

Course: Diversity and Racial Identity: Conceptualization & Research as Related to Clinical Practice, 18:820:575:01, #16181, A340 (the class is in-person)

Link for online occasions (you will be notified in advance when they occur):

<https://rutgers-hipaa.zoom.us/j/4921107082?pwd=SCtBTHJuSnA3NkVpUmhSMMDM1YStNdz09>

Instructor: Shalonda Kelly (she/her), PhD, A207, 848-445-3922, skelly@gsapp.rutgers.edu

Semester: Spring 2024 – Mondays 2:00-4:45pm

REQUIRED TEXTS/READINGS FOR THE COURSE:

Required Readings: For your convenience, the readings for each week are included in that week's modules on Canvas.

Some Required Reading, but Recommended Text: Kelly, S. (Ed.). (2017). *Diversity in Couple and Family Therapy: Ethnicities, Sexualities, and Socioeconomics*. Santa Barbara, CA: Praeger. ***NOTE: Five of 17 chapters from my book are provided for free on Canvas. For those who buy the book, on any given class session you may substitute the referenced chapters for assigned chapters if you like.** See Dr. Kelly for a book discount.

Recommended readings: Please note that some are included in the course modules, and your peers will supply some when they do their presentations. YOU DO NOT HAVE TO READ THESE, BUT THEY ARE FOR THOSE WHO WANT TO LEARN MORE ON THAT TOPIC.

Course Description: This course consists of graduate level material to prepare students to address key concepts, issues and strengths related to diversity. Research related to racial identity, multiculturalism, microaggressions, racism and discrimination, social issues, social justice, and issues of diversity as they pertain to mental health will form the framework of the course.

Course Overview: Many sensitive topics will be discussed, and students are required to approach each discussion, lecture, and interaction with openness and nonjudgment. Students will be challenged to reflect on their values, beliefs, and morals. Also, the course will include many exercises and activities in which students are expected to participate fully and honestly.

Objectives for the course:

1. Raise and discuss sensitive topics related to cultural diversity in a constructive manner.
2. Describe and critique well-known diversity theories and concepts.
3. Describe how systemic oppression operates in the US and how it relates to the wellbeing of diverse groups.
4. Describe the worldviews/values, history/experiences and contexts, strengths and coping of several diverse marginalized groups.
5. Provide and discuss examples of how diversity operates in everyday life.
6. Assess the relevance of major areas of diversity in your life and those of others that are different from you.
7. Demonstrate self-awareness of how privilege and oppression operate in your life and the lives of others.

COURSE OUTLINE & READINGS

1. **January 22** **Introduction/Overview, Cross-Cultural Consideration of Health & Pathology**

READ: NONE – first week of class. The recommended articles for today are assigned throughout the term as required.

Recommended: 1) 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>

2) Kelly, S., & Omar, Y. (2017). Cultural identity in couples and families. In J. L. Lebow, A. Chambers, & D. Breunlin (eds.), *Encyclopedia of Couple and Family Therapy* (pp. 1-9). Springer Science+Business Media. Dordrecht. DOI 10.1007/978-3-319-15877-8_473-1.

3) American Psychiatric Association (2013). Cultural Formulation Interview in the diagnostic and statistical manual of mental disorders (5th ed.). Washington DC: Author.

4) 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>

2. **January 29** **Racial Identity Across Racial Groups**

READ: 1a) Jernigan, M. M., Green, C. E., & Helms, J. E. (2017). Identity models. In S. Kelly (Ed.), *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics*. Santa Barbara, CA: Praeger. (labeled Chapter 14) **OR**

1b) Williams, C. D., et al. (2020). A lifespan model of ethnic-racial identity. *Research in Human Development*, 17(2–3), 99–129. <https://doi.org/10.1080/15427609.2020.1831882>

2) Smith, T. B., & Silva, L. (2011). Ethnic identity and personal well-being of people of color: A meta-analysis. *Journal of Counseling Psychology*, 58(1), 42-60. <https://doi.org/10.1037/a0021528>

3) Review the Racial Identity Scales Handouts. There are Multigroup, bicultural, Black, and White scales.

