THE UNIVERSITY OF WESTERN ONTARIO
Department of Psychology

1. Course Information

Psychology 9351: Cross-cultural Issues in Clinical Psychology
Winter Term 2020  Half-course (0.5); one term.  Thursdays 9am to 12pm WH20F
First Class: Thursday, January 9, 2020

2. Instructor Information

Dr. Joan Olinger  Room 318E  Westminster Hall  e-mail: lolinger@uwo.ca

Appointments: Please send me an e-mail to arrange a meeting in my WH office.

3. Course Description and Objectives

This course provides clinical psychology students with an introduction to multicultural and diversity issues pertaining to practice and research in clinical psychology. This course is intended to foster understanding and appreciation of the impact of these multicultural and diversity influences. The course will help build multicultural competence by increasing students’ knowledge and awareness of individual differences in ethnicity, indigenous heritage, religious affiliation, age, race, power, gender, sexual orientation, and disability that are relevant to both clinical psychology practice and research. These issues are introduced to clinical psychology students in order to facilitate their training as professionals who can work effectively with diverse populations. Applied examples will be presented throughout the course.

By the end of the course:

1. Students will recognize the importance of knowledge and understanding in responding sensitively to multicultural and diversity characteristics, consistent with the ethical practice of clinical psychology.

2. Students will gain an enhanced ability for self-reflection and awareness of their own attitudes and beliefs regarding multicultural and diversity characteristics that influence their perceptions of and interactions with others, in both the clinical and research setting.
4. Course Materials

Course Textbooks*


*Both of these main texts for this course are available directly from the publishers, Amazon, or various other online sources. The Hays text is also available from: Login Canada Winnipeg, Manitoba Canada Toll Free Phone: (800) 665-1148 Toll Free Fax: (800) 665-0103 Website: www.lb.ca orders@lb.ca.

See also Appendix A for further readings and resource materials for the course. Links are provided in Appendix A for many of these resources and students will also receive PDFs of many of these readings by the first class.

5. Methods of Evaluation

There will be no tests or examinations in this course. You are expected to attend and participate in all classes. Below is a summary of the assignments in this course. Late penalties may apply.

**Assignment 1:** *Cultural Context* (worth 30% of final grade). Consists of a 1-hour presentation to the class on a person in cultural context, along with a summary handout of approximately 5-7 pages. For this assignment you will read an autobiography or biography about a person from one of the marginalized or oppressed groups described in your course texts. Presentation of this person in culture forms a major aspect of your seminar talk, which is worth 70% of the total grade for assignment 1. The written summary handout for the class is worth 30% of the grade for this assignment. Appendix B-1 of the Course Outline provides detailed information on the specific requirements for both the oral presentation and written summary handout for assignment 1.

**Assignment 2:** *Clinical Practice* (worth 30% of final grade). Consists of both a 1-hour presentation to the class on multicultural and diversity issues associated with two specified therapeutic interventions for helping people from a marginalized group, and a written summary handout of 6-8 pages. The seminar talk is worth 70% of the overall grade for assignment 2. The written summary handout is worth 30% of the overall grade for this assignment. Appendix B-2 of the Course Outline provides detailed information on the specific requirements for both the oral presentation and written summary handout for assignment 2.

**Assignment 3:** *Research Proposal* (worth 30% of final grade). Consists of both a research proposal paper of approximately 12 pages and a 30-minute oral presentation of this proposal. Your proposal should address a research question you have developed to examine a multicultural/diversity issue of interest to clinical psychology. The research proposal paper of 12 pages (excluding references) is worth 70% of the grade for Assignment 3. The paper is to be
handed in by April 8th at noon. The oral research proposal presentation is worth 30% of the overall grade for Assignment 3. Appendix B-3 of the Course Outline provides detailed information on the specific requirements for both the oral research proposal presentation and the written research proposal paper for assignment 3.

