



PSY 6290, SPRING 2011
DIVERSITY ISSUES IN TREATMENT AND ASSESSMENT

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Course Description. This course is designed to promote the development, maintenance, and evolution of cultural competence in psychologists-in-training, so that they may be ready to engage in their professional roles (whether teaching, research, practice, and/or service). Psychologists have a professional imperative to attend to culture in all of their professional activities as outlined by the various ethics codes of our profession (ACA; APA; NASP) as well as the most up-to-date standards of teaching (e.g., Halpern, 2010), research (e.g., Trimble & Fisher, 2006), and practice (e.g., APA report on evidence-based practice in psychology; APA, 2006). Cultural competence is conceptualized as having three primary areas of self-awareness, knowledge of others, and competent skills. The course will include didactic and experiential activities that are relevant to developing trainees' awareness, knowledge, and skills across relevant areas of professional practice (research, teaching, practice, service), and in the context of psychological science (e.g., developmental, social).

Course Objectives.

1. Increase self-awareness
 - a. Of trainees own privilege and bias.
 - b. Of trainees reactions to "different" others.
2. Increase knowledge
 - a. About important variables that will promote general cultural competence, such as prejudice, discrimination, racial micro-aggressions.
 - b. Regarding findings across areas of study in psychology (e.g., developmental, social).
 - c. About specific groups (e.g., Latinos, Ethiopians, gay parents).
3. Promote skills development
 - a. Promote exposure to appropriate interventions for diverse groups
 - b. Promote trainees' ability to develop cultural competence in others.
 - c. Identify opportunities and actions for advocacy of social justice and culturally competent practice of psychology
 - d. Increase trainees' ability to provide consultation to other professionals in improving their own self-awareness, knowledge, and skills.

Course Expectations and Evaluation

Course Materials

DropBox. Because I strive to keep this course as current as humanly possible, I may change assigned readings for updated/new readings. In order to give myself the greatest flexibility in adding those, I load readings for the course into DropBox. Any changes that I make to the materials already there should happen at least one week in advance. Every student is asked to open a DropBox account. You have 2 GB of free storage there. In order to be respectful of the copyright laws and exercise our use “for educational purposes only,” please do not share the DropBox folder with anyone else. I will delete PDFs from our folders at the end of the term. If you wish to retain copies of the PDFs you must copy the materials to a storage device of your choice. It is critical that you realize that if you delete, change, move articles from there, you will affect everyone’s ability to access the articles. And, I am notified by DropBox of who made the changes to the course folder.

Attendance and Participation

Students are expected to attend class regularly and read all required materials. While attendance itself is not graded, some assignments require that you are in attendance in order to receive full credit. All students are expected to contribute meaningfully to class discussions. Class activities are intended to promote engagement with materials that will stimulate increase in knowledge (e.g., readings), awareness (e.g., discussion), and skills (e.g., presentations) in cultural diversity.

Evaluation

Students are evaluated on multiple assignments intended to support the integration of materials read with applied (clinical, teaching, research) experiences in the context of human and cultural diversity. The assignments are described in the “Instructions for Specific Assignments.”

Grading

Final grades are based on individual performance. Students will have the opportunity to complete 19 assignments (395 points), however only 15 assignments are required. Students who accumulate 92.5% to 100% of the required 350 points will earn an A; 89.5-92.4% = A-; 86.5-89.4% = B+; 82.5-86.4% = B; 79.5-82.4% = B-; 76.5-79.4% = C+ and so forth. Additional assignments can be “skipped.” Alternatively, students can replace their lowest grades within assignment categories (i.e., reaction questions, short papers).

Assignments	Possible Points	Required
Reaction questions (12 possible; 10 required)	120	100
Short Papers: Babies, Prejudice, Microaggressions, Ethnic Identity, and Privilege Assignments (5 possible; 3 required).	125	75
Individual Presentations: Deep Dive, Assessment (1 possible; 1 required)	75	75
Cultural Competence Training Exercise (1 possible; 1	100	100

required)		
Total Possible Points	420	350

Course Related Resources and Information

Accommodations

Students with documented disabilities who need accommodations in completing requirements or taking part in class in any manner should speak with me during the first week of class to arrange these accommodations. The Disability Resource Center (DRC) at Utah State University (a) evaluates requests for reasonable accommodation from University students to ensure adherence to the guidelines of the Americans with Disabilities Act, (b) provide academic, personal, and career counseling to assist students in the development of personal and financial independence, and (c) provide supportive services to individuals with disabilities, including academic assistance, adaptive equipment, counseling, readers, transcribers, interpreters, and advocacy to ensure equal access to education, employment, and other University programs, among many other things. Students who suspect they may have a disability, who have a disability and have not sought help to contact the DRC for further information and support: (435) 797-2444.

