

**Diversity Highlights**  
**Issue 1**  
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Many programs are engaged in efforts to respond to the Calls for Action from the Truth and Reconciliation Commission of Canada. CPA's Task Force on Responding to the Truth and Reconciliation Commission of Canada's Report ([https://cpa.ca/docs/File/Task\\_Forces/TRC%20Task%20Force%20Report\\_FINAL.pdf](https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf)) articulates well the tremendous challenge facing psychology to learn new, more culturally affirming ways of working in collaboration with Indigenous communities.

In addition to the essential work of reconciliation, there is a need to also enhance psychology's ability to work with many other diverse communities such as people of color, individuals with diverse sexual orientations, trans, gender diverse, and two-spirit individuals, persons with disabilities, individuals with immigrant and refugee backgrounds, and the intersection of these and other identities.

Providing training in diversity and inclusivity is something that many Directors aspire to do more consistently. Regardless of what we put into place, many of us can feel as if it is not enough, and know that more could be done. When we sent out the call through CCPPP, we received a number of responses of how internship and university programs are thoughtfully crafting training experiences in these areas. Throughout the year, we will highlight some of these program initiatives. We hope that this will reassure you that there are a number of ways to delve into this area and inspire you to think about new initiatives to introduce in your programs. If you have not shared your work with us, please do. You can send information about your program initiatives to Kerri Ritchie ([Kritchie@toh.on.ca](mailto:Kritchie@toh.on.ca)) or Cathy Costigan ([costigan@uvic.ca](mailto:costigan@uvic.ca)). Over time, we will create a space to store ideas and resources so that our community can continue to develop and grow.

***Contents of Current***

Internship Programs often rely on their seminars to provide education and training in diversity and inclusivity. Universities have taken different approaches, for example, covering diversity throughout the curriculum and/or creating a course to cover specific populations.

In this issues, we provide two examples from [internship/residency programs](#), and two examples of innovative developments from [doctoral programs](#).

<a href="#">London Clinical Psychology Residency Program .....</a>	<a href="#">page 2</a>
<a href="#">Edmonton Consortium Clinical Psychology Residency .....</a>	<a href="#">page 2</a>
<a href="#">University of Calgary Clinical Psychology Program .....</a>	<a href="#">page 3</a>
<a href="#">Counselling Psychology Program at McGill University.....</a>	<a href="#">page 5</a>

We sincerely appreciate the willingness of these programs to share their current efforts within our training community.



## **London Clinical Psychology Residency Program**

*Submitted by Brent Haymen Abello*

The London Clinical Psychology Residency Program has offered “Introduction to LGBT2SQ Emotional and Mental Health” and “Working with LGBTQIA2S+ Adults: Intersectionality, Minority Stress, and Affirmative Therapy”. They have also had a staff person from Western University’s Indigenous Services program give a seminar on “Building Relationships with Indigenous People”

## **Edmonton Consortium Clinical Psychology Residency**

*Submitted by Robin Adkins and Sharon Gainie*

The diversity seminar given annually at the Edmonton Consortium Clinical Psychology Residency focuses on exploring all facets of diversity (the ADDRESSING model) with some emphasis on discussing privilege, discussing diversity in supervision, and how to foster multicultural competence both as a supervisor/professional and in supporting the student’s development of multicultural competence.

They also have cultural leaders with whom they work, and often do a seminar with the Mennonite Centre which is for new immigrants and one area of discussion is trauma. There is an opportunity to meet with an elder and be involved in a sweatlodge and occasional opportunities for residents to participate in a Drum Circle which is run by a Spiritual Health Leader.