**Assignment 4: Weekly Exercises** (worth 10% of final grade): Evaluations are also based on the completion of specified weekly exercises that are contained in the Hays’ (2016) text. Each of these ten assigned exercises is to be written out and emailed as an attachment (WORD or PDF) to the course instructor by Wednesday noon hour of the week each exercise is due (see Weekly Schedule of Course Outline for details). Even if the assignment just asks you to notice or practice something, please write out and hand in what you noticed or practiced. For example, in Chapter 2 of the Hays text (page 36) the practice instructions are for you to notice your defensive reactions during the week, and to use one of the five steps listed in the chapter to avoid being defensive and stay connected with the person you are talking with. Please write down at least one example of when you noticed you were becoming defensive. Then indicate what steps (from the list on page 35) you took in response to your defensiveness and the outcome of your actions to decrease your defensiveness.

As a second example, in Chapter 8 of the Hays text (pages 191-192), the exercise asks you questions, such as, “What information would you need to learn before seeing Jorge?” Please write out your responses to each question in this exercise and send them to me as an e-mail attachment (WORD or PDF) by Wednesday noon of the week that exercise is due.

As a final example, in Chapter 10 of the Hays text (page 254), the exercise asks you to write about your approach to therapy. You are then asked to practice it with a friend, and tweak what you have written until it represents what you actually do and is in a language that is understandable for your clients. It would be beneficial if you were able to practice with a classmate, but what I am looking for is your written description of your approach to therapy.

Overall, I have selected ten weekly exercises from the Hays (2016) text for you to complete. These 10 exercises are listed in the Weekly schedule of Readings and Assignments (see point 6 directly below). **If the assignment is e-mailed to me on time (i.e., Wed. noon hour of the week it is due), you will earn 1 point. If you do not e-mail me the completed written assignment on time, you will receive a 0 for that weekly assignment.**

Finally, you may wish to complete the exercises in the Hays text that have not been assigned to you (a total of 3). Doing so would also be beneficial for your learning. If you wish to do these three unassigned exercises in the Hays text, it is not necessary to hand them in.
6. Weekly Schedule, Readings and Assignments

Class 1: January 9, 2020   Instructor presents

**TOPIC:** *Introduction to Multicultural Clinical Psychology*

To be completed by each student before class:
1) Readings: Multicultural & Diversity Related Guidelines from CPA & APA.  
   *(see Appendix A: 3. Multicultural and Diversity Related Guidelines (CPA & APA)).*

During class we will:
1) Complete self-awareness activities.
2) View the APA DVD: Thomas Parham - Working with African American Clients.  
   *(see Appendix A: 4. Psychological Service & Treatment – Psychotherapy c. APA DVDs).*
3) Class Discussion
4) Assignment 1: Confirm each students’ biography or autobiographical book choice.  
   Finalize student presentation schedule for this assignment.
5) Assignment 2: Set up presentation schedule for assignment 2 for each student.
6) Assignment 3: Set up presentation schedule for assignment 3 for each student.

Class 2: January 16, 2020   Instructor presents

**TOPIC:** *Getting to Know Your Own Culture using Hays’ Addressing System*

To be completed by each student before class:
1) Readings: Hays chapters 1, 2, 3 & 4.
2) Hays Practice Exercises on pages 17, 36, & 59 *(due Wed. Jan 15 noon hour).*

During class we will:
1) Focus on increasing awareness of your own culture and worldviews, and how this may impact when working with clients from various marginalized and oppressed groups.
2) Discuss the concepts of privilege or advantage, stereotypes, bias, monocultural psychology, ethnocentrism, macroaggressions, microaggressions, power, & social justice.
3) View the APA DVD: Maria P.P. Root - Mixed Race Identities.  
   *(see Appendix A: 4. Psychological Service & Treatment – Psychotherapy c. APA DVDs).*
4) Class Discussion.

