



Master of Applied Psychology (MAP)
Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Spring 2021

Special Topics Seminar: Civic and global citizenship, social justice, and cultural diversity

18:844:510

Credits: 3

Level: Graduate

Thursdays 3:35-6:05

Online with Zoom

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Virtual Office Hours: By Appointment

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.

MAP Statement: The program embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice and cultural diversity. This course of study provides 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.

The MAP degree will 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 prepare 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 programs (see examples of concentration areas listed below). In addition to completing the required coursework (36 credits), completion of the MAP degree will be marked by a culminating academic experience—Capstone project (either a research project/presentation (3 credits) and experiential learning activity (6-credit practicum training). 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 consists of graduate level material to prepare students to address issues related to multiculturalism and various issues of diversity. As the material within the topics of civic and global citizenship, social justice, and cultural diversity are constantly changing, the course material is variable depending on the political climate, the instructor, and other social justice issues within the American and global cultures. Research related to microaggressions, racism, prejudice, social justice, and issues of diversity 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. Critique a major system in the US by listing, citing, and explaining disparities in how diverse groups are treated in that system.
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 about multicultural topics.

Assignments and Evaluation Method:

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

1. Class Attendance/Participation	20 points
2. Discussion board posts on the readings	20 points
3. Media presentation	10 points
4. Structural Disparities Presentation	10 points
5. Cultural Group Video	20 points
5. Final reflection paper	20 points

Maximum Point Total

100 points

Assignment Details: (see rubrics for each assignment at the end of the syllabus)

1. Attend and fully participate in all class sessions: 20% of grade

If you miss more than two class sessions, please contact Dr. Kelly to discuss your difficulties in coming to class. See “Class Attendance and Remediation” section in this syllabus.

2. Student-Led Discussion of the readings (discussion boards on Canvas): 20% of grade

You will post an analysis of the readings in the discussion boards *four times*. This analysis should include:

- a) Three key things that you learned from the readings.
- b) What you liked about the readings or found to be useful to know personally or professionally.
- c) A critique or disagreement that you had with the readings.

LIST OF RECOMMENDED TOPICS TO INCLUDE IN DISCUSSION BOARD AND CLASSROOM DISCUSSIONS:

1. **Research and methodology:** How did the authors study the construct? How would you go about studying the construct/issues, or gathering data from particular populations? How can the studies/theory assist you in conducting research for your thesis/dissertation?
2. **Future implications:** What questions does this work open up for further exploration?
3. **Conceptualization:** How does this work affect your thinking about the construct or issues at hand? Which factors are most important, in your estimation? What is your framework of model for synthesizing the various aspects of diversity?
4. **Therapy and Practice Implications:** What implications do the findings/theory have for the practice of therapy? Do the findings impact process or outcome issues? How might these issues be important in other realms of professional practice? How can you integrate these ideas into your plans for working with diverse clients?

5. **Societal, Political, and Policy Implications:** What do theory/findings imply about society, inter-group relations, or programs and policies?
6. **Personal Experience:** What relevant personal experiences apply to this topic? How do they guide your thinking in relationship to the topic? How are they similar and different to the guidelines and/or data found in the readings and lectures, and why? How and why do these similarities and differences change your thinking, if at all?

3. Write a 3-5 page reflection paper using ONE of these topics: 20% of grade

- 1) A reflection on how this class impacted your thinking about yourself, others, and society at large
- 2) Applying concepts learned in class to a client's case conceptualization and implications for treatment
- 3) Interviewing someone that you know that belongs to another cultural group and a reflection on that process and what you learned
- 4) A genogram of yourself or someone else (i.e., a client) and what you learned by doing it

NOTE: Our entire class has focused upon identity, culture, and social factors as key diversity constructs. Thus, I expect that your discussions, papers, and course products will focus upon linking those types of factors (e.g., ethnicity, culture, and other identity factors) to the topic that you choose. Examples of ways of understanding any topic in terms of diversity factors are included in the list below, in the topics covered in the syllabus, and in the WAYS that those topics are examined (ex: the class session on gender focused upon social and other explanatory factors contributing to male dominance, rather than just any male-female differences that may not be due to diversity and related social/structural factors) to determine if any of the topics fit with the focus of your paper:

- Identity, particularly stigmatized ones or those of minority groups
- Race, ethnicity and culture
- Oppression, dominance, privilege, or the various “isms”
- Stereotyping and biases
- Different traditions, values, and meanings held by various groups
- Acculturation and socialization factors
- Socioeconomic and social stressors unique to specific groups
- Social explanations for rates of disorder that are consistent with other bullets on this list
- Group differences in treatment seeking and quality of care as related to the other bullets in this list
- Culture, value, and socially related functions of behavior that may vary by groups
- Sources of research and treatment insensitivity, misunderstanding, and bias related to ethnicity, culture, and other identity factors
- Language, geography, and related factors leading to differences across groups

Examples of topics NOT appropriate for the course:

- Writing about Veterans as a cultural group.
- Writing about gender differences WITHOUT discussing social and structural phenomena nor significant attention to the foregoing bulleted ways of discussing diversity.

