



Department of Applied Psychology
Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Spring 2024

18:820:534 Culture and Diversity in ABA
Credits: 3
Level: Graduate
Wednesdays, 3:35-6:05pm
Smithers Hall 200

Instructor: Meghan A. Deshais, Ph.D., BCBA-D

Office: Nelson D313

E-mail: m.deshais@rutgers.edu

Office Hours: The instructor will make every reasonable effort to meet with students whenever necessary.

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

Applied Psychology Statement: The Department of Applied Psychology embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice, and cultural diversity. Our programs provide students with knowledge needed to understand individual and collective behaviors;

develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

Our programs prepare students with the requisite theoretical knowledge; critical thinking and problem-solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master's level career pathways through available concentration and certificate. In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.

Course Description: This course is designed to prepare students to bring a lens of cultural awareness to their practice of ABA. A primary focus will be learning how cultural variables can impact different aspects of behavioral intervention including building therapeutic rapport with families, client intake, behavioral assessment, treatment, and social validity. Students will gain knowledge and tools that prepare them to provide culturally responsive intervention to clients and to work effectively in diverse professional settings. For context, a brief history of the field's treatment of marginalized groups and a basic overview of concepts such as systemic oppression, privilege, and intersectionality will be provided. Finally, cultural-level analysis of large-scale problems of social significance will be discussed along with ways that students can seek to address inequality and promote social justice as behavior analysts and as global citizens.

Course Overview: Course content is in alignment with the four core principles of the Behavior Analyst Certification Board (BACB) Ethics Code for Behavior Analysts (2020) and is relevant to several items from the BACB's 6th Edition Task Content Outline.

Objectives for the course:

- Students will analyze cultural-level problems of social significance from a behavior analytic viewpoint.
- Students will gain an awareness of how their own cultural identities inform their values and decision-making as practitioners and citizens.
- Students will describe how cultural variables can impact behavioral intervention.
- Students will identify clinical and professional practices that are culturally sensitive and convey an appreciation for the role of culture in people's lives.

Course Framework: Standards for Cultural Competence in Behavior Analysis (Fong & Tanaka, 2013)

Standard 1. Ethics and Values. Behavior Analysts shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self-Awareness. Behavior Analysts shall be aware of their own personal, cultural values, and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Application. Behavior Analysts shall use appropriate culturally sensitive methodological approaches, skills, and techniques that reflect the professionals' understanding of the role of culture in the life of the client.

Standard 4. Diverse Workforce. Behavior Analysts shall support and advocate for recruitment, admissions and hiring, and retention efforts in behavior analytic programs and agencies that ensure diversity within the profession.

Standard 5. Language Diversity. Behavior Analysts shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 6. Professional Education. Behavior Analysts shall advocate for and participate in educational and training programs that help advance cultural competence within the profession. Similarly, they should have and continue to develop specialized knowledge and understanding about the history, traditions, value and belief systems, family and/or group systems, scientific heritage and artistic expressions of major client groups that they serve.

Standard 7. Referrals. Behavior Analysts shall be aware of personal and professional limitations in working with multicultural clients, make appropriate referrals and seek the advice of those with specialized knowledge of the client's culture.

Standard 8. Behavior analysts shall recognize behavioral mechanisms that contribute to societal inequities and use evidence-based strategies to promote equity in their practice.

Assignments and Evaluation

Your grade will be based on the following:

	Number	Points	Total points
Class engagement	15	2	30
Guided reading sheets	5	10	50
Discussion leader	1	100	100
Papers	3	20	60
			240

Grading Framework

Grade	Description	Numerical Equivalent	
A	Outstanding	90-100 (4.0)	
B+	Intermediate Grade	87-89 (3.5)	
B	Good	80-86 (3.0)	
C**	Average	70-79 (2.0)	**Grades of C or lower do not count toward graduation
F	Failure	69 or below (0.0)	
INC	Incomplete		
S	Satisfactory		
U	Unsatisfactory		
PA	Pass		
NC	No credit given		

Program requirement: All students in Applied Psychology courses must achieve a grade of B or better and maintain a GPA of 3.0, or academic remediation will be enforced.

