PCO 6278: Multiculturalism and Diversity in Counseling Psychology*

Dr. Amanda Lawson-Ross
Address: Counseling and Wellness Center (CWC), PO Box 112662, 3190 Radio Road, Gainesville, FL 32611-2662
Phone: 352-392-1575
E-mail: adross@ufl.edu
Office Hours: Given that your schedules vary, I will be happy to meet with you as needed. Please email to set up a time.

Course Time & Location:
Thursdays from 2:00 to 4:50 pm in the CWC Conference Room (1st floor).

Course Description & Objectives:
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 as well as a list of additional resources are provided 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 have any reservations 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 and culturally fitting manner. Total Points: 15

2. Weekly reactions to readings: To facilitate your contribution to class discussions, for each class you will submit an electronic copy of your reactions to that day’s readings to adross@ufl.edu.

Your paper is to include three separate paragraphs with the following content:

(1) integrative review of the assigned readings and other materials for that week,
(2) your critical reflection on the material (questions about the readings AND your own thoughts about the answers to those questions; conceptual and/or methodological critique),
(3) implications of what you have read for your clinical work, research, teaching and/or other professional roles you play.

Please avoid general, broad, and/or superficial comments. Rather, you should demonstrate that you’ve read ALL of the required material, and are thinking integratively and reflectively about the material. These papers are expected to be 1 to 2 pages (double-spaced, Times New Roman 12).

Your last reaction paper will be different in content given that there are no assigned readings for that day and instead we will focus on wrapping up your experience with this course. 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, values, knowledge and skills in the future. Please feel free to write up to 4 pages for this paper if you need the space (double-spaced, Times New Roman 12).

These written reaction papers are to be submitted online by the midnight of the day before each class. 3 points per reaction paper. The quality of these questions/reactions will be rated on the following 1 to 6 scale. Ten papers, Total points: 30
3. Class facilitation: You will each choose one topic from the syllabus and facilitate the conversation in that week’s class. You will not be required to teach on that topic; however, you are asked to provide materials that foster the discussion for that week (e.g., videos, articles, poems, social media posts) and you will be responsible for choosing the readings and facilitating the discussion. For the readings, you can either use the list provided as it is in the syllabus or you can make adjustments using a combination of new material and readings from the syllabus. If you wish to make adjustments to the readings, please send out the readings to your classmates and instructors no later than the Friday 12:00 pm before your week. Feel free to contact us for suggestions on materials for facilitating class discussion and readings. *Point: 8*

4. Research proposal paper: Each of you is likely engaged in an area of research for your masters, dissertation, or other projects. For this class, we ask you to reflect on the research that you’ve been involved in and consider how you can more fully integrate the themes of multiculturalism and diversity that we have discussed in this class into your area of research.

Please select one of your research proposal papers. As with any good research proposal, that paper should include the following elements: (a) summary and critical evaluation of the empirical and theoretical literature in your topic area, (b) rationale for your research question(s), (c) research question(s) or hypotheses, (d) methodology and appropriate analytic techniques to test your research question(s) or hypotheses, (e) what your findings may mean and how you intend to disseminate them, and (f) implications of this work. Please note that you are not asked to write a new proposal for this class. Instead you are fully encouraged to use a recent or ongoing research project.

The main objective of this assignment is to go over an existing proposal paper from start to finish and identify ways in which your research is multiculturally sensitive as well as how it 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) and finally implement the suggested changes. Please note that 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 your integration of a multicultural and diversity perspective into your research project and how you will deepen that integration further based on your learning process facilitated throughout the semester.

First draft of this paper is due November 15, 2016 at 12:00 am and to be submitted via e-mail to adross@ufl.edu. At this stage, it is expected that you provide a critique of your work from the lens of multiculturalism and diversity. Make sure that your draft makes references to assigned readings and if applicable other multicultural-focused literature that may have implications for your study. It is expected that your proposal will be in APA style. All your critique is to be provided through utilizing “comments” function of Word.

Your final research proposal paper is due December 10, 2016 at 12:00 am and to be submitted via e-mail adross@ufl.edu. Your final paper should be in APA style. I ask you to part from APA style in only one way: Please have any edits you have had based on your critique in a color other than black or possibly highlighted. Please find a noticeable way to differentiate the original paper content and what has been added as you reflected on this project from the multicultural and diversity lens, and apply that consistently through your paper.

Domains 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, potential implications of this study

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, we 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.

*Total Points: 20*

5. Case conceptualization presentation: Approaching clinical cases from the multicultural and diversity lens is an integral part of this course. If you are engaged in a clinical practicum during the semester that you are taking this course, the instructors will be in communication with your individual and/or group supervisors to further facilitate your growth as a culturally sensitive and skilled practitioner. Towards the end of the semester, you will be asked to bring a case from your current/recent case load to present on how you integrate what you have learned on this class to your clinical work.

