Course Description
This course is designed to (a) introduce you to theory and research on multicultural and diversity issues (defined broadly to include, gender, ethnicity, race, sexual orientation, and other dimensions) in counseling psychology, (b) facilitate your exploration of the implications of this literature for your research, counseling, and other professional work, and (c) encourage reflection on and articulation of your personal values regarding these issues.

Course Materials
Required readings: Listed under the course schedule.

Course Requirements
1. Class participation: Much of the learning in this class will come from group discussions. For each class, you should be prepared to contribute your thoughts and reactions to that day’s readings during group discussion. You are expected to take your class participation seriously. This includes completing all of the readings for each class and being engaged in class discussions, being respectful and attentive toward your colleagues in class, and generally being well prepared for class. In evaluating your class participation, I will be attending to your level of preparedness (e.g., your comments reflect that you read the material) and your level of engagement in class discussions (e.g., frequency of contribution, attention to self and others’ reactions/comments, relevance and thoughtfulness of participation; see Appendix A for general guidelines about how to gauge your own in-class participation). If you are someone who has concerns about speaking up in class, I encourage you to come and speak with me so that we can devise strategies for you to effectively participate in the class in a personally fitting manner.

2. Weekly reactions to readings: To facilitate your contribution to class discussions, for each class you will submit a hard copy of at least five reactions to that day’s readings (e.g., integrating ideas across readings, questions about the readings AND your own thoughts about the answers to those questions, conceptual and/or methodological critique). You should avoid general, broad, and superficial comments. Rather, you should demonstrate that you've read ALL of the material, and are thinking integratively and reflectively about the material. These written reaction papers (1/2 to 1 page) will be collected at the beginning of each class. 2 points per reaction paper.

For the last class, your weekly reaction paper is to reflect on your experience with respect to your multicultural growth, summarize what you are taking from this course, and identify the ways in which you expect to facilitate the development of your multicultural sensitivity, awareness, knowledge and skills. This paper is expected to be 1 to 2 pages (double-spaced).

The quality of these questions/reactions will be rated on the following 1 to 5 scale:

1. did not convey reading or understanding the material
2. demonstrated reading & understanding material but not thinking reflectively or integratively about the material
3. demonstrated reading & understanding all material AND thinking reflectively and integratively about material

3. Research proposal paper: Each of you is likely engaged in an area of research for your masters, dissertation, or other projects. For this class, I want you to reflect on the research that you’ve been involved in and consider how you can integrate more fully the themes of multiculturalism and diversity that we have discussed in this class into your area of research. As with any good research proposal, your paper should include a summary and critical evaluation of the empirical and theoretical literature in your topic area, build a rationale for your research question(s), articulate your research question(s) or hypotheses, and provide the methodology and appropriate analytic techniques to test your research question(s) or hypotheses. In addition, I want you to identify ways in which your research could more fully integrate a multicultural and diversity perspective into its (a) content (e.g., theoretical frame, variables, hypotheses) and (b) process (e.g., methodological decisions and processes). Please note that conducting group comparisons is not sufficient, I want you to really think about every step of the research process, from formulating questions to analyzing and interpreting data, to disseminating findings, and discuss how you can integrate a multicultural and diversity perspective into the research project. This paper should not be any longer than 10 pages (not including title page, abstract, tables,
figures, or references) and should be in APA style. Your research proposal paper is due December 10, 2012 at 1 pm and to be submitted via e-mail.

