



Multicultural Psychology Internship Program
BROCHURE

School Street Counseling Institute
110 Maple Street
Springfield, MA 01105

Internship Setting and Training Activities

School Street Counseling Institute

The Multicultural Psychology Internship Program (MPIP) is a training site based in a community mental health clinic, the School Street Counseling Institute (SSCI). The site is centrally located in downtown Springfield, Massachusetts, within a half-hour of the culturally-rich “five college area” (Amherst College, Smith College, University of Massachusetts, Mount Holyoke College, and Hampshire College). SSCI provides outpatient psychotherapeutic clinical services to children, families, and adults. We serve clients with a wide variety of mental health and substance abuse problems. Our staff includes professional psychologists, clinicians, school counselors, and psychiatrists. SSCI offers linguistically and culturally-competent services, as our staff provide services in English and Spanish.

The MPIP Training Program began in 1996. We are accredited by both the American Psychological Association (APA) and the Association of Psychology Postdoctoral and Internship Centers (APPIC). We offer a full-time Doctoral Internship in Multicultural Clinical/Community Psychology. The internship involves providing direct clinical services to children, families, and adults on an outpatient basis. The primary focus of our internship is to provide high quality training in the provision of mental health services in a community setting.

School Street Counseling Institute is part of a larger behavioral health care organization, Behavioral Health Network, Inc. (BHN). BHN is a non-profit community behavioral health agency that has been providing services to children, adults, families, and communities in Western Massachusetts since 1939. BHN is a system of care for people of all ages who experience life challenges associated with mental illness, behavioral challenges, developmental disorders, and abuse of substances. This organization offers a wide variety of services such as crisis and support services, forensic mental health services, early intervention, community wraparound services, day treatments, partial hospitalization, school programs, post-homicide



family support programs, outpatient services, MR and residential services, and advocacy programs, among others. To learn more about BHN, please visit www.bhninc.org.

Program Philosophy

Our training philosophy includes three major goals: (1) Practitioner-Scholar, (2) Developmental, and (3) Multicultural. As an internship site we aim to integrate clinical psychology's knowledge base (scholarly research/theory) with professional practice in the context of a multicultural community mental health setting.

Practitioner-Scholar: The Practitioner-Scholar model is a training model that is primarily concerned with clinical practice. In this model, practitioners are called on to be informed about current research and theoretical advances in the field of psychology and to apply this knowledge to clinical practice. In order to prepare psychology interns for ethical, competent, and culturally-responsive professional practice, we review major theories of clinical practice with an expectation that the intern will develop a "meta" perspective on psychotherapy practices. This meta perspective is based on critical thinking skills—capacities that we consider foundational in professional development and training for service in a multicultural society. The scholarly standards of evidenced-based practices and theories are reviewed in light of social values and biases (e.g., Bernal, 2010). Theories that address the interpersonal/relational dimensions of practice are emphasized with the dual purpose of developing clinical competencies as well as fostering a reflective stance towards the self-in-practice. Psychodynamic approaches, shown by research to be effective in treating complex, trauma-based, co-morbid clinical populations, are also emphasized (e.g., Shedler, 2010; Summers & Barber, 2010). The significant pervasiveness and extent of traumatic histories in the population we serve demands psychotherapeutic approaches that can respond to the complexity of the clinical task, as well as mitigate vicarious traumatization. The intern is encouraged and expected to integrate her/his own scholarly interests in various ways as part of the training activities throughout the internship year.

Developmental: Our pedagogical mission includes an overarching developmental perspective. This training dimension is reflected both in the *content* of theory and practice, as well as in the *process* of learning. Developmental theories that emphasize the phase-specific dimensions of identity formation inform our diagnostic and treatment practices. We review research on the psychological sequelae of childhood maltreatment and their impact on psychopathology.

Multicultural: A fundamental dimension of our training program is the integration of a multicultural perspective (e.g., Sue & Sue, 2013) in every aspect of the internship experience. A broad-based understanding of the socio-cultural context of our clinical population runs through every component of our training. All of our interns are bilingual and many are bicultural.



Explorations of themes such as language, migration, racial and ethnic identity development and its impact on the therapeutic relationship are woven throughout our curriculum.

