



Master of Applied Psychology (MAP)  
Graduate School of Applied and Professional Psychology (GSAPP)  
Rutgers University New Brunswick, New Jersey Spring 2025 Civic and Global Citizenship,  
Social Justice, and Cultural Diversity  
18:844:510:01 Credits: 3 Level: Graduate Thursdays Nelson 340 12:55-3:25p  
Instructor: Deirdre Waters, PsyD E-mail: [dw585@gsapp.rutgers.edu](mailto:dw585@gsapp.rutgers.edu)  
Course Assistant : Biage Alexandre Email: [biagiott@echo.rutgers.edu](mailto:biagiott@echo.rutgers.edu)  
Office Hours: Tuesday 1:30-3:30p and By Appointment

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**Rutgers University Land Acknowledgment:** 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 who 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.

**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 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 micro-aggressions, 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 important related to cultural diversity in a constructive manner.
2. Describe and critique well-known diversity theories and concepts and apply them to psychological practice
3. Describe the worldviews/values, history/experiences and contexts, strengths and coping of several diverse marginalized groups.
4. Provide and discuss examples of how diversity operates in everyday life.
5. Assess the relevance of major areas of diversity in your life and those of others that are different from you.
6. Demonstrate self-awareness about multicultural topics.

**Methods of Evaluation: (100 point system)**

**Class Participation: 30 points** (defined in Canvas)

**Video Presentation: 15 points** (rubric posted on Canvas)

**Article Assignment: 10 points** (assignment posted on Canvas)

**Reflection Statements: 20 Points** (4 journal submissions; assignment posted on Canvas)

**EDI Statement For Future Practice: 15 points** (assignment posted on Canvas)  
**Civic Engagement Assignment: 10 points** (assignment posted)

### Grading:

<b>A</b>	<b>90-100</b>
<b>B+</b>	<b>87-89</b>
<b>B</b>	<b>80-86</b>
<b>C</b>	<b>70-79</b>
<b>F</b>	<b>0-69</b>

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments Due</b>
Week 1: 01/23	Introductions	Syllabus	In class exercises
Week 2: 01/30	Civics and Global Citizenship	McFarland, S., & Hornsby, W. (2015). An analysis of five measures of global human identification. <i>European Journal of Social Psychology</i> , 45(7), 806–817  Chenneville, T., Toler, S., & Gaskin-Butler, V. T. (2012). Civic Engagement in the Field of Psychology. <i>Journal of the Scholarship of Teaching and Learning</i> , 12(4), 58–75.	In class exercises
Week 3: 02/06	Disability/ Ableism/ Ageism  CLARA Workshop By Dr. Friedman	Branco, C., Ramos, M. R., & Hewstone, M. (2019). The Association of Group-Based Discrimination with Health and Well-Being: A Comparison of Ableism with Other “Isms.” <i>Journal of Social Issues</i> , 75(3), 814–846.  Levine, A., & Breshears, B. (2019). Discrimination at every turn: An intersectional ecological lens for rehabilitation. <i>Rehabilitation Psychology</i> , 64(2), 146–153.  Shmulsky, S., Gobbo, K., Donahue, A., & Klucken, F. (2021). Do Neurodivergent College Students Forge a Disability Identity? A Snapshot and Implications. <i>Journal of Postsecondary Education &amp; Disability</i> , 34(1), 53–63.  Smith, O., & Jones, S. C. (2020). “Coming Out” with Autism: Identity in People with an Asperger’s Diagnosis After DSM-5. <i>Journal of Autism &amp; Developmental Disorders</i> , 50(2), 592–602.  Forber-Pratt, A. J., Merrin, G. J., Mueller, C. O., Price, L. R., & Kettrey, H. H. (2020). Initial Factor Exploration of Disability Identity. <i>Rehabilitation Psychology</i> , 65(1), 1–10.	In class exercises 1st Reflective Statement due by 02/06 11:59pm Video presentations begin
Week 4: 02/13	Racial Identity Across Racial Groups/ Ethnic and Cultural Considerations	Helms, J. E. (2017). The challenge of making Whiteness visible: Reactions to four Whiteness articles. <i>The Counseling Psychologist</i> , 45(5), 717–726.  Tormala, T. T., Patel, S. G., Soukup, E. E., & Clarke, A. V. (2018). Developing Measurable Cultural Competence and Cultural Humility: An Application of the Cultural Formulation. <i>TRAINING AND EDUCATION IN PROFESSIONAL PSYCHOLOGY</i> , 12(1), 54–61.  Rahim, H. F., Mooren, T. T. M., van den Brink, F., Knipscheer, J. W., & Boelen, P. A. (2021). Cultural identity conflict and psychological well-being in bicultural young adults: Do self-	In class exercises