3. **February 5** **Consideration of Other Racial/ethnic Constructs**

Media Presentation: _____ **SLD** _____

READ: 1a) Schwartz, S. J., Waterman, A. S., UmanaTaylor, A. J., Lee, R. M., Kim, S. Y., Vazsonyi, A. T., et al. (2013). Acculturation and well-being among college students from immigrant families. *Journal of Clinical Psychology*, 69, 298-318. **OR**

1b) Glick, J. E. (2010). Connecting complex processes: A decade of research on immigrant families. *Journal of Marriage and Family*, 72, 498-515. doi:10.1111/j.17413737.2010.00715.x

1c) Aldalur, A., Pick, L. H., Schooler, D., & Maxwell-McCaw, D. (2020). Psychometric properties of the SAFE-D: A measure of acculturative stress among deaf undergraduate students. *Rehabilitation Psychology*, 65, 173-185. (this article is repeated on week 9)

2a) 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. *Journal of Counseling & Development*, 92(1), 57-66. **OR**

2b) Wong, G., Derthick, A. O., David, E. J. R., Saw, A., & Okazaki, S. (2014). The what, the why, and the how: A review of racial microaggressions research in psychology. *Race and Social Problems*, 6, 181-200. **OR**

2c) Sue, D.W. et al., (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62, 271-286. (← This is a clear, simple taxonomy of microaggressions, and shows their clinical relevance.)

3) Skim the microaggressions intervention toolkit for use in and out of class.

4. February 12

Broad Ethnic and Cultural Considerations & Major Racial Groups

Media Presentation: _____ **SLD** _____

READ: **1)** You can read any of the race-related chapters in S. Kelly (Ed.), *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics*. Santa Barbara, CA: Praeger. These include chapters on African Americans [ch1], Asian Americans, Latinx, Native Americans, Whites [ch5], multiracial, and intercultural couples and families. The following two alternatives are provided for you:

1a) Kelly, S., & Hudson, B. (2017). African American couples and families and the context of structural oppression. In S. Kelly (Ed.), *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics*. Santa Barbara, CA: Praeger. (labeled Chapter 1)

OR

1b) Winawer, H. (2017). White racial identity in therapy with couples and families. In S. Kelly (Ed.), *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics*. Santa Barbara, CA: Praeger. (labeled Chapter 5)

2a) and 3a) McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). *Ethnicity and family therapy* (3rd Edition). New York: Guilford Press. **Please read two chapters, one pertaining to Latinos/Hispanics (2a) and one pertaining to Asians (2a).** (Overview chapters are posted in this module [i.e., Garcia-Preto, 2005 and Lee, 2005], but you are encouraged to read others from the book instead (available in Canvas: Almeida [Asian Indian], Falicov [Mexican], Hernandez [Central Am], Kim [Korean], McGill [English], Pillari [Hindu], Shibusawa [Japanese]). **OR**

2b) and 3b) Those two chapters in *Diversity in Couple and Family Therapy* (on Latinx and Asian Americans), IF you have purchased the book.

5. February 19 Gender

Media Presentation: _____ **SLD** _____

READ: **1a)** Knudson-Martin, C., McDowell, T., & Bermudez, J. M. (2019). From knowing to doing: Guidelines for socioculturally attuned family therapy. *Journal of Marital and Family Therapy*, 45, 47-60. **OR**

1b) Ferree, M. M. (2010). Filling the glass: Gender perspectives on families. *Journal of Marriage and Family*, 72, 420-439.

2a) Mahalik, J. R., Good, G. E., & Englar-Carson, M. (2003) – Masculinity scripts, presenting concerns, and help seeking: Implications for practice and training. *Professional Psychology, Research and Practice*, 34, 123-131. **OR**

2b) Englar-Carlson, M., & Kiselica, M. S. (2013). Affirming the strengths in men: A positive masculinity approach to assisting male clients. *Journal of Counseling & Development*, 91, 399-409.

3) Price, M. A., Hollinsaid, N. L., Bokhour, E. J., Johnston, C., Skov, H. E., Kaufman, G. ... & Olezeski, C. (2021). Transgender and gender diverse youth's experiences of gender-related adversity. *Child and Adolescent Social Work Journal*. <https://doi.org/10.1007/s10560-021-00785-6>

6. February 26 Sexual Orientation

Media Presentation: _____ **SLD** _____

READ: 1a) Greene, B., & Spivey, P. (2017). Sexual minority couples and families: Clinical considerations. In S. Kelly (Eds.) *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics*. Santa Barbara, CA: Praeger. (labeled chapter 7) **OR**

1b) Chang, C. & Cohen, J. (2021). Doing affirmative Dialectical Behavior Therapy with LGBTQ+ people: Clinical recommendations. *DBT Bulletin*, 11-15.