- Writing about persons with stigmatized mental health disorders, such as learning disabilities, ADHD, traumatic brain injury, etc. (we have other classes for these)

4. 1-2 Powerpoint presentation on an area of structural (racial) disparities: 10% of grade

- a) **First, choose ONE major social system**, as I assert that structural disparities can be found in any of them, and your readings show how they are highly intertwined. Some examples are education, mental health, criminal justice, sanitation, taxes, voting, immigration, and many many more. Please announce to the class whenever your panel has chosen its social system, as **each group MUST choose a DIFFERENT social system on a first come, first serve basis (as evidenced by whoever reports that they are doing a particular system first)**.
- b) **Second, show the effects of racial disparities with statistics** on racial differences in that area, such as statistics on how toxic waste is more likely to be dumped in neighborhoods of poor people of color. **Please focus on ONE particular disparity.**
- c) Third, find at least one **law, policy or practice that facilitates the disparity**, and explain how it does so.
- d) Fourth, **show a social phenomenon that legitimizes and maintains the law, policy, or practice**, which may or may not include dehumanization arguments, segregation, stigma, stereotypes, implicit bias, delegitimization of POC, or other facilitators mentioned above.
- e) **Cite your findings with credible sources**, which include **empirical papers** (it is okay to use material from your readings), **government reports** (e.g. FBI stats on crime, victimization, etc.), and well-documented **journalist reports from major longstanding news outlets** (for example, Ta-Nehisi Coates has several well-documented journalist reports in The Atlantic magazine, such as on homeownership and mass incarceration). If you are not certain if a source is credible, please check with me (Dr. Kelly) before using the source.
- f) Optional: show stats on intersecting oppression, such as race and socioeconomic status.
- g) The foregoing should be briefly but clearly explained by the pair using **only 1-2 Powerpoint slides**.

5. Present a media source that deals with a diversity topic 10% of grade

Your presentation should be a five-minute media form about a diversity topic. Please also have one question about your presentation to ask and engage with the class in breakout rooms. Your media can be anything shareable with the class, including books, movies, news articles, songs, etc. You will also lead breakout rooms to discuss your presentation.

6. Present a two-minute video on a cultural group 20% of grade

You will create and present a two-minute video about another cultural group of your interest that is different from you. You should include a description of the group and their worldviews and values, how they are treated in society and ways they are oppressed/marginalized, their strengths and coping, and implications for treatment.

Grades and Grading Policy

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 do not count toward graduation
F	Failure	69 or below (0.0)	
INC	Incomplete	When work is not completed or significantly subpar (C or below),	

this may be temporarily given for the opportunity to remediate.

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

Required Text:

Required Readings: For your convenience, the readings for each week are included in that week within the folder called “readings” on Canvas.

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.** To buy the book, please let me know, and I can get it 40% off at my cost.

Recommended readings: Please note that some are included in the syllabus, and your peers will supply some when they do their presentations.

Core Text:

American Psychological Association. (2010). *Publication manual of the American Psychological Association 7th ed.*. Washington, DC: Author. (This text will help you with your written assignments, as it details the writing conventions shared by professionals in psychology.)

Class Schedule

1. January 21 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.

2. January 28 Racial Identity Across Racial Groups

READ: 1) 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)

2) Yip, T. (2018). Ethnic/racial identity—A double-edged sword? Associations with discrimination and psychological outcomes. *Current Directions in Psychological Science*, 27, 170-175.

3a) Stevenson, H. C., & Arrington, E. G. (2009). Racial/ethnic socialization mediates perceived racism and the racial identity of African American adolescents. *Cultural Diversity and Ethnic Minority Psychology, 15*, 125-136. **OR**

3b) 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)

4) You must review the Racial Identity Scales Handout: Multigroup, Black, and White, and **complete the scale(s) that pertain to you, so as to have the experience of completing them**, however, you can choose whether or not to discuss the experience within class. They can help you to see what is being discussed in the racial/ethnic identity articles, and you later may want to use them in your own research: "racial identity scales, B, w, & all" (for those of African racial heritage and for those of European racial heritage). There are also the newer CRIS and MIBI racial identity scales (for those of African heritage) and the shorter 6-item MEIM (the MEIM can be completed by anyone). Or David 2009 bicultural self-efficacy scale.