Class engagement: Discussion will be a critically important aspect of this course and you are expected to contribute. My expectation is that you will be respectful in your communication and open to hearing differences of opinion. It is important that you are an active participant when your classmates are leading discussion (be the audience member that you would appreciate if you were the one presenting). At the end of each class, you will respond to an engagement question on Canvas.

Readings: You are responsible for completing all of the assigned readings each week and coming to class prepared to discuss them.

Guided reading sheets: You are responsible for completing guided reading sheets during some weeks. Sheets will be posted on Canvas prior to class. They are designed to help guide your reading, direct your attention to important concepts, prompt critical thinking and ask you to reflect on the assigned readings. Do not cut and paste text directly from your readings, you will not receive credit.

Discussion leader: Each student will be a Discussion Leader at least once over the course of the semester. We will spend an average of 40-45 minutes focused on each reading. You will be responsible for providing an outline and discussion questions for the readings for which you are leading the discussion. The structure of the outline is up to you and can be based on whatever you think will be most helpful in facilitating discussion. It might consist of a brief bulleted summary of content followed by several discussion issues or a more detailed narrative of points and issues to discuss. I will post your outline and discussion questions on Canvas to allow your classmates time to prepare before class. **Your discussion outline is worth 50 points.**

Your ability to lead discussions is essential for effective teaching, project management, and leadership in general. You can prepare enough discussion points/questions to sustain the discussion smoothly for the entire hour. But you will also want to be flexible in encouraging others to raise points that they would like to introduce into the discussion. You will know that you are doing a good job leading the discussion if you are not doing most of the talking, but merely facilitating discussion and contributing on a relatively equal basis for any given point. It is also your responsibility to steer the discussion if it gets too far off track. **Your in-class discussion leadership is worth 50 points.**

Scoring Rubric:

Discussion Outline			
Points available	10	5	0
	Outlined submitted at least 24-hrs prior to class	Outlined submitted less than 24-hrs prior to class	Outline not submitted
Points available	20	16	12
	Main take-away points of the reading are complete and clear	Main take-away points of the reading are somewhat lacking in clarity or completeness	Main take-away points of the reading are substantially lacking in clarity or completeness
Points available	20	16	12
	Discussion questions reflect strong insight and understanding of the material	Discussion questions reflect some insight and understanding of the material	Discussion questions reflect limited insight and understanding of the material
In-Class Discussion Leadership			

Points available	20	16	12
	Leader consistently responded to student comments or questions effectively and respectfully	Leader mostly responded to student comments or questions effectively and respectfully	Leader struggled to respond to student comments or questions effectively and respectfully
Points available	20	16	12
	Leader facilitated a lively and engaging discussion	Leader facilitated a somewhat engaging discussion	Leader struggled to facilitate an engaging discussion
Points available	10	8	5
	Leader was able to consistently keep the discussion on topic and effectively redirected the conversation when necessary	Leader was mostly able to keep the discussion on topic and was somewhat effective redirecting the conversation when necessary	Leader struggled to keep the discussion on topic and redirect the conversation when necessary

**Thanks to Dr. Angelo DiBello for sharing this activity.*

Papers: You will write and submit several papers over the course of the semester on various topics (see Canvas for details). All papers must be approximately 2 pages in length with APA-approved formatting (12-point font, 1-inch margins, double-spaced). Effective written communication is absolutely critical to success in your career. In the future you will be responsible for a lot of written documentation (e.g., assessment outcomes, behavior plans, skill acquisition programs, insurance authorizations, summary reports) as well as corresponding effectively with agencies, school systems, insurance companies, and families via written communication.

Clarity is the most important feature of good writing. You want your audience to understand the points you are making without working too hard. It is better to write in a clear, straightforward manner than it is to use a bunch of fancy, GRE exam words. It is also important to proofread your writing because missing words, spelling errors, and grammatical mistakes negatively impact clarity.

