|  |
| --- |
| **Course Information** |
| Human Diversity |
| PSY 711 |
| Credits: 3 |
| Section: AY |
| Term: Fall 2019 |
| Pre-requisites: None |
| Co-requisites: None |
| Class Days and Times: Wednesday 1:55 – 4:40 |
| Class Location: |

|  |
| --- |
| **Contact Information** |
| Faculty Member: Kelly McClure, Ph.D., Associate Professor, Chair |
| La Salle Email Address: mcclure@lasalle.edu |
| Office: Wister Mezzanine 15 |
| Office Phone: 215-991-3573 |
| Office Hours: Tuesday & Thursday 11:15-12:15 |
| Instructional Technologies: Canvas |
| Website: www.lasalle.edu/psyd |
| Department Information: Wister Hall Mezzanine (215) 951-1350 |

|  |
| --- |
| **Fundamental Course Structures\*** |
| Course Description (Catalog version only): This course will provide students with the knowledge needed to be clinically sensitive therapists able to work with a range of individuals from diverse backgrounds. This course has two parts: 1) multicultural diversity, 2) individual diversity. In the first part of the course, we will cover cultural differences and how they relate to the diagnosis of psychopathology and what we consider ‘normal’ versus ‘abnormal.’ We will explore how cultures differ on important clinical issues such as violence, suicide, expression of emotions, childrearing, among many others. Practical implications, the APA’s guidelines for multicultural competency, and some multicultural therapy approaches will be presented. The second part of the course will be a discussion of the other ways individuals are diverse and therefore can be treated unfairly in our society. We will spend time examining society’s acceptance, views, and treatment of individuals who are considered diverse, or would be considered minorities, because of their gender, religious practices, sexual orientation, disability, socioeconomic status, or medical conditions. Our role as psychologists in assisting those in need and the importance of social activism will be explored. Practical implications for successful therapy with diverse individuals will be discussed.  Finally, we will discuss the importance of therapists’ acknowledgement of their own biases and how these can influence the therapeutic process. |
| Course Student Learning Outcomes:   1. Students will increase their clinical cultural competence by understanding the ecological approach to context, identity, and intersectionality as described in Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality, APA (2017). 2. Students will know how culturally-responsive CBT is used with some specific ethic and additional minority cultures (e.g., LGBT, people with disabilities). 3. Students will increase their clinical cultural competence by engaging in communities and cultural experiences in order to learn about other cultures. 4. Students will increase their clinical cultural competence by reflecting upon and discussing a variety of aspects of culturally competent approaches including, but not limited to, point of view, fostering empowerment, and incorporating culture-specific healing. 5. Students will begin to understand how advocacy relates to cultural competency and how to engage in advocacy within the psychology profession. |
| Instructional Methods:This course incorporates a variety of instructional methods to maximize your learning in this area. The instructional methods will include lecture with slides with integrated discussion throughout to stimulate thinking, critical evaluation of empirical articles, invited speakers, peer presentations, and video and audio clips for demonstration and to stimulate discussion. In addition, there are required community trips to increase exposure to diversity within the community. |

