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## **Bibliography on multicultural issues<sup>1</sup>**

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### **Resumen**

El objetivo de este trabajo fue examinar el estado de la literatura correspondiente a los asuntos multiculturales en la Psicología, para a su vez otorgarle importancia a incluir estas referencias en nuestros trabajos académicos. Una selección de fuentes en asuntos multiculturales fueron identificadas en fuentes disponibles como bases electrónicas de datos, páginas web institucionales, y los archivos de dos departamentos de psicología. La bibliografía resultante contiene títulos de autores en Puerto Rico, y de Estados Unidos, y tiene valor heurístico para estudiantes, profesores, investigadores y practicantes en el campo.

**Palabras claves:** *asuntos multiculturales, psicología, psicólogos/as en Puerto Rico, bibliografía*

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### **Abstract**

The objective of this work was to recognize the existing state of the literature on multicultural issues in Psychology and the importance of including these references in our scholarship. A selection of sources on multicultural issues was identified from available electronic databases, institutional web pages and archives from two departments of psychology. The resulting bibliography contains titles from authors in Puerto Rico and from the United States, and has heuristic value for students, professors, researchers and private practitioners in the field.

**Keywords:** *multicultural issues, psychology, psychologists in Puerto Rico, bibliography*

This bibliography is the result of an extensive literature search of sources dealing with multicultural issues in psychology. Although there are other bibliographies in this flourishing field and this one is more oriented to Clinical Psychology and to Hispanics, this document is a promissory way to organize knowledge for scholarship. This bibliography is presented with the caveat that it is not exhaustive but has heuristic value for students, professors, researchers and private practitioners in the field. The search of bibliographic references was compiled by members of a local university faculty committee active from 2005 to 2007 (Cardalda & Rodríguez, 2007).

The need to prepare a selected bibliography on multicultural issues in psychology arised in the context of an awareness to infuse the curriculum with more literature on these topics. Curiously, the need followed from the suggestions of external reviewers, while assessing a clinical psychology program during an accreditation visit. As constructed by the faculty committee, the problem was how to infuse the curriculum with contemporary literature on multicultural issues. As such, the objective was didactic in the sense that it could help both professors and students to readily become acquainted with topics that usually had limited coverage in most courses.

In the process of preparing this bibliography, the authors consulted available electronic data bases, institutional web pages and archives from two departments of psychology. During this process, the authors arrived at some realizations. First, the remarkable extent of scholarly and research literature produced by authors in Puerto Rico justified a separate section, comparable in variety and depth to articles

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by authors in the United States (US). Second, despite this abundance of research materials many of these articles did not come up while searching the available databases, which means that somehow local researchers may be under cited and others working on similar areas may be unaware of these projects. This underrepresentation is problematic as the means to obtain databases and to be cited in them, important material tools to support a research tradition and to advance in an academic environment. Finally, this bibliography needed to be accompanied by a reflection of what are multicultural competencies.

### *What are Multicultural Competencies?*

All individuals are cultural beings and have a cultural, ethnic, and racial heritage. Culture may be described as the acquisition of a worldview through learned and transmitted beliefs, values, and practices, including religious and spiritual traditions. Therefore, multicultural competencies are competencies which promote the successful application of multicultural and culture specific awareness, knowledge and skills in human interactions. Specifically, multicultural awareness entails the objective perception of one's behavior, and that of others, within a cultural context of circumstances. Examples include: a) having an accurate awareness of oneself as a cultural being, b) having an awareness of one's own cultural values and biases, c) being aware of how worldview and cultural backgrounds influence human interactions, and d) being aware of one's limits of competency and expertise (i.e., knowing when to refer a patient or client of a different culture to a practitioner with greater expertise). Multicultural knowledge refers to the accumulation of factual information about specific cultures. Examples of multicultural knowledge competencies include, but are not limited to: a) being knowledgeable of one's racial and cultural heritage, b) acquiring culture-specific knowledge about the racial and cultural heritage of other social groups, c) understanding how social groups may be affected by oppression, racism, discrimination and stereotyping, and d) knowledge of the legal and ethical aspects of multiculturalism (e.g., Title VII of the Civil Rights Act of 1964, Health Insurance Portability and Accountability Act of 1996 [HIPAA], the APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations, among others). Finally, multicultural skills refer to the successful

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application of multicultural competencies in human cross-cultural interactions. Specific multicultural skills entail: a) seeking out educational, and life experiences to improve one's understanding and effectiveness in fostering positive interactions with persons of different cultural backgrounds, b) actively seeking consultation from diverse groups served, c) respecting the language preference of one's client and ensuring that accurate translations occur as needed, d) examining traditional psychological practices for their cultural appropriateness, e) modeling behavior that promotes the principles of tolerance, inclusion and pluralism, and f) finding ways to engage in public advocacy to dismantle social obstacles as part of one's professional responsibilities.

In the aftermath of the World Trade Center tragedy of September 11, 2001, it is evident that the world is getting smaller and that the acquisition of multicultural competencies will become a key life skill in the 21<sup>st</sup> century, as cultural conflict gives way to developing a culture of peace and tolerance. A primary goal of the authors is to: a) produce a body of recommended clinical resources and guidelines for conducting psychological evaluations with persons of minority heritage, b) disseminate this information among psychologists at the state and national level, and c) to engage in advocacy efforts to increase the provision of mental health services to underrepresented populations.

In the United States today there are some 280 million individuals. The White mainstream accounts for approximately 70% of the U.S. population, while thirty percent (30%) of the national population is of minority constituency. The growing minority segment of the United States will change the face of America's tomorrow and have a monumental impact on the development of the nation's future. This change will occur within two generations. By the year 2050, approximately fifty percent (50%) of the projected 400 million persons in the U.S. population will be of minority status (U.S. Census Bureau, 2000). Within 50 years, one out of every four American citizens will be of Hispanic heritage. The U.S. Census Bureau (2000) projects that the population increases for Hispanic youth will be even higher, accounting for one out of every three youths under 19 years of age.

One survey on minority access to mental health care services indicated that whereas for mainstream Whites there are 173 mental health care providers per 100,000 persons, for Hispanics the figure is only 29 providers per 100,000 (Center for Mental Health Services

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[CMHS], as cited in U.S. Department of Health and Human Services (2001). This number is clearly insufficient to meet the mental health and educational needs of Hispanics and other minority members.

Currently, minorities account for 18.5 million of America's 47 million public school students, or about 40% of all public school students (Young, 2001). This is an increase of 17 percentage points over a span of less than 30 years (National Center for Education Statistics, 2002). Among the 100 largest school districts in the nation (serving 23% of all public elementary and secondary school students), minority students account for 68% of total student enrollment (Young, 2001). In the coming 50 years the proportion of minority students in the U.S., relative to the White mainstream, will continue to experience a marked increase. It is thus, of critical importance to provide the necessary culturally competent psychological and diagnostic educational services for the growing minority populations.

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