Goals, Objectives, and Competencies

MPIP's goals, objectives, and areas of competence emphasized are the following:

(1) Reflective Practice

- To demonstrate a commitment to one's professional development, and openness to learning and supervision

(2) Ethical and Professional Practice

- To know and apply the APA Ethics Code and the different APA guidelines for ethnic and racial diversity, LGBTQ, elderly and aging, disability, etc.
- To conduct oneself in a professional manner

(3) Relational/Interpersonal

- To effectively and meaningfully relate with individuals, groups, and communities

(4) Interdisciplinary and Scientific Practice

- To integrate different disciplines, such as social work, medical health integration, family systems, advocacy
- To utilize different methodologies, including different evidence-based models

(5) Individual and Cultural Diversity/Social Justice

- To become aware of, sensitive to, and competent in the psychosocial factors related to poverty and/or diverse communities
- To acquire knowledge (research and professional) of stressors impacting mental health, individuals, and families in these communities

(6) Proficiency in Clinical Assessment, Intervention, Consultation, Supervision, and Program Evaluation

- To acquire and develop skills within the major roles and functions of the psychology profession

Curriculum and Training Activities

Supervised experience is one of the internship's primary modes of education and training. In addition, we have designed the training experience around the following didactic activities: Seminar in Clinical Theory and Practice, Seminar and Supervision in Clinical Assessment, Case



Consultation Team, DBT Seminar, Multiculturalism Seminar, and Program Evaluation and Consultation (PEC) Seminar.

Psychotherapy and Case Assignments

All interns gain experience with a wide spectrum of diagnoses ranging from psychosis to adjustment disorders. The population presents with a history of complex trauma, poverty-related problems, substance abuse issues, acculturation difficulties, personality disorders, legal problems, multiple medical issues, and other comorbidities. Because of the variety of issues clients present, interns are exposed to multiple theoretical viewpoints and treatment modalities. Some examples of training models we use are Psychodynamic Therapy, Phase-Oriented Trauma Systems Theory, DBT, Motivational Interviewing, Trauma Focused-CBT, Play Therapy, Interpersonal Therapy, Cognitive-Behavioral Therapy, Relational Therapy, and Solution-Focused Brief Therapy. Interns have the opportunity to conduct family/couples therapy and/or to co-facilitate a therapy group during their internship year. This group can be one of our ongoing groups or one in which they have a particular interest.

At MPIP, interns are assigned clients with a broad spectrum of psychopathology and developmental stages. We try to match interns' particular interests with the clients we assign. On the other hand, we also expose interns to less familiar clinical issues in order to test and challenge their skills. With these challenges interns meet their full potential and learn their own limits when working with a variety of populations.

Individual Supervision

Each intern is assigned two licensed psychologists as primary supervisors who are members of the training faculty. The intern receives one hour of individual supervision per supervisor on a weekly basis. The primary supervisors share the responsibility for the intern's clinical cases and are accessible for emergency supervision on an as-needed basis. In addition, a third supervisor is assigned to guide the intern's development and application of clinical assessment/psychological testing. Interns are required to record sessions during the first four months. The Training Director will conduct in vivo supervision once a month for three additional months in order to provide feedback to the intern and model therapeutic techniques. If the Training Director or supervisors determine that the intern is in need of more intensive supervision, these requirements may be extended. Recordings are done with the client's permission. Supervisors will suggest which clients may be most suitable for recordings and in vivo supervision.

Supervisors use case discussion to provide feedback to interns and also focus on interns' process and reactions to the work they are doing, as we recognize that they are also impacted by clients' problems and needs. With this in mind, we examine self-care practices and caseload management, and analyze transference and countertransference patterns within the therapy process. Supervisors offer didactic instructions, engage in role playing, and assign and discuss readings that are appropriate to specific problems to foster theoretical understanding and



clinical competence. Formal evaluations of the intern are conducted twice a year. At the same time, informal feedback is actively given throughout the training year.

Group Supervision

All interns attend a weekly group supervision meeting. In this meeting (1.5 hrs.), the intern has the opportunity to present cases in a more formal manner and to receive feedback from the group supervisor and from peers. Twice a year, each intern is expected to give a presentation/case conceptualization based on a theoretical approach of choice to the group (oral and written).

