

**Psychology 9351 Cross-cultural Issues in Clinical Psychology (or as we will call it:  
Cross-Cultural Psychology)**

**Department of Psychology, Western University  
Winter 2024**

**See Student Centre for course time and location**

**Instructor and Teaching Assistant Information**

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Office Hours: By appointment only (please e-mail to schedule)

**Course Description, Objectives, and Delivery**

Psychology 9351. Cross-cultural Psychology (Winter 2023). This course aims to support student development in clinical skills related to the field of cross-cultural psychology. It offers an opportunity for students to develop culturally competent and ethical knowledge and skills in working with diverse populations. The course consists of a didactic as well as an experiential component. The didactic portion of the course surveys multicultural research, theories, clinical practices, and ethical issues through readings, seminars, discussions, and class activities. The experiential component of the course emphasizes on the process of learning the course content in a personally meaningful and reflective manner, by engaging students in critical self exploration, examination, and in-class activities. Students will be encouraged to reflect and examine their own cultural values, identities, and assumptions, and how these cultural characteristics may influence their work with culturally-diverse clients. The primary learning objective of the course is to develop students' multicultural clinical competency in four defining areas: cultural awareness, knowledge, skills, and, relationship/alliance.

Upon completion of this course, students should be able to:

1. Articulate key constructs related to cross-cultural clinical practice (psychotherapy, assessment, supervision).
2. Increase awareness of issues related to cultural diversity globally and in the Canadian context.
3. Build skills to apply to cross-cultural clinical practice
4. Enhance self-reflective practice

This is a graduate level seminar course. In-person class attendance is mandatory, unless otherwise specified. If you have to miss a class for reasonable circumstance (e.g., sick, attending a conference), please let your instructor know ahead of time. Two or more unexplained absences will result in loss of participation marks.

**Course Materials**

For this course, you will be provided with specific readings on a weekly basis (see the Course Reading List below). The following text is available digitally through the Western Library as a supplemental reference:

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). Counselling the culturally diverse: Theory and practice (8th ed.). Hoboken, N.J.: John Wiley & Sons.

Please reference the relevant chapter in this text when conducting your seminars. There is a 2022 version available as well for purchase, if desired.

**Course Evaluation**

Your course grade will be computed based on your performance on the following activities:

Course Activity	Due Date	Percentage Grade
Class Participation	Weekly	10%
Student-Led Reflection	Assigned Date	10%
Seminar Presentation 1	Assigned Date	30%
Seminar Presentation 2	Assigned Date	30%
Five Reflection Journals	See Weekly Schedule	20%

- **Class Participation** will be evaluated by attendance, participation in class discussion, and demonstration of reading completion.
- **Student-led reflection** will be an activity led by a designated student to support the class with building a self-reflective practice (15 minutes).
- **Seminar Presentations** will be completed in pairs on a weekly topic. Each presentation will be one hour long (20%) and accompanied by a single page infographic handout with applications for clinical practice (in the areas of assessment, psychotherapy, research, and self-reflective practice; 10%). Presentations will focus on providing a brief overview of current literature and will focus on applications in clinical practice (reflected in the handout). Seminars will be followed by a brief Question and Answer period. Please reference the relevant chapter from *Counselling the Culturally Diverse* for your seminar.
- **Reflection Journals.** Only the best 4/5 journals will be graded. Students will be requested to write no more than a page reflecting on their personal responses, emotions, observations, and/or questions regarding class contents. Present your thoughts in writing a critical and integrated manner.

