
PSYCH 750.05	Diversity Issues in Clinical Psychology	Fall 2022
Instructor:	Anusha Kassan, PhD, RPsych	Lecture Location: AD 248
Phone:	587.355.0546	Lecture Days/Time: Mondays
Email:	anusha.kassan@ucalgary.ca	9:00am to 11:45am
Office:	N/A	
Office Hours:	By appointment only	

Course Description and Objectives:

A doctoral-level seminar in advanced topics in the practice of clinical psychology.

Acknowledgments and Respect for Diversity:

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Course Format:

This is an in-person class held on campus.

Prerequisites:

Admission to the Graduate Program in Clinical Psychology / Psychology.

Required Text:

Kassan, A., & Moodley, R. (2022). *Diversity and Social Justice in Counseling, Psychology, and Psychotherapy: A Case Study Approach.* Cognella Press.

* Available at the UCalgary Bookstore or online via Cognella Press (<https://titles.cognella.com/diversity-and-social-justice-in-counseling-psychology-and-psychotherapy-9781516548590>) as well as other popular outlets such as Amazon, Google Books, etc.

Additional Readings for Assignments (see below):

Kassan, A. (2021). Promoting reflexivity through multiple means of engagement: A UDL approach to enhancing cultural and social justice responsiveness. In M. Arcellana-Panlilio and P. Dyjur (Eds.). *Incorporating Universal Design for Learning (UDL) in Disciplinary Contexts in Higher Education* (pp. 33-38). University of Calgary, AB: Taylor Institute of Teaching and Learning Guide Series. <https://taylorinstitute.ucalgary.ca/resources/incorporating-universal-design-for-learning-in-disciplinary-contexts-in-higher-education-guide>

Kassan, A., & Green, A. R. (2016). Enhancing students' multicultural counselling competencies: A self-reflective field activity. 2016. In M. Takeuchi, A. P. Preciado Babb, & J. Lock (Eds.). *IDEAS 2016: Designing for Innovation Selected Proceedings*, pp. 71-80. Calgary, AB: Werklund School of the Education, University of Calgary. <http://hdl.handle.net/1880/51219>

Morrow, S. L., & Hawxhurst, D. (2013). Political analysis: Cornerstone of feminist multicultural counselling and psychotherapy. In C. Z. Enns & E. N. Williams (Eds.), *The Oxford Handbook of Feminist Multicultural Counselling Psychology* (pp. 339-358). New York, NY: Oxford University Press.

Shellenberger, S., Dent, M. M., Davis-Smith, M., Seale, J. P., Weintraut, R., & Wright, T. (2007). Cultural genogram: A tool for teaching and practice. *Families, Systems, & Health*, 25(4), 367-381. <https://doi.org/10.1037/1091-7527.25.4.367>

Sinacore, A. L., & Kassan, A. (2011). Using community portfolios in teaching for social justice. *Teaching of Psychology*, 38(4), 262-264. <https://doi.org/10.1177/0098628311421326>

Thomas, A. J. (1998). Understanding culture and worldview: Use of the multicultural genogram. *The Family Journal*, 6, 24-32. <https://doi.org/10.1177/1066480798061005>

Overview:

This course will centre on feminist, multicultural, and social justice theory and practice in professional psychology. These approaches will be used to explore the cultural, historical, economical, and socio-political contexts within which psychology is understood and practiced. In this way, the role of various contexts in our multi-faceted society (i.e., multi-cultural, multi-ethnic, multi-racial, multi-gendered, multi-sexual, multi-class, multi-abled, multi-faith, multi-age, and their intersections) will be explored throughout the seminar series.

Students will have an opportunity to examine their intersecting personal and professional cultural identities and social locations and deepen their knowledge of post-modern theories and their application to clinical case conceptualization. This seminar series will advance the understanding that ethnic group and race categories in themselves are useful but limited without the inclusion of the intersectionality. The Group of Seven (Big 7) identities and beyond (i.e., race/cultural/ethnicity, gender, sexual orientations, class, disability, religion/spirituality, age, polyamory, weight bias) will be positioned as clinical dimensions of wellness and psychological transformation for psychologists and clients.

This course will take place over a six-week period among a small group of attendees in order to maximize personal and professional sharing through integrative case discussions that take into account socio-political systems and contexts.