Seminar in Clinical Theory and Practice

The Clinical Seminar is the cornerstone didactic experience of the MPIP internship. It meets weekly for an hour and a half throughout the internship year, from September to August. It is taught by longtime MPIP senior faculty member, Lourdes Mattei, Ph.D.

The training objectives of the seminar are:

- To explore and integrate culturally-responsive practices in clinical work, particularly with Latino/as
- To learn the basic concepts of major psychodynamic theories with a special emphasis on relationship patterns and trauma
- To reflect on the role and function of a psychologist/psychotherapist, with a focus on community mental health

The sequence of modules is designed to build and expand on foundational clinical concepts such as the therapeutic alliance, symbolic listening, reflective stance towards self and other, and multicultural responsiveness. The seminar begins with a look at the community we serve: its history, demography and sociocultural context. The framework is then set for listening at more than one level in order to develop the “clinical ear” and to assess and “track” the function(s) of symptoms and the patterns of relationships both inside and outside the therapeutic relationship. The importance of the therapeutic alliance is highlighted throughout the many phases and types of psychotherapy. Since our client population is characterized by significant and persistent trauma, the seminar gives considerable attention to the many dimensions of trauma, such as developmental, neurological, and affect regulation.

Cultural perspectives are discussed throughout the modules in a variety of ways.

For example, cross-cultural research on attachment theory is included, and the impact of migration in psychological development is stressed in assessment/diagnosis, as well as in the personal history of each intern. Reflections on the interns’ professional identity are addressed towards the end of the seminar, as the interns begin to articulate and consolidate their own experiences (i.e., migration, SES, language, gender, ethnic/racial identity) with their identities as psychologists (e.g., from graduate student to professional, psychotherapist, supervisor,



consultant). The importance of working in multicultural clinical context(s) is reflected on and emphasized through readings and discussions throughout the year. We expect the interns to deepen and expand their knowledge of themselves and others as reflected in both the clinical process and their own identity as psychologists.

The seminar is divided into ten units:

1. Orientation: Syllabus and introduction to seminar
2. Community mental health: Poverty, culture, and mental illness
3. Ethics and diversity
4. Relationship patterns: Psychodynamic schools, interpersonal and attachment theories, with an emphasis on the therapeutic alliance and reflective stances
5. Symptoms and coping/defense mechanisms: Meaning and function(s), listening at more than one level
6. Trauma: Theory, research, and phase-oriented treatment
7. Developmental aspects of identity and mental health
8. (Im)migration, acculturation, and language
9. Supervision and the learning alliance
10. Termination

Seminar and Supervision in Clinical Assessment/Psychological Testing

The seminar on clinical assessment takes place once every two weeks (1 hr.) and is conducted by Dr. Brunilda De León. Dr. De León is also the primary supervisor for the assessment rotation; interns receive one hour of individual supervision in assessment every two weeks. The seminar gives special attention to the impact of bilingual and bicultural factors on the assessment process. The intern is expected to complete (administer, score, interpret, and write up) three full batteries by the end of the internship year. Interns also gain valuable experience in providing feedback to the referral source.

Case Consultation Team

The team coordinators conduct a case conference (1 hr.) on a weekly basis, which is attended by SSCI clinical staff as well as the interns. The main goal of the case consultation is to present and review challenging clinical cases and/or ethical dilemmas in front of a multidisciplinary team. These meetings offer a significant opportunity for the intern to integrate approaches as well as to collaborate with other professionals. One of our psychiatrists participates in this meeting, and interns have the opportunity to consult about their clients who are receiving medication as well.

Dialectical Behavioral-Therapy (DBT) Seminar

The DBT Seminar meets weekly for an hour and a half for two months (eight 90-minute sessions), from October to November, and is a required training activity. It is currently taught by a consultant to our program who has been intensively trained by Marsha Linehan, Ph.D., and



who has over 20 years' experience in applying DBT to work with patients and teaching the model to clinical psychology doctoral students. The seminar is comprised of lectures, reading of Kelly Koerner's (2012) book *Doing Dialectical Behavior Therapy: A Practical Guide*, viewing videotapes of expert DBT therapists, including Dr. Linehan, and practicing DBT skills. The seminar is intended to provide a solid introduction to the concepts and principles underlying this treatment model. Toward the end of the seminar, interns at MPIP may be assigned one or two patients who meet criteria for Borderline Personality Disorder or who would otherwise appear to benefit from a DBT-informed therapy process (e.g., are self-injurious or have significant difficulty with affect regulation). These more challenging patients are thus assigned after interns have received the foundational training in DBT skills.