For this presentation, you should select a client with whom you have worked recently, provide a case conceptualization and your treatment plan, and describe integration of a multicultural and diversity lens into your clinical work with this client. You are expected to present for 10 minutes to be followed by a 15-20 minute discussion with class members. 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 are also expected to prepare a handout of the case conceptualization for the class (2-3 pages, double-spaced, Times New Roman 12). Everyone’s handout will be due on **November 22, 2016 at 12:00 am.**

**** Be sure to not include any identifying client information in your handout. **** In addition, please select a case that you have not presented before at any other class or group supervision.

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 (5 points for handout, 5 points 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). (2 pts for outline, 2 pts for presentation)
2. Level of demonstrated critical thinking and reflective analysis of own perceptions, experiences, reactions, etc. (1 pt for outline, 1 pt for presentation)
3. Level of demonstrated critical thinking and reflective analysis of client’s perceptions, experiences, reactions, etc. (1 pt for outline, 1 pt for presentation)
4. Overall clarity, cohesion, professionalism (including grammar, spelling, etc.) (1 pt outline, 1 pt for presentation)

*Total points: 10*
6. **Personal Diversity Experiences Paper** – One way to facilitate your learning process regarding diversity and expand your understanding of self and others as cultural beings is to expose yourself to a different culture. For the purposes of this assignment, I ask you to engage in **two separate experiences** (ideally both being direct experiences that personally exposes you to a different culture but indirect experience(s) may be accepted upon consultation with the instructor) and write **one paper** reflecting on both experiences and integrating what you have learned from both experiences. Please see below for details.

1. **What would be a direct exposure?** 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 wheelchair, attend to 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. **What would constitute an indirect exposure as an alternative to direct exposure?** We strongly recommend that you would have direct exposures for the sake of this learning exercise. However, for any reason if you cannot have a direct exposure, you can still complete this assignment through indirect exposure which may be reading a book or viewing a movie regarding diversity or representing a minority group’s experiences. Feel free to consult with the instructors if you need help with picking materials. Please make sure to obtain approval from the instructors regarding your materials of choice before engaging in the material and to choose a material that is new for you.

   **Note:** It is OK to attend to the same event or watch the same movie with other classmates—just be sure that you write your **own** summary in your **own** words of your **own** impressions.

3. **What would the personal diversity experience paper look like?** Write a 2 to 3 page (double-spaced, Times New Roman 12) summary of your diversity experiences including
   (a) a summary of the events (or materials) – 4 points,
   (b) what you learned about yourself (including what personal biases/ethical issues might be involved for you) and your culture – 5 points,
   (c) what you learned about the cultures to which you have gotten exposed – 4 points, and
   (d) implications of these exposures for you as a mental health provider (such as how you would go about providing counseling services to someone from this culture, can also reference appropriate scientific literature) – 4 points.

   This paper is **due on December 2nd, 2016 at midnight**. During that meeting you will be asked to share your reflections, so please be prepared to give a summary of what you’ve learned (5 min).

   **For clarification:** You are expected to have **TWO separate diversity experiences** (direct and/or indirect exposures), and to write **ONE paper reflecting on both. Total Points: 17**

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**Grades: (100 points)**

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Late Assignments: An assignment is considered late if you did not turn it in by the end of the day (mid-night) 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 the instructor before the due date.

Attendance: You are expected to attend all classes. If you must miss a class, please let the instructor know in advance, provide documentation if applicable, 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 is not limited, to cheating and plagiarism.

University Grading Policy: The policy can be accessed at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Disability Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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.

Evaluation of this course: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Additional Considerations: Please respect that the Counseling and Wellness Center (CWC) space is considered “confidential”. Students seen here and their personal matters are confidential and not to be discussed outside of the center. Please make sure to respect and maintain confidentiality of those who seek services at CWC.
COURSE SCHEDULE OVERVIEW

8/23 Class 1: Overview & Introductions

8/30 Class 2: Values in Diversity Training
Due: Reaction Paper

9/6 Class 3: Sex & Gender –
Due: Reaction Paper

9/13 Class 4: Reflection/Personal Experiences – No class

9/20 Class 5: Sexual Orientation
Due: Reaction Paper

9/27 Class 6: Religion & Spirituality
Due: Reaction Paper

10/4 Class 7: Sociological Overview of U.S. Racial and Ethnic Minority Groups –
Due: Reaction Paper

10/11 Class 8: The Meaning of Race and Ethnicity in the U.S. and Implications for Research and Practice –
Due: Reaction Paper

10/18 Class 9: Focusing on the Margins of Multicultural & Diversity Discourse –
Due: Reaction Paper

10/25 Class 10: Reflection week in class

11/1 Class 11: Experiences of Prejudice and Discrimination –
Due: Reaction Paper

11/8 Class 12: Perspectives on Multicultural Counseling
Due: Reaction Paper

11/15 Class 13: Integrating Multicultural and Diversity Issues in Research –
Due: Research Proposal Paper Draft

11/22 Class 14: Case conceptualization presentations
Due: Case Conceptualization Handout

11/29 Class 15: Case conceptualization presentations

12/6 Class 16: Reflecting on Personal Experiences & Wrap up!
Due: Reaction Paper & Summary of Personal Diversity Experience Due December 2

12/10 Finals: *No exam*
Due: Finalized Research Proposal Paper
COURSE SCHEDULE & REQUIRED READINGS

Required readings will be available electronically. Copies of the journal articles are also available through the UF library home page.