Goals

The primary goal of this course is to explore feminist, multicultural, and social justice theory and practice in professional psychology so that attendees can develop an understanding and application of skills across multiple groups (e.g., youth, young adults, families, vulnerable communities) and settings (e.g., private practice, educational systems, community agencies).

These goals and the following objectives will be applied to the reflexive activities and case conceptualizations employed throughout this seminar series.

Specific objectives include the following:

1. Appreciate the concept of critical diversity in professional psychology,
2. Gain knowledge pertaining to core theories of feminism, multiculturalism, and social justice,
3. Understand The Group of Seven (Big 7) identities and beyond, and the manner in which they intersect with one another to impact wellbeing and mental health,
4. Appreciate how The Group of Seven intersecting identities (and beyond) are crucial to self-identity and the professional role as a psychologist,
5. Critically examine the ways in which psychologists work with diverse clients across various settings

Schedule:

Week 1 – Monday, September 12th, 2022 from 9:00am to 11:45am

- Introductions and seminar overview
- Part 1: Reflexivity (ADDRESSING Framework, wheel of privilege, economic privilege)
- Part 2: Historical overview and core principles of feminist, multicultural, social justice theory and their application to practice
- Readings: Preface, UDL chapter

Week 2 – Monday, September 19th, 2022 from 9:00am to 11:45am

- Part 1: Reflexivity (intersectional analysis)
- Part 2: Foundations of feminist theory
- Readings: Chapters 10, 11

Week 3 – Monday, September 26th, 2022 from 9:00am to 11:45am

- Part 1: Reflexivity (cultural genogram)
- Part 2: Foundations of multicultural theory
- Readings: Chapters 2, 3, 4

Week 4 – Monday, October 3rd, 2022 from 9:00am to 11:45am

- Part 1: Reflexivity (political analysis)
- Part 2: Intersectionality and The Group of Big 7 (and beyond)
- Reading: Chapter 12, 13, Select 1 Chapter from 14 to 22

Week 5 – Monday, October 10th, 2022

- University (colonial) Holiday
- No class

Week 6 – Monday, October 17th, 2022

- Part 1: Reflexivity (field activity)
- Part 2: Foundations of social justice theory and decolonization
- Conclusions and seminar debrief
- Readings: Chapters 1, 23, 25

Assessment Methods

This is a Pass/Fail course. As such, each of the assignments below will be graded on a Pass/Fail basis. In order to receive a Pass in the course, all assignments must receive a passing grade.

1. Participation

Students are expected to attend each class and actively participate. Given the sensitive nature of many of the conversations that take place in the context of this course, no hybrid option will be available, should a student need to miss a class. Students are expected to inform the instructor in a timely manner, if they cannot make a class. Further, students are encouraged to be reflexive in their dialogue and consider their own vulnerability when sharing.

2. Land acknowledgement

In groups of three, students will start each class off with a land acknowledgement, accompanied by a 15-minute mini-presentation on an Indigenous topic of their choice. This can be localized to the Calgary/Alberta context, or it can be broader. The order in which groups present will be determined during the first day of class.

3. Cultural genogram

In order to understand your personal (multi)cultural life story (including, but not limited to, your multiple and intersecting cultural identities and social locations), and the manner in which it may influence your clinical practice, you will develop a family genogram. The articles cited below will be helpful in explaining the process for developing such a genogram. * *This assignment will be started in class on September 26th, 2022.*

The following article can be helpful in understanding this self-reflexive activity:

Thomas, A. J. (1998). Understanding culture and worldview: Use of the multicultural genogram. *The Family Journal*, 6, 24-32. <https://doi.org/10.1177/1066480798061005>

Shellenberger, S., Dent, M. M., Davis-Smith, M., Seale, J. P., Weintraut, R., & Wright, T. (2007). Cultural genogram: A tool for teaching and practice. *Families, Systems, & Health*, 25(4), 367-381. <https://doi.org/10.1037/1091-7527.25.4.367>

Guidelines for the (multi)cultural genogram:

Part 1: Genogram depiction: Your family (multi)cultural genogram should outline 3 generations of the (multi)cultural history in your family. Your genogram should be depicted visually and note the multiple and intersecting cultural identities and social locations of the key individuals in each generation.

Part 2: Analysis of history: After completing the family (multi)cultural genogram, you will write a 3 to 5 (double spaced) page analysis of the familial, cultural, social, and political influences in your life. This analysis should describe your understanding of diversity, including the manner in which power, privilege, and oppression have operated (either consciously or unconsciously) within your family and throughout your life.