### Course Activities

Week	Date	Topic and Learning Activities	Readings/Assignments
1	January 9, 2024	- Introductions and Building a Self-Reflective Practice - Reflection Activity	---
2	January 16, 2024	- <i>Navigating Privilege with Dr. Jillian Glasgow, C. Psych</i>	---
3	January 23, 2024	- Religious Identities and Clinical Practice - <b>Student-Led Reflection 1</b> - <b>Seminar 1</b> on Religious Identities and Clinical Practice	<b>Reflection Journal #1 Due TBA</b>
4	January 30, 2024	- <i>Indigenous Mental Healthcare with Heather Talbot, RN</i> - <b>Student-Led Reflection 2</b> - <b>Seminar 2</b> on Indigenous Mental Healthcare	Truth & Reconciliation – 94 Calls to Action
5	February 6, 2024	- <i>Black Mental Healthcare with Melissa Baidoo-Boonso, MSW</i> - <b>Student-Led Reflection 3</b> - <b>Seminar 3</b> on Black Mental Healthcare	<b>Reflection Journal #2 Due</b> A Black Health Plan for Ontario
6	February 13, 2024	- <i>LGBTQIA+ Mental Healthcare with Dr. Jillian Glasgow, C. Psych</i> - <b>Student-Led Reflection 4</b> - <b>Seminar 4</b> on LGBTQIA+ Mental Healthcare	Standards of Care for the Health of Transgender and Gender Diverse People Ch Introduction, 4-7, Ch 8, 10, & 18
7	February 20, 2024	READING WEEK (NO CLASS)	---
8	February 27, 2024	- <i>Anti-racism Clinical Practice with Dr. Maisha Syeda, C. Psych (virtual class – full lecture)</i>	<b>Reflection Journal #3 Due</b>
9	March 5, 2024	- <i>Intersectionality: Ableism &amp; Racism with Dr. Lakeya McGill</i> - <b>Student-Led Reflection 5</b> - <b>Seminar 5</b> on Ableism	<b>TBA</b>
10	March 12, 2024	- <i>Cultural Considerations for Children's Aid Society with Fatima Di Valentin, MSW</i> - Reflection Activity - <b>Seminar 6</b> on Poverty and Socioeconomic Status	<b>Reflection Journal #4 Due</b> CPO Mandatory and Non-Mandatory Reporting Child, Youth, and Family Services Act (2017)
11	March 19, 2024	- <i>Cultural Considerations with Eating Disorders with Dr. Laura McGowean</i> - <b>Student-Led Reflection 6</b> - Clinical Practice with Refugee and Newcomer Patients	Government of Canada Citizenship Process Understand the paths to citizenship in Canada including methods of immigration, work and study visas, and refugee

Week	Date	Topic and Learning Activities	Readings/Assignments
12	March 26, 2024	- <i>Intersectionality with Aging with Dr. Daniela Gonzalez</i> - <b>Student-Led Reflection 7</b> - <b>Seminar 7</b> on Refugee and Newcomer Patients	<b>Reflection Journal #5 Due TBA</b>
13	April 2, 2024	- Reflections on Cross-Cultural Clinical Practice	---

\* Links for readings below

### Statement on Academic Offences

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 Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](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>).

### Health/Wellness Services

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

## Psychology 9351

### \*Course Reading List and Links

- Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). Counselling the culturally diverse: Theory and practice (8th ed.). Hoboken, N.J.: John Wiley & Sons.
  - [https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL\\_UWO/r0c2m8/alma991027746019705163](https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991027746019705163)
- Standards of Care for the Health of Transgender and Gender Diverse People
  - <https://www.tandfonline.com/doi/pdf/10.1080/26895269.2022.2100644>
  - Introduction, 4-8, 10, & 18
- Truth & Reconciliation 94 Calls to Action
  - [https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls\\_to\\_action\\_english2.pdf](https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf)
- A Black Health Plan for Ontario
  - <https://www.ontariohealth.ca/about-us/our-programs/provincial-equity-indigenous-health/equity-inclusion-diversity-anti-racism/black-health-plan>
- Government of Canada Citizenship Process
  - <https://www.canada.ca/en/immigration-refugees-citizenship/services/immigrate-canada.html>
  - [https://www.youtube.com/watch?v=zKdvmTMmfz4&ab\\_channel=CanadianImmigrationInstitute](https://www.youtube.com/watch?v=zKdvmTMmfz4&ab_channel=CanadianImmigrationInstitute)
  - Understand the paths to citizenship in Canada including methods of immigration, work and study visas, and refugee
- CPO Mandatory and Non-Mandatory Reporting & Child, Youth, and Family Services Act (2017)
  - <https://cpo.on.ca/members/professional-practice/mandatory-and-non-mandatory-reporting/>
  - <https://www.ipc.on.ca/education/special-topics/disclosure-to-a-childrens-aid-society/#:~:text=If%20any%20person%20%E2%80%93%20including%20a,to%20a%20children's%20aid%20society.>
  - <https://www.ontario.ca/laws/statute/17c14>