Scoring Rubric:

Criteria	Ratings				Pts
Completeness	10 to >7 pts Full Marks Clearly and completely answers the assignment prompt	7 to >5 pts Partial Almost completely answers the assignment prompt.	5 to >0 pts In need of improvement Partially answers the assignment prompt	0 pts No Marks	10 pts
Insight	5 to >3 pts Full Marks Demonstrate a thoughtful understanding of the subject matter, insight is supported by experiences, ideas, and events.	3 to >2 pts Partial Demonstrate a limited understanding of the subject matter, insight is somewhat supported by experiences, ideas, and events.	2 to >0 pts In need of improvement Demonstrate little understanding of the subject matter, limited insight provided.	0 pts No Marks	5 pts
Mechanics	3 to >2 pts Full Marks Very few errors in grammar, punctuation, writing mechanics	2 to >1 pts Partial Some errors in grammar, punctuation, writing mechanics	1 to >0 pts In need of improvement Many errors in grammar, punctuation, writing mechanics	0 pts No Marks	3 pts
Organization	2 to >1 pts Full Marks Paper is well-structured, contains effective transitions		1 to >0 pts Partial Structure could be improved.	0 pts No Marks	2 pts
Total Points: 20					

Texts:

- MDABA - Connors, B. M., & Capell, S. T. (Eds.). (2020). *Multiculturalism and diversity in Applied Behavior Analysis: Bridging theory and application*. Routledge.
- LESSONS - Sadavoy, J. A., & Zube, M. L. (Eds.). (2021). *A scientific framework for compassion and social justice: Lessons in applied behavior analysis*. Routledge.
- Bauer, A., Jenkins, T., Bazan, C., Howard, L., Swarbrick, M., & Ji, M. (2022). *Building Bridges: Resources to Center Cultural Humility*. Piscataway, New Jersey: Center of Alcohol & Substance Use Studies, Graduate School of Applied and Professional Psychology, Rutgers University.
- Readings in schedule below will be provided on Canvas

Tentative Schedule – subject to change

Date	Objectives	Readings/Materials
Week 1 1/17/24	<p>Provide course overview, framework, and objectives.</p> <p>Develop course discussion guidelines.</p> <p>Identify items in the BACB Code of Ethics (2022) and BACB 6th edition TOC that are specific to issues of cultural identity.</p> <p>Explore BACB professional data.</p>	
Week 2 1/24/24 Oppression	<p>Describe culture from a radical behaviorist perspective.</p> <p>Provide overview of concepts such as systemic oppression, privilege, and intersectionality.</p> <p>Explain the potential roles of respondent learning, operant learning, and derived relational responding on the development of bias, prejudice, and discrimination. Identify evidence-based strategies for reducing bias and discriminatory behavior.</p>	<p>Hayes, S. C., & Toarmino, D. (1995). If behavioral principles are generally applicable, why is it necessary to understand cultural diversity. <i>Journal of Counseling Psychology, 28</i>(25), 257.</p> <p>Oppression 101: An Overview - David, E. J. R., & Derthick, A. O. (2017). <i>The psychology of oppression</i>. Springer Publishing Company.</p> <p>General Terms and Forms of Oppression: Chinook Fund</p> <p>GUIDED READING SHEET 1 DUE</p>
Week 3 1/31/24 Legacies of oppression	<p>Describe how historical and current individual and cultural-level contingencies contribute to societal inequities. Identify ways behavior analysts can help to decrease social inequities and the harm resulting from inequities.</p>	<p>Murray, P. M., Sepulveda, A., & Baird, J. (2022). Longitudinal impact of a poverty simulation on healthcare practitioners' attitudes towards poverty. <i>Journal of Pediatric Nursing, 64</i>, 24-30.</p> <p>Mattaini, M. A., Roose, K. M., & Fawcett, S. B. (2023). Behavioral interventions contributing to reducing poverty and inequities. <i>Behavior and Social Issues, 32</i>(1), 314-337.</p>
Week 4 2/7/24 Legacies of oppression	<p>Describe how historical and current individual and cultural-level contingencies contribute to societal inequities. Identify ways behavior analysts can help to decrease social inequities and the harm resulting from inequities.</p>	<p>LESSONS: Beaubrun, M. C. (2021). Urban Planning: Urban Planning through a Behavior Analytic Lens.</p> <p>LESSONS: Matsuda, K., Garcia, Y., Catagnus, R., & Brandt, J. A. (2021). Racism: Applying Behavior Analysis to Dismantle Racism: From Ideas to Action.</p> <p>Machado, M. A., & Lugo, A. M. (2021). A behavioral analysis of two strategies to eliminate racial bias in police use of force. <i>Behavior Analysis in Practice, 1-11.</i></p> <p>GUIDED READING SHEET 2</p>
Week 5 2/14/24 Cultural humility/Self-Assessment	<p>Complete self-assessments related to cultural identities and reflect on ways the outcomes may impact one's own behavior in professional situations.</p> <p>Describe cultural competence and cultural humility in the context of clinical practice.</p>	<p>SECTION 1 - Bauer, A., Jenkins, T., Bazan, C., Howard, L., Swarbrick, M., & Ji, M. (2022). Building Bridges: Resources to Center Cultural Humility.</p> <p>Kirby, M. S., Spencer, T. D., & Spiker, S. T. (2022). Humble behaviorism redux. <i>Behavior and Social Issues, 31</i>(1), 133-158.</p>
Week 6 2/21/24 Neurodiversity I	<p>Discuss criticisms of historical and current practices in the field of ABA and identify ways behavior analysts can contribute to the advancement of culturally competent and ethical practices in the future.</p>	<p>Venezio and Shea?</p> <p>Russell, G. (2020). Critiques of the Neurodiversity Movement. In: Kapp, S. (eds) <i>Autistic Community and the Neurodiversity Movement</i>. Palgrave Macmillan, Singapore. Pg. 287-301</p> <p>PAPER 1 DUE</p>

