

Applications of the APA Multicultural Guidelines: An Ecological Approach to Context,  
Identity, and Intersectionality (APA, 2017)

Gargi Roysircar

Department of Clinical Psychology  
Antioch University New England

The purpose of the skills-building workshop on the *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality* (APA, 2017) is to operationalize the American Psychological Association's re-envisioning of the Multicultural Guidelines for the 21<sup>st</sup> Century. The workshop has two components: Didactic learning for 1 hour and 20 minutes; and Small Group case formulations and practice for 1 hour and 30 minutes. The workshop has several key goals. The first goal is to present the revised multicultural guidelines within a layered, dynamic, nested ecological framework. This theoretical approach provides through figures the guiding organizational framework that operationalizes each ecological level by two corresponding guidelines, with 10 guidelines for five ecological levels: bi-directional self-definition and relationship, micro, meso, exo, and macro levels. The second goal is to bring workshop attendees to up-to-date information with regard to current trends and practice in multicultural scholarship. Hence, the presentation will consider the intersectionality of reference group identities, disparities in mental and behavioral health, social justice issues, human rights, and a culturally adaptive approach in global and domestic arenas. The third goal is to encourage attendees to learn about practice from a multicultural perspective. To this end, case illustrations will be presented in the second half of the workshop to small attendee groups. Discussion questions on the cases are integrated to encourage discussion about complex contextual topics. A fourth goal is to encourage learning at all stages of professional development. This goal is in

keeping with the notion of cultural humility that states we never reach cultural competence-- rather, we are always engaging in a process of learning about culture. We expect that professionals at all stages of their careers might benefit from learning more about how the multicultural guidelines apply to their work. Finally, a fifth goal is to consider how the multicultural guidelines apply to psychological work in the domains of clinician, educator, researcher, and consultant.

### **Learning Objectives:**

1. Summarize all stages of professional development, from trainees, to master clinicians, to supervisor in keeping with the notion of cultural humility.
2. Describe intersectionality.
3. Translate how the multicultural guidelines apply to psychological work in the domains of clinician, educator, researcher, consultant, and policy-maker.

### **CE Presentation Test Questions**

1. What defines intersectionality?
  - A. Race and gender
  - B. Religious affiliation and cultural background
  - C. Socioeconomic status
  - D. All of the above
  - E. A and B only
2. When working with a family of color who has experienced trauma, a clinician who is attentive to multicultural considerations will
  - A. Engage with the family regarding their underlying belief systems regarding trauma and symptoms
  - B. Immediately assign the family members to a therapist
  - C. Seek to collaborate with the family regarding the impact of the event and how it is understood within their family system
  - D. A and C
  - E. All of the above
3. A researcher who is investigating self-efficacy judgments is seeking to enhance multicultural considerations in her work. She will address the following:

- A. Consider the potential variability that may arise on questionnaires being used, given differing approaches to understanding self
- B. Attend to the reliability and validity of the measure to capture self-efficacy across multiple components of identity and cultural experience
- C. Seek funding through NIH
- D. A and B
- E. All of the above

4. Which of the following areas should be included when assessing the needs of an intersectional client?

- A. The historical period in which the client was raised
- B. Immigration history, including residential change
- C. Birth cohort of the client
- D. Safety and environmental pollution in the home environment
- E. All of the above

5. The bi-directional model of self-definition and relationships that is central to the Layered Ecological Model of the Multicultural Guidelines specifically represents:

- A. The larger sociocultural context
- B. International and domestic climate
- C. Institutional Impact on Engagement
- D. The relationship between the individual's self-definition in the role of client, student, consultee, and research participant and the individual's self-definition in the role of clinician, educator, researcher, and consultant
- E. The home, school, community context

6. Resilience can be characterized as:

- A. A concept found in positive psychology
- B. A concept that takes a strength-based approach
- C. Examining positive contextual factors that decrease risk factors
- D. Sociocultural factors that promote positive outcomes
- E. All of the above

7. In the Revised Multicultural Guidelines psychologists are encouraged to engage in advocacy that involves:

- A. Working with the individual client alone
- B. Public policy, welfare services, systems of care, training, education, funding, and research, in addition to direct client support
- C. Being responsive to individual dynamics raised in therapy
- D. Not engaging in advocacy efforts
- E. Focusing on the family system within a family therapy model