RECOMMENDED: 1) Smith, T. B., & Silva, L. (2011). Ethnic identity and personal well-being of people of color: A meta-analysis. *Journal of Counseling Psychology, 58*, 42-60.

2) Yip, T., Douglass, S., & Sellers, R. (2014). Ethnic and racial identity. 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. 1: Theory and research* (pp. 179-205). Washington, DC, US: American Psychological Association. doi:10.1037/14189-010.

3) McDermott, M. & Samson, F. L. (2005). White racial and ethnic identity in the United States. *Annual Review of Sociology, 31*, 245-261.

4) Okazaki, S. (2009). Impact of racism on ethnic minority mental health. *Perspectives on Psychological Science, 4*, 103-107.

5) Carter, R. T., Helms, J. E., & Juby, H. L. (2004). The relationship between racism and racial identity for White Americans: A profile analysis. *Journal of Multicultural Counseling and Development, 32*, 2-17.

6) Worrell, F. C., Mendoza-Denton, R., Telesford, J., Simmons, C., & Martin, J. F. (2011). Cross Racial Identity Scale (CRIS) Scores: Stability and relationships with psychological adjustment. *Journal of Personality Assessment, 93*, 637-648. DOI: 10.1080/00223891.2011.608762.

7) Wilton, L. S., Sanchez, D. T., & Garcia, J. A. (2013). The Stigma of privilege: Racial identity and stigma consciousness among biracial individuals. *Race and Social Problems, 5*, 41-56. doi:10.1007/s12552-012-9083-5

8) Phinney, J. S., & Ong, A. D. (2007). Conceptualization and measurement of ethnic identity: Current status and future directions. *Journal of Counseling Psychology, 54*, 271-281.

3. February 4 Consideration of Other Racial/ethnic Constructs

Media Presentations: Group 1

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

2a) Yoshida, E., Peach, J. M., Zanna, M. P., & Spencer, S. J. (2012). Not all automatic associations are created equal: How implicit normative evaluations are distinct from implicit attitudes and uniquely predict meaningful behavior. *Journal of Experimental Social Psychology, 48*, 694-706. **OR**

2b) Kay, A. C., Gaucher, D., Peach, J. M., Laurin, K., Friesen, J., Zanna, M. P., et al. (2009). Inequality, discrimination, and the power of the status quo: Direct evidence for a motivation to see the way things are as the way they should be. *Journal of Personality and Social Psychology*, 97, 421-434.

3a) Cuddy, A. J. C., Fiske, S. T., Kwan, V. S. Y., Glick, P., Demoulin, S., Leyens, J., et al. (2009). Stereotype content model across cultures: Towards universal similarities and some differences. *British Journal of Social Psychology*, 48, 1-33. **OR**

3b) Schmader, Toni. (2010). Stereotype threat deconstructed. *Current Directions in Psychological Science*, 19, 14-18. doi:10.1177/0963721409359292 **OR**

3c) Nguyen, Hannah-Hanh D & Ryan, Ann Marie. (2008). Does stereotype threat affect test performance of minorities and women? A meta-analysis of experimental evidence. *Journal of Applied Psychology*, 93, 1314-1334. doi:10.1037/a0012702

4a) 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**

4b) Wong, G., Derthick, A. O., David, E. J. R., Saw, A., & Okazaki, S. (2013). The what, the why, and the how: A review of racial microaggressions research in psychology. *Race and Social Problems*, 6, 181-200. **OR**

4c) 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.)

RECOMMENDED: **1)** Sandholtz, N., Langton, L., & Planty, M. (2013). *Special Report: Hate Crime Victimization, 2003-2011*. US Department of Justice.

2) Smedley, A., & Smedley, B. D. (Jan 2005). Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. *American Psychologist*, 60, 16-26.

3) LaFromboise, T. D., Albright, K., & Harris, A. (2010). Patterns of hopelessness among American Indian adolescents: Relationships by levels of acculturation and residence. *Cultural Diversity and Ethnic Minority Psychology*, 16, 68-76.

4) Altschul, I., Oyserman, D., & Bybee, D. (2008). Racial-ethnic self-schemas and segmented assimilation: Identity and the academic achievement of Hispanic youth. *Social Psychology Quarterly*, 71, 302-320.