<p>Week 7 2/28/24 Neurodiversity II</p>	<p>Discuss criticisms of historical and current practices in the field of ABA and identify ways behavior analysts can contribute to the advancement of culturally competent and ethical practices in the future.</p>	<p>Graber, A., & Graber, J. (2023). Applied Behavior Analysis and the abolitionist neurodiversity critique: An ethical analysis. <i>Behavior Analysis in Practice</i>, 1-17.</p> <p>Miller, M. M. (2021). The Compassionate and Curious Behavior Analyst: Navigating Criticism of Behavior Analysis. In <i>Understanding Ethics in Applied Behavior Analysis</i> (pp. 312-317). Routledge.</p>
<p>Week 8 3/6/24 Clinical Application</p>	<p>Propose ways that clinicians can provide a platform for families to express cultural considerations/preferences at the onset of service provision (Gershfeld, Litvak, & Rue, 2021)</p> <p>Describe how cultural norms can impact therapeutic rapport between behavior analysts and clients (e.g., greetings, etiquette in people's homes such as taking shoes off or not entering certain rooms, acceptance of gifts/tokens of appreciation, behaviors related to time, gender roles in families, role of family members in caregiving).</p> <p>Explain why it is problematic for behavior analysts to assume that families with certain cultural identities adhere to specific cultural norms.</p>	<p>SECTION 2 - Bauer, A., Jenkins, T., Bazan, C., Howard, L., Swarbrick, M., & Ji, M. (2022). Building Bridges: Resources to Center Cultural Humility.</p> <p>Rosales, R., León, I. A., & León-Fuentes, A. L. (2023). Recommendations for Working with Culturally and Linguistically Diverse Families: A Report from the Field. <i>Behavior Analysis in Practice</i>, 1-15</p> <p>Čolić, M., Araiba, S., Lovelace, T. S., & Dababnah, S. (2021). Black Caregivers' Perspectives on Racism in ASD Services: Toward Culturally Responsive ABA Practice. <i>Behavior Analysis in Practice</i>, 1-10.</p> <p>GUIDED READING SHEET 3</p>
<p>Week 9 3/13/24</p>	<p>SPRING BREAK</p>	
<p>Week 10 3/20/24 Clinical Application</p>	<p>Describe how behavior analytic intervention (i.e., assessment, goals, and treatments) can be affected by differences between the behavior analyst's and client's cultural norms.</p> <p>Describe when clinicians should consider seeking support or make a referral to ensure clients receive culturally competent services.</p>	<p>Baires, N. A., Cañón, L. F., García-Zambrano, S., Guerrero-Wickham, P., & Castro-Hostetler, M. (2023). A Contextual Behavioral Framework for Enhancing Cultural Responsiveness in Behavioral Service Delivery for Latino Families. <i>Behavior Analysis in Practice</i>, 1-25.</p> <p>Sivaraman, M., & Fahmie, T. A. (2020). Evaluating the Efficacy and Social Validity of a Culturally Adapted Training Program for Parents and Service Providers in India. <i>Behavior Analysis in Practice</i>, 13(4), 849-861.</p> <p>PAPER 2 DUE</p>
<p>Week 11 3/27/24 Clinical Application</p>	<p>Provide examples of culturally competent behavioral intervention (i.e., behavioral assessment, treatment, and caregiver training) and explain how culturally competent clinical practices improve social validity.</p> <p>Provide examples of language-based accommodations that can be made to documentation and clinical practices (i.e., behavioral assessment, treatment, caregiver training) and explain how these accommodations improve social validity.</p>	<p>Hugh-Pennie, A. K., Hernandez, M., Uwayo, M., Johnson, G., & Ross, D. (2021). Culturally Relevant Pedagogy and Applied Behavior Analysis: Addressing Educational Disparities in PK-12 Schools. <i>Behavior Analysis in Practice</i>, 1-9.</p> <p>Salend, S. J., & Taylor, L. S. (2002). Cultural perspectives: Missing pieces in the functional assessment process. <i>Intervention in School and Clinic</i>, 38(2), 104-112.</p> <p>Jimenez-Gomez, C., Pichardo, J., & Ryan, V. (2022). Instructive feedback to expand listener skills in a second language in children with autism spectrum disorder. <i>Behavioral Interventions</i>, 37(1), 19-28.</p> <p>GUIDED READING SHEET 4</p>
<p>Week 12 4/3/24 Clinical Application</p>	<p>Provide examples of language-based accommodations that can be made to documentation and clinical practices (i.e., behavioral assessment, treatment, caregiver training) and explain how these accommodations improve social validity.</p>	<p>Conine, D. E., Campau, S. C., & Petronelli, A. K. (2021). LGBTQ+ conversion therapy and applied behavior analysis: A call to action. <i>Journal of Applied Behavior Analysis</i>.</p> <p>Wehbe-Alamah, H., Hammonds, L. S., & Stanley, D. (2021). Culturally Congruent Care From the Perspectives of Judaism, Christianity, and Islam. <i>Journal of Transcultural Nursing</i>, 32(2), 119-128.</p>