Reminder: Class 13 readings are required before you start critiquing your research proposal paper.

8/23 Class 1: Overview of the course & Introductions

Review:

8/30 Class 2: Values in Diversity Training


Review:


Handouts: Kluckhon-Strodtbeck Cultural Value Orientations by Gutterman; Being an Ally

Due: Reactions to readings with an emphasis on clarifying what your current values are and the values you aim to foster through this semester’s work.

9/6 Class 3: Sex & Gender


Review:


[http://healthcarebillofrights.org/Read-The-Bill](http://healthcarebillofrights.org/Read-The-Bill)

**Handouts** – Hutchinson: “Myths and faulty assumptions about fat and weight-loss that we have been brainwashed to believe” & Transgender 101: Terminology.

**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

**9/20 Class 5: Sexual Orientation**


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

9/27 Class 6: Religion & Spirituality


Review:


Due: Reactions to readings

10/4 Class 7: Sociological Overview of U.S. Racial and Ethnic Minority Groups


Due: Reactions to readings

10/11 Class 8: The Meaning of Race and Ethnicity in the U.S. and Implications for Research and Practice


**Complete “Who is White” activity** - http://www.understandingrace.org/lived/index.html

**Explore** site [http://www.understandingrace.org](http://www.understandingrace.org)
- View timeline movie [http://www.understandingrace.org/history/timeline_movie.html](http://www.understandingrace.org/history/timeline_movie.html)
- [https://thsppl.com/iracist-538512462265?gi=5f8385a4eff5](https://thsppl.com/iracist-538512462265?gi=5f8385a4eff5)

**Review:**

**Additional resource:**

**Due:** Reactions to readings

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**10/18 Class 9: Focusing on the Margins of Multicultural & Diversity Discourse**


**Explore:** [http://www.mentalhealth.va.gov/studentveteran/#sthash.2XVRzbOy.dpbs](http://www.mentalhealth.va.gov/studentveteran/#sthash.2XVRzbOy.dpbs)

**Review:**


**Additional Resource:**


**Due:** Reactions to readings

**11/1 Class 11: Experiences of Prejudice and Discrimination**


MTV Bias Survey Executive Summary


**Review:**


**Due:** Reactions to readings

**11/8 Class 12: Perspectives on Multicultural Counseling**


**Additional Resources:**


**Due:** Reactions to readings

11/15 Class 13: **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: Tracy, T. J. G., & Glidden-Tracy, C. E. (1999). Integration of theory, research design, measurement, and analysis: Toward a reasoned argument. *The Counseling Psychologist, 27*, 299-324.


**Review:**


**Preparation:** For the class discussion, be prepared to briefly describe your study (including the rationale, research questions and hypotheses, methodology, and analyses). Then please share how the themes and suggestions from this week’s readings (as well as
other relevant readings) already align with as well as possibly inform and can be integrated into your original work. Be prepared to offer parallel feedback on the other presented projects.

**Due:** Research Paper Draft

11/22 Class 14: Case conceptualization presentations I

**Due:** Your case conceptualization handout (2-3 pages, double-spaced) – please send it to both the instructors and your class members via email. However, before doing so, please make sure to have no identifiable information on your handout. Do not name the major or department of the student client. Give a range for client’s age. Omit any other information that may reveal the client’s identity. Some of those characteristics may be key to your conceptualization and utilization of multicultural lens. Is that is the case, refer to that characteristics in general terms throughout your handout (such as “Given client’s national background” or “related to the student’s disability”). Please take every precaution possible to keep your client’s information confidential.

**Read:** Please make sure you have read the submitted case presentation handouts and reflected on each one to be presented on this day prior to this meeting. There will be no time allocated for you to read other students’ handouts during the meeting time. Your being prepared to discuss presented conceptualizations would enrich our discussions and help us proceed efficiently.

11/29 Class 15: Case conceptualization presentations II

**Read:** Please make sure you have read the submitted case presentation handouts and reflected on each one to be presented on this day prior to this meeting. There will be no time allocated for you to read other students’ handouts during the meeting time. Your being prepared to discuss presented conceptualizations would enrich our discussions and help us proceed efficiently.

12/6 Class 16: Reflecting on Personal Experiences & Wrap up!

**Preparation:** Please be prepared to give a short (5 min) discussion of what you’ve learned through this semester including your personal diversity experience (another 5 min).

**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, Times New Roman 12).

2. **Personal diversity experience paper:** Write a 2 to 3 page (double-spaced, Times New Roman 12) summary of your diversity experiences including (a) a summary of the events (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 cultures to which you have gotten exposed, and (d) implications of these exposures for you as a mental health provider (such as how you would go about providing counseling services to someone from this culture).

12/10 Assigned Finals Day: *No exam* Research Proposal Paper Due by 3:00 pm. Your thoroughly critiqued and relatedly edited research proposal paper in APA style. Submit it via email to adross@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 choose to reflect on and 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

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**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)

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**Professional demeanor**: Respectful/attentive to colleagues in class or not respectful/attentive

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* 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.