Part 3: Influence on practice: Finally, you will write a 2 to 3 (double spaced) page analysis of how your (multi)cultural family history might influence your cultural and social justice responsiveness as a clinician as well as the theoretical inclinations you are developing.

4. Political analysis

In order to examine your own socio-political power and privilege and better understand the way in which it impacts your theoretical conceptualizations and practice with clients, you will complete a political analysis. * *This assignment will be started in class on October 3rd, 2022.*

The following resource can be helpful in understanding this self-reflexive activity:

Morrow, S. L., & Hawxhurst, D. (2013). Political analysis: Cornerstone of feminist multicultural counselling and psychotherapy. In C. Z. Enns & E. N. Williams (Eds.), *The Oxford Handbook of Feminist Multicultural Counselling Psychology* (pp. 339-358). New York, NY: Oxford University Press.

* *This book is available at the UCalgary library. A copy is also included on D2L.*

Guidelines for the political analysis:

Part 1: Reflection questions: For this *self-reflexive exercise*, students will answer the questions put forth by Morrow and Hawxhurst (2013) related to “empowerment process guidelines” (outlined on page 353 of the above citation). Further, they will answer the questions pertaining to “facilitating political analysis” (outlined on page 354 of the above citation). These answers should be completed within three pages single spaced.

Part 2: Influence on practice: Next, students will describe how their socio-political reflections may be impacting their theoretical inclinations as well as their work with clients. They will also discuss the impact on their cultural and social justice responsiveness. This information should be presented in 2 to 3 (double spaced) pages.

5. Self-reflexive field activity

In order to become more familiar with a cultural group that is unknown to you (and perhaps that you hold some biases against), you will complete a self-reflective field activity. The articles cited below will be helpful in explaining the process for developing such a portfolio. This cultural community should be selected early on in the semester and be shared with others in the courses. It is ideal for each student in the class to select a different group. Options will be discussed in class (i.e., September 25th, 2018).

The following articles can be helpful in understanding this self-reflexive activity:

Kassan, A., & Green, A. R. (2016). Enhancing students' multicultural counselling competencies: A self-reflective field activity. 2016. In M. Takeuchi, A. P. Preciado Babb, & J. Lock (Eds.). *IDEAS 2016: Designing for Innovation Selected Proceedings*, pp. 71-80. Calgary, AB: Werklund School of the Education, University of Calgary. <http://hdl.handle.net/1880/51219>

Sinacore, A. L., & Kassan, A. (2011). Using community portfolios in teaching for social justice. *Teaching of Psychology*, 38(4), 262-264. <https://doi.org/10.1177/0098628311421326>

Guidelines for the self-reflective field activity:

Part 1: Selecting a cultural minority group: For the *self-reflective field activity*, students are to choose a) a minority cultural population that is related to the cultural background of one of their clients, and b) new to them, in the sense that they have very little knowledge of and experience with this group.

Part 2: Pre-reflections: Once this choice has been made and approved by the course instructor, students are to write-up a 2 (double spaced) page account of their thoughts, feelings, assumptions, and biases about their chosen population. These pre-reflections are to be handed in to the instructor in a sealed envelope.

Part 3: Community event: Subsequently, they are to attend a community event hosted by their chosen population, ideally where they have the opportunity to interact with members of this group. If no such option is available, then a more passive option can be selected (e.g., documentary, movie, play). This choice also needs to be approved by the course instructor.

Part 4: Post-reflections: Following the field activity, students are to write-up a 2 to 3 (double spaced) page reflection, describing the community event and their reactions to it, placing a particular focus on changes in their initially identified thoughts, feelings, assumptions, and biases.

** Late assignments will not be accepted without instructor approval.*

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy:

<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>.

Important Dates

Date	Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)
W Sep 7	University lectures begin
M Sep 12	First day of classes for PSYCH 750.05
R Sep 15	Last day to drop a class without a penalty
F Sep 16	Last day to add or swap a course
F Sep 23	Fee payment deadline for Fall Term full and half courses.
F Sept 30	UNIVERSITY CLOSED National Day for Truth and Reconciliation
M Oct 10	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
M Oct 17	Last day of classes for PSYCH 750.05

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, September 15, 2022**. Last day add/swap a course is **Friday, September 16, 2022**. The last day to withdraw from this course is **Wednesday, December 7, 2022**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>