

**Loyola College in Maryland**  
**PY710.41 – Diversity Issues in Counseling**  
**Spring, 2007**

<u>Instructor:</u>	Jeffrey D. Strain, Ph.D.	Office:	Beatty Hall, Rm. 222I
Phone:	410.617.2904	E-mail:	jdstrain@loyola.edu
Voicemail:	443.643.8565	Office Hours:	Mondays 3:30-4:30 PM
FAX:	410.617.5341		Wednesdays 2:30-4:30 & 7:00-9:00

Class Time: Mondays 6:50-9:00, Maryland Hall #440

Required Textbook: Schmidt, J. J. (2006). *Social and cultural foundations of counseling and human services: Multiple influences on self-concept development*. Boston, MA: Pearson.

Reserved Materials: In addition to readings from the assigned textbook, additional readings such as journal articles and book chapters are required (see *Supplemental Readings* for a complete list of references). All readings can be accessed on Blackboard. Students should complete required readings and be prepared to discuss them in the class for which they are assigned.

Course Description: This course is designed to provide an overview of human diversity on psychology. Students develop sensitivity to issues in research and professional practice that may be influenced by factors such as age, ethnicity, race, religion and spirituality, gender, socio-economic class, sexual orientation, national origin, disability, and other cultural diversity topics.

Course Objectives: By the end of the semester, students should:

1. develop an understanding of the ways that race, immigration/acclturation, gender, sex, sexual orientation, socioeconomic status, and spirituality/religion impact identity,
2. learn about the interaction, maintenance, and consequences of systemic, interpersonal, and psychological forms of oppression,
3. become familiar with the definitions of and differences between prejudice and racism and their related consequences,
4. become aware of the ways that clients' culture impacts the counseling and therapy process,
5. gain insight into the ways that students' own culture impacts how others (e.g., clients) may perceive and interact with them,
6. acquire knowledge of various cultural, racial, and ethnic groups' heritages, backgrounds, and contemporary concerns, and
7. improve ability to research, present, and facilitate discussion related to various cultural groups.

Course Content, Format and Expectations: Educational techniques, including readings, lectures, class discussions, multimedia tools, and experiential exercises, will be employed to help students meet the course objectives. Attendance is required. Only in extreme circumstances (e.g., a medical or family emergency) will absences be excused; proper documentation is required, and to be provided to the instructor in a timely manner. Each absence, after two, will result in the reduction of one letter grade to a student's final grade. Students are also expected to: (a) give

critical thought to course material, (b) have completed all assigned readings prior to class, (c) be prepared to participate in discussion, (d) actively engage in experiential exercises, and (e) submit assignments at the start of class on the date due.

Evaluation Criteria (100 points possible):

<b>Criterion</b>	<b>Points</b>	<b>Due Date</b>
<i>Intercultural Development Identity Exercise:</i>		
<i>Complete Questionnaire</i>	5	By January 26
<i>Personal Development Plan</i>	10	February 12 or 19
<i>Evaluation of Personal Development Plan</i>	10	April 30
<i>Film Critiques</i>	15	Rolling
<i>Immersion Experience Essays</i>	20	Rolling
<i>Exam #1</i> (material from January 22 – March 12)	20	March 19
<i>Exam #2</i> (material from March 26 – April 30)	20	May 7

Grade Distribution:

<b>Percentage of Points</b>	<b>Grade</b>	<b>Percentage of Points</b>	<b>Grade</b>
93-100	A	77-79	C+
90-92	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	> 70	F
80-82	B-		

Course Requirements:

*Intercultural Development Identity Exercise* (25 points): Students will take the Intercultural Development Inventory (IDI), learn about their current way of experiencing difference, develop a personal plan for enhancing cultural awareness, and evaluate the impact (actual and anticipated) of their plan. The IDI is to be taken online (each student will be given a login name and personalized password during the first class meeting) at [www.idiassessment.com](http://www.idiassessment.com) between January 22, and January 26. Each student will receive a personal profile, of which they will review with the instructor in individual meetings during the second and third weeks of class. No grades are assigned to individual student profiles. Points assigned to this activity are based on completing the questionnaire during the time specified (5 points), the personal development plan they design to enhance the awareness of cultural differences (10 points), and their evaluation of that plan (10 points). The format of one's personal plan to enhance cultural awareness, and their evaluation of the plan, are to be presented in the same first-person format as other course-required reflection essays. Student's personal development plans are due one week after their individual meeting with the instructor (either February 12 or February 19). **NOTE:** while most students find this experience highly rewarding, an alternative assignment is available for students who choose not to participate. In such an event please see the course instructor after the first class to make the necessary arrangements.

