Psychology 357
Cross Cultural Psychology: Clinical Intervention Assessment and Research
Fall 2010
Syllabus

Class Times: Thursday 8:30 – 10:45
Classroom: John Dewey Hall 238

Professor: Sondra E. Solomon, Ph.D.
Phone: 802-656-3034 (Office)
        802-656-3004 (Catalyst Project)
        802-373-1932 (Mobile)
E-Mail: Sondra.Solomon@uvm.edu
Office: Dewey, 346
Office Hours: Wednesday: 10:00 am – 11:30 am
              Thursday: 1:00 pm - 2:30 pm
              By Appointment: Contact me by cell or e-mail to establish a mutually convenient time to meet.

Please note that revisions and adaptations to the syllabus may be made at the discretion of the professor and/or by consensus of the professor and seminar participants.

“The point is not that psychiatric diagnoses are meaningless, but that they may be, and often are, swung as semantic blackjacks: cracking the subject’s respectability and dignity, destroying him or her just as effectively, and more often so, as cracking his or her skull. The difference is that the person who wields a blackjack is recognized by everyone as a public menace, but the person who wields a psychiatric diagnosis is not”. Psychiatric Classification as a Strategy of Personal Constraint Ideology and Insanity, Thomas S. Szasz (1970)

Required Texts


- The Watters and Fadiman books are available through Amazon.
- The DSM-IV-TR is available from the UVM Bookstore, from APA and from Amazon. I would encourage you to have your own copy but sharing is always a good trait to cultivate.
- The syllabus is available on Blackboard.
- Assigned articles and case studies will be available in PDF format and posted on Blackboard.
- E-Mail communications from me to seminar participants will be posted on Blackboard.
- Other materials will be distributed during the course of this seminar and will be distributed in class or posted on Blackboard.
- Readings are subject to change but you will be notified will in advance if this occurs.
- A Reading and Resources List will be posted on Blackboard.

Breathe, Think, Read, Write, Engage with Each Other
Course Description and Expectations

Description
Welcome! Our understanding of the terms race, racism, mental disorder, stigma, exclusion, prejudice and discrimination, etc. is blurred by the complexities of human experience (individual and group) and the cultural context in which experience occurs. Psychologists have attempted to be unbiased, empirical and “colorblind” in their efforts to (1) research psychological phenomenon; (2) describe and assess behavior (adaptive and maladaptive); and, (3) develop interventions to alleviate suffering. Methodology and worldview are bounded by traditional systems of inquiry and are based on a western analytic scientific paradigm deeply imbedded in western European and North American ideology. This approach, while useful for some, may have limited relevance, utility and application to a United States of America and global community that is not ethnically, culturally, spiritually or intellectually connected to this way of knowing.

The U.S. Census Bureau reports that currently 25-33% of the United States population self-identifies as belonging to an ethnic or traditionally under-represented group. By 2050 that number will increase to 47.0%. Additionally, there will be greater numbers of people who self-identify as gay, lesbian, bisexual or transgender. We are intricately bound to a global community that transcends traditional definitions of borders and boundaries. Some might say, “It’s a small world” others would say, “We are the world.” Whatever witty phrase we conjure, we must recognize that the world is at our door and we must be ready to meet the world community. The need to incorporate identity, race, ethnicity, class, privilege, gender, age, international affiliation, sexual orientation, gender identity and expression, ability, appearance, and different ways of knowing represents a major challenge to traditional psychology.

As we near the end of the first decade of the 21st century fundamental shifts in the demographics of the United States will foster changes in the way we conduct research, assessment, and treatment. It must also shift the way we train psychologists. The need to study and understand race, ethnicity and class represents a major challenge to psychology. Until recently, under-represented groups in the United States and international populations have been ignored or marginalized in the psychological literature. It is not surprising that some of you may not have been exposed to the concepts and material that will be covered this semester.

Until very recently, mainstream psychology has dismissed the contributions of those who address the concerns, experiences, and interventions designed to assist diverse groups as “non-scientific” or not meeting the standards of “empirically validated intervention.” This marginalization extends to the scholars who conduct the research. This creates a dilemma. Therefore, this seminar will include material that examines the history of psychology, the current dilemmas psychologists face in understanding and serving a global community, and directions for future research and treatment.