4. February 11 Broad Ethnic and Cultural Considerations & Major Racial Groups Media Presentations: Group 2

READ: **1a)** Taras, V., Sarala, R., Muchinsky, P., Kimmelmeier, M., Singelis, T. M., Avsec, A., et al. (2014). Opposite ends of the same stick? multi-method test of the dimensionality of individualism and collectivism. *Journal of Cross-Cultural Psychology*, 45, 213-245. **OR**

1b) Oyserman, Daphna & Lee, Spike W. S. (2008). Does culture influence what and how we think? Effects of priming individualism and collectivism. *Psychological Bulletin*, 134, 311-342. doi:10.1037/0033-2909.134.2.311

2) 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:

2a) 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

2b) 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)

3a) and 4a) 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 and one pertaining to Asians.** (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**

3b) and 4b) Those two chapters in *Diversity in Couple and Family Therapy* (on Latinos and Asian Americans), IF you have purchased the book.

5. February 18 Gender

Media Presentations: Group 3

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. **OR**

1c) Eagly, Alice H. (2009). The his and hers of prosocial behavior: An examination of the social psychology of gender. *American Psychologist*, 64, 644-658. doi:10.1037/0003-066X.64.8.644

2) Hebl, M. R., King, E. B., Glick, P., Singletary, S. L., & Kazama, S. (2007). Hostile and benevolent reactions toward pregnant women: Complementary interpersonal punishments and rewards that maintain traditional roles. *Journal of Applied Psychology*, 92, 1499-1511.

3a) 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. **(YOU CAN READ 3a OR 3b)**

3b) 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.

4a) Dhejne, C., Lichtenstein, P., Boman, M., Johansson, A. L. V., Langstrom, N. & Landen, M. (2011). Long-term follow-up of transsexual persons undergoing sex reassignment surgery: Cohort study in Sweden. *PLoS ONE*, 6, doi:10.1371/journal.pone.0016885 **OR**

4b) Dragowski, E. A., Scharrondel Rio, M. R., & Sandigorsky, A. L. (2011). Childhood gender identity . . . disorder? developmental, cultural, and diagnostic concerns. *Journal of Counseling & Development*, 89, 360-366.

RECOMMENDED: 1) Knudson-Martin, C. (2017). Gender in couple and family life: Toward inclusiveness and equality. In S. Kelly (Eds.) *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics*. Santa Barbara, CA: Praeger (not provided)

2) Stoudt, B. G. (2006). You're either in or you're out: School violence, peer discipline, and the (re)production of hegemonic masculinity. *Men and Masculinities*, 8, 273-287.

3) Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, 56, 109-118.

4) Rice, J.K. (1994). Reconsidering research on divorce, family life cycle, and the

meaning of family. *Psychology of Women Quarterly*, 18, 559-584.

5) Sperberg, E.D., & Stabb, S.D. (1998). Depression in women as related to anger and mutuality in relationships. *Psychology of Women Quarterly*, 22, 223-238.

6) Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist*, 60, 581-592.

7) Spelke, E. S. (2005). Sex differences in intrinsic aptitude for mathematics and science? A critical review. *American Psychologist*, 60, 950-958.

8) Murphy, E. M. (2003). Being born female is dangerous for your health. *American Psychologist*, 58, 205-210.

9) Smith, Y. L. S., Van Goozen, S. H. M., Kuiper, A. J., & Cohen-Kettenis, P. T. (2005). Sex reassignment: Outcomes and predictors of treatment for adolescent and adult transsexuals. *Psychological Medicine*, 35, 89-99.

10) Wood, W., & Eagly, A.H. (2002). A cross-cultural analysis of the behavior of women and men: Implication for the origins of sex differences. *Psychological Bulletin*, 128, 699-727.

6. February 25 Sexual Orientation

Media Presentations: Group 4

READ: 1a) Heatherington, L., & Lavner, J. A. (2008). Coming to terms with coming out: Review and recommendations for family systems-focused research. *Journal of Family Psychology*, 22, 329-343. **OR**

1b) Biblarz, T. J., & Savci, E. (2010). Lesbian, gay, bisexual, and transgender families. *Journal of Marriage and Family*, 72, 480-497.

2) Hatzenbuehler, M. L. (2009). How does sexual minority stigma "get under the skin"? A psychological mediation framework. *Psychological Bulletin*, 135, 707-730.

3a) 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**

3b) Greene, B, Miville, M. L., & Ferguson, A. D. (2008). Lesbian and bisexual women of color, racism, heterosexism, homophobia, and health: A recommended intervention and research agenda. In B. C. Wallace (Ed.), *Toward equity in health: A new global approach to health disparities*. NY: Springer Publishing Company. **OR**

3c) Mundy, B., & Wofsy, M. (2017). Diverse couple and family forms and universal family processes. In S. Kelly (Eds.) *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics*. Santa Barbara, CA: Praeger (not provided; broader than but inclusive of sexual orientation).