Program Evaluation and Consultation (PEC) Seminar

This seminar provides didactic training in the provision of consultation and program evaluation. In the area of consultation, interns gain experiential training in this competency through their outpatient work (e.g., interacting with mental health professionals from other disciplines regarding their clients' well-being) and through their Medical Integration rotation (described below). The PEC seminar is designed to supplement this experiential training by providing:

- Didactic trainings, assigned readings, and discussion to increase knowledge and understanding of diverse consultation models, with a focus on client-centered case consultation and consultee-centered consultation
- Didactic introduction to behavioral health consultation in primary care setting
- Mentoring and support as intern assumes consultation role in MI rotation (January - June)

In the area of program evaluation, the seminar provides training in developing and completing a group program evaluation research project by the internship year's end. As the year progresses, interns will:

- Learn basic concepts of program evaluation through didactics, assigned readings, and discussion at the beginning of internship year
- Develop program evaluation, including content to be evaluated, goals, objectives, and expected outcomes; collect data and analyze results
- Present results of evaluation and the effect and relevance to the program(s) studied
- Collaborate in developing outcome report of evaluation process

The PEC seminar also offers dissertation completion support and mentoring in professional development.

Multiculturalism Seminar

The Multiculturalism Seminar meets weekly for an hour for two months (eight 1-hour sessions), in January and February, and is a required training activity. The seminar combines lectures with discussion of assigned reading materials, and is comprised of four modules: 1) Foundational Concepts (culture, race, ethnicity, multiculturalism and diversity, history, migration, and



identity intersectionality); 2) Personal and Social Identity Development; 3) Trauma and Culture; and 4) Self-Determination Theory: The study of human motivation and its application in multicultural settings. It begins with a review of APA's Multicultural Guidelines, and proceeds through an intensive 'fleshing out' of the meaning of the terms utilized within these guidelines, with concentration on cutting-edge scholarship in this area. Although the majority of interns' caseloads are Latino/a clients, since such clients comprise approximately 96% of the population served at SSCI, this seminar provides interns the tools to think much more broadly about diversity and multiculturalism in all its forms, and furthermore to understand the significant diversity *within* the Latino/a populations they serve (e.g., with respect to SES, educational level, acculturation/assimilation status, migration status, religion/spirituality, sexual orientation, etc.). Significant attention is also given to interns' exploration of their own cultural identities and the ways in which these interface with their clinical work.

Medical Integration Rotation

Our internship includes a required six-month medical integration (MI) rotation at a medical health center, which begins in January (mid-point of the internship year). Interns who would like to continue this rotation can do so after the six months (i.e., for the remaining two months of internship). In this rotation, interns have the opportunity to offer consultation to medical providers who are partnered with BHN. The integration of behavioral health services with primary care is designed to improve the detection, diagnosis, and treatment of mental disorders in patients seen in primary care settings. Interns work collaboratively with patients, medical providers, social workers, and other personnel to offer education about behavioral or mental health problems with the goal of addressing patients' physical health challenges (e.g., diabetes, obesity). The behavioral health consultation is designed to help patients manage stress or depression, and make lifestyle changes that can improve their medical conditions. Interns also provide evaluations and short-term, evidence-based interventions (e.g., Solution-Focused Brief Therapy), in which they receive specialized training from BHN. Interns meet with behavioral health staff and staff from the partner health center on a regular basis to discuss logistics and programmatic challenges and needs. This comprehensive clinical experience is further contextualized in a bilingual/bicultural community framework in Springfield. All SSCI supervisors and the Training Director meet with the BHN medical integration program director and coordinator every three months to discuss any updates, address any issues or concerns, and to offer feedback.

Faculty, 2016 - 2017

Jesse A. Metzger, Ph.D., MPIP Training Director. Dr. Metzger is a licensed clinical psychologist in NY and MA, and an Adjunct Assistant Professor at Teachers College, Columbia University, NY, and the Smith College School for Social Work in Northampton, MA. She received her Ph.D. (2010) and M.S. (2007) in clinical psychology from Columbia University, and her B.A. (2001) in psychology and art from Williams College. She completed her doctoral internship at Mt.