Some of you may be taking this course because (1) it is a requirement for your graduate degree (you have to be here); (2) you have a desire to enhance your cultural competence (you are curious); (3) you are on a path of self-exploration that compels you to understand yourself as well as other people; (4) you want to enhance and expand your worldview; or (5) you have taken a course with a similar title and content but without the clinical focus (you have to be here).

I imagine there are other reasons you are joining the dialogue. I also have a notion that there may be some anxiety about what opportunities for learning will be offered, how learning will occur, how learning will be experienced, and how learning will be assessed. An exploration of your own experience (self-reflection) and cultural heritage and the way they intersect with your approach to the course material will be a pivotal part of your learning this semester.
This is not a “How to do therapy with (FILLL IN THE BLANK) people” course. There is no manual for that. This is not a “How to be culturally competent” course. There is no manual for that either and there is no such thing as “cultural competence.” The issues we will be discussing include race, racism, skin color, sexism, heterosexism, stigma, ableism, economic advantage and disadvantage, gender discrimination, appearance, ageism, etc. These factors are important and relevant to case conceptualization, assessment and, treatment. These factors are crucial to understanding the therapeutic alliance. These factors also contribute to the sub-text that is always present in the therapy room (e.g., transference and counter-transference). These factors are crucial to the way in which we design and conduct our research.

Expectations

Safety and Respect: It is extremely important that an atmosphere of safety, dignity and respect be maintained during the course of this seminar. Be mindful of confidentiality and of each other. Listen to one another. Compassionate learning and respect for one another is important. There are no stupid questions. No one is culturally competent (least of all me). We are all on the learning curve together. This is just a beginning! Your presence and participation in class are greatly appreciated. During the first two seminars we will develop a Safety Contract to assist us during our difficult dialogues.

Classroom Environment: University of Vermont Classroom Code of Conduct.

Faculty and students will at all times conduct themselves in a manner that serves to maintain, promote, and enhance the high quality academic environment befitting the University of Vermont. To this end, it is expected that all members of the learning community will adhere to the following guidelines:

1. Faculty and students will attend all regularly scheduled classes, except for those occasions warranting an excused absence under the University Attendance Policy (e.g., religious, athletic, and medical).
2. Students and faculty will arrive prepared for class and on time, and they will remain in class until the class is dismissed.
3. Faculty and students will treat all members of the learning community with respect. Toward this end, they will promote academic discourse and the free exchange of ideas by listening with civil attention to comments made by all individuals.
4. Students and faculty will maintain an appropriate academic climate by refraining from all actions that disrupt the learning environment (e.g., making noise, ostentatiously not paying attention, leaving and reentering the classroom inappropriately).
5. **Students and the instructor must turn off cell phones. Text messages, twitters, tweets, blue tooth communiqués, blogging and surfing are not acceptable behaviors in this seminar unless it is an explicit part of the in-class assignment.** Students can bring lap tops to take notes and to open pdf files the instructor assigned for readings. Students must ask permission to the instructor before they utilize their lap tops for any other activity.

Religious Holidays: Students have the right to practice the religion of their choice. Each semester seminar participants should submit in writing to me by the end of the second full week of classes their documented religious holiday schedule for the semester. This is a regulation adopted by the University of Vermont and all students are responsible to provide this information to all the instructors in their courses. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

Academic Integrity and Honesty

The work you do in this course must be your own. This means that you must be aware when you are building on someone else’s ideas—including the ideas of your cohorts, your professor, and the authors you read—and explicitly acknowledge that you are do so. Feel free to develop, react to, criticize, and analyze the ideas of others but, when you do, make it known whose ideas you are working with. If you ever have questions about
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drawing the line between others’ work and your own, ask me and I will give you clear guidance or you may visit UVM’s website regarding Academic Integrity at:  [http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf](http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf)

If you find that your paper has unoriginal text that is not properly cited, you should either cite it or remove it. If you do not, you are likely committing plagiarism. Also, if you remove or reword the unoriginal text, but retain the idea expressed by the source, you must give a citation that names the source. Remember, your work should build on the seminar discussions, reading, lectures, remarks, etc., but the paper you write *must* be your own work.

