Diversity Issues in Treatment and Assessment
Psychology 6290

Instructor Information
Chris Chapman, Ph.D.
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801-797-1012

Course Information
ECC 310
Tuesday, 5:15-7:30
Office Hours: By appointment

Teaching Assistant
Holly Horman
Hollybgreer@gmail.com

Course Description
This course provides an introduction to diversity issues in counseling and psychological/educational assessments. Emphasis on developing knowledge, skills, and attitudes for more effective counseling with persons different from the counselor regarding characteristics such as culture, race, gender, sexual orientation, age, physical/mental abilities, and spirituality. Substantial attention is given to developing awareness of one’s own values, attitudes, and beliefs as they relate to counseling in a diverse society.

Course Objectives-General

1. Increase self-awareness
   1. Of trainees own privilege and bias.
   2. Of trainees reactions to “different” others.
2. Increase knowledge
   1. About important variables that will promote general cultural competence, such as prejudice, discrimination, racial micro-aggressions.
   2. Regarding findings across areas of study in psychology (e.g., developmental, social).
   3. About specific groups (e.g., Latinos, Ethiopians, gay parents).
3. Promote skills development
   1. Through exposure to appropriate interventions for diverse groups
   2. Of trainees’ ability to develop cultural competence in others.
   3. By identifying opportunities and actions for advocacy of social justice and culturally competent practice of psychology
   4. By increasing trainees’ ability to provide consultation to other professionals in improving their own self-awareness, knowledge, and skills.
Course Objectives-Specific

*In this course you will be trained on specific competencies to help you develop your skills in multicultural counseling. These competencies have been outlined by CACREP as standard for school counselors. I have listed which competencies will be addressed in each class by number. Please refer to the list below to identify each competency. Keep in mind there is considerable overlap week by week, as many of these competencies apply to the different populations and issues we will be discussing throughout the course.

1. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
2. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
3. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
4. Multicultural counseling competencies
5. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
6. The effects of power and privilege for counselors and clients
7. Help-seeking behaviors of diverse clients
8. The impact of spiritual beliefs on clients' and counselors' worldviews
9. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
10. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
11. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
12. Techniques to support successful social and emotional development in school settings
13. Strategies to promote equity in student achievement and college access

Attendance and Participation

Students are expected to attend class regularly and read all required materials. Students will be graded on their participation. Participation includes comments in class, in-class short papers, and attendance.

Evaluation

Students are evaluated on multiple assignments intended to support the integration of materials read with applied (clinical, teaching, research) experiences in the context of human
and cultural diversity. The assignments are described below in the “Instructions for Specific Assignments.”

**Grading**

Final grades are based on individual performance. Students who accumulate 92.5% to 100% of the required 410 points will earn an A; 89.5-92.4% = A-; 86.5-89.4% = B+; 82.5-86.4% = B; 79.5-82.4% = B-; 76.5-79.4% = C+ and so forth.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Possible Points</th>
<th>Required</th>
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<tbody>
<tr>
<td>Reaction Questions (12 possible; 10 required)</td>
<td>120</td>
<td>100</td>
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<tr>
<td>Professional Reflections (12 possible; 10 required)</td>
<td>120</td>
<td>100</td>
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<tr>
<td>Short Papers (8 possible; 6 required)</td>
<td>200</td>
<td>150</td>
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<tr>
<td>Book Report: (1 possible; 1 required)</td>
<td>75</td>
<td>75</td>
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<td>Participation:</td>
<td>75</td>
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<tr>
<td>Total Possible Points</td>
<td>590</td>
<td>500</td>
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**Assignment Make-Up Policy**

This course is designed to allow for flexibility in the expectable unexpected events that all of us experience over the course of our lives (e.g., partial credit, “skippable” papers). For this reason, I do not allow make-ups or extensions of assignments. If you are having a particularly difficult semester and cannot complete most assignments, please see me immediately to discuss a possible incomplete or withdrawal.

**Classroom behavior**

The Golden Rule can be described as an “ethic of reciprocity”. Students will be presenting to the class in informal and formal ways. Visualize yourself presenting to the class and consider how you would answer these:
• Where would you like students to be looking when you’re talking?
• How would you like cell phones set?
• How would you like computers to be present in the room?
• When would you like others to arrive and depart from class?

