

SYLLABUS

Course Information:

PSYC 5324 DIVERSITY IN CLINICAL PSYCHOLOGY
Mondays 12-2:50p
HPR 252

Instructor Information:

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Course Description: Examines client diversity with respect to ethnographic, demographic, and status variables, and challenges culturally biased assumptions which influence the provision of mental health services.

Student Learning Outcomes and Assessments:

Students will demonstrate an understanding of the nature and impact of human and cultural diversity on clinical assessment and intervention, theories of multicultural counseling competencies, identity development, and social justice, individual, couple, family, group, and community strategies for working with and advocating for diverse populations, and roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination. The doctoral portion will also touch on elements of research and teaching.

Each learning outcome will be assessed with a variety of methods including experiential exercises, assignments, class discussion and participation, and presentations.

Required textbook:

Sue, D.W., Sue, D., Neville, H.A., & Smith, L. (2019). Counseling the Culturally Diverse: Theory and Practice. Eighth Edition. New Jersey: John Wiley & Sons, Inc. ISBN-10: 1119448247.

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Note: There will be other required readings, as assigned, to supplement the textbook throughout the semester.

Evaluation and Grading: Course evaluation is based on completing the following components (see descriptions below):

<u>M.S. Students</u>	<u>POINTS</u>
Class participation/reflection papers (6 opportunities, complete 5)	15
Presentation discussion posts (7 opportunities, complete 6)	18
Cultural Identity Paper	15
Interview Assignment	20
Presentation	20
Final Reflection	12
TOTAL:	100

A = 90-100 points

B = 80-89 points

C = 70-79 points

Class participation/Reflection papers

You will complete 5 reflection papers out of 6 opportunities. The intent of the reflection papers is to provide space to work through reactions and ideas which you may or may not feel comfortable sharing in other discussion formats. I encourage you to use the reflection papers as a tool to process your thoughts, insights, confusions, voice agreement or disagreement, and pose questions. The hope is that reflecting in this way will allow you to increase self awareness that is critical to your personal and professional growth and an important part of working toward cultural humility and competence. Here are some prompts for writing your reflection paper, but please do not limit yourself to these. What stood out to you from the assigned readings? Are there any connections you made with the readings and either your personal or professional experiences? Have any of the issues/topics of the readings emerged in your recent work (therapy, assessment, research, teaching)? You will be submitting these to me and not the whole class. You may elect to share elements of your papers with the class during class discussions. Length: 2-4 paragraphs.

Cultural identity paper

This is another self awareness activity intended to allow a chance to explore your cultural background. You will be provided with tools to help reflect on your current cultural identity and its influence on your professional identities and roles with respect to cultural competence and humility. The goal is to participate in true self-reflection – the results from these instruments are only for your eyes only – so please be honest in responding. Also, if you run across other assessments that are useful please share them with the class and with me. You can use what you've gathered from these tools and your reflections in a prepared written paper that considers how your cultural background and current level of multicultural competence and humility informs, or how you hope it will inform, your professional roles (e.g., therapy, assessment, research and, if applicable, teaching and supervision). In writing about this topic, you can include how you feel you currently incorporate issues of multiculturalism, and what you may identify as barriers to doing so. This is a reflective paper rather than a research paper and is expected to be based on your review of your cultural background and your current understanding of issues in multiculturalism. Depth rather than breadth is preferred, so rather than touching on all

cultural diversity themes, it will be best if you focus on the 3-4 domains you find most salient to you. Length: 2-4 pages single-spaced.

Interview

Please interview someone who differs from you on at least two dimensions of cultural diversity (race, ethnicity, gender, sexual orientation, socioeconomic class, religion, age, national origin, ability) and who is willing to speak frankly about how these parts of their identities influence their day-to-day experiences and have influenced who they are today. Prepare to go into the interview with several thoughtful questions written out and to take notes or record their responses, with permission. Try to make this more of a discussion between the two of you on your interviewee's lived experiences and perceptions of aspects of diversity rather than a highly structured Q&A. You will not need to write a transcript of the interview, but rather a written paper describing your interviewee and 1. How do they differ from you in terms of aspects of cultural diversity? 2. What did you learn and how does this connect with themes from the course? 3. How could you use information from this interview in future professional roles? Length: 2-3 pages single-spaced.