Class 3: January 23:   Instructor presents

**TOPIC:** *Making Meaningful and Therapeutic Connections with your Client*

To be completed before class:
1) Readings: Hays chapters 5, 6, & 7.
2) Hays Practice exercises on pages 98, 122, & 159-160 *(due Wed. Jan 22 noon hour).*
Class 3: January 23: Instructor presents (continued)

During class we will:
1) Focus on Understanding Client’s Identities and Contexts
2) Creating a Positive Therapeutic Alliance
3) Conducting a Culturally Responsive Assessment
4) Class Discussion

Class 4: January 30, 2020

TOPIC: Students present on Assignment 1: Cultural Context

To be completed before class:
1) Readings: Sue et. al. chapters 14, 15, 16, 17, & 18. (No exercises to complete prior to this class)

During this class:
1) Up to two students will give their oral presentations on the biography/autobiography of an individual from their marginalized groups for Assignment 1.
2) Each presentation will be 1 hour in length and there will be a 15-minute class discussion after each presentation. Each presenter will also provide a written summary about their presentation to the other students and the instructor, prior to this class. Specific details concerning this assignment (both presentation and written summary) are provided in Appendix B-1 of the course outline.
3) Class Discussion

Class 5: February 6, 2020

TOPIC: Students present on Assignment 1: Cultural Context

To be completed before class:
1) Readings: Sue et. al. chapters 19, 20, 21, & 22.
   Hays chapter 8.
2) Hays Practice exercise on pages 191-192 (due Wed. Feb. 5 noon hour).

During this class:
1) Up to two students will give their oral presentations on the biography/autobiography of an individual from their marginalized groups for assignment 1.
2) Each presentation will be 1 hour in length and there will be a 15-minute class discussion after each presentation. Each presenter will also provide a written summary about their presentation to the other students and the instructor, prior to this class. Specific details concerning this assignment (both presentation and written summary) are provided in Appendix B-1 of the course outline.
3) Class Discussion
Class 6: February 13, 2020

**TOPIC:** *Students Present on Assignment 1: Cultural Context*

**To be completed before class:**
   Hays chapter 9.
   (No exercises to complete prior to this class).

**During this class:**
1) Up to two students will give their oral presentations on the biography/autobiography of an individual from their marginalized groups for assignment 1.
2) Each presentation will be 1 hour in length and there will be a 15-minute class discussion after each presentation. Each presenter will also provide a written summary about their presentation to the other students and the instructor, **prior to this class.** Specific details concerning this assignment (both presentation and written summary) are provided in Appendix B-1 of the course outline, which also specifies any late penalties.
3) Class Discussion

**READING WEEK: FEB 15 to FEB 23**

1) The class will **not** meet during reading week (i.e., no class on Thursday Feb 20).
2) Below are readings for this week that should be completed prior to our next class on Feb 27.

   a) **Psychotherapy Review Chapters**
      *(Appendix A: 4. Psychological Service & Treatment – Psychotherapy.)*

   b) **Psychotherapy - Cultural Adoptions and Therapist Multicultural Competence**
      *(Appendix A: 4. Psychological Service & Treatment – Psychotherapy.)*
      1) Soto et al. (2018). *Cultural Adoptions and Therapist Multicultural Competence*

Please note there are readings and Practice exercises listed below for **Class 7** that should also be completed prior to the Feb 27 class.
Class 7: February 27, 2020

**TOPIC:** *Students Present on Assignment 2: Clinical Practice*

**To be completed before class:**
1) Readings: Hays chapters 10 & 11.
2) Hays Practice exercise on page 254 (*due Wed. Feb. 26 noon hour*).

**During this class:**
1) Up to two students give their oral presentation on the therapy approaches they are speaking about, focusing on its relevance, specific considerations and effectiveness for multicultural and diverse clients.
2) Each presentation will be 1 hour in length and there will be a 15-minute class discussion after each presentation. Each presenter will provide a written summary about the presentation to the other students and instructor, **prior to this class**. Details concerning this presentation and written summary are provided in Appendix B-2 of the course outline.