Dimensions of evaluation for research proposal:
1. Rationale, including summary and critical evaluation of the most relevant empirical and theoretical literature
2. Construct definitions and hypotheses
3. Participants and procedures (e.g., sample composition, recruitment)
4. Research design and instruments
5. Proposed analyses (since this is a research proposal, results do not need to be described, but proposed analyses should be detailed)
6. Interpretation and dissemination of findings

Within domain evaluation criteria:
- 1 point per domain for specificity/detail, clarity, cohesiveness, and logic of the proposed research.
- 1.5 points per domain for explicit and logical articulation of ways to integrate a multicultural and diversity lens into content and process. There should be explicit articulation of how a multicultural and diversity lens has been integrated as well as references to relevant literature.
  - Both content and process do not have to be addressed within each domain but both content and process should be addressed across domains.
  - In some domains, you may find that the research as originally conducted integrated a multicultural/diversity lens. In such situations, you should explicitly explain that with appropriate references to the literature. In such situations, I also encourage you to think whether additional steps could be taken to further integrate a multicultural/diversity lens into that domain.
- 5 points for general writing: spelling, grammar, APA style, etc.

4. Case conceptualization presentation: You will provide a case conceptualization and preliminary treatment plan presentation to the class (15 minutes of presentation and 15 minutes of discussion/questions). This is comparable to what you would do for a formal case presentation in a clinical team setting. For this presentation, you should select a client with whom you have worked recently and describe how you could integrate a multicultural and diversity lens into your work. Be sure to consider both the (a) process (i.e., how you work with the client) and (b) content (i.e., what you do with the client) of your case conceptualization and treatment planning. Your case conceptualization should include reflection on your own role, experiences, and lens as well as those of the client. You should also integrate relevant multicultural and diversity literature into your conceptualization and treatment planning. Your professionalism along with the overall quality of the presentation will be part of your grade on this presentation. You should also prepare a handout of the case conceptualization for the class (2-3 pages). Everyone’s handout will be due at the beginning of the day of the first case conceptualization presentation (November 19, 2012).

****Be sure to not include any identifying client information in your handout and presentation****

The handout will determine 50% of your case conceptualization grade and your presentation will determine the other 50% of your case conceptualization grade.

Dimensions of evaluation for outline and presentation (10 pts for outline, 10 pts for presentation):
1. Level of integration of diversity and multicultural issues in counseling process (e.g., nature of client contact, therapeutic relationship) and content (e.g., treatment goals and plan, techniques and interventions). (4 pts for outline, 4 pts for presentation)
2. Level of demonstrated critical thinking and reflective analysis of own perceptions, experiences, reactions, etc. (2 pts for outline, 2 pts for presentation)
3. Level of demonstrated critical thinking and reflective analysis of client’s perceptions, experiences, reactions, etc. (2 pts for outline, 2 pts for presentation)
4. Overall clarity, cohesion, professionalism (including grammar, spelling, etc.) (2 pts outline, 2 pts for presentation)

5. Personal Diversity Experiences
1. Engage in TWO personal experiences to get further exposed to diversity. Attend or observe a cultural activity or event that is different from your cultural background and experience, something that would give you the most potential for personal growth. Experiences will vary. I suggest that the event or activity be different enough to be interesting or challenging, but not so different that you are overly anxious about attending. Just to get you thinking, attend a service in a religious community that is radically different from your own, spend part of a day in a wheel chair, attend a social
gathering of the LGBT community, volunteer at a homeless shelter, spend a night with a family different than your background, or visit a nursing home. The important thing is to share some of yourself with others, while being aware of how you feel being the different one. Be sure to use your tact and sensitivity!

2. Alternative assignment: Read or view TWO new books or movies regarding diversity or representing a minority group’s experiences, and do a comparison/contrast between the perspectives of the particular culture chosen. Please make sure to obtain approval from the instructor regarding your materials of choice before engaging in the material. Feel free to consult with the instructor to pick materials. Please engage with a new material. It is OK to watch a movie with other classmates—just be sure that you write your own summary in your own words of your own impressions.

3. Write a 2 to 3 page summary of your experience including (a) a summary of the event (or materials), (b) what you learned about yourself (including what personal biases/ethical issues might be involved for you) and your culture, (c) what you learned about the culture to which you have gotten exposed, and (d) implications for you as a mental health provider (such as how you would go about providing counseling services to someone from this culture). 5 points per domain. This paper is due last day of class, December 3, 2012. During our last meeting we will be sharing our personal experiences, so please be prepared to give a short (5 min) discussion of what you’ve learned.