Week 13 4/10/24 Trauma	Discuss criticisms of historical and current practices in the field of ABA and identify ways behavior analysts can contribute to the advancement of culturally competent and ethical practices in the future.	Rajaraman, A., Austin, J. L., Gover, H. C., Cammilleri, A. P., Donnelly, D. R., & Hanley, G. P. (2022). Toward trauma-informed applications of behavior analysis. <i>Journal of Applied Behavior Analysis, 55</i> (1), 40-61. Houck, E. J., & Dracobly, J. D. (2023). Trauma-Informed Care for Individuals with Intellectual and Developmental Disabilities: From Disparity to Policies for Effective Action. <i>Perspectives on Behavior Science, 46</i> (1), 67-87.
Week 14 4/17/24 Organizations	Describe strategies for establishing spaces (academic training programs, clinical service providers, and professional organizations) that support the physical, mental, emotional, and financial well-being of individuals who belong to marginalized groups. Identify tenets of culturally competent supervision and describe the benefits of providing culturally competent supervision.	Cirincione-Ulezi, N. (2020). Black Women and Barriers to Leadership in ABA. Behavior Analysis in Practice 13, 719–724. Gatzunis, K. S., Edwards, K. Y., Rodriguez Diaz, A., Connors, B. M., & Weiss, M. J. (2022). Cultural responsiveness framework in BCBA® supervision. <i>Behavior Analysis in Practice, 15</i> (4), 1373-1382. Rosales, R., León, I. A., & León-Fuentes, A. L. (2023). Recommendations for Recruitment and Retention of a Diverse Workforce: A Report from the Field. <i>Behavior Analysis in Practice, 16</i> (1), 346-361. NYT – What if Diversity Trainings are Doing More Harm than Good? GUIDED READING SHEET 5
Week 15 4/24/24 Research	Identify tenets of culturally competent research practices and discuss the implications of research practices on equity and evidence-based treatment in ABA.	Asking Demographic Questions in Research (pdf) Pritchett, M., Ala'i, S., Re Cruz, A., & Cihon, T. M. Social justice is the spirit and aim of an applied science of human behavior: An examination and reflection on the variables related to moving from colonial to participatory research practices. <i>Behavior Analysis in Practice, 10</i> . Jones, S. H., St. Peter, C. C., & Ruckle, M.M. (2020). Reporting of demographic variables in the Journal of Applied Behavior Analysis. Journal of applied behavior analysis, 53(3), 1304-1315.
Finals Week 5/1/24		PAPER 3 DUE