		<p><u>concept clarity and self-esteem matter? Journal of Nervous and Mental Disease, 209(7), 525–532</u></p> <p><u>Liu, Y., &amp; Kramer, E. (2019). Conceptualizing the Other in Intercultural Encounters: Review, Formulation, and Typology of the Other-Identity. Howard Journal of Communications, 30(5), 446–463.</u></p>	
Week 5: 02/20	LGBQA+	<p>Bishop, M. D., Fish, J. N., Hammack, P. L., &amp; Russell, S. T. (2020). Sexual identity development milestones in three generations of sexual minority people: A national probability sample. <i>Developmental Psychology</i>, 56(11), 2177–2193.</p> <p>Boyer, S. J., &amp; Lorenz, T. K. (2020). The impact of heteronormative ideals imposition on sexual orientation questioning distress. <i>Psychology of Sexual Orientation and Gender Diversity</i>, 7(1), 91–100</p> <p>Ghabrial, M. A., &amp; Andersen, J. P. (2021). Development and Initial Validation of the Queer People of Color Identity Affirmation Scale. <i>Journal of Counseling Psychology</i>, 68(1)</p> <p>Logie, C. H., Bogo, M., &amp; Katz, E. (2015). “I Didn’t Feel Equipped”: Social Work Students’ Reflections on a Simulated Client “Coming Out.” <i>Journal of Social Work Education</i>, 51(2), 315–328.</p> <p>Moore, K., Camacho, D., &amp; Spencer-Suarez, K. N. (2021). A mixed-methods study of social identities in mental health care among LGBTQ young adults of color. <i>American Journal of Orthopsychiatry</i>, 91(6), 724–737</p> <p>Provence, M. M., Parent, M. C., Rochlen, A. B., &amp; Chester, M. R. (2019). Development of the Gay Male Heterophobia Scale. <i>Psychology of Men &amp; Masculinities</i>, 20(1), 44–54.</p> <p>Semrow, M., Zou, L. X., Liu, S., &amp; Cheryan, S. (2020). Gay Asian Americans are seen as more American than Asian Americans who are presumed straight. <i>Social Psychological and Personality Science</i>, 11(3), 336–344</p> <p>Toft, A., Franklin, A., &amp; Langley, E. (2020). “You’re not sure that you are gay yet”: The perpetuation of the “phase” in the lives of young disabled LGBT plus people. <i>SEXUALITIES</i>, 23(4), 516–529.</p> <p>William J. Hall, Hayden C. Dawes, &amp; Nina Plocek. (2021). Sexual Orientation Identity Development Milestones Among Lesbian, Gay, Bisexual, and Queer People: A Systematic Review and Meta-Analysis. <i>Frontiers in Psychology</i>, 12.</p>	In class exercises Article Assignment due by 02/20
Week 6: 02/27	Sex and Gender	<p><u>Megan Willerth, Tamer Ahmed, Susan P. Phillips, Mario Ulises Pérez-Zepeda, Maria Victoria Zunzunegui, Mohammad Auais (2020). The relationship between gender roles and self-rated health: A perspective from an international study. Archives of Gerontology and Geriatrics, Volume 87.</u></p> <p><u>Feigt, N. D., Domenech Rodríguez, M. M., &amp; Vázquez, A. L. (2022). The impact of gender-based microaggressions and internalized sexism on mental health outcomes: A mother-daughter study. Family Relations, 71(1)</u></p> <p><u>Stokes, M. N., Hope, E. C., Cryer-Coupet, Q. R., &amp; Elliot, Erin. (2020). Black Girl Blues: The Roles of Racial Socialization, Gendered Racial Socialization, and Racial Identity on Depressive Symptoms among Black Girls. Journal of Youth &amp; Adolescence, 49(11), 2175–2189.</u></p> <p><u>Halim, M. L. D., Ruble, D. N., Tamis, L. C. S., Shrout, P. E., &amp; Amodio, D. M. (2017). Gender Attitudes in Early Childhood: Behavioral Consequences and Cognitive Antecedents. Child Development, 88(3), 882–899</u></p>	In class exercises

