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Diversity and Racial Identity (18:820:575:01)

Fall 2022

Instructor: Linda Oshin, Ph.D. (she/her)

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Office hours: Thursdays 12-1, A213

Course time: Wednesdays 1:45-4:30

Location: 307

Overview

Course Description: The purpose of this course is to introduce basic concepts and issues related to diversity within psychology and mental health. The course will address issues related to multiculturalism, racism and discrimination, social issues, and diversity. The course will focus on racial/ethnic diversity but will also cover other forms of diversity.

Objectives:

1. Describe and discuss diversity theories and concepts
2. Understand the function of systemic oppression in the USA and how it relates to health and wellbeing
3. Provide and discuss example of how diversity affects everyday life
4. Demonstrate self-awareness of the functions of privilege and oppression in your life and others
5. Describe the worldviews, values, and context of many marginalized groups in the USA
6. Acquire skills for researching the needs of diverse individuals in mental health

Grading:

Assignment	Percent
Class Participation	15
Media Presentation	10
Experiential Paper	15
Student Led Discussion	15
Structural Disparities Presentation	15
Final Paper	30
Total	100

Assignments

Class Participation: If you miss more than one class, please contact Dr. Oshin to discuss difficulties in coming to class.

Media Presentation: Prepare a 15-minute presentation on a media source that deals with a diversity topic. Please prepare a one-page handout to share in class. Media can include books, movies, news articles, songs, etc.

Experiential Paper (2-5 pages): Choose an experience that exposes you to a group with an identity that you do not share. Options will be shared with the class, but other experiences may be proposed

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Student-Led Discussions: Prepare an analysis of the readings and provide discussion questions for the class.

Structural Disparities Presentation: Prepare a group presentation on an area of structural disparities in a major social system (e.g., education, criminal justice, voting, immigration, etc.) and how it intersects with mental health.

Final Paper (7-10 pages)

- Cultural formulation of a client – applying concepts learned in class to a client’s case conceptualization and implications for treatment
- Interviewing someone using the Cultural Formulation Interview and report on what you learned, including process, content, and clinical relevance.
- Research an adaptation of a treatment for a minoritized group

Policies

Extra Credit: Extra credit assignments will be offered to the entire class and cannot be requested by individual students. Students may propose assignments to be offered as extra credit to the entire class. Please do not request extra credit assignments in the final weeks of the semester.

Formatting: Unless otherwise noted, formal written work should use 12-point font, 1 inch margins, double spaced and should use APA formatting. For guides, see: <http://apastyle.apa.org/> and https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Academic Integrity: Work submitted for this course must be your own. You are responsible for knowing and conforming to all professional and university standards. See: <http://academicintegrity.rutgers.edu/students.shtml>

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>

Names and Pronouns: Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age,

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socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

COVID-19: Rutgers Mask Policy: In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave. See more at <https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/>

- Masks should conform to CDC guidelines and should completely cover the nose and mouth: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-facecoverings.html>
- If you need to quarantine, please contact me right away for an accommodation plan

#	Date	Topic and Readings	Due
1	9/7	Intro to Class Cross-Cultural Consideration of Health and Psychopathology	
2	9/17	Racial Identity <ul style="list-style-type: none">• Williams, C. D., et al. (2020). A lifespan model of ethnic-racial identity. <i>Research in Human Development, 17</i>(2–3), 99–129. https://doi.org/10.1080/15427609.2020.1831882• Smith, T. B., & Silva, L. (2011). Ethnic identity and personal well-being of people of color: A meta-analysis. <i>Journal of Counseling Psychology, 58</i>(1), 42–60. https://doi.org/10.1037/a0021528	
3	9/21	Other Racial/Ethnic Constructs <ul style="list-style-type: none">• American Psychological Association (2021, February). APA resolution on harnessing psychology to combat racism: Adopting a uniform definition and understanding. Retrieved from https://www.apa.org/about/policy/resolution-combat-racism.pdf• Glick, J. E. (2010). Connecting complex processes: A decade of research on immigrant families. <i>Journal of Marriage and Family, 72</i>, 498-515. doi:10.1111/j.17413737.2010.00715.x• Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The impact of racial microaggressions on mental health: Counseling implications for clients of color. <i>Journal of Counseling & Development, 92</i>(1), 57-66.	
4	9/28	Broad Ethnic/Cultural Considerations & Major Racial Groups <ul style="list-style-type: none">• American Psychiatric Association (2013). Cultural Formulation Interview in the diagnostic and statistical manual of mental disorders (5th ed.). Washington DC:• Jarvis, G. E., Kirmayer, L. J., Gómez-Carrillo, A., Aggarwal, N. K., & Lewis-Fernández, R. (2020). Update on the Cultural	

