

**Psychology 750**  
**DIVERSITY IN PSYCHOLOGY**

Fall 2016

**REQUIRED RESEARCH ARTICLES**

There are also assorted required articles as that will be assigned in a revised version of this syllabus. PDF's of these articles are available online through the UNLV Libraries website and are posted on WebCampus. The due dates for the readings are listed in the course schedule.

- American Psychological Association (2012). Dual Pathways to a Better America: Preventing Discrimination and Promoting Diversity. Retrieved from <http://www.apa.org/pubs/info/reports/dual-pathways-report.pdf>
- American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 58, 377-402.
- American Psychological Association (2007). Guidelines for psychological practice with girls and women. *American Psychologist*, 62, 979-979.
- American Psychological Association. (2004). Guidelines for psychological practice with older adults. *American Psychologist*, 59, 236-260.
- American Psychological Association (2015). Guidelines for psychological practice with transgender and gender nonconforming people. Retrieved from <http://www.apa.org/practice/guidelines/transgender.pdf>
- Greenwald, A. G. & Pettigrew, T. F. (2014), With malice toward none and charity for some: Ingroup favoritism enables discrimination. *American Psychologist*, 69, 669-684.
- Hayes, P. A. (2008). Becoming a culturally responsive therapist. In *Addressing Cultural Complexities in Practice: A Framework for Clinicians and Counselors*. American Psychological Association.
- Hayes, P. A. (2008). Looking into the clinician's mirror: Cultural self-assessment. In *Addressing Cultural Complexities in Practice: A Framework for Clinicians and Counselors*. American Psychological Association.
- Post, B. C., & Wade, N. G. (2009). Religion and spirituality in psychotherapy: A practice-friendly review of research. *Journal of Clinical Psychology*, 65, 131-146.
- Smedley, A., & Smedley, B. D. (2005). Race as Biology is Fiction, Racism as a Social Problem is Real. *American Psychologist*, 60, 16-26.
- Sue, S., Cheng, J. K. Y., Saad, C. S., & Chu, J. P. (2012). Asian American mental health: A call to action. *American Psychologist*, 67, 532-544.
- Yakushko, O. (2010). Clinical work with limited English proficiency clients: A phenomenological exploration. *Professional Psychology: Research and Practice*, 41, 449-455.

**ADDITIONAL MATERIALS:**

You will also have weekly short reading assignments that are generally news articles. It is your responsibility to check DropBox 2 days prior to class for added material for that week. You must read anything in the Dropbox folder *prior to* class. Various videos, case studies, and current events will be brought into class by Dr. Lefforge. These and others TBD depending on course flow.

**LEARNING OBJECTIVES:**

The principal goals of this course cover 3 categories:

- 1) Self-awareness and self-exploration

1. Students will explore their own multicultural make-up and examine how it may influence them as a person and psychologist in order to understand what it means to be a culturally-competent psychologist.
  2. Students will question the dominant world-view to better understand multicultural contexts.
  3. Students will become more aware of personal world-views to understand how such a view can affect clients/patients.
- 2) Knowledge
1. Students will gain knowledge and understanding about different ethnic, racial, cultural, socio-economic and sexual identity groups in order to understand their impact on survival and development.
  2. Students will gain awareness of how some of the major schools of therapy, psychological theory, and research may be biased to grasp how they may not match with persons of diverse multicultural backgrounds.
  3. Students will understand barriers that prevent some patients from using mental health services in order to devise strategies for improving access to care..
- 3) Intervention and Research Techniques and Skills
1. Students will explore how to respond in a culturally sensitive and informed manner in order to address culturally diverse clients .
  2. Students will explore conceptual issues in multiculturally sensitive research in order to better critique studies.
  3. Students will consider ethical guidelines in a multi-cultural context to apply to clinical issues.

