

SYLLABUS

Course Information:

PSYC 5324.503: CULTURAL DIVERSITY AND ADVOCACY

PSYC 6324.501: DIVERSITY IN CLINICAL PSYCHOLOGY

Wednesdays 11-1:45p

Ratliff Building South 2015

May 9th- August 3rd

Instructor Information:

Sarah M. Sass, Ph.D.

Office: HPR 213

Email: (best way to reach me) ssass@uttyler.edu

Office phone: (903) 566-7239

Office hours (via zoom):

Mondays 1-3p, or by appointment

<https://uttyler.zoom.us/j/92264553180?pwd=VVVTdDFmei9IMXdXWGpMTjdtUlhCUT09>

Meeting ID: 922 6455 3180

Passcode: 528334

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, TBD.

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)	10
Presentation discussion posts (5 opportunities, complete 5)	10
Cultural Identity Paper	20
Interview Assignment	25
Presentation	25
Final Reflection	10
TOTAL:	100

<u>Ph.D. Students</u>	<u>POINTS</u>
Class participation/reflection papers (6 opportunities, complete 5)	10
Presentation discussion posts (5 opportunities, complete 5)	10
Cultural Identity Paper	20
Interview Assignment	20
Presentation	20
Research Agenda Paper	10
Final Reflection	10
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. **Due 6/28**

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 term 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. **Due 7/26**

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 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. **Due last half of class- will discuss schedule in class.**

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. You will 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. **Due 8/3, 2p.**

Research agenda paper (PhD students only)

For this paper, you will identify an important research agenda related to some aspect of cultural diversity. This could be something in your field of research or something in a different area – what is key is that the topic interests you and you find it important. Provide a brief literature review of your topic and motivate why it is important, identify a gap in the literature and a research question, and provide ideas on a sample study design and methodology needed to advance the field in relation to your identified topic(s) of diversity. Length: 3-4 pages single-spaced (not including references). **Due 7/26**

***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 fair notifications and announcements).

** All assignments are due by Sundays, 11:59p except the assignments due during finals week which are due 8/3 by 2p.

** Supplementary materials will be uploaded to Canvas. Student-assigned readings for presentations should be uploaded to Canvas a week before they are to be discussed.

** Note: all topics starting beginning 6/29 are approximate (negotiated around finalized student presentation topics).

DATE	READINGS	TOPICS	ASSIGNMENTS GIVEN
5/11	APA Multicultural Guidelines (2017)	Orientation to the course, group agreements, a personal journey, personal and social identity	Reflection paper due 5/17 -Self-assessment quizzes (for your eyes only)
5/18	SSNS Ch. 1-3; Hook et al., 2013; Danso, 2016	Obstacles and resistance, Multicultural counseling, therapy, exploring cultural competence and cultural humility	Reflection paper due 5/24 Watch <i>13th</i>
5/25	SSNS Ch. 4-5 Possible supplemental readings	Political/Social Justice Implications of Counseling and Psychotherapy; Systems of Oppression, Discussion of <i>13th</i> , Racial Bias in Policing	Reflection paper due 5/31
6/1	SSNS Ch. 6-8, Other readings as assigned	Microaggressions, Multicultural barriers; Communication style	Reflection paper due 6/7
6/8	SSNS Ch. 9-10, Other readings as assigned	Multicultural evidence-based practice; Non-western indigenous methods of healing	Reflection paper due 6/14
6/15	SSNS Ch. 11-12, Other readings as assigned	Racial, ethnic, cultural identity attitudes in people of color; White racial identity development	Reflection paper, first presentation discussion post, and cultural identity paper due 6/21
6/22	SSNS Ch. 13-14 Supplemental materials for presentations	Culturally competent assessment; Counseling African Americans Student Presentation Cultural Identity Paper due	Presentation discussion post #2 due 6/28
6/29	SSNS Ch. 15-17 Supplemental materials for presentations	Counseling First Nations Peoples, Asian American and Pacific Islanders, Latinx Populations Student Presentations	Presentation discussion post #3 due 7/5 Work on interviews
7/6	SSNS Ch. 18-20 Supplemental materials for presentations	Counseling Multiracial, Arab Americans and Muslim Americans; Immigrants and Refugees Student Presentations	Presentation discussion post #4 due 7/12 Work on interviews
7/13	SSNS Ch. 21-22 Supplemental materials for presentations	Counseling Jewish Americans and Individuals with Disabilities Student Presentations	Presentation discussion post #5 due 7/19 Work on interviews
7/20	SSNS Ch. 23-24	Counseling LGBTQ+ and Older Adult	Presentation

	Supplemental materials for presentations	populations Student Presentations Interview papers due	discussion post #6 due 7/26 Work on final reflections and research proposals due 7/27
7/27	SSNS Ch. 25-26 Supplemental materials for presentations	Counseling Older Adults, Individuals Living in Poverty, Women Student Presentations Class wrap-up & integration Research proposals due (PhD only)	Work on final reflections due 8/3 by 2p.
8/3	FINALS WEEK	Final reflections due 8/3 by 2p	

Highlighted University Policies (see Canvas UT Tyler information module for more)

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Census Date Policies

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/s-UTTyler/ApplicationStudent.aspx> and fill out the application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted. Please contact the SAR office with questions <https://www.uttyler.edu/disability-services/>. The SAR office is located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), <https://www.uttyler.edu/writing-center/>
- UT Tyler Tutoring Center (903.565.5964), <https://www.uttyler.edu/tutoring/>
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>