Whatever those answers are, they will also apply to how others will want you to behave when they are presenting. You can read more about the University’s Classroom Civility Policy which can be found on the web at: http://www.usu.edu/provost/faculty/student_conduct/classroom_civility.cfm (Links to an external site.)

Academic Honesty

Academic honesty is maintained when students generate original work and acknowledge the sources of existing work (whether published or not) in their written or oral communication with others. Academic honesty allows us all the freedom to express our ideas with excitement and without fear. It is the foundation for trust between professionals. I expect students to engage academic honesty thoughtfully and deliberately. Because academic dishonesty shakes the foundation of trust, I consider it a very serious offense. If I understand a student is engaging in academic dishonest behavior, I will approach that student (see APA standard on informal resolutions to ethical violations) and discuss my concerns. Consequences can vary from a verbal reprimand to an “F” for the course grade. In extreme cases, I may report the incident for university-level disciplinary proceedings (see section VI-1 of the Code of Policies and Procedures for Students at Utah State University: http://www.usu.edu/studentservices/pdf/StudentCode.pdf).

Accommodations

Students with documented disabilities who need accommodations in completing requirements or taking part in class in any manner should speak with me during the first week of class to arrange these accommodations. The Disability Resource Center (DRC) at Utah State University (a) evaluates requests for reasonable accommodation from University students to ensure adherence to the guidelines of the Americans with Disabilities Act, (b) provide academic, personal, and career counseling to assist students in the development of personal and financial independence, and (c) provide supportive services to individuals with disabilities, including academic assistance, adaptive equipment, counseling, readers, transcribers, interpreters, and advocacy to ensure equal access to education, employment, and other University programs, among many other things. Students who suspect they may have a disability, or who have a disability should contact the DRC for further information and support: (435) 797-2444.
### Course Outline

<table>
<thead>
<tr>
<th>DAY</th>
<th>Topic/Competency</th>
<th>Readings/Assignments</th>
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</thead>
<tbody>
<tr>
<td>8/28/2018</td>
<td>Diversity &amp; School Counseling/4, 3</td>
<td>Ethical Standards for School Counselors</td>
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<tr>
<td>9/4/2018</td>
<td>#1. Culture &amp; Social Construction/2, 3, 4, 5, 6, 9, 12</td>
<td>Text Chs 1-2; Article #1. Due: Article Reaction Question 9/3</td>
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<tr>
<td>9/11/2018</td>
<td>#2. Development &amp; Intersectionality/1, 2, 3, 4, 5, 9</td>
<td>Text Ch 3; Article #2 ARQ #2 9/10 TPR #2 9/10</td>
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<tr>
<td>9/18/2018</td>
<td>#3. Theories of Prejudice/1, 3, 4, 6, 7, 8, 9, 10</td>
<td>No Textbook! Article #3 ARQ #3 9/17 Babies Cross Cultural Examination 9/17</td>
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<td>9/25/2018</td>
<td>#4. Power &amp; Privilege/3, 4, 5, 6, 11, 12, 13</td>
<td>Text Ch 4; Article #4 ARQ #4 9/24 TPR #3 9/24 Prejudice Assignment 9/24</td>
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**Unit #1: Foundations of Diversity**
**Unit #2: Individual Factors**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text &amp; Articles</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>10/2/2018</td>
<td>#5. Race &amp; Ethnicity 1-13</td>
<td>Text Ch 5; Article #5</td>
<td>ARC #5 10/1</td>
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<td>TPR #4 10/1</td>
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<td>Privilege Assignment 10/1</td>
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<td>10/9/2018</td>
<td>#6. Gender &amp; Sexuality 1-10; 12</td>
<td>Text Ch 7; Article #6</td>
<td>ARC #6 10/8</td>
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<td>TPR #5 10/8</td>
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<td>Gender Analysis Assignment 10/8</td>
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<td>10/16/2016</td>
<td>Fall Break</td>
<td>Text Ch 8; Article #7</td>
<td>ARC #7 10/22</td>
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<td>TPR #6 10/22</td>
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<td>LGBTQ Interview Assignment 10/22</td>
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**Unit #3: Micro & Macro Influences**