### **CONFIDENTIALITY AND CONDUCT:**

There is a significant experiential component to this class: A large part of being culturally competent is self-awareness, self-exploration, and open-minded self-examination. Consequently, it is essential that this class be a safe environment for disclosure and discussion, even about very difficult and emotionally charged topics. Thus, the class will collaboratively draft a confidentiality agreement agreed upon by all that pledges to treat ourselves and others with respect and courtesy throughout the course. It is CRITICAL that students experience the classroom as safe and respectful.

### **COURSE REQUIREMENTS:**

1. **Active and Engaged Participation (10% of final grade):** The class will primarily follow a seminar format requiring active and engaged participation in class discussions. Clearly this assumes attendance and keeping up with the reading. You will be called upon in class to comment on the readings and you will be expected to lead and respond to discussions so preparation is essential (See requirement 7 below). You will also have small assignments that require appropriate self-disclosure and discussion. You will also be required to submit thoughtful discussion points in response to the 3 non-textbook required readings prior to class. Active engagement in classes in which these texts are discussed is essential.
2. **Diversity in Current Events (10%):** Each week beginning in Week 3, students will be tasked with finding a current event that highlights diversity issues. This task will be evenly distributed among students. You will be expected to share the news story with your classmates at least 2 days prior to class via Dropbox and you must be prepared to generate thoughtful conversation about the story. When picking your story, look for articles that highlight current diversity issues with widespread implications. Topics that are contentious/debated are particularly good. Mostly, stay away from news stories that feature abnormal behavior from fringe groups or rogue individuals unless these stories make a compelling point that is applicable to serious consideration of diversity issues.

3. **Reflective Paper on Developing Cultural Competence (20% of final grade):** You will be required to write a reflective paper on your experience of developing cultural competence over the course of the semester. You should discuss where you noticed personal growth, topics you struggled with, and identify areas for continued growth. You should discuss experiences (in-class, out-of class, readings, viewings, in practice, etc.) that contributed to your experience (please do not provide summaries of any of the materials). Your paper should be long enough to capture all of this reflection in a significant way. Although a page limit is not enforced, it is expected that papers will tend to be about 5 pages. Your paper should be written in APA format (6<sup>th</sup> edition).
4. **Presentation (20% of final grade):** You will be required to conduct a 45-minute presentation on a designated socio-political topic to enhance understanding of cultural context that is direct relevance to culturally competent clinical practice. You are expected to draw from the empirical literature for this presentation and provide the class with a copy of your slide presentation and annotated bibliography of the materials you used. Your presentation should cover the following elements:
  1. History of the issue including an overview of relevant legislation, movements, etc.
  2. Explanation of advocates' position on the issue with relevant data
  3. Explanation of oppositions' position on the issue with relevant data
  4. Review any relevant psychological science (this can be done in Sections 2 & 3, but may need additional coverage in an additional section)
  5. Generate discussion including stimulating consideration of issue's relevance to psychotherapy and possibly psychological assessment.

Time your presentation to last no more than one hour; practice, practice, practice to make sure your timing is appropriate. **START PREPARING FOR YOUR PRESENTATION WELL IN ADVANCE OF THE DUE DATE!!!** You will be expected to provide your audience with handouts of your slides and a bibliography. You will be graded on organization, presentation style, content, bibliography (at least 10 references to give the class where they can find additional information), and generation of discussion.

*Topic List with Dates*

- Black Lives Matter Movement (9/28)
- Native American Land Rights (10/5)
- Immigration Reform (10/26)
- Affirmative Action (11/2) OR  
Refugee Crisis (11/2)
- Conscience Clause in Psych Training (11/23)  
*may discuss other religious freedom contention*
- Transgender Laws (e.g., bathroom laws; 11/30) OR  
LGBTQ Rights and/or Conversion Therapy (11/30) OR  
Parental Leave Policies (11/30)
- Mental Illness in Prison System (12/7) OR  
Mental Health Parity (12/7) OR  
Disabilities & Access to healthcare, edu, etc. (12/7)

5. **Take Home Messages (10% of final grade):** Each class will conclude with each student generating a take-home point that s/he considers important for his/her professional and/or personal development. These take-home messages are shared with one another at the end of class and each student records his/her own. At the end of the semester, you will turn in a copy of your own take-home messages.