		<p><u>Cencirulo, J., McDougall, T., Sorenson, C., Crosby, S., &amp; Hauser, P. (2021). Trainee experiences of racism, sexism, heterosexism, and ableism (the 'ISMs') at a Department of Veterans Affairs (VA) healthcare facility. Training and Education in Professional Psychology, 15(3), 242–249</u></p> <p><u>Hipp, T. N., Gore, K. R., Toumayan, A. C., Anderson, M. B., &amp; Thurston, I. B. (2019). From conversion toward affirmation: Psychology, civil rights, and experiences of gender-diverse communities in Memphis. American Psychologist, 74(8), 882–897.</u></p> <p><u>Stanton, A. M., Batchelder, A. W., Kirakosian, N., Scholl, J., King, D., Grasso, C., Potter, J., Mayer, K. H., &amp; O'Cleirigh, C. (2021). Differences in mental health symptom severity and care engagement among transgender and gender diverse individuals: Findings from a large community health center. PLoS ONE, 16(1)</u></p> <p><u>Puchette, J. (2021). Divided Dignity: 2Sgbtqia+* Disabled People and Employment. Abilities, 127, 8–11</u></p>	
Week 7: 03/06	Racism, Prejudice, and White Supremacy	<p><u>David, E. J. R., Schroeder, T. M., &amp; Fernandez, J. (2019). Internalized Racism: A Systematic Review of the Psychological Literature on Racism's Most Insidious Consequence. Journal of Social Issues, 75(4), 1057–1086</u></p> <p><u>Chopra, S. B. (2021). Healing from internalized racism for Asian Americans. Professional Psychology: Research and Practice, 52(5), 503–512.</u></p> <p><u>Yearby, R. (2019). Internalized Oppression: The Impact of Gender and Racial Bias in Employment on the Health Status of Women of Color. Seton Hall Law Review, 49(5), 1037–1066.</u></p> <p><u>Gushue, G. V., Walker, A. D., &amp; Brewster, M. E. (2017). Motivation and color-blind racial attitudes among White psychology trainees. Training &amp; Education in Professional Psychology, 11(2), 78–85.</u></p> <p><u>Castillo, K., Reynolds, T. C. J. D., Lee, M., &amp; Elliott, J. L. (2020). Black-Asian American identity: An exploratory study on how internalized oppression impacts identity development. Asian American Journal of Psychology, 11(4), 233–245.</u></p> <p><u>Roberts, S. O., &amp; Rizzo, M. T. (2021). The psychology of American racism. American Psychologist, 76(3), 475–487.</u></p> <p><u>Wilcox, M. M., &amp; Taylor, T. O. (2022). Ban the box: Addressing effects of systemic racism on justice-involved individuals in pathways to professional psychology. Training and Education in Professional Psychology</u></p> <p><u>Gillborn, S., &amp; Gillborn, D. (2021). Racism, psychology and higher education: A response to "Seeking equality of educational outcomes for Black students: A personal account" by Louise Taylor. Psychology of Education Review, 45(2), 23–29.</u></p>	In class exercises 2 <sup>nd</sup> Reflective Statement due by 03/06
Week 8: 03/13	Religion/Spirituality/The Immigration Experience	<p><u>Akiva Turner. (2016). Chassidic Teachings and Modern Psychology: Toward a More Unified Approach. Journal of Religion and Health, 55(3), 973–985.</u></p> <p><u>Lewis, M. E. L., Akhu, A., &amp; Hunter, C. D. (2021). Advancing African Psychology: An Exploration of African American College Students' Definitions and Use of Spirit in Times of Stress. Journal of Black Psychology, 47(7), 507–541.</u></p> <p><u>Liu, Y. (2021). Sport Psychology practice in Thailand: Does Buddhist religion and spirituality matter? REVISTA DE PSICOLOGIA DEL DEPORTE, 30(1), 176–188</u></p>	In class exercises