**Excerpts from the University of Vermont Policy on Academic Honesty**

Academic dishonesty or an offense against academic honesty includes acts that may subvert or compromise the integrity of the educational process. Such acts are serious offenses that insult the integrity of the entire academic community. Offenses against academic honesty are any acts that would have the effect of unfairly promoting or enhancing one’s academic standing within the entire community of learners which includes, but is not limited to, the faculty and students of the University of Vermont. Academic dishonesty includes knowingly permitting or assisting any person in the committing an act of academic dishonesty.

Examples of academic dishonesty include: Communicating in any manner with other students during an examination; copying or giving aid during an examination; bringing notes or aids to an examination; possessing or providing to another person an examination or portions of an examination prior to or subsequent to the administration of the examination without the authorization of the instructor; and substituting for, arranging for substitution by another student, or otherwise representing oneself as another person during an examination session or comparable circumstance.

**Plagiarism:** Plagiarism occurs whenever you present another person’s ideas as your own. In written assignments, students must NOT duplicate passages of more than five words from another source without quotation marks AND proper attribution. If you paraphrase someone else’s words, you do not use quotation marks, but you still need to give the reference. You are responsible for knowing and understanding the Plagiarism policies of the University Vermont. If a student engages in academic misconduct, the case will be forwarded to the Center for Student Ethics & Standards and may involve sanctions such as receiving a zero on the assignment or failing the course.

**Special Accommodations and ACCESS:**
If you believe that there is anything that the instructor needs to know that might improve your learning environment in this class, please contact Dr. Solomon, in person, as soon as possible. UVM, through its ACCESSS office, provides accommodation, consultation, collaboration and education support services to students with disabilities. To contact the ACCESS office: [http://www.uvm.edu/access/](http://www.uvm.edu/access/); email them at access@uvm.edu; or call at 656-7753. If you need specific accommodations in this class, please bring a letter from ACCESS to the instructor within the first 3 weeks of class so that we can make appropriate arrangements.

**COURSE REQUIREMENTS AND GRADING SYSTEM**

A:  Readings, Attendance and Class Participation  30 Points

THIS IS A COURSE THAT WILL REQUIRE YOU TO READ, WRITE AND PARTICIPATE. Assigned readings are due on the day they are to be discussed (on Thursday). You will read and discuss a lot. Some of you may want to decide to form groups to share your thoughts about the material before or between seminars. This will give you the opportunity to work in an interdisciplinary and multi-cultural milieu. This means that we will have the opportunity to cover some topics in great detail. There will be ample opportunity for everyone to discuss the journal articles, book chapters and case studies each week.

Breathe, Think, Read, Write, Engage with Each Other
A1. **Readings [10 Points]**: Your ability to understand and enjoy the course material will be enhanced if you have done the reading before coming to class. While it is not necessary, nor do I expect you to have committed the readings to memory, reading the material before class will prove beneficial in the long run. Take notes when you read and generate lots of discussion questions.

A2. **Attendance [10 Points]**: *Attendance is very important in this course.* All absences are considered equal because it does not matter why you miss the seminar. Please honor and respect your peers and attend every seminar. We all have something to say and stories to tell. Do not plan long weekends or early departures for breaks and holidays that may interfere with seminar attendance.

- **Professional Conferences, Paper and Poster Presentations**: I recognize that seminar participants will have opportunities to attend professional conferences. Seminar participants should submit to me, in writing, by the end of the third full week of classes, their documented schedule of professional conferences attendance schedule for the semester. There is no penalty for this circumstance.

- **Pre-doctoral Internship Interviews**: I recognize that the advanced seminar participants may be in the process of applying for pre-doctoral internships. I do not expect that many interviews will be scheduled before December 9th but if you have to miss a seminar due to a pre-doctoral internship interview, please let me know as soon as possible. Again, there is no penalty for this circumstance.

