**Diversity Issues in Treatment Assessment**

“What diversity “problem”? Diversity Creates one and only one thing: opportunity”

-Tom Peters

**Instructor Information Course Information**

Chris Chapman, Ph.D. Tuesday 5:20-7:30 pm

[cchapman1@weber.edu](mailto:cchapman1@weber.edu) \*\*\*

801-626-6406 Office Hours: By appointment

**Teaching Assistants**

Holly Horman\*

**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**

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.

**Attendance and Participation**

Students are expected to attend class regularly and read all required materials. While attendance itself is not graded, some assignments require that you are in attendance in order to receive full credit. All students are expected to contribute to class discussions. Class activities are intended to promote engagement with materials that will increase knowledge (e.g., readings), awareness (e.g., discussion), and skills (e.g., presentations) in cultural diversity.

**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.

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Possible Points** | **Required** |
| Reaction Questions (12 possible; 10 required) | 120 | 100 |
| Professional Reflections (12 possible; 10 required) | 120 | 100 |
| Short Papers (8 possible; 6 required) | 200 | 150 |
| Group Presentations: (1 possible; 1 required) | 50 | 50 |
| Total Possible Points | 490 | 400 |

**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>

**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**

|  |  |  |  |
| --- | --- | --- | --- |
| DAY | TOPIC | | READINGS |
| 8/30/2016 | Diversity & School Counseling | | Ethical Standards for School Counselors |
| **Unit #1: Foundations of Diversity** | | | |
| 9/6/2016 | | #1. Culture & Social Construction | See Topic #1 Reading List |
| 9/13/2016 | | #2. Development & Intersectionality | See Topic #2 Reading List |
| 9/20/2016 | | #3. Theories of Prejudice | See Topic #3 Reading List |
| 9/27/2016 | | #4. Power & Privilege | See Topic #4 Reading List |
| **Unit #2: Individual Factors** | | | |
| 10/4/2016 | | #5. Race & Ethnicity | See Topic #5 Reading List |
| 10/11/2016 | | #6. Gender & Sexuality | See Topic #6 Reading List |
| 10/18/2016 | | Fall Break |  |
| 10/25/2016 | | #7. Sexual Orientation | See Topic #7 Reading List |
| **Unit #3: Micro & Macro Influences** | | | |
| 11/1/2016 | | #8. Life Span Diversity | See Topic #8 Reading List |
| 11/8/2016 | | #9. Socioeconomic Status | See Topic #9 Reading List |
| 11/15/2016 | | #10. Spirituality & Religion | See Topic #10 Reading List |
| 11/22/2016 | | No Class: Thanksgiving (you’re welcome!) |  |
| 11/29/2016 | | #11. Disability | See Topic #11 Reading List |
| 12/6/2016 | | #12. Multicultural Counseling Competence | See Topic #12 Reading List |

**Unit #1 Detailed Schedule**

**Tuesday September 6th**

* Topic #1 Reading List
  + Textbook: Chapter 1 & 2
  + Article #1: Culturally responsive school counselors and programs: Addressing the needs of all students
* Assignments
  + Article Reaction Question (submit on Canvas by 11 pm on Mon Sept. 5th)
  + Textbook Professional Reflection (submit on Canvas by 5 pm Thurs Sept 6th)

**Tuesday September 13th**

* Topic #2 Reading List
  + Textbook: Chapter 3
  + Article #2: The Intersectionality of Discrimination Attributes and Bullying
* Assignments
  + Article Reaction Question (submit on Canvas by 11 pm on Mon Sept. 12th)
  + Textbook Professional Reflection (submit on Canvas by 5 pm Tues Sept 13th)
  + Babies Cross Cultural Examination (submit on Canvas by 11 pm Mon Sept 19th)

**Tuesday September 20th**

* Topic #3 Reading List
  + Article #3: Relationship between a belief in a just world and social justice advocacy attitudes of school counselors
* Assignments
  + Article Reaction Question (submit on Canvas by 11 pm on Mon Sept 19th)
  + Prejudice Assignment (submit on Canvas by 11 pm Mon Sept 26th)

**Tuesday September 27th**

* Topic #4 Reading List
  + Textbook: Chapter 4
  + Article #4: School counselors’ strategies for social justice change: A grounded theory of what works in the real world
* Assignments
  + Article Reaction Question (submit on Canvas by 11 pm on Mon Sept 26th)
  + Textbook Professional Reflection (submit on Canvas by 5 pm on Tues Sept 27th)
  + Privilege Assignment (submit on Canvas by 11 pm Mon Oct. 3rd)

**Instructions for Specific Assignments**

**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.

Pedagogical rationale**.** The pedagogical rationale for the reaction questions is to set up students for optimal learning by ensuring that materials are read and analyzed in a manner that will maximize students’ in-class engagement. If you are not in class, you cannot engage with the materials in the intellectual forum of the classroom.

**Textbook Professional Reflection**

Structure**.** Students turn in written responses to at least two reflections and 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 at the beginning of class on due date listed on the detailed course schedule. Late assignments (i.e., turned in after the beginning of class 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.

Pedagogical rationale**.** The pedagogical rationale for the professional reflection response is to facilitate self-awareness of personal values, beliefs, and biases. Additionally, this activity helps student reflect on their professional development throughout the duration of this course.