		<p><u>Robbins, R., &amp; Ji Y. Hong. (2013). Building Bridges between Spirituality and Psychology: An Indigenous Healer's Teachings about Befriending the Self. Journal of Transpersonal Psychology, 45(2), 172–197</u></p> <p><u>Stefa-Missagli, S., Unterrainer, H.-F., Giupponi, G., Wallner-Liebmann, S.-J., Kapfhammer, H.-P., Conca, A., Sarlo, M., Berardelli, I., Sarubbi, S., Andriessen, K., Kryszyska, K., Erbuto, D., Moujaes-Droescher, H., Lester, D., Davok, K., &amp; Pompili, M. (2020). Influence of Spiritual Dimensions on Suicide Risk: The Role of Regional Differences. Archives of Suicide Research, 24(4), 534–553.</u></p> <p><u>Tropp, L. R., Erkut, S., Coll, C. G., Alarcon, O., Garcia, H. A. V., Tarakeshwar, N., Pargament, K. I., &amp; Mahoney, A. (2003). Psychological Acculturation Scale. Journal of Community Psychology, 31, 607–628.</u></p> <p><u>Walker DF, Gorsuch RL, Tan S, &amp; Otis KE. (2008). Use of religious and spiritual interventions by trainees in APA-accredited Christian clinical psychology programs. Mental Health, Religion &amp; Culture, 11(6), 623–633.</u></p>	
Week 9: 03/20	Spring Break	Spring Break	Spring Break
Week 10: 03/27	Poverty/ Unemployment/ Environment	<p><u>Sommer, L. K., Swim, J. K., Keller, A., &amp; Klockner, C. A. (2019). "Pollution Pods": The merging of art and psychology to engage the public in climate change. GLOBAL ENVIRONMENTAL CHANGE-HUMAN AND POLICY DIMENSIONS, 59, 101992.</u></p> <p><u>Riley, R., de Preux, L., Capella, P., Mejia, C., Kajikawa, Y., &amp; de Nazelle, A. (2021). How do we effectively communicate air pollution to change public attitudes and behaviours? A review. Sustainability Science, 16(6), 2027–2047</u></p> <p><u>Komatsu, H., Rappleye, J., &amp; Silova, I. (2019). Culture and the independent self: obstacles to environmental sustainability? Anthropocene, 26, Article 100198. <a href="https://doi.org/10.1016/j.ancene.2019.100198">https://doi.org/10.1016/j.ancene.2019.100198</a></u></p> <p><u>Ivanova, D., Stadler, K., Steen-Olsen, K., Wood, R., Vita, G., Tukker, A. and Hertwich, E.G. (2016). Environmental Impact Assessment of Household Consumption. Journal of Industrial Ecology, 20: 526-536. <a href="https://doi.org/10.1111/jiec.12371">https://doi.org/10.1111/jiec.12371</a></u></p> <p><u>Schroering, C. (2021). Constructing another world: Solidarity and the right to water. Studies in Social Justice, 15(1), 102–128. <a href="https://doi.org/10.26522/ssj.v15i1.2435">https://doi.org/10.26522/ssj.v15i1.2435</a></u></p>	In class exercises
Week 11: 04/03	Day of Civic Engagement	World Class	Civic Engagement Exercise Due
Week 12: 04/10	Class Choice	Students identify readings	3rd Reflective Statement Due 04/10
Week 13: 04/17	Social Justice and Psychology/ Decolonizing	<p><u>Samuel, C. A., &amp; Ortiz, D. L. (2021). "Method and meaning": Storytelling as decolonial praxis in the psychology of racialized peoples. New Ideas in Psychology, 62</u></p> <p><u>Pillay, S. R. (2017). Cracking the fortress: can we really decolonize psychology? South African Journal of Psychology, 47(2), 135–140.</u></p>	In class exercises