If you do not expect to attend class, please notify me at least 24 hours in advance. Excepting the 2 provisions noted above all absences are treated equally (e.g., illness, extended vacations, etc.). Of course special circumstances will be considered.

There are 14 seminars (between September 2nd and December 9th). If you miss 3 or more seminars (< 20%) of the classes the number of points you receive for Attendance will be reduced by 50% There are 2 dates scheduled for group presentations (between December 2nd and December 9th). It is expected that **everyone will attend every group presentation**. If you miss any of the group presentation dates the number of points you receive for Attendance will be reduced by 50%.

A3. **Class Participation [10 Points]**: Participation and interactive education are the cornerstones of this seminar. We learn a great deal from each other and our collective experience is valuable. We all have a wealth of stories and experiences to communicate. Active participation and consistent attendance is crucial to the success of this seminar. Your experience will contribute to your own learning and to the learning experience of others. Students will participate through discussion, collaborating with fellow students during small group activities, and short in-seminar exercises that require familiarity with the readings assigned for that week. Seminar participation (written or oral) is considered an important component of the final grade. Seminar participants are graded on their in class participation and are acknowledged when they make significant contributions to class discussions.

Punctuality: **The time boundary is extremely important.** I expect everyone to be in class when the seminar begins at 8:30 am. It is very disruptive and disrespectful to those present for other students to be entering and/leaving the seminar after we begin the discussion.

**B: Semester Record** 30 Points
Seminars participants must maintain a Semester Record. The Semester Record is a folio or compilation of all the work you will be completing this semester. The written assignments are minimal (discussion questions and commentary about the readings, outline of group presentation project, outline of final paper and final paper) The Semester Record should be organized in a 3 ring binder. Affix a label with your name, seminar title, and course # on the Semester Record cover.
Example: Ms. Beyonce Knowles
Cross Cultural Psychology: Clinical Intervention, Assessment and Research
Psychology 357

You will need to obtain a loose-leaf binder and a package of paper and dividers to create sections for each type of written assignment. Place your name in the upper right hand corner of the first page of each assignment. Indicate the type of writing assignment you are writing (give a title for the writing assignment). Place the writing assignment in the appropriate section of your Semester Record and bring the binder to class each Thursday. You will find that you will refer to your Semester Record during class. In class work should be placed in the Semester Record.

I will:
- Collect your Semester Record for review on October 7th
- Review your Semester Record and make comments when I return the Semester Record to you on March 14th.
- Your complete Semester Record is due 5:00 pm on December 16th

Your grade will be based on the quality, integrity and completeness of your Semester Record. Specifically, your Semester Record will be assessed for its organization, discussion questions; commentaries about the readings; outline for group presentation; materials for group presentation; outline for final paper; and, final paper.

A demonstration of how to organize your Semester Record will be demonstrated during the first seminar.

Written Assignments in the Semester Record
1. Discussion Questions and Comments about the Readings: The first section of your Semester Record will be discussion questions and comments about the readings. While it is not necessary, nor do I expect you to have committed the readings to memory, a thorough review of the readings will prove beneficial in the long run.

Read and analyze the assigned readings each week. Generate questions and comments about what you have read. Place these comments and questions in the Discussion Question section of your Semester Record. It will be easier for you to comment on the readings as you go along rather than to create the discussion questions and comments just before the seminar begins.

Everyone will have the opportunity to share discussion questions and comments during the seminar to facilitate the discussion. Questions will be used as a way to launch class discussion. Seminar participants will be expected to contribute questions to facilitate the class discussion. Discussion points should be specifically related to the readings for the week and need to indicate that you have read the relevant material. Generate questions and comment on the readings each week.

Two questions and two brief commentaries are required for each week’s seminar. That is the minimum requirement. Additional writing and contributions will enhance the number of points you accrue for the submission and increase your understanding of a particular topic.

Generate lots of questions!!!