2a) 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? *Social Science & Medicine*, 244, 112463 (9 pages). **OR**

2b) Shelton, K., & Delgado-Romero, E. A. (2011). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy. *Psychology of Sexual Orientation and Gender Diversity*, 1(S), 59-70. **OR**

2c) APA (2019) A guide for supporting trans and gender diverse students.

7. March 4 Religion and Spirituality

Media Presentation: _____ **SLD** _____

READ: 1a) Hodge, D. R. (2005). Social work and the house of Islam: Orienting practitioners to the beliefs and values of Muslims in the United States. *Social Work*, 50, 162-173. **OR**

1b) Haboush, K. L., & Ansary, N. S. (2017). Muslim couples and families. In S. Kelly (Ed.), *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics*. Santa Barbara, CA: Praeger. (not provided)

2a) Ginsberg, F., & Sinacore, A. L. (2013). Counseling Jewish women: A phenomenological study. *Journal of Counseling & Development*, 91, 131-139. **OR**

2b) Schechter, I. (2017). Socioreligious and clinical landscapes of couplehood and families in orthodox Jewish communities. In S. Kelly (Ed.), *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics*. Santa Barbara, CA: Praeger. (not provided)

3a) Hook, J. N., Hook, J.P. Worthington, E.L., Davis, D.E., Jennings D. J., & Gartner, A.L. (2010). Empirically Supported Religious and Spiritual Therapies. *Journal of Clinical Psychology*, 66, 46-72. Doi: 10.1002/jclp.20626 **OR**

3b) Vieten, C., Scammell, S., Pilato, R., Ammondson, I., Pargament, K. I., & Lukoff, D. (2013). Spiritual and religious competencies for psychologists. *Psychology of Religion and Spirituality*, 5, 129-144.

3c) Gonsiorek, J.C., Richards, P. S., Pargament, K.I. & McMinn, M.R. (2009). Ethical challenges and opportunities at the edge: Incorporating spirituality and religion into psychotherapy. *Professional Psychology: Research and Practice*, 40, 385-395. doi:10.1037/a0016488

*****NO CLASS ON 3/11: SPRING BREAK IS SAT MARCH 9–SUNDAY MARCH 17*****

8. March 18 Socioeconomic Status (SES)

Media Presentation: _____ **SLD** _____

READ: 1) Conger, R. D., Conger, K. J., & Martin, M. J. (2010). Socioeconomic status, family processes, and individual development. *Journal of Marriage and Family*, 72, 685-704.

OR

1b) Edin, K., & Kissane, R. J. (2010). Poverty and the American family: A decade in review. *Journal of Marriage and Family*, 72, 460-479.

2) Sampson, R. J. (2009). Racial stratification and the durable tangle of neighborhood inequality. *The ANNALS of the American Academy of Political and Social Science*, 621, 260-280, DOI: 10.1177/000271620

3) Hoyt, C. L., Burnette, J. L., Forsyth, R. B., Parry, M., & DeShields, B. H. (2021). Believing in the American dream sustains negative attitudes toward those in poverty. *Social Psychology Quarterly*, 84, 203-215. <https://doi.org/10.1177/01902725211022319>

9. March 25 Disabilities

Media Presentation: _____ **SLD** _____

READ: 1) Forber-Pratt, A. J., & Zape, M. P. (2017). Disability identity development model: Voices from the ADA-generation. *Disability and Health Journal*, 10(2), 350-355.

<https://doi.org/10.1016/j.dhjo.2016.12.013>

2a) Silverman, A. M. & Cohen, G. L. (2014). Stereotypes as stumbling-blocks: How coping with stereotyped threat affects life outcomes for people with physical disabilities.