RECOMMENDED: 1) Dhejne, C., Lichtenstein, P., Boman, M., Johansson, A. L. V., Langstrom, N. & Landen, M. (2011). Long-term follow-up of transsexual persons undergoing sex reassignment surgery: Cohort study in Sweden. *PLoS ONE*, 6, doi:10.1371/journal.pone.0016885

2) Glassgold, J., Beckstead, L., Drescher, J., Greene, B., Miller, R.L., Worthington, R.L., & Anderson, C. (2009). *American Psychological Association task force Report on appropriate therapeutic responses to sexual orientation*. Washington, DC: American Psychological Association.

3) McKirnan, D. J., Du Bois, S. N., Alvy, L. M., & Jones, K. (2013). Health care access and health behaviors among men who have sex with men: The cost of health disparities. *Health Education & Behavior*, 40, 32-41.

4) Floyd, F. J., & Bakeman, R. (2006). Coming-out across the life course: Implications of age and historical context. *Archives of Sexual Behavior*, 35, 287-296.

5) Shelton, K., & Delgado-Romero, E. A. (2013). 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.

6) Cochran, S. D., Sullivan, J. G., & Mays, V. M. (2003). Prevalence of mental disorders, psychological distress, and mental services use among lesbian, gay, and bisexual adults in the United States. *Journal of Consulting and Clinical Psychology, 71*, 53-61.

7) Lyons, H. Z., Brenner, B. R., & Fassinger, R. E. (2005). A multicultural test of the theory of work adjustment: Investigating the role of heterosexism and fit perceptions in the job satisfaction of lesbian, gay, and bisexual employees. *Journal of Counseling Psychology, 52*, 537-548.

7. March 4 Religion Cultural Group Videos: Group 1

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) 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**

2b) 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.

3a) Ginsberg, F., & Sinacore, A. L. (2013). Counseling Jewish women: A phenomenological study. *Journal of Counseling & Development, 91*, 131-139. **OR**

3b) 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)

4) 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

RECOMMENDED: 1) Idler, E. L., Boulifard, D. A., Labouvie, E., Chen, Y. Y., Krause, T. J., & Contrada, R. J. (2009). Looking inside the black box of "attendance at services": New measures for exploring an old dimension in religion and health research. *International Journal for the Psychology of Religion, 19*, 1-20.

2) Rosmarin, D. H., Pirutinsky, S., & Pargament, K. I. (2011). A brief measure of core religious beliefs for use in psychiatric settings. *International Journal of Psychiatry in Medicine, 41*, 253-261.

3) Coyle, S. M., & Davis, C. J. (2017). Christian couples and families. In S. Kelly (Ed.), *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics*. Santa Barbara, CA: Praeger. (not provided)

8. March 11 Socioeconomic Status (SES) Cultural Group Videos: Group 2

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.

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

3a) Dohrenwend, B.P., Levav, I., ShROUT, P.E., Schwartz, S., Naveh, G., Link, B.G., et al., (1992). Socioeconomic status and psychiatric disorders: The causation-selection issue. *Science*, 255, 946-952. (← this is an old but seminal study) **OR**

3b) Edin, K., & Kissane, R. J. (2010). Poverty and the American family: A decade in review. *Journal of Marriage and Family*, 72, 460-479.

4a) Please copy the URL below into your web browser, enter your own information on this interactive graphic and peruse the pages to share your impressions for class discussion:

http://www.nytimes.com/packages/html/national/20050515_CLASS_GRAPHIC/

OR: 4b) www.inequality.is

RECOMMENDED: 1) Ali, S. R., Fall, K., & Hoffman, T. (2013). Life without work: Understanding social class changes and unemployment through theoretical integration. *Journal of Career Assessment*, 21, 111-126.

-----**March 13 – March 21 is SPRING BREAK!**-----

9. March 25

Disabilities, Functions of Identity & Structural Disparities Affecting Mental Health Cultural Group Videos: Group 3

READ: 1) Ashmore, R. D., Deaux, K., & McLaughlin-Volpe, T. (2004). An organizing framework for collective identity: Articulation and significance of multidimensionality. *Psychological Bulletin*, 130, 80-114.

2) 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)

3) 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.

4) Gone, J. P. (2007). "We never was happy living like a whiteman": Mental health disparities and the postcolonial predicament in American Indian communities. *American Journal of Community Psychology*, 40, 290-300.

RECOMMENDED: 1) McIntosh, P. (1998). White Privilege: Unpacking the invisible knapsack. In M. McGoldrick (Ed.) *Re-visioning family therapy: Race, culture, and gender in clinical practice* (pp. 147-152). NY: The Guilford Press.

2) [Tim Wise talk \(9.5 minutes\) on White privilege:](https://www.youtube.com/watch?v=J3Xe1kX7Wsc)

3) 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. *Journal of Social Issues*, 68, 11-27.