6. **Final Exam (20% of final grade):** There will be a final exam consist of a clinical vignettes for which you will be required to write and/or orally present assessment and treatment considerations from a multicultural perspective.
7. **Familiarity with Readings (10% of final grade):** Each class will begin with a brief quiz on the readings due that day. You are expected to arrive to class on time with a basic understand of any assigned reading/s to successfully complete these quizzes. *Please note that not meeting this requirement can also affect performance and evaluation on other course requirements.*

**GRADING:** 95-100%: A      90-94: A-      85-89%: B+      80-84: B      75-79: B-      below 75%: F

## UNIVERSITY POLICIES

**Academic Misconduct**— Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**— **Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**— Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring and Coaching—The Academic Success Center (ASC)** provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

#### **Library statement:**

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**COURSE SCHEDULE:**

The course outline is designed to provide a flexible, general outline of the course timeline. Given that the course is primarily discussion-based, the syllabus will be modified according to my assessment of the class's specific interests and needs.

DATE	MAIN TOPIC	DISCUSSION/PRESENTATION/ ASSIGNMENTS DUE	READINGS DUE DAY OF CLASS
Week 1 8/31/16	-Introduction to the course	-Introduction to content -Assumptions/expectations/concerns -Safety in class -ADDRESSING assignment	-Sue, Chapter 1  -Start reading Stevenson
Week 2 9/7/16	-Self-exploration of cultural identity	-Personal journey of therapist  <i><b>Presentations on self using ADDRESSING framework</b></i>	-Start reading ahead in Sue  -Hays' Chapters (ADDRESSING Cultural Complexities in Practice)  -Continue reading Stevenson
Week 3 9/14/16	-Dimensions of multicultural counseling	-Cultural universality vs. relativism -Tripartite Framework -Implicit Bias -Ingroup/Outgroup Dynamics -Systemic oppression	-Sue, Chapter 2 & 3  -Greenwald, A. G. & Pettigrew, T. F. (2014), With malice toward none and charity for some: Ingroup favoritism enables discrimination. <i>American Psychologist</i> , 69, 669-684.  - APA Multicultural Guidelines  -Continue reading Stevenson
Week 4 9/21/16	- Political dimensions of mental health practice -Experience as racial minority in America	-Microaggressions -Conceptualization of race -Diversification of USA -Social justice -"Otherness" -Acculturation	-Sue, Chapters 4, 5, & 6  -Smedley, A., & Smedly, B. D. (2005). Race as Biology is Fiction, Racism as a Social Problem is Real. <i>American Psychologist</i> , 60, 16-26.  -Continue reading Stevenson
Week 5 9/28/16	-Culturally competent practice: Overcoming barriers and developing skills - Political dimensions continued -African American Considerations	-Barriers to multicultural counseling -Racism in the justice system <i><b>-Discuss Stevenson book</b></i>  -Discuss African American Population  <i><b>-Presentation Possible: BLM Movement</b></i>	-Sue, Chapters 7, 8, 9, & 14 -Finish reading Stevenson -Start reading Fadiman