Personality & Social Psychology Bulletin, 40(10), 1330-1340. <https://doi-org.proxy.libraries.rutgers.edu/10.1177/0146167214542800>

2b) (repeat) Aldalur, A., Pick, L. H., Schooler, D., & Maxwell-McCaw, D. (2020). Psychometric properties of the SAFE-D: A measure of acculturative stress among deaf undergraduate students. *Rehabilitation Psychology*, 65, 173-185.

10. April 1 Therapist Considerations

Media Presentation: _____ **SLD** _____

READ: 1a) Sue, D. W., Lin, A. I., Torino, G. C., Capodilupo, C. M., & Rivera, D. P. (2009). Racial microaggressions and difficult dialogues on race in the classroom. *Cultural Diversity and Ethnic Minority Psychology*, 15, 183-190. **OR**

1b) Kelly, S. (2019). Bridging differences in cognitive-behavioral therapy with African Americans. In G. Y. Iwamasa & P. A. Hayes (Eds.), *Culturally responsive cognitive-behavioral therapy: Assessment, practice, and supervision (2nd Ed., pp. 105-128)*. Washington DC: American Psychological Association.

2a) 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. *Cultural Diversity and Ethnic Minority Psychology*, 16, 206-214. **OR**

2b) Blitz, L. V. (2006). Owing Whiteness: The reinvention of self and practice. *Journal of Emotional Abuse*, 2/3, 241-263. **OR**

2c) Atkins, S. L., Fitzpatrick, M. R., Poolokasingham, G., Lebeau, M., & Spanierman, L. B. (2017). Make it personal: A qualitative investigation of White counselors' multicultural awareness development. *The Counseling Psychologist*, 45, 669-696.

3a) Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. L. (2012). Long-term

reduction in implicit race bias: A prejudice habit-breaking intervention. *J Exp Soc Psychol*, 48, 1267-1278. Doi: 10.1016/j.jesp.2012.06.003.

3b) Benish, S.G., Quintana, S., & Wampold, B.E. (2011). Culturally adapted psychotherapy and the legitimacy of myth: a direct-comparison meta-analysis. *Journal of Counseling Psychology*. Advance online publication. doi: 10.1037/a0023626.

11. April 8 Intersectionality and Functions of Identity Brief Experiential Papers Due

Media Presentation: _____ SLD _____

READ: 1) 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> (this is 212 pages. Read pages 4-5, 10-12, then pick one guideline and read the section on it, and one case study)

2) Gonzalez, V. M., Burroughs, A., & Skewes, M. C. (2020). Belief in the American Indian/Alaska Native vulnerability myth and drinking to cope: Does stereotype threat play a role? *Cultural Diversity & Ethnic Minority Psychology*, 27(10), 37-46. <http://dx.doi.org/10.1037/cdp0000366>

3a) Huynh, J. A. (2021). Understanding internalized racial oppression and second-generation Vietnamese, *Asian American Journal of Psychology*, 13(2) 129-140. <https://doi.org/10.1037/aap0000211> (supplementary table: https://supp.apa.org/psycarticles/supplemental/aap0000211/SupplementaryFiles_Revision_Marc_h18_aap0000211.docx)

3b) Kelly, S., & Kellman, T. (2021). “Don’t you care about the well-being of your race?”: African American couples discuss racial differences involving criticisms of other Black people. *Family Process*, 00, 1-16. <https://doi.org/10.1111/famp.12690>.

3c) Abreu, Roberto L, Riggle, Ellen D. B & Rostosky, Sharon S. (2020). Expressive writing intervention with Cuban-American and Puerto Rican parents of LGBTQ individuals. *The Counseling Psychologist*, 48(1), 106-134. <https://doi.org/10.1177/0011000019853240>

12. April 15 Structural Disparities Structural Disparities Presentations:

Group 1:

Group 2:

Group 3:

Group 4:

READ: 1) Wesley, K. (2017). Disparities in mental health care and homeownership for African Americans and Latinos in the United States. In S. Kelly (Ed.), *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics*. Santa Barbara, CA: Praeger. (labeled chapter 15)

2a) Levy, D. J., Heissel, J. A., Richeson, J. A., & Adam, E., K. (2016). Psychological and biological responses to race-based social stress as pathways to disparities in educational outcomes. *American Psychologist*, 71(6), 455-473. <https://doi.org/10.1037/a0040322>

2b) Alvarez, K., Cervantes, P.E., Nelson, K.L., Seag, D.E.M., McCue Horwitz, S., & Eaton Hoagwood, K. (2022). Review: Structural racism, children’s mental health service systems, and recommendations for policy and practice change. *Journal of the American Academy for Child and Adolescent Psychiatry*, 61(9), 1087-1105.