4) Lowery, B. S., Chow, R. M., Knowles, E. D., & Unzueta, M. M. (2012). Paying for positive group esteem: How inequity frames affect whites' responses to redistributive policies. *Journal of Personality and Social Psychology*, 102, 323-336.

10. April 1 Therapists: issues in dealing with diversity Cultural Group Videos: Group 4

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) 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.

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

2b) 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) Kelly, S., & Boyd-Franklin, N. (2005). African American women in client, therapist, and supervisory relationships: The parallel processes of race, culture, and family. In M. Rastogi & E. Wieling (Eds.), *The voices of color: First person accounts of ethnic minority therapists* (pp. 67-89). Thousand Oaks, CA: Sage. **OR**

3b) 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.

4) 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.

RECOMMENDED: 1) Sue, S., Zane, N., Hall, G. C. N., & Berger, L. K. (2009). The case for cultural competency in psychotherapeutic interventions. *Annual Review of Psychology, 60*, 525-548.

2) Paluck, E. L., & Green, D. P. (2009). Prejudice reduction: What works? A review and assessment of research and practice. *Annual Review of Psychology, 60*, 339-367.

3) Tenenbaum, H. R., & Ruck, M. D. (2007). Are teachers' expectations different for racial minority than for European American students? A meta-analysis. *Journal of Educational Psychology, 99*, 253-273.

4) (DO NOT USE FOR YOUR SLD) Lopez, S.R., Grover, K. P., Holland, D., & Johnson, M.J., Kain, C.D., Kanel, K., Mellins, C.A., & Rhyne, MC. (1989). Development of culturally sensitive psychotherapists. *Professional Psychology: Research and Practice, 20*, 369-376.

11. April 8 Diversity and Treatment

D disparities Slide Presentations: Group 1

READ: 1) Zane, N., Sue, S., Chang, J., Huang, L., Huang, J. S., Lowe, S. M., et al. (2005). Beyond ethnic match: Effects of client-therapist cognitive match in problem perception, coping orientation, and therapy goals on treatment outcomes. *Journal of Community Psychology, 33*, 569-585. → CHANGE TO VARGAS 2019 – already posted after the readings

2) 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)

3) Whaley, A. L., & Davis, K. E. (2007). Cultural competence and evidence-based practice in mental health services; A complementary perspective. *American Psychologist, 62*, 563-574.

RECOMMENDED: 1) Sue, S., & Zane, N. (2009). The role of culture and cultural

techniques in Psychotherapy: A critique and reformulation. *Asian American Journal of Psychology*, 5, 3-14. (labeled update on credibility and giving)

12. April 15 Diversity applications

Disparities Slide Presentations: Group 2

READ: 1) How to do a genogram by Monica McGoldrick

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.

3) Donohue, B., Strada, M. J., Rosales, R., Taylor-Caldwell, A., Hise, D., Ahman, S., et al. (2006). The semistructured interview for consideration of ethnic culture in therapy scale. *Behavior Modification*, 30, 867-891.

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

RECOMMENDED: 1) Pieterse, A. L., Lee, M., Ritmeester, A., & Collins, N. M. (2013). Towards a model of self-awareness development for counselling and psychotherapy training. *Counselling Psych Quarterly*, 26, 190-207. Doi.org/10.1080/09515070.2013.793451.

13. April 22 Research Design & Implementation

Disparities Slide Presentations: Group 3

READ: 1) Ginther, D. K., Schaffer, W. T., Schnell, J., Masimore, B., Liu, F., Haak, L. L., & Kington, R. (2011). Race, ethnicity, and NIH research awards. *Science*, 0, 1-4.

2) Stirratt, M. J., Meyer, I. H., Ouellette, S. C., & Gara, M. A. (2008). Measuring identity multiplicity and intersectionality: Hierarchical class analysis (HICLAS) of sexual, racial, and gender identities. *Self and Identity*, 7, 89-111.

3) 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.

4) 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

RECOMMENDED: 1) Matias-Carrello, L. E., Chavez, L. M., Negron, G., Canino, G., Aguilar-Gaxiola, S., & Hoppe, S. K. (2003). The Spanish translation and cultural adaptation of five mental health outcome measures. *Culture, Medicine and Psychiatry*, 27, 291-313.

2) Griner, D., & Smith, T. B. (2006). Culturally adapted mental health interventions: A meta-analytic review. *Psychotherapy: Theory, research, practice, training*, 43, 531-548.

