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=SCtBTHJuSnA3NkVpUmhSDM1YStNdz09

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.


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.

2. January 29  Racial Identity Across Racial Groups
   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 _______________________


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:
   OR
   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

6. **February 26** Sexual Orientation  
   **Media Presentation:** __________ SLD __________  

7. **March 4** Religion and Spirituality  
   **Media Presentation:** __________ SLD __________  

***NO CLASS ON 3/11: SPRING BREAK IS SAT MARCH 9–SUNDAY MARCH 17***
8. **March 18**  
**Socioeconomic Status (SES)**  
**Media Presentation:**  
**OR**  

9. **March 25**  
**Disabilities**  
**Media Presentation:**  

10. **April 1**  
**Therapist Considerations**  
**Media Presentation:**  


11. **April 8**

**Intersectionality and Functions of Identity**

**Brief Experiential Papers Due**

**Media Presentation: _______________ SLD ________**


12. **April 15**

**Structural Disparities**

**Structural Disparities Presentations:**

Group 1:

Group 2:

Group 3:

Group 4:


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)  

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

Media Presentation: __________ SLD ________

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


15. **May 6**  
**Course Overview and Wrap Up**

**READ:**  
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

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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.