

Fall 2022 PSY 6290

Instructor Information

Chris Chapman, Ph.D.

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801-797-1012

Course Information

Tuesdays, 5:15-7:30

USU Statewide Campuses- Logan Campus, DE 012

Office Hours:By appt.

Teaching Assistant

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Course Description

This course introduces 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. 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.

Assignments	Possible Points	Required
Reaction Questions (12 possible; 10 required)	120	100
Short Papers (8 possible; 6 required)	200	150
Book Report: (1 possible; 1 required)	80	80
Participation:	100	100
Total Possible Points	500	430

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.)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/student-services/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/Assignments
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8/30/22	Diversity & School Counseling	
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Unit #1: Foundations of Diversity

9/6/22	#1. Culture & Social Construction	Text Chs 1-2; Article #1, 2.
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9/13/22	#2. Development & Intersectionality	Text Ch 3; Article #3, #4 "Babies" short paper due
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9/20/22	#3. Theories of Prejudice	No Textbook! Article #5
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9/27/22	#4. Power & Privilege	Text Ch 4; Article #6, #7
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Unit #2: Individual Factors

10/4/22	#5. Race & Ethnicity	Text Ch 5; Article #8 Prejudice Short Paper Due
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10/11/22	No Class fall break	Privilege Short Paper Due
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10/18/22	#6. Systemic Racism	The Black Family in the Age of Mass Incarceration (Ta Nehisi Coates)- Link in Files Ethnic Identity Short Paper Due
10/25/22	#7. Gender & Sexuality	Text Ch 7; Article #9 Gender Analysis Short Paper Due
11/1/22	#8. Sexual Orientation	Text Ch 8; Article #10 Sexual Orientation Interview Due
11/8/22	#9. Socioeconomic Status	Text Ch 9; Article #11 Social Class Short Paper Due
11/15/22	#10. Spirituality & Religion/Age	Text Ch 10, Ch 6; Articles #12, 13
11/22/22	Thanksgiving	No Class
11/29/22	#11. Disability	Text Ch 11; Article #14, 15 Disability Short Paper Due
12/6/22	#12. Multicultural Counseling Competence	Text Ch 12 Book Report Due

Instructions for Specific Assignments

Participation

Students will be graded on participation. This is difficult to accurately gauge in such a large class, but a large part of your participation grade will depend on your participation in assignments given in-class, mostly consisting of discussion reaction 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 midnight each Monday before the class date. Late assignments (i.e., turned in after midnight Monday 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.

Book Report

Listed below you will see several books describing first-hand experiences of diverse voices in the United States. Reports should be 5-7 pages, single spaced, APA style. 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 Short Bus, by Jonathan Mooney (2007)

Stamped From the Beginning, Ibram X. Kendi (2016)

Why Are All the Black Kids Sitting Together in the Cafeteria? Beverly Tatum (2017)

The Color of Class: Poor Whites and the Paradox of Privilege, Kirby Moss (2003)

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)

Blacks and Whites in Christian America, by Michael O. Emerson and Jason E. Shelton (2012)

Between the World and Me, by Ta-Nehisi Coates (2015)

Men We Reaped, by Jesmyn Ward (2013)

This is Ohio: The Overdose Crisis and the Front Lines of a New America, Jack Shuler (2020)

Under This Beautiful Dome, by Terry Mutchler (2014)

Redefining Realness: My Path to Womanhood, Identity, Love & So Much More, by Janet Mock (2014)

Boy Erased: A Memoir, by Gerrard Conley (2016)

Excluded, by Julia Serano (2013)

White Trash, by Nancy Isenberg (2016)

Evicted, by Matthew Desmond (2016)

Tonto and the Lone Ranger Fistfight in Heaven, by Sherman Alexie (1993)

Boarding School Seasons: American Indian Families, 1900-1940, by Brenda J Child (1998)

The Origin of Others, Toni Morrison, 2017

Biased, Dr. Jennifer Eberhardt