Assignment Make-Up Policy

This course is designed to allow for flexibility in the expectable unexpected events that all of us experience over the course of our lives (e.g., partial credit, “skippable” papers). For this reason, I do not allow make-ups or extensions of assignments. If you are having a particularly difficult semester and cannot complete most assignments, please see me immediately to discuss a possible incomplete or withdrawal.

Classroom behavior

The Golden Rule can be described as an “ethic of reciprocity”. Students will be presenting to the class in informal and formal ways. Visualize yourself presenting to the class and consider how you would answer these:

- Where would you like students to be looking when you’re talking?
- How would you like cell phones set?
- How would you like computers to be present in the room?
- When would you like others to arrive and depart from class?

Whatever those answers are, they will also apply to how others will want you to behave when they are presenting. You can read more about the University’s Classroom Civility Policy which can be found on the web at:

http://www.usu.edu/provost/faculty/student_conduct/classroom_civility.cfm

Academic Honesty

Academic honesty is maintained when students generate original work and acknowledge the sources of existing work (whether published or not) in their written or oral communication with others. Academic honesty allows us all the freedom to express our ideas with excitement and without fear. It is the foundation for trust between professionals. I expect

students to engage academic honesty thoughtfully and deliberately. Because academic dishonesty shakes the foundation of trust, I consider it a very serious offense. If I understand a student is engaging in academic dishonest behavior, I will approach that student (see APA standard on informal resolutions to ethical violations) and discuss my concerns. Consequences can vary from a verbal reprimand to an “F” for the course grade. In extreme cases, I may report the incident for university-level disciplinary proceedings (see section VI-1 of the Code of Policies and Procedures for Students at Utah State University: <http://www.usu.edu/studentservices/pdf/StudentCode.pdf>).

For the sake of providing clear guidance on unacceptable behaviors, here are definitions of particular relevance (from course catalogue, p. 21; direct quotations or paraphrase)

Plagiarism. Representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. Plagiarism also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Cheating. (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually”; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

Falsification. Altering or fabricating any information or citation in an academic exercise or activity.

CLASS CALENDAR

A note on class format: The class format includes a space for students to take initiative to bring up difficult questions relevant to diversity issues in teaching, research, and practice, as well as specific consultations for their colleagues based on actual events in teaching, research, or practice. The last 30 – 45 minutes of the class may be “open discussion / consultation” time when needed.

DAY	TOPIC	ASSIGNMENT(S)	READINGS
1/10/2012	Topic 1: What is culture? What is diversity?	Show up! Welcome back!	See readings list, topic 1
1/17/2012	Topic 2: Developmental	Watch “Babies” (in class); complete Babies Assignment	See readings list, topic 2
1/24/2012	Topic 3: Prejudice & Racism	Prejudice Assignment Reaction questions	See readings list, topic 3
1/31/2012	Topic 4: Microaggressions	Microaggressions Assig. Reaction questions	See readings list, topic 4
2/7/2012	Topic 5: Ethnic Identity	Ethnic Identity Assig. Reaction questions	See readings list, topic 5
2/14/2012	Topic 6: Privilege	Privilege Assignment Reaction questions	See readings list
2/21/2012	NO CLASS – University on Monday schedule		
2/28/2012	Topic 7: Acculturation & Acculturative Stress	Deep Dive / 1, 2 Reaction questions	See readings list
3/6/2012	Topic 8; Culture & Psychotherapy	Deep Dive / 3, 4 Reaction questions	See readings list
3/13/2011	NO CLASS – Spring break		
3/20/2011	Topic 9a: Cultural Competence Interventions	Cult Comp Int. Reaction questions	See readings list
3/27/2011	Topic 9b: Cultural Competence Interventions	Cult Comp Int. / group 1 Reaction questions	See readings list
4/3/2011	Topic 10: Evidence-based interventions for ethnic minorities	Cult Comp Int. / group 2 Reaction questions	See readings list
4/10/2011	Topic 11: Culture & Personality	Cult Comp Int. / group 3 Reaction questions	See readings list
4/17/2011	Topic 12: Culture & the Brain	Cult Comp Int. / group 4 Reaction questions	See readings list
4/24/2011	Topic 13: Assessment Issues	Assessment Presentations (all) Reaction Questions	See readings list
NO FINAL EXAM			

Instructions for Specific Assignments

All assignments

Please send all assignments electronically to Melanie.Domenech@usu.edu. I will send an e-mail confirming receipt. Use the following naming convention for papers: <yourlastname topic#.docx> (e.g., Domenech topic1.docx), where the topic # is on the “Topics and Reading Assignments” portion of the syllabus in the Topic column. Use the same topic number for your reaction questions (e.g., Domenech reaction1.docx).