Sinai/Elmhurst Hospital Center in Queens, NY, and a postdoctoral fellowship at McGill University in Montréal, QC. Areas of clinical and academic interest include psychotherapy process and outcomes, psychoanalytic theory and practice, personality disorders, defense mechanisms, self-disclosure in psychotherapy, attachment theory in the context of psychotherapy, and the nature of clinical education and training. She has expertise in clinical work with children, adolescents, adults, families, and groups, as well as in psychological testing (cognitive, academic/educational, personality).

Lourdes Mattei, Ph.D., MPIP Senior Faculty Member and Clinical Supervisor. Bilingual (English/Spanish) psychologist practicing in Massachusetts for over 25 years. Graduated in Clinical and Developmental Psychology from UMASS, Amherst, MA in 1983. Associate Professor at Hampshire College in Amherst, MA. Adjunct Faculty at Smith College School of Social Work in Northampton, MA. Dr. Mattei has worked in many capacities in community mental health in Springfield, MA where the largest population of Latinos in Western Mass reside. Her teaching, writing, and clinical interests include: culture and mental health, psychoanalytic theory and race.

Eduardo M. Bustamante, Ph.D., MPIP Clinical Supervisor. Bilingual (English/Spanish) psychologist practicing in Massachusetts with 25 years of experience. Graduated in 1983 with a degree in Clinical-School Psychology from Adelphi University, Derner Institute of Advanced Psychological Studies, Garden City, NY; served as Adjunct Faculty at Antioch New England Graduate School and founded the Family Team Development Center in Amherst, MA to conduct research and develop brief therapy interventions for disruptive disorders. Dr. Bustamante is the author of two books on treatment of disruptive disorder. He has worked in private practice and community mental health, delivering services to children and adults from various cultural backgrounds. His teaching, writing, and clinical interests include: brief treatment of children, parent training, positive psychology and family psychology.

Katherine Gutierrez-Wray, Psy.D., MPIP Clinical Supervisor. Bilingual (English/Spanish) psychologist. Graduated from The Chicago School of Professional Psychology in 2003. Has worked at BHN for 11 years. Her interests include working with forensic populations, addiction, and dual diagnoses.

Brunilda De Leon, Ed.D., MPIP Clinical Supervisor. Bilingual (English/Spanish) psychologist. Ed.D. in School & Counseling Psychology, University of Massachusetts, Amherst, MA (1989). Associate Professor (Retired in 2003) in the APA approved Counseling Psychology & School Psychology programs at UMASS, Amherst. Licensed as a Psychologist as well as a School Psychologist in Massachusetts. Expertise in educational and clinical work with children, adolescence, and adults and psychological assessment including cognitive, educational, disabilities, developmental, parenting skill, and custody evaluations. Other areas and interests include: assessment and clinical interventions for young and pre-school children and families,



neuropsychological assessment, and clinical work with children with socio-emotional, behavioral, and mood-related disorders.

Ileana M. Estrella, Psy.D., LMHC, MPIP Coordinator and Faculty Member. Bilingual (English/Spanish) licensed mental health counselor. Graduated in Clinical Psychology from Carlos Albizu University, San Juan, PR in 2013. She obtained a master's degree in Forensic Psychology from Chicago School of Professional Psychology in 2008. Has presented in International Symposiums on Domestic Violence. Areas of interest: medical integration, trauma work, and forensic issues.

Janira C. Vega, Ph.D., MPIP Faculty Member. Bilingual (English/Spanish) clinician. Graduated in Clinical Psychology from Carlos Albizu University, San Juan, PR in 2014. Certified in Positive Parenting Program. Areas of interest: Sexual abuse and trauma, cultural issues, medical integration, gender issues, clinical research, and ADHD.

Maria Almario, Ph.D., MPIP Faculty Member. Bilingual (English/Spanish) clinician. Graduated in Counseling Psychology from the University of Kentucky in 2015. Dr. Almario has long been involved in social justice advocacy, consulting for several national and international organizations, including the United Nations Association, on topics of interpersonal violence, sexual abuse, and human trafficking, as well as the impact of trauma on mental health. She is the author of the Inclusive Human Trafficking Checklist, an instrument used to screen for the presence of human trafficking in a person's psychosocial history. Her interests include post-migration distress and coping, identity intersectionality, multiculturalism, linguistic pluralism, trauma and attachment theory.