In both sites, supervisors across the Consortium address diversity within the supervisory relationship and clinical practice

### ***Resources***

<https://www.ohio.edu/cas/psychology/diversity/addressing-model>

<https://cpa.ca/docs/File/Position/IPsyNet%20Statement%20English.pdf>

## University of Calgary Clinical Psychology Program

*Submitted by Candace Konnert and Lianne Tomfohr*

Our program has also been focusing on improving our instruction and departmental commitment to the areas of Equity, Diversity and Inclusion. Our department struck an Equity, Diversity and Inclusion committee and have been working towards programming in our department to increase cultural competence. We have two clinical psychology faculty on the committee, as well as three clinical psychology student members! Here is a link to our website:

<https://psyc.ucalgary.ca/equity-diversity-inclusion>. We have put together a policies/ resources list for the department and published it on the website. <https://psyc.ucalgary.ca/equity-policies>. We have also hosted or co-hosted a number of well attended events this year, including: <https://psyc.ucalgary.ca/equity-events>. This list is missing the Blanket Exercise that we hosted this month. The Exercise was well attended, by approximately 30 students, staff and faculty. <https://www.kairosblanketexercise.org/>.

The University of Calgary Clinical Psychology Program has begun to embed diversity teaching into every core clinical class that is offered. The Equity Diversity and Inclusivity committee has been working the Taylor Institute for Teaching and Learning to develop a workshop for the department as a whole (Inclusive Excellence in Psychology) that will teach about diversifying syllabi in terms of reading lists, content and then interacting/teaching diverse students.

- Psychopathology: Dr. Candace Konnert devotes one three-hour class to cultural competence and diversity issues in diagnostic practice and case conceptualization, and integrates these themes throughout the course as different diagnostic categories are reviewed.
- Adult Assessment: Dr. Kristin von Ranson includes a 2- to 3- hour lecture and discussion on sociocultural aspects of assessment, emphasizing the importance of considering clients' diverse backgrounds and intersectionality. Additionally, issues regarding clients' diversity are addressed throughout the course, including in lab and practicum experiences.
- Adult Psychotherapy: Dr. Joshua Madsen provides one three hour lecture on cultural competence and cultural adaptations of evidence based interventions in clinical psychology. Every week in the lab culture/diversity issues are incorporated into discussion of how unique client/therapist perspectives may influence assessment and psychotherapy trajectories. Additionally, a brief client assessment of client satisfaction is completed at the end of each session, including a measure of feeling heard, understood and respected to ensure that the treatments are individually tailored. Dr. Madsen has also woven specific discussion of Indigenous psychology and practices into his classes in response to the CPA *Response to the Truth and Reconciliation Commission of Canada*.
- Child Assessment: Dr. Sheri Madigan, who teaches child assessment, devotes a three-hour lecture to culturally-competent understanding and approaches to child assessment, which includes case study reviews. Throughout the course, she also reviews and

discusses cultural and diversity considerations for diagnosis of mental illness and disorders.

- Child Psychotherapy: Dr. Melanie Noel, discussed diversity issues as they relate to specific topic areas and devotes a lecture to working with LGBTQ+ youth. She is also adding an introductory lecture about working with diverse cultural groups, and specifically will incorporate discussion of the *CPA Response to the Truth and Reconciliation Commission of Canada* and how it applies to child psychotherapy.
- Ethics: Dr. Keith Dobson- provides a forum for discussions about non-discriminatory practice, and respect for diversity throughout the course. In the past year students read the *CPA Response to the Truth and Reconciliation Commission of Canada*, and the Nelson & Wilson (2017) article on *The mental health of Indigenous peoples in Canada: A critical review of research*, *Social Science & Medicine* 176, 93e112, among other readings.
- Research Methods: Dr. Adam Murry, an Indigenous Scholar in the department, provides a three hour lecture to all clinical students on Indigenous Research Methods.
- Specialty Practicum in Clinical Psychology: Each student provides a case presentation and required element is discussion of issues of diversity and culture as it relates to the case.
- Consultation and Supervision Module: Dr. Madsen teaches a 6-week class on consultation and supervision lectures explicitly on issues of diversity and multiculturalism as it relates to clinical supervision, introducing, for example, frameworks such as Dr. Derald Wing Sue's tripartite definition of cultural competence and Dr. Celia Falicov's Multidimensional Ecosystemic Comparative Approach (MECA)
- Addictions Module: Dr. David Hodgins teaches a 6-week class on addictions. A major component of the addiction course is visits to six addiction programs that represent the intervention spectrum in terms of problem severity (outpatient, residential), phase of recovery (detox to long-term aftercare), and special populations (youth, women). Each of these sites provides services to indigenous clientele, including a number of specialized programs.
- Diversity Module: Dr. Valerie Prugger teaches a 6-week class on diversity and culture and devotes one class in her diversity segment to working with Indigenous populations.