Presentation

You (most often with a classmate) will be assigned to present on a specific topic of diversity during weeks 7-11. You are expected to: 1) review the Sue, Sue, Neville, & Smith ("SSNS") chapter on your particular topic in a given week in preparation for your presentation, if relevant 2) review additional readings on your topic from the literature. 3) Assign the class a research article related to your topic. 4) In addition, provide the class with an experiential resource: which could include one of the following: a poem, an excerpt from a work of fiction, nonfictional narrative, podcast, song, or TED talk produced or written by someone with lived experience in your topic. In addition, feel free to bring in recent news article or media coverage, etc. related to the aspect of cultural diversity you are presenting on. 5) Post these additional resources for classmates on Canvas along with a powerpoint (or similar presentation format) that will go along with your presentation. 6) Your presentation should provide relevant background on your topic from SSNS but also incorporate your outside sources. Most presentations will be approximately 30-45 minutes, not including a 10-15 minute class discussion that you will facilitate.

Presentation discussion posts

These are brief (1 paragraph per topic) discussions touching on each of the student presentations for a given week (including your own presentation topic, when applicable) that you will share with the class or discussion group on Canvas. Your paper should comment on each of the presentations for the week and present your thoughts and reflections on the material. The point here is to engage meaningfully with the presentations and to share these reflections with your classmates. Presenters will use these posts to help inform synchronous class discussion on the topics, but you will be encouraged to raise these points in synchronous discussion by myself and classmates as well.

Final Reflection

At the end of this course, you will prepare a final reflection paper. In this paper, you will review your experiences in the course using your previous reflection and discussion papers to guide you. Please address what you have learned, what has been the most valuable, what may have surprised you to learn about yourself, how this class has impacted you, etc. This should not be a simple restatement of your reflection and discussion papers, but an integration of key take-aways from your experiences across the entire course. This paper should be a minimum of 1-2 single spaced pages.

Tentative Topical Outline

Please complete readings BEFORE class. The schedule below is a reasonable estimate of our activities this summer, **but may be modified** (with notifications and announcements).

** All assignments listed in right-hand column should be completed by Sundays, 11:59p , PRIOR to the following class (e.g., the assignment listed for 1/10 should be completed prior to class on 1/24)

** Supplemental materials will be uploaded to Canvas. Student-assigned readings for presentations should be uploaded to Canvas by Mondays the week before they are to be discussed.

DATE	READINGS	TOPICS	ASSIGNMENTS
1/10 Class held via Zoom	APA Multicultural Guidelines (2017)	Orientation to the course, group agreements, a personal journey, personal and social identity	Work on reflection paper over readings for class on 1/24
1/17		No class – Martin Luther King Jr. Day	
1/24 Format TBD- look for an announcement	SSNS Ch. 1-3; Hook et al., 2013; Danso, 2016	Obstacles and resistance, Multicultural counseling, therapy, exploring cultural competence and cultural humility	Work on reflection paper over 13 th and readings for class on 1/31
1/31	SSNS Ch. 4-5 Possible supplemental readings	Political/Social Justice Implications of Counseling and Psychotherapy; Systems of Oppression, Discussion of 13 th , Racial Bias in Policing.	Work on reflection paper over readings for class on 2/7
2/7	SSNS Ch. 6-8, Hailes et al., 2021	Microaggressions, Multicultural barriers; Communication styles	Work on reflection paper over readings for class on 2/14
2/14	SSNS Ch. 9-10, Any supplemental	Multicultural evidence-based practice; Non-western indigenous methods of	Work on reflection paper

	readings	healing	over readings for class on 2/21
2/21	SSNS Ch. 11-12, Any supplemental readings	Racial, ethnic, cultural identity attitudes in people of color; White racial identity development,	Work on reflection paper over ch 13 reading for class on 2/28 and first presentation discussion post Work on identity paper
2/28	SSNS Ch. 13-14 Supplemental materials for presentations	Culturally competent assessment; Counseling African Americans Student Presentation Identity papers due	Work on presentation discussion post
3/7	SSNS Ch. 15-16 Supplemental materials for presentations	Counseling First Nations Peoples, Asian American and Pacific Islanders, Student Presentations	Work on presentation discussion post
3/14	SSNS Ch. 17-18 Supplemental materials for presentations	Counseling Latine/Latinx and Multiracial populations Student Presentations	Work on presentation discussion post
3/21	SSNS Ch. 19-20 Supplemental materials for presentations	Counseling Arab and Muslim Americans; Counseling Immigrants/Refugees	Work on presentation discussion post
3/28	SSNS Ch. 21-22 Supplemental materials for presentations	Counseling Jewish Americans and Individuals with Disabilities Student Presentations	Work on presentation discussion post
4/4	SSNS Ch. 23-24 Supplemental materials for presentations	Counseling LGBTQ+ and Older Adult populations Student Presentations	Work on presentation discussion post
4/11	SSNS Ch. 25-26 Supplemental materials for presentations	Counseling individuals in poverty & women	Work on finalizing interview write-up
4/18		Class wrap-up Interviews due	Work on final reflections
4/25	FINALS WEEK	Final reflections due by Monday, 4/25, 11:59p to Canvas	