David Arbeitman, Ph.D., MPIP Consultant, is the Training Director of the APA-Accredited Internship in Professional Psychology at the Carson Center for Adults and Families in Westfield, Massachusetts, where he has been a staff psychologist and clinical supervisor since 1989. Dr. Arbeitman is also on the faculty of Antioch/New England University's Psy.D. Program in Clinical Psychology, in Keene, NH, and an adjunct instructor for the Psy.D. Program in Clinical Psychology at the University of Hartford. He received his doctorate from Cornell University in 1984. He is a licensed psychologist in Massachusetts with specialized training in cognitive-behavioral treatment of Anxiety Disorders and is certified in Panic Control Treatment (Barlow & Craske, 1994). He was intensively trained in Dialectical Behavior Therapy (DBT) by Marsha Linehan, Ph.D. His other clinical specialties and interests include: couple therapy, group therapy, dual diagnosis, and psychotherapy integration.

Application Procedure

In order to apply to our Internship, you must utilize the APPIC website (www.natmatch.com/psychint). MPIP adheres to APPIC policies and participates in the national



computer matching program. In addition to your APPIC application, the following supporting documents are required:

- Psychodiagnostic Report
- Case Conceptualization or Treatment Summary

Please submit all documentation by December 15th. We ask that you indicate your primary language and specify any other languages spoken fluently; please note that speaking Spanish is a requirement.

Intern Candidate Requirements

Applicants must be enrolled in an APA-accredited doctoral program in Clinical or Counseling Psychology at an accredited university or professional school and be approved by the program's Director of Clinical Training for the internship. You must have a master's degree in Clinical or Counseling Psychology and be fully bilingual (English and Spanish). All coursework and comprehensive examinations must be completed by the time of application submission. *A minimum of 600 hours of practicum training is acceptable at the time of application, but we prefer at least 1,000 practicum hours.* The internship is full-time for 12 months, beginning in September, with a stipend of \$24,000. We require a total of 2,000 hours for internship completion. Psychology interns spend approximately 30% of their time delivering direct mental health services. There is an expectation of meeting 14 hours of productivity (approximately 10-12 actual hours of face-to-face client contact) per week. We also require a completion of three full psychological batteries by the end of internship, two formal clinical case presentations (oral and written), and a research presentation (dissertation topic).

Intern Selection Process

The MPIP offers an intensive 12-month doctoral internship experience in a community mental health setting. Our clients come primarily from poor, minority, and urban communities. Given the sizable Latino population served, bilingual (Spanish/English) skills is a requirement. We prefer doctoral students who have either experience with, or have demonstrated an interest in, this population. During the month of January, the Internship Faculty meets to review and rank applications to the program for the upcoming internship year (September to August). Ranking is submitted to APPIC according to the designated timeline.

Intern Benefits

- A stipend of \$24,000 a year
- Health Insurance through Health New England; single coverage only with employer contribution
- Sick time (1 hour of sick time for every 30 hours worked for a maximum of 40 hours per year)
- 10 legal holidays



- Dental Insurance through Met Life Dental; single coverage only, with employer contribution
- Voluntary Vision insurance through VSP Voluntary plan with no employer contribution
- Vacation Days: 3 weeks' vacation per year
- If a doctoral intern was a BHN employee for at least one year, he/she can retain his/her Life, AD&D and LTD insurance benefits; all other doctoral interns are not eligible for these benefits

All offers of internship positions are contingent upon the applicant fulfilling the eligibility requirements of Behavioral Health Network, which includes a criminal offender record information (CORI) check.

Internship Completion Requirements

In order to successfully complete the MPIP internship, the following criteria must be met:

1. Completion of 2,000 hours of training
2. By the end of the internship year, achievement ratings of 3 ('good') or higher on all competencies outlined by the program and measured in the evaluation form
3. Two formal case presentations (written and oral)
4. Completion of three full assessment batteries

For further training program information, please contact:

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This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant.



References

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