14. April 29 Diversity and Other Realms of Professional Practice/Feedback

Disparities Slide Presentations: Group 4

REFLECTION PAPERS DUE (UPLOAD BY THE START OF CLASS)

READ: 1a) Acevedo-Polakovich, I. D., Brown, T. L., Derefinko, K. J., Garriott, P. O., Gudonis, L. C., Reynaga-Abiko, G., et al. (2007). Beyond instrument selection: Cultural considerations in the psychological assessment of U.S. Latinas/os. *Professional Psychology: Research and Practice*, 38, 375-384. **OR**

1b) Okazaki, S., Ling, A., Wong, S. N., & Tu, M.-C. (2017). Cross-cultural assessment and research. In S. Kelly (Ed.), *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics*. Santa Barbara, CA: Praeger. (not provided)

2) Sue, D. W. (2008). Multicultural organizational consultation: A social justice perspective. *Consulting Psychology Journal: Practice and Research*, 60, 157-169.

3) Gregory, A., Cornell, D., & Fan, X. (2011). The relationship of school structure and support to suspension rates for black and white high school students. *American Educational Research Journal*, 48, 904-934.

4a) Watts, R.J., & Evans, A. (2000). Enhancing diversity climate in community organizations. In R.T. Carter (Ed.), *Addressing cultural issues in organizations* (pp. 193-210). Thousand Oaks, CA: Sage. **OR**

4b) Gallagher, T.J. (2000). Building institutional capacity to address cultural differences. In R.T. Carter (Ed.), *Addressing cultural issues in organizations* (pp. 229-240). Thousand Oaks, CA: Sage.

15. May 6 Multicultural Supervision, 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

2a) Yabusaki, A.S. (2010). Clinical supervision: Dialogues on diversity. *Training and Education in Professional Psychology*, 4, 55-61. doi:10.1037/a0017378 **OR**

2b) 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. **OR**

2c) Kelly, S. (2017). Conclusions drawn from the experts on tailoring treatment to diverse couples and families. In S. Kelly (Ed.), *Diversity in Couple and Family Therapy: Ethnicities, Sexualities, and Socioeconomics* (pp 453-467). Santa Barbara, CA: Praeger. (not provided)

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.

RECOMMENDED: 1) Smith, T. B., Constantine, M. G., Dunn, T. W., Dinehart, J. M., & Montoya, J. A. (2006). Multicultural education in the mental health professions: A meta-analytic review. *Journal of Counseling Psychology*, 53, 132-145.

Rubrics

Discussion Boards

	Not done (0 points)	Partially done or limited (1-3 points)	Accomplished (4-5 points)
1. What you learned	Very little to no discussion about the three key parts of the readings and what you learned from it.	Some discussion of what you learned from the readings with some unclear or vague points.	Clear and thorough discussion of three key parts of the reading and what you learned from it.
	Very little to no discussion about your critiques or	Some discussion of your critiques or disagreements with the	Clear and thorough discussion of your critiques or

2. Critique or disagreement	disagreements with the readings.	readings with some unclear or vague points.	disagreements with the readings.
3. What you liked or found to be useful	Very little to no discussion about what you liked or found to be useful with the readings.	Some discussion of what you liked or found to be useful with the readings with some unclear or vague points.	Clear and thorough discussion of what you liked or found to be useful with the readings.
4. Well written with sound arguments	Weak organization, unclear or illogical arguments.	Generally makes clear rationales or arguments with some points being vague. Some lapses in focus and/or coherence.	Rationales or arguments are clear, logical, and focused. Logical and careful organization.

Media Presentation

	Not done (0 points)	Partially done or limited (1 point)	Accomplished (2 points)
1. Valid diversity area	Does not address anything related to diversity.	Addresses a diversity topic but it is not the main focus.	Completely focused on a topic related to diversity.
2. Engages class	Does not raise one question about presentation to engage class.	Raises one vague or cursory question about the presentation.	Raises one clear and thoughtful question about the presentation.
3. Time limit (5 minutes or less)	At least 10 minutes long.	6-10 minutes.	5 minutes or less.
4. Lead breakout room	Does not lead and/or participate in discussion in breakout rooms.	Some participation in breakout rooms.	Active participation in breakout rooms.
5. Professionalism	Unprepared, unorganized.	Some lapses in preparation and organization.	A prepared and organized presentation.

Structural Disparities Presentation

	Not done (0 points)	Partially done or limited (1 point)	Accomplished (2 points)
1. Cited statistics	Very little to no statistics presented.	Statistics presented but are not clear or do not directly address the particular disparity.	Clear and focused list of statistics presented.