|  |
| --- |
| **Course Materials\*** |
| Required Readings (full citations; include ISBN for books)  American Psychological Association 2017. Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality. Retrieved from http://www.apa.org/about/policy/multicultural-guidelines.pdf  Comas-Diaz, L. (2012). *Multicultural care: A clinician’s guide to cultural competence*. Washington, DC: APA. ISBN 13: 978-1-4338-1068-8  Iwamasa, G.Y. & Hays, P.A., Eds. (2018). *Culturally responsive cognitive-behavioral therapy: Practice and supervision,* Second Edition. Washington, DC: APA. ISBN-13: 978-1433830167 or ISBN-10: 1433830167  (Articles listed in the course schedule below. (All articles will be posted on Canvas for your convenience.) |
| Recommended Readings: N/A |
| Student responsibility statement (e.g., online student success, recommended study habits, conduct, participation in class):  Because this course covers topics that can be sensitive, it is very important that you communicate effectively with your peers and the instructor. Respectful discourse is encouraged. Anyone engaging in disrespectful discourse will be asked to stop immediately and we will have a private discussion after class about how to engage in respectful and productive dialogue. Everyone enters this course with different backgrounds as well as different levels of exposure to topics related to diversity. It is important to be mindful of this and respectful of the diverse experiences and points of view among the members of this class.  Not every discussion in this class will feel comfortable. Sometimes discussing power and privilege, which are very important socio-political factors that impact cultural competence, is uncomfortable. However, no one in this class should ever feel marginalized or disrespected. If you feel this way, please bring it to my attention right away and we will work together to resolve the issue.  Everyone in this class should learn a lot about themselves and about other people. If you believe you are not learning, it is your responsibility to bring it to my attention right away.  I want this class to be valuable to every student enrolled in the course. Feedback at the end of the semester is taken seriously and will be incorporated into future semesters. However, it will not improve the course for you. It is your responsibility as a culturally competent clinician to ensure that the instructor is aware of any mismatch between your perception of what you need for your training in cultural competence and what is taking place in this course.  You must do all the required readings in order to contribute to the class discussion in a meaningful way. Participation in the class discussions counts toward your grade. If you do not participate regularly points will be deducted from your final grade for the course.  All work is to be submitted on the due date listed in the syllabus.  There will be a grade reduction of one letter grade per day for late assignments.  Exceptions MAY be approved prior to the due date in the cases of true emergencies.  Professional communication requires appropriate use of grammar, syntax, spelling and APA style.  Poorly written materials detract from the psychologist’s credibility.  The grade for all work will reflect both conceptual and communication skills. You can obtain additional assistance with your writing through the resources outlined below.  Use of laptops in class is only permitted if you are taking notes on the class material. Internet use (web surfing, checking email, Facebook) is not permitted during class. Please be prepared to show me your laptop screen if I ask.  Attendance will be noted at every class. If something comes up that necessitates an absence, you must obtain permission from me to miss class. Regardless of the reason (e.g. conference, sickness, family event) you will be allowed one absence for the course without point deduction. The group project requires collaboration between all group members.  Collaboration is an essential skill for clinical psychologists. Therefore, if you are having difficulty collaborating, I expect you to make a reasonable attempt to resolve the situation.  If you cannot come to a resolution as a group, then notify me.  The earlier you attempt to resolve the issue, the greater chance you have of coming to a solution that is satisfactory to everyone in the group. |

|  |
| --- |
| **Course Content/Topics/Topical Outline** |
| **Course Calendar/Schedule Grid: See the end of the syllabus** |
