



**Department of Psychology**  
**Psychology 750.05 Advanced Seminar in Clinical Psychology**  
**Diversity Issues in Clinical Psychology**

**Fall 2010**

---

<b>Instructor:</b>	<b>Valerie Pruegger, Ph.D.</b>	<b>Lecture Location:</b>	<b>A053</b>
<b>Phone:</b>	<b>268-5126</b>	<b>Lecture Days/Time:</b>	<b>Monday 9-11:50 am</b>
<b>Email:</b>	<b>vpruegger@calgary.ca</b>		
<b>Office:</b>	<b>n/a</b>		
<b>Office Hours:</b>	<b>by appointment</b>		

---

### **Course Description and Goals**

This component will provide students with an overview of theory and ethical practice regarding people from marginalized and/or racialized groups. It will address unintentional racism and systemic discrimination in psychological theory and practice and provide an opportunity to develop skills in working with people whose experiences; cultural values and norms; and health beliefs differ from dominant group populations in Canada.

### **Required Text**

Arthur, N. & Collins, S. (2009). Culture-Infused Counselling (2<sup>nd</sup> ed.). Calgary: Counselling Concepts. Available in the bookstore.

### **Evaluation**

1. Students will work in pairs of two or three (depending on class size). Each group will talk to members of marginalized or racialized groups, conduct field work on the group, and read the relevant chapter in the text and/or other assigned readings. From these data, the students will prepare a 30-45 minute presentation on clinical/counseling implications of working with members of that group. 50%
2. Students will be assigned thought papers or exercises for completion for each class. 20%
3. The final evaluation will be in the form of a talk show, where each student will choose a relevant topic to the course to become an 'expert' on, and then will be questioned by the instructor (the talk show host) and other students (the audience) on this topic area. 30%

## Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (i.e., 89.5% will be rounded up to 90%; 89.4% will be rounded down to 89%, etc.).

## Important dates

### [Fall 2010]

Date	
M Sep 13	Lecture begins.
F Sep 24	Last day to drop a course with tuition refund.
T Sep 28	Last day for registration/change of registration.
M Oct 11	Thanksgiving Day. No lectures. University closed.
R Nov 11	Remembrance Day. No lectures.
Nov 11-14	Reading days. No lectures.
F Dec 10	Lecture ends.

## Lecture Schedule (2010) – November 1-December 13 (Final Exam –Dec 13)

Date of Class	Seminar #	Topic	Assignment	Due Dates
November 1	1	Introduction	Ch 1	
November 8	2	Ethics	Ch 2 & 7	
November 15	3	Developing Competencies and Racism in Counselling	Ch 3 + 5 assigned readings	
November 22	4	Assessment & Research	Ch 8 & 9 + assigned readings	
November 29	5	Self-Reflection & Enhancement	Ch 4	Group 1 and 2 Presentation
December 6	6	Social Justice and Professional Practice	Ch 6 + assigned readings	Group 3 and 4 Presentation
December 13	7	Final Evaluation	Class Discussion on Assigned Topics	All students

### Assigned Readings: Seminar 3

Overview of Cultural Diversity and Mental Health Services (see <http://www.surgeongeneral.gov/library/mentalhealth/chapter2/sec8.html>)

Clark, R., Anderson, N.B., Clark, V.R. & Williams, D.R. (1999). Racism as a stressor for African Americans: A biopsychosocial model. American Psychologist, 54 (10), 805-816.

Kirchheimer, (2003). Racism should be a public health issue. British Medical Journal, 326, 65-66.

Jiwani, Y (2000). Removing barriers: Inclusion, diversity and social justice in Health Care. Vancouver. See [www.harbour.sfu.ca/freda/articles/barrier.htm](http://www.harbour.sfu.ca/freda/articles/barrier.htm)

### Seminar 4

Samuda, R.J. (1998). The testing controversy (Ch. 1). In R.J. Samuda, Psychological testing of American minorities: Issues and consequences (2<sup>nd</sup> ed). Thousand Oak, CA: Sage.

Strickland, B.R. (2000). Misassumptions, misadventures, and the misuse of psychology. American Psychologist, 55 (3), 331-338.

### Seminar 6

American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. American Psychologist, 58 (5), 377-402.

### Recommended Reading:

Fadiman, A. (1997). *The spirit catches you and you fall down*. Farrar, Straus, Gieroux. *A moving story about the clash of values between Western health beliefs and those of a Hmong family, and the impact of these on a child with epilepsy.*

Gould, S. (1996). *The mismeasure of man* (2<sup>nd</sup> ed). *A good look at biases inherent in psychological assessment and research, especially intelligence testing. The 2<sup>nd</sup> edition challenges the arguments of Richard Herrnstein and Charles Murray's The Bell Curve.*

Guthrie, R. (1998). *Even the Rat Was White*. Allyn & Bacon. *A great book for those who think psychological research is bias-free and objective.*

Ridley, C.R. (1995). *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention*. Thousand Oaks: Sage. *This is a slim volume which nicely outlines how racism can impact counseling and therapy outcomes.*

### **Reappraisal of Grades**

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

### **Absence From A Test/Exam**

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

**Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

**Important Dates**

The last day to drop this course and **still receive a tuition fee refund** is **Sep 24, 2010**. Last day for registration/change of registration is **Sep 28<sup>th</sup>, 2010**. The last day to withdraw from this course is **Dec 10, 2010**.