in Clinical Trials for Obsessive-Compulsive Disorder. J*ournal of Anxiety Disorders, 24*, 171-177.

Williams, M. T., Proetto, D., Casiano, D., & Franklin, M. E. (2012). Recruitment of a Hidden Population: African Americans with Obsessive-Compulsive Disorder. *Contemporary Clinical Trials, 33*(1), 67-75.

Williams, M. T., Domanico, J., Marques, L., Leblanc, N., & Turkheimer, E. (2012). Barriers to Treatment Among African Americans with OCD. *Journal of Anxiety Disorders, 26*(1), 555-563. doi: 10.1016/j.janxdis.2012.02.009

12.   Discrimination in the Academy & Professional Settings

Parham, T. A., Ajamu, A., *&* White, J. L. (2011). Chapter 10

Torres, L., Driscoll, M. W., & Burrow, A. L. (2010). Racial Microaggressions and Psychological Functioning Among Highly Achieving African-Americans: A Mixed-Methods Approach. *Journal of Social & Clinical Psychology, 29*(10), 1074-1099.

Hamermesh, D.S., & Parker, A. (2005). Beauty in the classroom: instructors' pulchritude and putative pedagogical productivity. *Economics of Education Review, 24,* 369–376.

Harlow, R. (Dec., 2003). "Race Doesn't Matter, but...": The Effect of Race on Professors' Experiences and Emotion Management in the Undergraduate College Classroom. *Social Psychology Quarterly*, Vol. 66, No. 4, 348-363.

Williams, M. T., Chapman, L. K., Davis, D., & Turkheimer, E. (under review). Anxiety and Affect in Racially Unmatched Dyads: Implications for a Therapeutic Relationship.

13.   Applied Interventional Strategies

Sue, S., Zane, N., Nagayama Hall, G.C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annu Rev Psychol., 60,* 525–548. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2793275/ [** you will want to read this before writing your paper]

1/23/2013

Textbook

Parham, T.A., Ajamu, A., & White, J. L. (eds)., (2011). Psychology of Blacks: Centering Our Perspectives in the African Consciousness, 4/E. Pearson. ISBN-13: 9780131827738

Chapter 1   Building for Eternity – History of African American Psychology

Chapter 2   African Centered Psychology in Modern Era – Comparison to Western Psych

Chapter 3   The Spiritual Core of African Centered Psychology

Chapter 4   The African American Family

Chapter 5   Coping with Racism & Oppression: Social Disparities That Impact Black Lives

Chapter 6   The Struggle for Identity Congruence in African Americans

Chapter 7   The Psychology of African Centered Education

Chapter 8   Mental Health Issues Among African American People

Chapter 9   Applications of An African Centered Psychology: The Juvenile Offender

Chapter 10   African Centered Psychology: A Look Beyond 2010