Class 8: March 5, 2020

**TOPIC:** *Students Present on Assignment 2: Clinical Practice*

**To be completed before class:**
1) Readings: Sue et al. chapters 9 & 10.

**During this class:**
1) Up to two students give their oral presentation on the therapy approaches they are speaking about, focusing on its relevance, specific considerations and effectiveness for multicultural and diverse clients.
2) Each presentation will be 1 hour in length and there will be a 15-minute class discussion after each presentation. Each presenter will provide a written summary about the presentation to the other students and instructor, **prior to this class**. Details concerning this presentation and written summary are provided in Appendix B-2 of the course outline.

Class 9: March 12, 2020

**TOPIC:** *Students Present on Assignment 2: Clinical Practice*

**To be completed before class:**
2) Hays Practice exercises on pages 296-297 & 303-304 (**due Wed. Mar. 11 noon hour**).

**During this class:**
1) Up to two students give their oral presentation on the therapy approaches they are speaking about, focusing on its relevance, specific considerations and effectiveness for multicultural and diverse clients.
2) Each presentation will be 1 hour in length and there will be a 15-minute class discussion
after each presentation. Each presenter will provide a written summary about the presentation to the other students and instructor, prior to this class. Details concerning this presentation and written summary are provided in Appendix B-2 of the course outline.

Class 10: March 19, 2020  Instructor presents

TOPIC: Multicultural topics not previously covered in class.

To be completed before class: No readings or exercises to complete prior to this class.

During this class: Further information regarding this class will be provided at a later date.

Class 11: March 26, 2020

TOPIC: Students present on Assignment 3: Research Proposal

To be completed before class:
(No readings or exercises to complete prior to this class).

During this class:
1) Up to three students will present their research proposals.
2) Each presentation will be 30 minutes in length, with a written paper due April 8 noon.
   Details concerning this presentation and the written paper are provided in Appendix B-3 of the course outline.

Class 12: April 2, 2020

TOPIC: Students present on Assignment 3: Research Proposal

To be completed before class:
(No readings or exercises to complete prior to this class).

During this class:
1) Up to three students will present their research proposals.
2) Each presentation will be 30 minutes in length, with a written paper due April 8 noon.
   Details concerning this presentation and the written paper are provided in Appendix B-3 of the course outline.

Class 13  April 9, 2020

TOPIC: Further information regarding this class will be provided at a later date.
7. Statement on Academic Offenses

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at the following website.
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).
Appendix A

Psychology 9351 Winter Term 2020: Readings and Resource Materials

1. Reference Texts on Multicultural and Diversity Issues


2. Statistics Canada Census Information on Diversity and Immigration

The Statistics Canada “Focus on Geography Series” for the 2016 Census contains a large amount of information about diversity and immigration trends in Canada.

a. To view Key Findings of the 2016 Census click on the below link (a PDF is available):

   [https://www150.statcan.gc.ca/n1/daily-quotidien/171025/dq171025b-eng.htm](https://www150.statcan.gc.ca/n1/daily-quotidien/171025/dq171025b-eng.htm)

b. You can also view 2016 Canadian census data for various types of categories. As one example, directly below is the link to “Immigration & Ethnocultural Diversity”


c. Below are some of the other categories provided by Statistics Canada to view the 2016 Census data (each of these categories is then also linked to further related data).