	Psychology	<p>Singh, A. A., Appling, B., &amp; Trepal, H. (2020). Using the Multicultural and Social Justice Counseling Competencies to Decolonize Counseling Practice: The Important Roles of Theory, Power, and Action. <i>Journal of Counseling &amp; Development</i>, 98(3), 261–271.</p> <p>Horne, S. G. (2020). The challenges and promises of transnational LGBTQ psychology: Somewhere over and under the rainbow. <i>American Psychologist</i>, 75(9), 1358–1371.</p> <p>King, P., Hodgetts, D., Rua, M., &amp; Morgan, M. (2017). Disrupting being on an industrial scale: Towards a theorization of Māori ways-of-being. <i>Theory &amp; Psychology</i>, 27(6), 725–740</p> <p>Fisher, E. S. (2020). Cultural humility as a form of social justice: Promising practices for global school psychology training. <i>School Psychology International</i>, 41(1), 53-66. <a href="https://doi.org/10.1177/0143034319893097">https://doi.org/10.1177/0143034319893097</a></p>	
Week 14: 04/24	Diversity Application In Practice		In class exercises Last Day to Present Video EDI Statement Present to Class
Week 15: 05/01	Final Wrap Up		4 <sup>th</sup> Reflective Statement Due 05/01

### **Additional Course Information:**

1. **Email communication phone access:** Email is the best way to contact the instructor (dw585@rutgers.edu) Typically, I will respond to your emails within 48 hours. If you did not receive a response within this time frame, please resend your message. **In cases of emergency only**, students can contact me by phone (732-581-4657). Calls will be returned as soon as possible. In addition, Canvas tools will be used for communication throughout the semester.
2. **Personal disclosures:** It is recommended that you do not discuss personal histories when discussing thoughts and reactions to the material presented. In the event that anyone feels particularly distressed by anything discussed/assigned, I am requesting that you make this known to me. You can call me or contact me by e-mail. If necessary, I can make referrals for further services. However, if personal issues are accidentally revealed, it is expected that members of the class will maintain confidentiality.

### **3. Reasonable Accommodation:**

GSAPP is firmly committed to reasonable accommodation of disability-related needs. Students entitled to this accommodation are encouraged to request assistance from the Office of Disability Services Kreeger Learning Center, 151 College Avenue; [dfoffice@rci.rutgers.edu](mailto:dfoffice@rci.rutgers.edu), and to provide the department, and instructors, with paperwork and communication from that office. See: <https://ods.rutgers.edu/>.

### **4. Academic Integrity:**

All GSAPP students are responsible for knowing, and conforming to, principles of academic integrity, as specified in: <http://academicintegrity.rutgers.edu/academic-integrity-policy/> If using ChatGPT or any other AI tool, students must ask for permission from the instructor to use this tool, it must be cited as an outside source using APA guidelines, and include a paragraph written that explains what the student used the AI for and what prompt(s) were used to get the results used.

### **5. Writing Assistance:**

The university provides resources for students who feel they need assistance in improving their writing. It is your responsibility to make use of this help, should you need it. You can contact: Shawn Taylor, Ed.D. College Avenue Learning Center Academic Building, Room 1247 15 Seminary Place 848-932-1662 [sktaylor@rutgers.edu](mailto:sktaylor@rutgers.edu)

### **6. Classroom Etiquette:**

Please refrain from using electronic devices for non-class related material during class as it is distracting and inconsiderate of other students and the instructor. Please do not arrive late to class or disrupt the class as it is distracting and inconsiderate of other students and the instructor. Please follow university guidelines regarding wearing masks in the classroom, maintaining social distance and no eating if on campus.

### **7. Title IX mandated reporting**

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