Week 6 10/5/16	-American Indian and Alaska Native Considerations -Arab American Considerations -Muslim American Consideration	-Discuss American Indian Population -Discuss Arab American Population -Discuss Muslim American Population  -Presentation Possible: Native American Land Rights	-Sue, Chapters 15 & 19  -Continue reading Fadiman
Week 7 10/12/16	-Asian American and Pacific Islander Considerations -Racial Identity Development -White Identity Development	-Discuss Asian American Population	-Sue, Chapters 11, 12, & 16  - Sue, S., Cheng, J. K. Y., Saad, C. S., & Chu, J. P. (2012). Asian American mental health: A call to action. <i>American Psychologist</i> , 67, 532-544.  -Continue reading Fadiman
Week 8 10/19/16	<b>No Class Due to Presidential Debates</b> <b>Watch "Which Way Home" On Your Own (available via online streaming through UNLV library)</b>		
Week 9 10/26/16	-Hispanic/Chicano/Latino American Considerations -Immigrant and Refugee Considerations continued -Multiracial Considerations	-Discuss Hispanic American Population  -Presentation Possible: Immigration Reform	-Sue Chapter 17 & 18  - Continue reading Fadiman
Week 10 11/2/16	-Immigrant and Refugee Considerations continued -Importance of Language -Culturally Competent Assessment	-Discuss immigrant population in the United States -Multiracial considerations -Use of translators -Bilingual/multilingual therapy -Indigenous healing  -Discuss Fadiman book  -Presentation Possible: Affirmative Action -Presentation Possible: Refugee Crisis	-Sue, Chapters 10, 13, & 20  -Yakushko, O. (2010). Clinical work with limited English proficiency clients: A phenomenological exploration. <i>Professional Psychology: Research and Practice</i> , 41, 449-455.  -Finish reading Fadiman
Week 11 11/9/16	-Socio-Economic Status Considerations	-Discuss SES -Individuals living in poverty -Health and SES	-Sue, Chapter 25  -Fuller-Rowell, T. E., Evans, G. W., & Ong, A. D. (2012). Poverty and health: The mediation role of perceived discrimination. <i>Psychological Science</i> , 23, 734-739.  -Start reading Saks

Week 12 11/16/16	-Aging	-Discuss working with older adults	-Sue, Chapter 24  -APA Guidelines for Working with Older Adults  -Continue reading Saks
Week 13 11/23/16	-Religious Considerations	-Discuss religion  -Presentation Possible: Conscience Clause	-Sue, Chapter 21  - Post, B. C., & Wade, N. G. (2009). Religion and spirituality in psychotherapy: A practice-friendly review of research. <i>Journal of Clinical Psychology</i> , 65, 131-146.  -Continue reading Saks
Week 14 11/30/16	-Issues related to Women and Sexism -Gay/Lesbian/Bisexual / Transgender/Questioning Considerations	-Discuss sex & gender -Discuss GLBTQ Population -Conversion therapy  -Presentation Possible: Transgender Laws -Presentation Possible: LGBTQ Rights or Conversion Therapy -Presentation Possible: Parental Leave	-Sue, Chapters 23 & 26  -American Psychological Association. (2015). Guidelines for Psychological Practice with Transgender and Gender Nonconforming People. Retrieved from <a href="http://www.apa.org/practice/guidelines/transgender.pdf">http://www.apa.org/practice/guidelines/transgender.pdf</a> - APA Guidelines for Psychological Practice with Girls and Women  -Continue reading Saks
Week 15 12/7/16	-Disability and Mental Illness -Wrapping up: Reviewing the major themes and identifying challenges	-Discuss disabled populations -Discuss accommodations -Discuss stigma and mental illness -Discuss serious mental illness  -Discuss Saks book  -Presentation Possible: Mental Illness in Prison System -Presentation Possible: Mental Health Parity -Presentation Possible: Disabilities & Access	-Sue, Chapter 22  -American Psychological Association (2012). Dual Pathways to a Better America: Preventing Discrimination and Promoting Diversity. Retrieved from <a href="http://www.apa.org/pubs/info/reports/dual-pathways-report.pdf">http://www.apa.org/pubs/info/reports/dual-pathways-report.pdf</a> (Emphasis on parts II and III)  -Finish reading Saks
Week 16 12/15/16	<b>FINAL EXAM</b>	<b>Final Exam December 14 -10:10 AM and 12:10pm</b>	<b>Schedule your final exam time with instructor</b>