*Film Critiques* (15 points): Over the course of the semester, students will select and watch three of the 10 films that are on reserve in the library. After watching a film, students will write a 2-4-page reflection essay (each is worth 5 points) on how the film's content made them think, feel,

and in what ways, if any, it affected their understanding of diversity, individual differences, and multiculturalism. In addition, students should support their essays by integrating course related materials (e.g., course readings, comments from a lecture or discussion). Film critiques will be accepted weekly between February 26 and April 23. During this time, students may only submit one reflection essay per week (this includes immersion experience essays).

*Immersion Experience* (20 points): In the spirit of *The Year of the City*, and Loyola's commitment to service learning, student will actively participate in two cultural, community, or personally novel events over the course of the semester. Each experience is to last a minimum of three hours, during which time students should be engaged in, participating, or contributing in some way to the event, festivity, service, or activity that is happening around them. After each experience students are to write a 2-4-page reflection essay (each is worth 10 points) describing their encounter with a diverse population, what they learned, how the experiences made them feel, and ways in which the experience relates to course related materials (e.g., course readings, discussions, lectures). Contact your instructor or the Center for Community Service and Justice (410-617-2380) for suggestions. Immersion experience essays will be accepted weekly between February 26 and April 23. During this time, students may only submit one reflection essay per week (this includes film critiques).

*Exam #1* (20 Points): The first exam covers all class material through March 12. The test consists of multiple-choice questions, modeled after those on the National Counselor Exam (NCE; see <http://www.nbcc.org/nce> for details on the licensure exam), and a take-home essay section, the questions of which will be similar to those on the Master's Comprehensive Examinations. Students pursuing a master's degree in psychology at Loyola are required to pass comprehensive exams to complete their degree (see the *Master's Student Handbook* for specific details). The essay portion will be

*Exam #2* (20 Points): The second exam covers all class material from March 26 through April 30, and follows the same format as Exam #1.

General Notes for All Assignments: Papers are to be well organized, free of grammatical and spelling errors, and follow the writing and stylistic guidelines elucidated by the American Psychological Association (APA). Papers are to be double-spaced, have 1" margins (top, bottom, and sides), and be submitted in 12-point, Times New Roman font. Students needing assistance with their written assignments should schedule an appointment with the Loyola Writing Center (410-617-5415), or arrange to meet with their instructor (see the *Course Materials* folder in Blackboard for *Notes on Good Writing and Editing Codes*).

Test and Assignment Makeup Policy: The following policy has been adopted by the Psychology Department and refers to all tests and assignments (e.g., papers, exams, oral presentations). There will be no make-ups or extensions without penalty, except in instances such as: (a) a hospitalization or illness that has been documented and judged by the instructor as preventing sufficient test preparation or a student's ability to sit for a test, (b) a death or serious illness in one's family, or (c) a court appearances. Appropriate documentation must be provided in a timely manner. Students failing to produce such documentation will be penalized one full letter grade. *In all cases, the decision to allow a student to make up a test or assignment, as well as the time period allowed to do*

*so, is at the discretion of the instructor* (It should be noted that the instructor maintains the right to substitute tests different from those administered to the rest of the class). Not included in this policy are tests taken in advance (through arrangement with the instructor) and unannounced quizzes.

Learning Disabilities: To request academic accommodations due to a disability, students should contact Disability Support Services (DSS) at (410) 617-2062. After a student receives a letter from DSS indicating that they have a disability that requires academic accommodations, a copy should be presented to the instructor so that proper arrangements can be made.

Academic Integrity: Graduate students in psychology are held to ethical standards established by both the American Psychological Association (APA) <http://www.apa.org/ethics/code2002.html>, and the American Counseling Association (ACA) <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>.

In addition, Loyola's *Honor Code* (2006) stipulates:

All students of the Loyola Community have been equally entrusted by their peers to conduct themselves honestly on all academic assignments. The students of this College understand that having collective and individual responsibility for the ethical welfare of their peers exemplifies a commitment to the community. Students who submit materials that are the products of their own minds demonstrate respect for themselves and the community in which they study. All outside resources or information should be clearly acknowledged. Consult your instructor if there is any doubt or question regarding the use and documentation of outside sources for academic assignments (p. 8).