3. Outline of Group Presentation and Materials for Final Group Presentation

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Some Tips
- Discussion questions, comments, outlines and final written products must be produced by word processor.
- Entries should be double spaced using Times New Roman or Arial 11 Point Font or its equivalent
- 1” margins
- Numbered pages
- Handwritten entries will not be accepted.
- Label the discussion questions and comments with your name, date, and title of the submission or title of the article you are discussing.
- Place one copy in your Semester Record.
- You may keep another copy for yourself.
- Keep your Semester Record up to date.
- Simply stating that you enjoyed reading an article or that you did not realize a certain phenomena had or had not been reported in the literature is not sufficient.
- Make every effort to critically analyze what you have read.


As you read books, book chapters, and articles in this course you might be interested in gaining additional knowledge about one of these topics. You may have strong reactions to some of the readings and class discussions, and you may want to relate them to yourself personally or professionally or explore these issues in greater detail. You may examine, in detail, a topic from the course syllabus or a topic that has not be addressed in class regarding cross cultural perspectives on treatment, assessment, diagnosis, and research. This project may take a number of forms (e.g., discussion paper, critical review of the literature, research proposal, etc.) The project may not be the same topic as your group presentation. The subject of the project should be reviewed with me before you begin work. I will be available to assist you with structuring the term project, as well as providing resources and reviewing preliminary drafts. While you may submit this assignment at point during the semester, this assignment must be submitted with your entire Semester Record by 5:00 pm on December 16th.

Guidelines for Discussion Paper or Literature Review

During the semester we will be exploring various themes in cross cultural clinical psychology. You may be interested in examining one of these themes in greater detail (e.g., stress management among African American men, chronic illness and disability, lack of access to care, HIV/AIDS in the United States of American, the Caribbean, sub-Saharan Africa or the Pacific Rim, etc.) or in learning about a new topic area (e.g., spirituality, health and well-being among various groups. You may have strong reactions to some of the readings and class discussions, and you may want to relate them to yourself personally or professionally and to explore these issues in greater detail from a scholarly perspective.

The literature review and discussion paper is designed so you can examine, in detail, a topic from the course syllabus or a specific topic of your own choosing.

Include the following information in your paper
- A cover page containing your name, student I.D. number, title of your paper and date paper was submitted.
- An introductory section describing the topic you are going to discuss and why the topic you have chosen is interesting and important.
- A section that reviews the relevant literature.


- A section that discusses treatment.
- A concluding discussion that summarizes your thoughts.
- A bibliography, appropriately referenced, using American Psychological Association format.

**Some questions to consider in your paper**

- What is your personal response to the research? What is your evaluation of the research?
- Do you agree or disagree with the literature you are reviewing?
- How does what you have read relate to your personal and/or professional experience.
- What are your suggestions for future research?
- What does the literature report about treatment?
- What are the available treatment models?
- Do you have any suggestions for treatment (e.g. individual, group family models)?
- Is treatment affordable and accessible?
- Is there universal access to treatment?
- Is treatment appropriate for all cultural groups and for both genders?
- Do you agree with the treatment approach?
- What would you suggest as treatment alternatives?
- Be certain to provide evidence to support all of your arguments.

**Important Considerations**

- The subject of the literature review or discussion paper should be reviewed with Professor Solomon before you begin work.
- The paper should be between 15-20 pages or ~10,000 words in length, (not including title page, abstract, bibliography and attachments).
- Papers should be double spaced, with 1” margins, pages numbered, and produced by word processor using Times New Roman 11 point type (or equivalent).
- APA format please.

**Guidelines for Research Proposal**

If you decide to submit a research proposal kindly follow the guidelines set forth by the National Institute of Health. Proposals must be submitted under the new guidelines and page limitations for R21 and RO1 applications.