   *Population and Dwelling Counts, Age & Sex, Type of Dwelling, Families, Households & Marital Status, Language (including Language of Work), Income, Immigration & Ethnocultural Diversity, Housing, Aboriginal Peoples, Education, Labour, Journey to Work*


   *Immigrant, refugee, ethnocultural and racialized populations and the social determinants of health: A review of 2016 Census Data*. Report to the Mental Health Commission of Canada (February 2019). This report contains a great deal of information and can be found at:

3. Multicultural and Diversity Related Guidelines (CPA & APA)


b. CPA Guidelines for Ethical Psychological Practice with Women. Approved by the Board of Directors of the Canadian Psychological Association (CPA) in 2007 (Updated 2017).


e. Further APA Reports & Guidelines: See the reference section at the end of your Hays (2016) text (pages 306-307) for a list of further APA Reports & Guidelines (e.g., Violence in the Family; Guidelines for Psychotherapy with lesbian, gay and bisexual clients; Resolution on poverty and socioeconomic status; Guidelines for psychological practice with older adults; Answers to your questions about transgender people, gender identity, and gender expression; Guidelines for the assessment of and interventions with persons with disabilities).

4. Psychological Service and Treatment - Mental Health Services


This report focuses on Mental Health in the context of Canada’s Racial, Ethnic and Cultural Diversity. Topics covered include: Rates of Mental Health Problems (including Risk and Protective Factors); Reviews of Relevant Canadian and International literature; Factors affecting Mental Health Service Use (e.g., Accessibility, Patient-Provider Interactions, Language, Stigma, & Fear); Evidence for Promising Practices; Canadian Practices of Interest; and References. This report can be found at:

b. CAMH- Immigrant and Refugee Mental Health Project

This project can be accessed at:  https://irmhp-psmir.camhx.ca/

The website has detailed information about this Project, along with a Toolkit of resources containing a number of modules such as:
- Module 1: Immigration and the Social Determinates of Health
- Module 2: Introduction to Mental Disorders
- Module 3: Mental Health Needs of Special Populations
- Module 4: Counselling and Case Management
- Module 5: Service Use, Pathways to Care, and Interpretation
- Module 6: Mental Health Promotion and Partnerships
- Module 7: Self-care and Self-Awareness


c. Mental Health Commission of Canada

Two examples of reports produced by Mental Health Commission of Canada


This report can be found at: https://www.mentalhealthcommission.ca/sites/default/files/2019-03/irer_report_mar_2019_eng.pdf


This report can be found at: https://www.mentalhealthcommission.ca/sites/default/files/2016-10/case_for_diversity_oct_2016_eng.pdf

4. Psychological Service and Treatment - Psychotherapy

a. Review Chapters


b. Cultural Adaptations and Therapist Multicultural Competence


c. APA DVDs on Multicultural Counselling  (several of these will be shown in class)

i) All 6 DVDs listed below are from the APA Series V on Multicultural Counselling.

Parham, T. A.  Working with African American Clients  
https://www.apa.org/pubs/videos/4310724

Chin, J. L.  Working with Asian American Clients  
https://www.apa.org/pubs/videos/4310725

Root, M.P.P.  Mixed-Race Identities  
https://www.apa.org/pubs/videos/4310742

Pedersen, P.B. & Carlson, J.  Inclusive Cultural Empathy in Practice  
https://www.apa.org/pubs/videos/4310840

Simms, W.F.  Working with Native Americans  
https://www.apa.org/pubs/videos/4310616

Arredondo, P.  Counselling Latina/Latino Clients  
https://www.apa.org/pubs/videos/4310723

ii) Click on each of the DVD links to view more information about that DVD, including:  
1) Description  2) Approach  3) About the Therapist  4) Suggested Readings.

iii) The Mixed-Race Identities DVD (Root) also includes “Further Resources & Client Handouts”. Access these by going to the bottom of the “Approach” information for this DVD, and then downloading any of the following PDFs:

1) 50 Experiences of Racially Mixed People  
2) Bill of Rights for People of Mixed Heritage  
3) Multiracial Oath of Social Responsibility  
4) Ecological Framework for Understanding Multiracial Identity Development

iv) Mixed-Race Reading by Maria Root

d. **Culturally Responsive Cognitive Behavior Therapy**

G.Y. Iwamasa & P.A. Hays (Eds.). (2019) *Culturally Responsive Cognitive Behavior Therapy: Practice and Supervision* (2nd Ed.). Published by the American Psychological Association. (This e-book is in the Western library system and individual chapters can be downloaded as PDFs.)