		Formulation Interview. <i>FOCUS</i> , 18(1), 40–46. https://doi.org/10.1176/appi.focus.20190037	
5	10/5	Gender <ul style="list-style-type: none"> • Mahalik, J. R., Good, G. E., & Englar-Carson, M. (2003) – Masculinity scripts, presenting concerns, and help seeking: Implications for practice and training. <i>Professional Psychology, Research and Practice</i>, 34, 123-131. • Price, M. A., Hollinsaid, N. L., Bokhour, E. J., Johnston, C., Skov, H. E., Kaufman, G. W., Sheridan, M., & Olezeski, C. (2021). Transgender and gender diverse youth’s experiences of gender-related adversity. <i>Child and Adolescent Social Work Journal</i>. https://doi.org/10.1007/s10560-021-00785-6 	
6	10/12	Sexual Orientation <ul style="list-style-type: none"> • Shelton, K., & Delgado-Romero, E. A. (2011). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy. <i>Psychology of Sexual Orientation and Gender Diversity</i>, 1(S), 59-70 • Hatzenbuehler, M. L., Rutherford, C., McKetta, S., Prins, S. J., & Keyes, K. M. (2020). Structural stigma and all-cause mortality among sexual minorities: Differences by sexual behavior? <i>Social Science & Medicine</i>, 244, 112463. 	
7	10/19	Religion <ul style="list-style-type: none"> • Hodge, D. R. (2005). Social work and the house of Islam: Orienting practitioners to the beliefs and values of Muslims in the United States. <i>Social Work</i>, 50, 162-173. • Ginsberg, F., & Sinacore, A. L. (2013). Counseling Jewish women: A phenomenological study. <i>Journal of Counseling & Development</i>, 91, 131-139. • Vieten, C., Scammell, S., Pilato, R., Ammondson, I., Pargament, K. I., & Lukoff, D. (2013). Spiritual and religious competencies for psychologists. <i>Psychology of Religion and Spirituality</i>, 5, 129-144. 	
8	10/26	Socioeconomic Status <ul style="list-style-type: none"> • Conger, R. D., Conger, K. J., & Martin, M. J. (2010). Socioeconomic status, family processes, and individual development. <i>Journal of Marriage and Family</i>, 72, 685-704. • Edin, K., & Kissane, R. J. (2010). Poverty and the American family: A decade in review. <i>Journal of Marriage and Family</i>, 72, 460-479. 	Experiential Paper
9	11/2	Functions of Identity Disability Structural Disparities <ul style="list-style-type: none"> • McIntosh, P. (1998). White Privilege: Unpacking the invisible knapsack. In M. McGoldrick (Ed.) <i>Re-visioning</i> 	

		<p>family therapy: Race, culture, and gender in clinical practice (pp. 147-152). NY: The Guilford Press.</p> <ul style="list-style-type: none"> Stewart, T. L., Latu, I. M., Branscombe, N. R., Phillips, N. L., & Denney, H. T. (2012). White privilege awareness and efficacy to reduce racial inequality improve white Americans' attitudes toward African Americans. <i>Journal of Social Issues, 68</i>, 11-27. 	
10	11/9	<p>Considerations for Therapists</p> <ul style="list-style-type: none"> Kelly, S. (2019). Bridging differences in cognitive-behavioral therapy with African Americans. In G. Y. Iwamasa & P. A. Hayes (Eds.), <i>Culturally responsive cognitive-behavioral therapy: Assessment, practice, and supervision</i> (2nd Ed., pp. 105-128). Washington DC: American Psychological Association. Sue, D. W., Rivera, D. P., Capodilupo, C. M., Lin, A. I., & Torino, G. C. (2010). Racial dialogues and white trainee fears: Implications for education and training. <i>Cultural Diversity and Ethnic Minority Psychology, 16</i>, 206-214. 	
11	11/16	<p>Treatment Considerations (ABCT)</p> <ul style="list-style-type: none"> Bernal, G., Jiménez-Chafey, M. I., & Domenech Rodríguez, M. M. (2009). Cultural adaptation of treatments: A resource for considering culture in evidence-based practice. <i>Professional Psychology: Research and Practice, 40</i>(4), 361-368. https://doi.org/10.1037/a0016401 Vargas, S. John, R. S., Garro, L. C., Kopelowicz, A., Lopez, S. R. (2019). Measuring congruence in problem definition of Latino patients and their psychotherapists: An exploratory study. <i>Hispanic Journal of Behavioral Sciences, 41</i>, 392-411. 	Structural Disparities Presentations
12	11/23	<p>Diversity Applications (THANKSGIVING)</p> <ul style="list-style-type: none"> Kelly, S., Bhagwat, R., Maynigo, T., & Moses, E. (2014). Couple and marital therapy: The complement and expansion provided by multicultural approaches. In F. Leong, L. Comas-Diaz, G. Hall, V. McLloyd, and J. Trimble (Eds.), <i>American Psychological Association Handbook of Multicultural Psychology, Vol. 2: Applications and training</i>. Washington, DC: APA. Benish, S.G., Quintana, S., & Wampold, B.E. (2011). Culturally adapted psychotherapy and the legitimacy of myth: A direct-comparison meta-analysis. <i>Journal of Counseling Psychology</i>. Advance online publication. doi: 10.1037/a0023626. 	
13	11/30	<p>Professional Practice and Multicultural Supervision</p> <ul style="list-style-type: none"> Inman, A. G., & Ladany, N. (2014). Multicultural competencies in psychotherapy supervision. In F. T. L. Leong, L. Comas-Diaz, G. C. N. Hall, V. C. McLoyd & J. E. Trimble (Eds.), <i>APA handbook of multicultural psychology, vol. 2: Applications and training</i> (pp. 643-658). 	

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		Washington, DC, US: American Psychological Association; US. <ul style="list-style-type: none">• Oshin, L.A., Ching, T.H.W., & West, L.M. Supervising trainees of color. In <i>Eliminating Race-Based Mental Health Disparities: Promoting Equity and Culturally Responsive Care across Settings</i> (pp. 61–78). Context Press.	
14	12/7	TBD – Research Considerations	
15	12/14	Wrap Up	Final Paper