Reaction questions

Structure. Students turn in at least three written questions on at least two assigned readings that will help spark discussion in the class. Students should expect to be asked to pose their questions to the class.

Content. Be sure to reference the article that led you to develop the question. Reaction questions are meaningful, specific questions that reflect that you have completed the reading and that are also integrated to other readings/previous readings, and/or to specific theory, research, or applied experiences. Questions should be open-ended and most likely do not have a single correct answer.

Example: I appreciated the practical application of the Hernandez et al. (2010) article, which addressed how mental health professionals of color can cope with racial microaggressions while performing their professional duties. However, I am wondering how we can translate these findings into how White mental health professionals can be more proactive when they observe racial microaggressions toward their colleagues of color? How can we move away from insufficient bystander response of such incidents?

Grading. This assignment is worth 10 points and is graded as present/absent. You must be in attendance to receive full credit for this assignment. Reaction questions are due by start time on the week the readings are assigned. Late assignments (i.e., turned in after the class period and within one week of the class period when it was due) can earn 5 points, as long as the student was in attendance. On-time assignments from students not in attendance may also earn 5 points. No late assignments will be accepted from students not in attendance.

Pedagogical rationale. The pedagogical rationale for the reaction questions is to set up students for optimal learning by ensuring that materials are read and analyzed in a manner that will maximize students’ in-class engagement. If you are not in class, you cannot engage with the materials in the intellectual forum of the classroom.

Babies Assignment

Structure. 1-2 page paper, single spaced, Times Roman 12 pt font) with proper citations.

Content. Watch the movie Babies and read the assigned developmental readings. Write a reaction paper in which you share your observations about the similarities and differences in child behavior, child rearing, and context for the babies/families in the film. As is possible, connect your observations to the readings.

Grading. Short papers must be turned in by Friday following the course. This is intended to be an in-class assignment and as such it is expected shortly after the class period.

Pedagogical rationale. To support your skills in observing similarities and differences in culturally informed behaviors and contexts. Important knowledge is gained through direct observations and it is critical for cultural competence to develop these observational skills.

Prejudice Assignment

Structure. 1-2 page paper, single spaced, Times Roman 12 pt font) with proper citations.

Content. Find in the literature a definition of prejudice and a definition of discrimination. Include a statement of how the knowledge of these definitions is relevant to your treatment and assessment work with diverse populations. Be ready to report the definitions in class

Grading. Short papers turned in at the beginning of class can earn 25 points; papers turned in within a week of class can only earn 15 points. You are only able to earn full points if you are in attendance. The short papers will be graded as follows: v+ = 25 points, v = 21 points, v- = 18 points. A v+ represents a superior paper; a v- represents a relatively poor effort (e.g., a straight-up summary). Supremely poorly written papers will earn 0 points. This is referred to as “the check system” from here on.

Pedagogical rationale. There is a notable difference between prejudice and discrimination. This is an often encountered point of psychoeducation for psychologists committed to diversity training. This assignment is intended to support your knowledge of these foundational concepts and support your eloquence in preparation for training others.

Microaggressions Assignment

Structure: Write a report (1-2 pages) that gives (a) what happened, (b) how you would characterize it using Sue’s microaggression framework, and (c) what you learned from this observation (self or other) that will help inform your assessment or treatment.

Content. Give yourself time to observe interactions between at least two individuals and document an instance you observed of a microaggression (whether based on ethnicity or other diversity factors like sexual orientation, gender, disability). Log the date and time of the event. I expect that this will be in the past week or two.

Grading. Papers will be graded on the check system.

Pedagogical rationale. Students’ ability to promote the engagement of advocacy for social justice and culturally competent practice of psychology will rest solidly on their ability to recognize critical events as they are occurring. This assignment is intended to sharpen students’ observational skills.

Ethnic Identity Assignment

Structure. 1-2 page paper, single spaced, Times Roman 12 pt font) with proper citations.

Content. Chose an ethnic identity model from the assigned readings or from another source. If another source, be sure to provide a full citation. In a 1-2 page paper identify (a) where you believe you are on the specific ethnic identity model and (2) what that means for you in terms of where you need to go next to improve on self-awareness, knowledge, and/or skills. Give a short plan for how you will tackle these self-improvements. If you believe you are at the highest level of achieved identity in the model of your choosing, then address the

implications to your clinical work of being at that stage, and report on what you do to maintain yourself at that highest level of identity clarity/achievement.

Grading. Papers will be graded on the check system.

Pedagogical rationale. Self-awareness is a key component of cultural competence. This exercise is intended to support students' growing self-awareness of their ethnic and cultural identity.

Privilege Assignment

Structure. 1-2 page paper, single spaced, Times Roman 12 pt font). May be presented as a bulleted list.