Additional Resources

ABAI Position Statements - <https://www.abainternational.org/about-us/policies-and-positions.aspx>

ABAI Special Interest Groups - <https://www.abainternational.org/constituents/special-interests/special-interest-groups.aspx>

APBA Statement on Diversity, Equity, and Social Justice (2020) - [https://cdn.ymaws.com/www.apbahome.net/resource/collection/1FDDBDD2-5CAF-4B2A-AB3F-DAE5E72111BF/Statement on Diversity, Equity, & Social Justice 060320 FINAL.pdf](https://cdn.ymaws.com/www.apbahome.net/resource/collection/1FDDBDD2-5CAF-4B2A-AB3F-DAE5E72111BF/Statement_on_Diversity,_Equity,_&_Social_Justice_060320_FINAL.pdf)

Black Applied Behavior Analysts (BABA)- <https://www.babainfo.org/>

Latino Association for Behavior Analysis (LABA)- <https://www.laba-aba.com/>

Women in Behavior Analysis (WIBA)- <https://thebaca.com/about-wiba/>

GSAPP and Applied Dept. Policies

Important Dates: Add/Drop ends 1/29/24

Attendance and Participation:

Attendance and class participation are a major part of this class. You are expected to attend all classes and arrive on time. *Only two (2) excused/unexcused absences are permitted. Missing more than 2 classes will result in a full letter grade reduction of your final grade.* Additional absences will result in additional letter-grade reductions. If you are forced to miss an excessive number of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered tardy and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked in your record. If you miss class, you will be responsible for obtaining any missed material from a classmate (hence the identification of a buddy on the first day of class).

Computer/Cell Phone Use in Class

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

Academic Integrity

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Students who use ChatGPT and similar tools on assignments without permission, or who use them in improper ways, are violating the academic integrity rules of Rutgers University. Any assignments deemed to violate the integrity rules of Rutgers University will receive a zero.

APA Citation Style. All papers MUST be written using the APA style (7th ed.).

Student Resources

For more information visit: <https://gsapp.rutgers.edu/current-students/important-links>

Accommodations due to Disability

If you seek accommodations due to a documented disability, you may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu or you can visit: <https://ods.rutgers.edu/students/documentation-guidelines>.

Title IX: <http://compliance.rutgers.edu/resources/resources-for-facultystaff/>

Counseling services. Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: <http://psychologicalservices.rutgers.edu>. They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

Intellectual Property

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take

notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's [Academic Integrity Policy](#).

Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students' right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings *cannot be circulated outside the course*.

GSAPP Diversity Statement

The Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers University-New Brunswick is committed to diversity, equity, and inclusion (DEI). We view individuals from a variety of backgrounds, lived-experiences, identities, and perspectives across our community members as critical to our threefold mission of world-class education, scholarship, and public service. We aim to honor diversity through a variety of means, such as inclusive groups, events, initiatives, curricula, and our organizational composition. We strive to create and maintain a safe space in which all voices are heard and valued, consistent with Rutgers University's Beloved Community. GSAPP acknowledges the current, historical, and systemic practices that have been used to marginalize and oppress some identities and give power and privilege to others in and beyond the United States. Additionally, we are keenly aware of the destructive effects, including on mental health and personal well-being, of prejudice, stigma, microaggressions, and violence in all its forms. We engage in a critical examination of our own biases and behaviors, both past and present. We utilize evolving methods to address, incorporate, and celebrate DEI through our scholarship, service, and training of future health service professionals.

Land Acknowledgement

We acknowledge that the land on which we stand is the ancestral territory of the Lenape People. We pay respect to Indigenous people throughout the Lenape diaspora- past, present, and future- and honor those that have been historically and systemically disenfranchised. We also acknowledge that Rutgers University, like New Jersey and the United States as a nation, was founded upon the exclusions and erasures of Indigenous peoples.

Pronouns

My pronouns are she/her/hers. You will have an opportunity to share your pronouns with me in the *Getting To Know You Quiz*. If you would prefer to be called by your name only (no pronouns), please share that with me. If your preference changes at any point during the semester, please feel free to let me know.