| **Grading Scale:\***University’s Scholarship Index (Catalog) with numeric grades as specified by College/School/Faculty  **A** = Honors; Exceptional--Demonstrates High Levels of Competence  **B** = Pass; Meets the Required Standard--Demonstrates Adequate Levels of Competence  **C** = Marginal; Below Minimum Standard--Does Not Demonstrate Adequate Level of Competence  **F** = Fail; Substantially Below the Minimum Standard--Competence Substantially Below Accepted Professional Standards     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Percent** | **Grade** | **Percent** | **Grade** | **Percent** | **Grade** | | 94+ | A | 80-83.9 | B- | 67-69.9 | D+ | | 90-93.9 | A- | 77-79.9 | C+ | 60-66.9 | D | | 87-89.9 | B+ | 74-76.9 | C | Below 60 | F | | 84-86.9 | B | 70-73.9 | C- |  |  | |
| **Grading Methods and Evaluation**:   1. **Final Exam.**   The final exam will be a cumulative assessment of the material covered in the course through assigned reading and in-class presentation and discussion. The final exam addresses learning objectives 1, 2, & 4. 2. **Cultural Immersion Project & Presentation (presentations are November 28 & December 5):** The best way to increase self-awareness, expand knowledge, challenge your own beliefs and feelings, and enhance competence is to immerse yourself in a particular culture. Please break up into 4 groups of 4 students. Together, choose a group that is different from your own in race, ethnicity, religion, sexual orientation, gender, age, or ability/disability and that you would like to know more about. Your task for this assignment is to experience and to learn as much as you can about that particular group of people. Read about the culture (required to provide at least 2 citations) and interview someone from the culture (you can ask me if I know someone to contact). You should also go to the community (a neighborhood, a house of worship, a support group, a restaurant, a museum) to experience the culture. As mental health professionals your goal is to understand what defines that culture (e.g. their history, what they value, what they fear), their relationships (e.g. the role of family, the role of gender in society, parenting styles), how they express themselves and their emotions (e.g. verbally, through song, dance, art, writing), their views on mental health (e.g. etiology, stigma, approach to treatment, coping with stress, help seeking). You will give a 60 min presentation in class on your diversity topic. Most of the presentation should cover what you learned and discovered through your immersion experience. Make sure to also discuss your reaction or what the experience was like for you and prepare two questions to ask the class *to stimulate a discussion*. You will need to upload your slides and a reference list to Canvas on the same day as your presentation.  Please remember to focus particularly on the implications of what you learn on mental health.  In addition, begin this project early as it may take time to schedule an interview. The cultural immersion project addresses learning objective  #2, 3, & 4. 3. **Personal Reflection Paper upload to Canvas by November 14:** A major focus of the course is to appreciate similarities and differences among cultural groups, and to develop sensitivity to other people. In order to achieve these goals you are asked to explore your own background (family history, culture, ethnicity, traditions) and the impact on your professional development.  The paper should be 5-7 pages and used as a vehicle for exploration.  Specific instructions on the Canvas link.  These are due later in the semester in order to allow you plenty of time to process your experience and incorporate any learning experiences that took place or insights that developed during the course.  Plan ahead so that you do not have too many assignments to complete at the end of the semester.  I encourage you to write a first draft of the paper in September and then update it along the way. The personal reflection paper addresses learning objective #4. 4. **Advocacy Op-Ed or Letter to a Public Official by 11/28:** You will select 1 topic from the advocacy page of the American Psychological Association (<http://www.apa.org/advocacy/>) and write either an OpEd or a letter to your public official (local or federal Senator or Representative) advocating for some aspect of that topic. The Advocacy Op-Ed addresses learning objective #5. 5. **Class Participation:** The diversity topic pulls for reflection and discussion, controversy and debate, sharing and experiencing. Class discussion will only enrich your learning process and make the class most interesting. I expect you to come to class prepared to discuss the readings, ask questions, voice opinions, critically evaluate, and make suggestions.   **Grade Breakdown:**  Final Exam 25%  Cultural Immersion Project 25%  Personal Reflection Paper 25%  Advocacy Op-Ed 15%  Class & Canvas Participation 10% |
| Rubrics for assignments: **posted on LMS (Canvas)** |
| Learning resources **(**e.g., study groups, review sessions.): A mid-term study guide will be posted on Canvas. |