Content. Turn in a list of the privileges you have (1-2 pages). You can follow the model of the McIntosh essay or the Douglass essay.

Grading. This assignment is worth 25 points and is graded on the check system.

Pedagogical rationale. This exercise targets self-awareness. By knowing your own privileges, you can best recognize others' as well as the structures that help maintain them. This awareness can then inform both (1) engagement of advocacy, and (2) your ability to provide consultation to other professionals to improve their own self-awareness, knowledge, and skills.

Deep Dive Presentations – Half of the students in the class will select this option

Structure. 15 minute PPT presentation. PPT turned into to DropBox for other students to access as a resource.

Content. Students will work independently on their presentations. Each presenter will take 15 minutes to share information with the class on (a) general population characteristics of their group of interest, (b) specific facts of interest, such as immigration histories, (c) information specific to mental health status/characteristics, (d) Recommendations for how to use this knowledge in serving the particular group. In engaging this assignment, these points might be useful:

- Privilege depth over breadth (e.g., instead of talking about “Asian Americans”, may choose to talk about one particular sub-group such a Hmong; or may choose to focus on a more general group, but on a specific issue like parenting or trauma)
- In recommendations: You may want to identify popular press books or movies that could be helpful (e.g., “The Spirit Catches You”)
- Keep the following questions in mind: What did you discover that you didn't already know?, What did you discover that you didn't know that you didn't know (and now need to find out)?, What strategies did you use to build knowledge? How did they work? What is missing in this approach that you'd want to do if you were working with this population?, What cultural adaptations might you make to a treatment based on the knowledge gained in this exercise?

Grading. Presentations will be evaluated based on presentation style (25; engaging, effective transmission of information/skills), presentation content (25; relevant to assignment objectives), and PPT presentation preparation (25; turned in on time; written clearly and without typographical errors; contains references).

Pedagogical rationale. Deep dives are investigations into a particular subgroup that are intended to support knowledge building of specific populations.

Assessment Presentations – Half of the students in the class will select this option

Structure. 15 minute PPT presentation. PPT turned into to DropBox for other students to access as a resource.

Content. Each student will take a detailed look at a specific assessment and its utility with ethnic and cultural minorities. Each student will present for approximately 15 minutes and cover (a) brief introduction to the test, (b) whether it is normed with ethnic minority populations and which, (c) issues relevant to its use with ethnic minorities, (d) recommendations for interpretation and report writing, and (e) recommendations for alternative assessment instruments and / or strategies to assess the same constructs with ethnic minorities. Each presenter will turn in their PPT presentation to the professor.

Grading. This assignment is worth 75 points. Presentations will be evaluated based on presentation style (25; engaging, effective transmission of information/skills), presentation content (25; relevant to assignment objectives), and PPT presentation preparation (25; turned in on time; written clearly and without typographical errors; contains references).

Pedagogical rationale. Assessment presentations are intended to develop knowledge regarding the utility of specific assessments for use with diverse ethnocultural groups.

Cultural Competence Training Exercise

Structure. Groups of 2-3 students will identify a cultural competence training exercise and carry it out in class. I will provide resources but the students may select other exercises as well. Plan to spend 30 to 45 minutes leading the exercise in class.

Content. The exercise can target awareness, knowledge, or skills, or any combination of these. Be prepared to administer a pre- and post-test to examine the impact of the exercise. Bring a summary sheet of the exercise with the reference, the exercise itself, and any associated research findings that support the use of the exercise. Be prepared to debrief the exercise. This assignment is worth 100 points.

The major point of this exercise is to tie the training exercise with the evidence for the training. Very few, if any, experiential exercises have been tested in terms of their effectiveness. Keep in mind as you progress in your presentation the following questions:

- a. What is the purpose of the exercise? (e.g., to increase knowledge about history of slavery in the US)
- b. What are the specific targets for the exercise? (e.g., the exercise intends to change participants' attributions about the source of anger on the part of African Americans responding to historical ignorance of out-group members)
- c. What is the evidence that this exercise changes the targets it intends to change? (e.g., a published study with 50 college students shows a shift in attributions of participants from internal to external)

Some of you might be quickly horrified to learn how little evidence there is for these exercises. I want you to approach your presentation as an empirical exercise and do a pre-test / post-test with the class to see if in fact the attitudes, beliefs, values, etc. that the exercise is intended to change do in fact shift for your audience (the class). Measures do not need to be published or validated, but they need to be developed in a manner that reflects your training as PhD/EdS level scientist-practitioners.

Pedagogical rationale. This exercise promotes skills development in students' ability to develop cultural competence in others, as well as increases students' ability to provide consultation to other professionals to improve their own self-awareness, knowledge, and skills.