**C. Group Presentations (15 Points)**

Seminar participants are expected to work in groups (3-5 people) and present to the class a topic relevant to cross cultural psychology. The purpose of the class presentation is to enhance your understanding of a particular topic in cross-cultural psychology and to explore your capacity to work in groups. Presentations can take a number of forms (formal presentation or lecture, panel discussion, interviews, film or video essay, slide show, performance art, operas, plays, etc.). Presentations can be drawn from virtually any area pertaining to cross cultural psychology. You may, for example, choose to explore the topic of depression in Asian American adolescents or effective treatment models for substance abuse in Native Americans. You should begin to think about the presentation as early in the semester as possible. A portion of the class on October 7th and October 14th will be reserved to facilitate the planning process.
E. Grading Policy

Maximum # of Points Assigned to Each Domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>Points</th>
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<tbody>
<tr>
<td>Readings</td>
<td>10</td>
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<tr>
<td>Attendance</td>
<td>10</td>
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<tr>
<td>Class Participation</td>
<td>10</td>
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<tr>
<td>Semester Record Integrity</td>
<td>30</td>
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<tr>
<td>Discussion Questions &amp; Commentaries</td>
<td>15</td>
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<tr>
<td>Final Paper Outline</td>
<td>7.5</td>
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<tr>
<td>Group Presentation Outline</td>
<td>7.5</td>
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<tr>
<td>Group Presentation</td>
<td>15</td>
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<tr>
<td>Final Paper</td>
<td>25</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Final letter grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Number of Points Required</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<td>B</td>
<td>85-87</td>
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<td>B-</td>
<td>80-84</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
<td>70-74</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
<td>60-64</td>
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<td>F</td>
<td>59-00</td>
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E. Don't Panic!

We will be doing lots of reading, talking and thinking during the semester. Please note that this is a comprehensive reading list.

*Remember to take care of yourselves.*

*Relax and appreciate with gratitude the process of exploration and self-awareness.*

*Most of all remember to BREATHE!*
### Schedule of Seminars

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Seminar Topic</th>
<th>Task</th>
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<tbody>
<tr>
<td>1</td>
<td>September 2</td>
<td>Introduction to Seminar</td>
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<td>2</td>
<td>September 9</td>
<td>Unconscious Bias</td>
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<td>3</td>
<td>September 16</td>
<td>Who Are You and Who Are We? OR Are We Blurring Race, Culture, &amp; Ethnicity?</td>
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<td>4</td>
<td>September 23</td>
<td>Race, Racism and Privilege in Psychological Science</td>
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<td>5</td>
<td>September 30</td>
<td>Stereotypes, Stigma and Social Exclusion in Research, Treatment &amp; Personal Experience OR It's Not About Me</td>
<td>Guest: Roy Belcher, MA</td>
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<td>6</td>
<td>October 7</td>
<td>They Say You’re Crazy, The DSM-IV-TR and the Construction of Mental Disorder: Is it Disorder or Cultural Context?</td>
<td>Group Presentation Planning</td>
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<tr>
<td>7</td>
<td>October 14</td>
<td>They Say You’re Crazy, The DSM-IV-TR and the Construction of Mental Disorder: Is it Disorder or Cultural Context?</td>
<td>Group Presentation Planning</td>
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<tr>
<td>8</td>
<td>October 21</td>
<td>They Say You’re Crazy, The DSM-IV-TR and the Construction of Mental Illness: Is it Disorder or Cultural Context?</td>
<td>Set Appointments with Dr. Solomon to Discuss Final Paper</td>
</tr>
<tr>
<td>9</td>
<td>October 28</td>
<td>They Say You’re Crazy, The DSM-IV-TR and the Construction of Mental Disorder: Is it Disorder or Cultural Context?</td>
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<td>10</td>
<td>November 4</td>
<td>Suffering, Old Age and Death: Guests: Andrew Knapp, MA Tara McCuin, MA</td>
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<td>November 11</td>
<td>Gay, Lesbian and Bisexual Identities Guest: Dr. Evan Eyler</td>
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<td>12</td>
<td>November 18</td>
<td>Transgender Populations Guest: Dr. Evan Eyler</td>
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<td>13</td>
<td>Thanksgiving Break</td>
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<td>14</td>
<td>December 2</td>
<td>Group Presentations</td>
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<td>15</td>
<td>December 9</td>
<td>Group Presentations</td>
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<td></td>
<td>December 16</td>
<td>Submit Final Semester Record</td>
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