13. April 22 Diversity applications (Passover Begins at Sunset)

Media Presentation: _____ **SLD** _____

READ: 1) How to do a genogram by Monica McGoldrick (skim to get a sense of it)

2) 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.), *American Psychological Association Handbook of Multicultural Psychology, Vol. 2: Applications and training*. Washington, DC: APA.

3a) American Psychiatric Association (2013). Cultural Formulation Interview in the diagnostic and statistical manual of mental disorders (5th ed.). Washington DC: Author. **OR**

3b) Jarvis, G. E., Kirmayer, L. J., Gómez-Carrillo, A., Aggarwal, N. K., & Lewis-Fernández, R. (2020). Update on the Cultural Formulation Interview. *FOCUS*, 18(1), 40–46.

14. April 29 Multicultural Supervision (Passover- No work- ONLINE CLASS)

Media Presentation: _____ **SLD** _____

TERM PAPERS DUE (UPLOAD ONLINE BY THE START OF CLASS)

1) 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.), *APA handbook of multicultural psychology, vol. 2: Applications and training* (pp. 643-658). Washington, DC, US: American Psychological Association; US.

2) Oshin, L.A., Ching, T.H.W., & West, L.M. (2019). Supervising trainees of color. In *Eliminating Race-Based Mental Health Disparities: Promoting Equity and Culturally Responsive Care across Settings* (pp. 61–78). Context Press.

15. May 6 Course Overview and Wrap Up

READ: 1) Cole, E.R., Case, K.A., Rios, D. & Curtin, N. (2011). Understanding what students bring to the classroom: Moderators of the effects of diversity courses on student attitudes. *Cultural Diversity and Ethnic Minority Psychology*, 17, 397-405.
doi:10.1037/a0025433

COURSE REQUIREMENTS/GRADING (no extra credit)

The final grade will be determined and computed based on the following:

1. Class Attendance/Participation	15 points/percent
2. Media presentation	10 points/percent
3. Student-Led discussions (SLDs) on the readings	20 points/percent
4. Experiential Paper	15 points/percent
5. Structural Disparities Presentation	20 points/percent
6. Final reflection paper	20 points/percent

Maximum Point Total	100 points/percent

ASSIGNMENTS (unless noted, due dates vary and will be chosen in class):

1. **Class Participation:** If you miss more than one class, please contact Dr. Kelly to discuss difficulties in coming to class.
2. **Media Presentation:** Prepare a 15-minute presentation on a media source (anything shareable, such as books, movies, news articles, songs, etc.). The source must deal with a diversity topic. Please prepare a one-page handout to share in class.
3. **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. **Due Week 11 (April 8th, 2024)**
4. **Student-Led Discussions:** Prepare an analysis of the readings and provide discussion questions for the class.
5. **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. **Due Week 12 (April 15, 2024)**
6. **Final Paper (7-10 pages), with the following options – due Week 14 (April 29, 2024):**
 - 1) Reflect on how this class impacted your thinking about yourself, others, and society at large. (*This can be its own 7–10-page assignment, OR you can add it to one of the assignments below.*)
 - 2) Apply concepts learned in class to a client's case conceptualization and treatment implications.
 - 3) Interview someone using a Cultural Formulation Interview and report on which questions you asked and what you learned by doing it (process, content, and clinical relevance).
 - 4) Share and reflect on a genogram of yourself or someone different from you (e.g., a client) and what you learned (process, content, and clinical relevance).
 - 5) Research an adaptation of a treatment for a minoritized group.
 - 6) Research cultural-related issues of a particular diagnosis.

*****NOTE: THE ONLY EXCEPTION FOR A DUE DATE IS MEDICAL EMERGENCY.**

DEPARTMENTAL AND UNIVERSITY POLICIES:

Extra Credit: No extra credit is offered for this course.

Formatting: Written work for all assignments should use 12-point font, 1 inch margins, double spaced and should use APA formatting. For guides, see: <http://apastyle.apa.org/> , 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, 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.