Grades
Class participation: 20%  
Weekly reaction papers: 20%  
Research proposal paper: 20%  
Case conceptualization presentation: 20%  
Personal diversity experiences: 20%

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Late Assignments: An assignment is considered late if you did not turn it by 1 pm on due date. Late assignments will have 10% of their total points deducted per day (including Saturday and Sunday). With that said, however, I realize that circumstances arise that may prevent you from turning an assignment in on time. If you do not wish to be penalized for this, you are responsible for making arrangements with me before the due date.

Attendance: You are expected to attend all classes. If you must miss a class, please let me know in advance and consult with a classmate about materials covered during that class. Please be aware that missing class will impact your participation grade.

Class Etiquette: This is a course that requires you to take risks in order to better understand how your beliefs and values are created and maintained. As such, it is essential that the classroom environment is one that fosters a sense of safety and mutual respect. In order to move forward in our quests for self-understanding, you will be asked to challenge yourself and your peers. In order for such challenges present opportunities for learning, it’s important that interactions are both honest and well-intended. We all come from different backgrounds and, as a result, hold different values. By pushing one another to consider these values without judgment, we can all seek increase our personal awareness and understanding of the world around us. During the first course meeting as well as throughout the semester we will work to develop group norms that can assist in the process of self-disclosure and risk taking. However if at any point in the semester you are feeling that the class is not providing you with that necessary learning space, please come and speak with me so that we can work to make the changes in order to facilitate your learning and growth.

University Honesty Policy: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." This applies, but it not limited, to cheating and plagiarism.

Students with Disabilities: Please call, e-mail, or come by ASAP so we can talk about options for accommodating your needs. If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact me and the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 392-8565.

Provision of changes to the syllabus: The included schedule, policies, and assignments are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and class participants.

Additional Considerations: Please respect that the Counseling and Wellness Center space is considered “confidential”. Students seen here and their personal matters are confidential, not to be discussed nor their identities revealed outside of the center.
COURSE SCHEDULE & REQUIRED READINGS
Readings will be available electronically. Copies of the journal articles are also available through the Smathers library home page.

Reminder: Class 11 readings are required before you start writing your research proposal paper.

8/27 Class 1: Overview of syllabus, Introductions, & A look into values in diversity training


Reminder: Class 11 readings are required before you start writing your research proposal paper.

9/03 No class, LABOR DAY: A Brief Look at Class
Reminder: Class 11 readings are required before you start writing your research proposal paper.

9/10 Class 2: Recognizing and Managing Prejudice


Reminder: Class 11 readings are required before you start writing your research proposal paper.

9/17 Class 3: Sociological Overview of U.S. Racial and Ethnic Minority Groups


Due: Reactions to readings
9/24 Class 4: The Meaning of Race and Ethnicity in the U.S. and Implications for Research and Practice


Additional resources:
Explore site http://www.understandingrace.org
View timeline movie http://www.understandingrace.org/history/timeline_movie.html
May also want to visit “a girl like me” and take the global census (and explore other things on the site)


Review:


Due: Reactions to readings

**Guest Speaker:** Dr. Clark Slagle

10/1 Class 5: Gender


Additional resources:


3 page brochure from APA about intersex individuals: [http://www.apa.org/topics/sexuality/intersex.pdf](http://www.apa.org/topics/sexuality/intersex.pdf)


**Due**: Reactions to readings

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### 10/8 Class 6: Sexual Orientation


Reflect on “Questions about Heterosexuality” handout.

Read and complete one of the exercises from “Exercises on Homophobia”.