|  |
| --- |
| **Course Policy Information** |
| Attendance: I expect all students to attend class.  You are allowed one absence and one late arrival or early departure without point deduction.  I will record attendance in the course Canvas page at the beginning of each class. Attendance will be calculated as a % of classes attended and applied to the participation component of your grade. |
| Lateness: Out of respect for your classmates and instructor, please be on time to class. |
| Late work/assignments Assignments are due by 11:59 PM on the date noted in the syllabus. The grade for each assignment will be reduced by 5 percentage points for each day it is late. |
| Missed tests (quizzes, tests): Make-up exams will only be allowed with a doctor's note.  Life brings unexpected and unavoidable events.  At the same time, the grade for a course cannot be given if the student did not meet all of the requirements for the course. If you find you cannot complete the course assignments, you might have to consider withdrawing from the course and taking it next time.  The last day for withdrawal from the course with "W" grade is November 2, 2018. |

|  |  |
| --- | --- |
|  | **Essential Policies Listed on Syllabus\*** |
|  | *Syllabus change policy: This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the faculty member to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. The faculty member will give notice when changes to the syllabus are made.* |
|  | Copyright statement: La Salle University© |

|  |  |  |
| --- | --- | --- |
|  | **Essential Policies Posted in Every LMS (Canvas) course\***  ***The following policies are posted in the LMS course Getting Help link*** | |
| ⬜ | American Disability Act of 1990 |  |
| ⬜ | Academic Integrity Policy |  |
| ⬜ | Student Guide to Rights and Responsibilities |  |
|  |  |  |
|  | **University Resources**  ***The following resources are described in the LMS course Getting Help link*** | |
| ⬜ | University IT Helpdesk |  |
| ⬜ | Academic & Learning Support Services |  |
| ⬜ | Library Assistance |  |
| ⬜ | Counseling Center contact information for undergraduate and resident graduate students |  |
|  | **Optional Policies: None** | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading Assignments to Complete Before Class** | **Activities to do In Class** |
| Week 1  8/28 | Orientation to the Course |  | Review syllabus  Watch CBT demonstration video (about 45 minutes)  Discuss and plan immersion projects  Review the PPA Advocacy Tab, APA Advocacy links, and Office of Minority Health websites. Identify what issues psychologists are advocating for, why that is important, and how professional psychologists advocate. |
| Week 2  9/4 | Multicultural Guidelines | Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality, 2017  pp. 1-97 and Appendix A pp. 165-211.  Comas-Diaz, L., Hall, G.N., & Neville, H.A. (2019) Racial trauma: Theory, research, and healing: Introduction to the special issue. *American Psychologist, 74,* 1-5. | Discuss multicultural guidelines and case examples. Emphasis will be on Guideline #6 and the related vignettes. |
| Week 3  9/11 | CBT with People of Ethnic Minority Cultures | Hays & Iwamasa (2018) Introduction, Chapter 1: CBT with American Indians, & Chapter 2: CBT with Alaska Native People  Hartman et al. (2019). American Indian historical trauma: Anticolonial prescriptions for healing, resilience, and survivance. *American Psychologist, 74,* 6-19. Doi.or/10.1037/amp0000326 | Continue to review APA advocacy tab  Discuss a vignette from the Multicultural Guidelines |
| Week 4  9/18 | Ethnic Minority Cultural Popuations | Hays & Iwamasa (2018) Chapter 3: CBT with Latinxs, Chapter 4: CBT with African Americans, & Chapter 5: CBT with Asian Americans  Chavez-Duenas, et al. (2019). Healing ethno-racial trauma in Latinx immigrant communities: Cultivating hope, resistance, and action. *American Psychologist, 74,*49-62. | Continue to review APA advocacy tab  Discuss a vignette from the Multicultural Guidelines |
| Week 5  9/25 | Ethnic Minority Cultural Populations Populations | Hays & Iwamasa (2018) Ch. 6: CBT with South Asian Americans, Ch. 7: CBT with People of Arab Heritage, Ch. 8: CBT with Orthodox Jews  Awad, G.H., Kia-Keating, M., & Amer, M.M. (2019). A model of cumulative racial-ethnic trauma among Americans of Middle Eastern and North African (MENA) descent. *American Psychologist, 74,* 76-87. | Continue to review APA advocacy tab  Perhaps a guest visit from students in the Muslim Students Association and a try on a hijab exercise |
| Week 6  10/2 | Additional Cultural Minority Populations | Hays & Iwamasa (2018) Ch. 9: CBT with Culturally Diverse Older Adults, Ch. 10: CBT with People with Disabilities  <https://www.apa.org/practice/guidelines/older-adults>  https://www.apa.org/pi/disability/resources/assessment-disabilities | Watch Working with Clients with Physical Disabilities video  Role Play |
| Week 7  10/9 |  | Ch. 11: Affirmative CBT with Sexual and Gender Minority People  American Psychological Association. (2015). Guidelines for psychological practice with transgender and gender nonconforming people. *American Psychologist*, *70*, 832-864. doi:10.1037/a0039906  https://www.apa.org/pi/lgbt/resources/guidelines | Watch Affirmative CBT with LGBT video  Role Play |
| Week 8  10/16 |  | Causadias, J.M., Vitriol, J.A., & Atkin, A.L. (2018). Do we overemphasize the role of cultural (mis) attribution bias in American psychology? *American Psychologist, 73,* 243-255.  Comas-Diaz (2012) Ch 1: Cultural Self-Assessment: Knowing Others, Knowing Yourself | Watch The Dynamics of Power and Privilege |
| Week 9  10/23 |  | <https://www.apa.org/about/policy/boys-men-practice-guidelines.pdf>  https://www.apa.org/pi/women/committee/index | Discuss a vignette from the Multicultural Guidelines |
| Week 10  10/30 | Culturally Competent Clinicians | Comas-Diaz (2012) Ch Ch. 2: Engagement: Telling Stories, Ch. 3: Multicultural Assessment: Understanding Lives in Context  Svenson, Y., Verne, J., & Syed, M. (2018). A narrative approach to the role of others in ethnic identity formation. *Cultural Diversity and Ethnic Minority Psychology, 24*, 187-195. | Discuss a vignette from the Multicultural Guidelines |
| Week 11  11/7 | Culturally Competent Clinicians | Comas-Diaz (2012) Ch. 4: Cultural Analysis: Looking Through a Multicultural Lens, Ch. 5: Multicultural Therapeutic Relationship: Seeing Yourself in the Other  Sue et al. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist, 74,* 143-155. | Discuss a vignette from the Multicultural Guidelines |
| Week 12  11/6 | Culturally Competent Clinicians | Comas-Diaz (2012) Ch. 6: Psychopharmacology & Psychological Testing: Engaging in Cultural Critical Thinking, Ch. 7 Multicultural Treatment: Part 1. Fostering Empowerment, & Ch. 8 Multicultural Treatment: Part 2. Incorporating Culture-Specific Healing | Visit to La Salle Art Museum |
| Week 13  11/13 | Multicultural Consciousness and Advocacy | Comas-Diaz (2012) Chapter 9: Multicultural Consciousness: Extending Cultural Competence Beyond the Clinical Encounters | Write OpEd or Letter to Representative |
| Week 14  11/20 | Immersion Projects |  | Student presentations |
| Week 15  11/27 | Thanksgiving Break |  |  |
| Week 16  12/4 | Immersion Projects |  | Student presentations |
| Week 15  12/11 | Final Exam |  |  |