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<th>Date</th>
<th>Topic</th>
<th>Text &amp; Articles</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>10/30/2018</td>
<td>#8. Life Span Diversity 3, 4, 5, 6, 10</td>
<td>Text Ch 6; Article #9</td>
<td>ARC #8 10/29</td>
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<td>TPR #7 10/29</td>
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<td>Ethnic Identity Assignment 10/29</td>
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<tr>
<td>11/6/2018</td>
<td>#9. Socioeconomic Status 1, 3, 4, 5, 6, 7, 9, 11, 12, 13</td>
<td>Text Ch 9; Article #8</td>
<td>ARC #9 11/5</td>
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</table>
### Instructions for Specific Assignments

#### Participation

Students will be graded on participation. Participation has 3 components - attendance, speaking up in class discussions, and responding to in-class short paper prompts. In order to get full credit in participation, you will need to have no more than 1 absence. Additionally, I will have to hear from you in at least half of our class periods. To this end, I will track comments made during class time. Finally, you will need to respond to all in-class short paper prompts. A “B” grade will be the result of 2-3 absences, only being heard from in 4-5 classes, and missing 1-2 short papers. A “C” grade will be the result of 4 absences, only being heard from in 3 classes, and missing 3-4 short papers.

#### Article Reaction Questions
Structure. Students turn in at least two written questions on the assigned article readings that will help spark discussion in the class. Students should expect to be asked to pose their questions to the class.

Content. Reaction questions are meaningful, specific questions that reflect that you have completed the reading and that are also integrated to other readings/previous readings, and/or to specific theory, research, or applied experiences. Questions should be open-ended and most likely do not have a single correct answer.

Grading. This assignment is worth 10 points and is graded as present/absent. You must be in attendance to receive full credit for this assignment. Reaction questions are to be submitted on Canvas by 11 pm each Monday before the class date. Late assignments (i.e., turned in after 11 pm on Wednesday within one week of when it was due) can earn 5 points, as long as the student was in attendance. On-time assignments from students not in attendance may also earn 5 points. No late assignments will be accepted from students not in attendance.

Textbook Professional Reflection

Structure. Students turn in written responses to at least one “reflections” and one “personal growth” box set of questions from the assigned textbook chapter(s) readings.

Content. Be sure to include the questions with your written response. Professional reflection responses should convey thoughtful consideration of how the concepts being discussed in the text apply to your personal development as a student and school counselor.

Grading. This assignment is worth 10 points and is graded as present/absent. You must be in attendance to receive full credit for this assignment. Reflection responses are to be submitted the evening before class. Late assignments can earn 5 points, as long as the student was in attendance. On-time assignments from students not in attendance may also earn 5 points. No late assignments will be accepted from students not in attendance.

Book Report

Listed below you will see several books describing first-hand experiences of diverse voices in the United States. You must pick one of these books and write a reflection paper on what you learned from it. The paper should answer the following questions:

1. What led you to pick the book you picked?
2. What were your reactions to the book as a reader?
3. How will the book impact the way you work as a counselor with the population/culture discussed in the book?
4. Pick 3 separate passages from the book that struck you. Please include these passages in your paper. You can convert the sections into PDF or quote them directly. Sections should not be longer than one printed page. Answer the following about each section you picked:
   1. What impacted you about this section?
   2. What did the section teach you about this individual’s experience that was notable, surprising, interesting?
3. What preconceived notions about the individual’s culture did this section challenge?

The Distance Between Us, by Reyna Grande (2012)
Girl in Translation, by Jean Kwok (2011)
The Spirit Catches You and You Fall Down, by Anne Fadiman (1997)
Letters to a Young Muslim, by Omar Saif Ghobash (2017)
Between the World and Me, by Ta-Nehisi Coates (2015)
Men We Reaped, by Jesmyn Ward (2013)
Under This Beautiful Dome, by Terry Mutchler (2014)
Excluded, by Julia Serano (2013)
Hillbilly Elegy, by J.D. Vance (2016)
White Trash, by Nancy Isenberg (2016)
Evicted, by Matthew Desmond (2016)
Tonto and the Lone Ranger Fistfight in Heaven, by Sherman Alexie (1993)