From a recruitment perspective, we have worked on our website to indicate our commitment to diversity and encouraging diverse students to apply. From a hiring perspective in the department, we have also been consulting on our recruitment plans to ensure that our incoming faculty are representative of the diverse community in Alberta. We also continue to build bridges with other CPA affiliated programs at the University. For example, there is openness for our students to attend a class taught by Dr. Fellner, entitled, *Poo'miikapii: Niitsitapii Approaches to Wellness*.

### **Resources**

[https://cpa.ca/docs/File/Task\\_Forces/TRC%20Task%20Force%20Report\\_FINAL.pdf](https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf)

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.916.8083&rep=rep1&type=pdf>

<https://www.youtube.com/watch?v=AXceWQTx950>

<https://reader.elsevier.com/reader/sd/pii/S027795361730028X?token=AB92261735011231D419BE121FBC8ABB5CF0F4FF7C9706B0A4319A201EBD9FF4ACD870417D753F26AAFBE385394A2E2D>

## Counselling Psychology Program at McGill University: Indigenous-Specific Training

*Submitted by Dennis C. Wendt & Katrina Smeja, Department of Educational and Counselling Psychology, McGill University*

The Counselling Program in the Department of Educational and Counselling Psychology at McGill University is in the process of several efforts to improve Indigenous-specific training. Although the Program has much work yet to do, here we outline some initial steps we have taken.

First, the Department initiated a tenure-track faculty hire for Indigenous psychology, which resulted in the hiring of Dennis C. Wendt in 2017. Through his research lab, Cultural and Indigenous Research in Counselling Psychology (CIRC), Dr. Wendt and McGill students (half of whom identify as Indigenous) collaborate with Indigenous communities within Canada and the United States to address issues such as culturally congruent psychotherapy/counselling, treatment for opioid use problems, youth substance use prevention, and university student belonging.

Second, with the feedback of Indigenous students and faculty, Dr. Wendt designed a course focused on professional engagement with Indigenous communities. The course emphasizes Indigenous voices through multiple forms of student-directed engagement, including journal articles, media, events, guest speakers, current events, policy documents, maps, and memoirs. It includes a broad overview of Indigenous-settler relations in Canada (e.g., treaties, colonial violence/oppression, Indigenous resistance, and reconciliation), as well as counselling-specific topics (identity, development, gender and family roles, spirituality and traditional healing, cultural assessment, psychotherapy, and community-based research). (The course outline is available upon request to Dr. Wendt at [dennis.wendt@mcgill.ca](mailto:dennis.wendt@mcgill.ca).)

Third, other faculty have begun incorporating Indigenous-specific content into their courses, including Multiculturalism and Gender, Theories of Counselling, Career Psychology, and Consultation. Currently, two doctoral students are surveying how counselling graduate courses across the country are incorporating Indigenous-specific content and processes; this information will be disseminated to the Program's faculty.

Fourth, the Program recently began a partnership with Kahnawake Shakotia'takehnhas Community Services (KSCS), in providing a field placement site on the Kahnawake Mohawk Territory for a small number of the Program's students. These students are trained to offer psychological services (e.g., assessment, testing, psychotherapy, and consulting) to members of the Kanien'kehá:ka (Mohawk) community. Practicum students are sensitized to the specific needs of the community and are exposed to working in a holistic manner, as members of a multidisciplinary team.

Finally, this year the Department participated in a new annual event in honour of Orange Shirt Day—to promote awareness about the Indian residential school system and its harms—through a

walk organized by the Faculty of Education and held during McGill's Indigenous Awareness Week.

Future needs and challenges include (a) exploring strategies for recruiting and supporting Indigenous students, faculty, and staff; (b) securing funding to fairly remunerate Indigenous knowledge holders who share their expertise in classroom lectures and Program events; (c) accommodating the time-intensive nature of community-based research with Indigenous Nations; and (d) incorporating Indigenous-specific knowledge and processes throughout the Program.