2. Laws/policies	Very little to no laws or policies presented.	Laws and policies presented but are not clear or do not directly address the particular disparity.	Clear and focused list of laws and policies presented.
3. Social phenomenon	No social phenomenon presented.	Social phenomenon presented but is not clear or do not directly address the particular disparity.	Clear and thoughtful discussion of social phenomenon that maintains the disparity
4. One particular disparity	Unorganized and unfocused presentation of multiple disparities	Organized presentation of more than one disparity.	Organized and focused presentation on one particular disparity.
5. Professionalism	Unprepared, unorganized, unengaged.	Some lapses in preparation and organization. Acceptable level of engagement.	A prepared and organized presentation. Very well-engaged with the class.

Cultural Group Video

	Not done (0 points)	Partially done or limited (1-3 points)	Accomplished (4 points)
1. Description of group	Very little to no discussion about the important things to know about the group.	Some discussion of key aspects of the group with some unclear or vague points.	Clear and thorough discussion of the group and the important things to know.
2. How group is treated in society	Very little to no discussion about how the group is treated and/or marginalized in society.	Some discussion about how the group is treated with some unclear or vague points.	Clear and thorough discussion of how the group is treated.
3. Group's strengths and coping	Very little to no discussion about the group's cultural strengths and ways to cope.	Some discussion about the group's strengths and coping with some unclear or vague points.	Clear and thorough discussion of the group's strengths and coping.
4. Implications for treatment	Very little to no discussion about implications for psychological treatment for the group.	Some discussion about the implications for treatment with some unclear or vague points.	Clear and thorough discussion of the implications for treatment.
5. Professionalism	Unprepared, unorganized, unengaged.	Some lapses in preparation and organization. Acceptable level of engagement.	A prepared and organized presentation. Very well-engaged with the class.

Final Reflection Paper

	Not done (0 points)	Partially done or limited (1-3 points)	Accomplished (4-5 points)
1. Thoughtful reflection	Very little attention and effort evident.	Some attempt to make in-depth reflections with some vague points. Ideas supported by limited relevant ideas.	Reflections are in depth, well-detailed, and fleshed out. Effort made is clear. The depth of idea development and insight are supported by elaborated and relevant details.
2. Demonstration of goal	Does not address one of the paper topics and a diversity topic.	The depth of idea development supported by limited relevant ideas.	Fully addresses a reflection topic and diversity topic in a clear way.
3. Sound rationales	Unclear or illogical rationales or arguments.	Generally makes clear rationales or arguments with some points being vague.	Rationales or arguments are clear, logical, and focused.
4. Writing	Weak organization, significant misspellings and/or grammatical errors that make the paper very difficult to read. Paper does not meet page limit.	Some lapses in focus and/or coherence. Some misspellings and/or grammatical errors. Paper meets the page limit.	Logical and careful organization, very little to no misspellings and/or grammatical errors. Paper meets the page limit.

Participation Analysis

Criteria/Grade	A=18-20	B=16-17	C=14-15	F=<14
Regular Attendance	Attends all classes	Misses 1 class	Misses 2 classes	Misses 3 or more classes
Lateness	Always on time	Lateness is neither often nor extensive	More than 3 lateness or lateness that accumulate for more than an hour	More than 4 lateness or lateness that accumulate for more than 2 hours
Participation	Actively participates, contributing appropriately to class discussions, shows evidence of reading texts, rarely leaves class	Generally attentive and participatory, shows evidence of reading texts. Generally, remains throughout class – breaks, if used, are limited in time and number	Inattentive as evidenced by distracting behaviors. Little participation or evidence of reading. Takes frequent or long breaks	Takes frequent or long breaks, engages in alternate activities in class, little or no participation or evidence of reading

Group Participation	Fully actively engages in group work and discussion.	Generally attentive and participatory.	Poor participation, misses one of two experiential group activities.	No group participation.
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Important Dates:

First day of the Spring Semester	Thursday, January 21, 2021	
Summer Semester Registration Begins	TBD	
Last day to add or drop a course	TBD	
Last day to drop a course without a "W"	TBD	
Spring Break	March 13-21, 2021	NO CLASS
Fall Semester Registration begins	April 18, 2021	
Last Day of Spring Semester	May 8, 2021	

Class Attendance and Remediation

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. If you miss more than two classes, you must talk to Dr. Kelly about how to make up the time.* If you are forced to miss an excessive amount 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. The only excused absences are those that are serious or required (e.g., personal medical emergencies or serious illness/injury; death or serious illness in the family; military duties; jury duty). They will always require some form of documentation: Examples include a doctor's note (on letterhead and signed by the doctor); obituary or funeral program; court order/notice; etc.). You must always supply me with the original or a copy of your documentation, which I will keep on file. Only students with approved documentation can be given an excused absence.

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

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>

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

APA Citation Style. All papers MUST be written using the APA style (6 ed.).

Student Resources

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

Title IX mandated reporting

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

Accommodations due to Disability

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.

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

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.