Additional resources:


**Handouts – Homophobia; How homophobia hurts everyone; Clinical strategies to work one same-sex attracted clients in conflict – Transgender 101: Terminology; Genderbread person**

**Due**: Reactions to readings

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### 10/15 Class 7: Focusing on the Margins of Multicultural & Diversity Discourse


Review:

Handout by Hutchinson: “Myths and faulty assumptions about fat and weight-loss that we have been brainwashed to believe”

Due: Reactions to readings

Guest Speaker: Dr. Mary Fukuyama

10/22 Class 8: Experiences of Prejudice and Discrimination

Due: Reactions to readings

10/29 Class 9: Perspectives on Multicultural Counseling

Additional Resources:

Due: Reactions to readings
11/5 Class 10: Integrating Multicultural and Diversity Issues in Research


Supplementary reading that is likely to be helpful for your research writing in general, and for your research paper for this class in particular:


As you complete this week’s readings, think carefully about the research you plan to use for your research proposal paper for this class. For the class discussion, be prepared to describe your study’s (a) rationale, (b) research questions and hypotheses, (c) methodology (e.g., sample, design, instruments), and (d) analyses; you may prepare an outline for yourself if that would be helpful to you. This is not a formal presentation, but you should be able to clearly articulate these aspects of your research to the class. Also, think about how the themes and suggestions from this week’s readings (as well as other relevant readings) can be integrated into your research.

**Due**: Reactions to readings

**For this week’s reaction paper**, consider ways that your research can be modified to more fully integrate a multicultural and diversity perspective into its (a) content and (b) process. For the class discussion, be prepared to discuss this and to offer parallel feedback about the studies which others in the class present. This discussion is good practice for your research proposal assignment for this course.

11/12 No class, VETERANS DAY: Diversity Represented by Veterans

Review:


11/19 Class 11: Case conceptualization presentations

Presenters of the week:

1. ___________________________
2. ___________________________
3. ___________________________

**Due**: Your case conceptualization handout (2-3 pages, double-spaced).

11/26 Class 12: Case conceptualization presentations

Presenters of the week:

1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________
12/3 Class 13: Reflecting on Personal Experiences & Wrap up!

Review: Handout - Being an Ally

Due:

(1) Reaction Paper: For this week’s reaction paper, reflect on your experience with respect to your multicultural growth, summarize what you are taking from this course, and identify the ways in which you expect to facilitate the development of your multicultural sensitivity, awareness, knowledge and skills. Please limit your paper to 2 pages (double-spaced).

(2) Summary of your personal experience including (a) a summary of the event, (b) what you learned about the culture, (c) how you would go about counseling someone from this culture, and (d) what personal biases/ethical issues might be involved for you. Please limit your paper to 3 pages (double-spaced).

(3) Please be prepared to give a short (5-10 min) discussion of what you’ve learned through this semester.

12/10: No class: Research Paper Due.

Due by 1 pm: Your research paper, no any longer than 10 pages (not including title page, abstract, tables, figures, or references), in APA style. Submit it via email to gizemtoska@ufl.edu.

Appendix A

Self-assessment of Participation and Preparedness for Class

To keep track of your own in-class participation and preparedness, for each class you can rate yourself on the following items using the ratings of 0 (poor), 1 (average), or 2 (excellent):

Prepared for class: Prepared with all readings and notes/questions about readings or not prepared with readings and notes/questions
Class:  1 2 3 4 5 6 7 8 9 10 11 12 13

Class discussions: Engaged in class discussions or not engaged in class discussions (e.g., frequency of contribution, attention to self and others’ reactions/comments, relevance and thoughtfulness of participation)
Class:  1 2 3 4 5 6 7 8 9 10 11 12 13

Professional demeanor: Respectful/attentive to colleagues in class or not respectful/attentive
Class:  1 2 3 4 5 6 7 8 9 10 11 12 13

* Please note that this syllabus is adapted from graduate-level diversity course syllabi by Drs. Bonnie Moradi, Lakota L. Brown, Mary Fukuyama, and Amanda K Sommerfeld.