*Chapters in this book on: Ethnic Minority Cultural Populations.*

**Chapter 1:** Cognitive Behavior Therapy with American Indians. By J.D. McDonald, J. Gonzalez, & E. Sargent.

**Chapter 2:** Cognitive Behavior Therapy with Alaska Native People. By P.A. Hays.

**Chapter 3:** Cognitive Behavior Therapy with Latinxs. By K.C. Organista.

**Chapter 4:** Cognitive Behavior Therapy with African Americans. By S. Kelly.

**Chapter 5:** Cognitive Behavior Therapy with Asian Americans. G.Y. Iwamasa, C. Hsia, & D. Hinton.

**Chapter 6:** Cognitive Behavior Therapy with South Asian Americans. By S. Shah & N. Tewari.

**Chapter 7:** Cognitive Behavior Therapy with People of Arab Heritage. By P.A. Hays & N. AbudAbbbeh.

**Chapter 8:** Cognitive Behavior Therapy with Orthodox Jews. By S. Friedman, C.M. Pardis & D. Cukor.

*Chapters in this book on: Additional Cultural Minority Populations.*

**Chapter 9:** Cognitive Behavior Therapy with Culturally Diverse Older Adults. By A.W. Lau & L.M. Kinoshita.

**Chapter 10:** Cognitive Behavior Therapy and People with Disabilities. By L.R. Mona, H. Hayward & R.P. Cameron.

**Chapter 11:** Affirmative Cognitive Behavior Therapy with Sexual and Gender Minority People. By K.F. Balsam, C.R. Mortell, K.P. Jones, & S.A. Safren.

*Chapter in this book on: Cultural Issues in Clinical Supervision.*

**Chapter 12:** Culturally Responsive Cognitive Behavior Therapy Clinical Supervision. By G.Y. Iwamasa, S.P. Regan, & K.H. Sorocco.
5. Dr. Ben Kuo  University of Windsor  Clinical Psychology Program

http://www.uwindsor.ca/people/benkuo/  (info below is taken directly from Kuo website)

Dr. Kuo conducts studies and publishes in the areas of cross-cultural psychology and multicultural counseling/psychotherapy. His main research focuses on the topics of acculturation, cultural stress and coping, professional help-seeking attitude and behaviors, and cultural adjustment and mental health issues among immigrants and culturally-diverse populations in North America and internationally.

a) Multicultural Clinical and Counselling Research Group (MCCRG) (from Kuo Website)
The MCCRG is a research group consisted of graduate/undergraduate students and faculty researchers who are interested in cultural, cross-cultural, and multicultural research. This research group is particularly interested in applied cultural and multicultural research with a specific focus on research’s relevance to clinical/counselling psychology practices and training and mental health implications and interventions.

The MCCRG’s philosophy premises on the importance of investigating and applying theoretically-driven and empirically-tested cultural variables (e.g., self-construals, individualism-collectivism, acculturation, ethnic and racial identity, multicultural counselling competence, etc.) to psychological inquiries.

Studies conducted under the scope of the MCCRG also include research with culturally diverse and understudied sample populations domestically and internationally. The group meets biweekly to discuss, exchange, and critique research ideas and on-going projects carried out by members of the group. These projects have included students’ theses/dissertations, independent research studies, and faculty-student collaborations. Members of the group are supported and encouraged to submit their works to academic conferences and refereed publications.

b) Representative Publications by Ben Kuo & colleagues.

i) Coping Related


i) **Coping Related** (continued)


ii) **Psychological Help-Seeking Related**


iii) **Adaptation & Acculturation Related**


iv) Identity Related


v) Multicultural Practicum Training