**Important Note:** Failing to provide credit for someone else's ideas, or copying the work of another person, are both forms of plagiarism. If it is determined that a student has taken credit for work that is not their own, they may fail the assignment or the course. Students with questions about what is or is not plagiarism should seek advisement from their instructor, or consult the APA's (2001) Publication Manual (pp. 349-350).

## Class Schedule\*

<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>
<b>1/22</b>	Introductions, Expectations, and the Development of a Safe Cross-Cultural Environment <b>Complete the IDI Online</b>	<a href="http://www.apa.org/pi/multiculturalguidelines.pdf">www.apa.org/pi/multiculturalguidelines.pdf</a>
<b>1/29</b>	Society, Culture, Counseling, and Human Services	<i>Schmidt, Ch. 1</i> • APA
<b>2/5</b>	The Emerging Self and Social Learning	<i>Schmidt, Ch. 2</i> • Okun, Fried, & Okun
<b>2/12</b>	Social, Cultural, and Racial Identity <b>Personal Development Plan Due</b>	<i>Schmidt, Ch. 3</i> • Lee
<b>2/19</b>	Cultural, Racial, and Ethnic Identity Models <b>Personal Development Plan Due</b>	<i>Schmidt, Ch. 4</i> • Fouad & Arredondo
<b>2/26</b>	Sex, Gender, and Sexual Orientation Identity <b>Reflection Essay Due</b>	<i>Schmidt, Ch. 5</i> • Carroll et al. • Worthington & Mohr • <a href="http://www.apa.org/pi/lgbg/guidelines.html">www.apa.org/pi/lgbg/guidelines.html</a>
<b>3/5</b>	<b>Spring Break: No Class</b>	
<b>3/12</b>	Family, Culture, and Self-Concept Development <b>Reflection Essay Due</b>	<i>Schmidt, Ch. 6</i> • Falicov
<b>3/19</b>	<b>Exam #1</b>	
<b>3/26</b>	Ability, Attractiveness, Aging, and Self-Image <b>Reflection Essay Due</b>	<i>Schmidt, Ch. 7</i> • Kosciulek
<b>4/2</b>	Spirituality, Religion, and Self-Concept Development <b>Reflection Essay Due</b>	<i>Schmidt, Ch. 8</i> • Schlosser
<b>4/9</b>	Social Class and Economic Considerations <b>Reflection Essay Due</b>	<i>Schmidt, Ch. 9</i> • Liu et al.
<b>4/16</b>	Counseling and Cultural Diversity <b>Reflection Essay Due</b>	<i>Schmidt, Ch.10</i> • Neufeldt et al. • La Roche & Maxie
<b>4/23</b>	Ethical and Legal Issues <b>Reflection Essay Due</b>	<i>Schmidt, Ch. 11</i> • <a href="http://www.apa.org/ethics">www.apa.org/ethics</a>
<b>4/30</b>	Research Issues and Future Considerations for Counseling Diverse Populations <b>Evaluation of Personal Plan Due</b>	<i>Schmidt, Ch. 12</i> • Chang & Sue
<b>5/7</b>	<b>Exam #2</b>	

*Required Texts (i.e., Schmidt) are italicized*

• Reserved readings are bulleted (see *Supplemental Readings* for full references)

\* This schedule is subject to change at the discretion of the instructor

## Supplemental Readings\*

Date	Readings
1/22	<a href="http://www.apa.org/pi/multiculturalguidelines.pdf">www.apa.org/pi/multiculturalguidelines.pdf</a>
1/29	American Psychological Association. (2001). <i>The publication manual of the American Psychological Association</i> (5 <sup>th</sup> ed.). Washington, DC: Author.
2/5	Okun, B. F., Fried, J., & Okun, M. L. (1999). <i>Understanding diversity: A learning-as-practice primer</i> . Pacific Grove, CA: Brooks/Cole.
2/12	Lee, W. M. (1999). <i>An introduction to multicultural counseling</i> . Ann Arbor, MI: Edwards Brothers.
2/19	Fouad, N. A., & Arredondo, P. (2007). <i>Becoming culturally oriented: Practical advice for psychologists and educators</i> . Washington, DC: American Psychological Association.
2/26	Carroll, L., Gilroy, P. J., & Ryan, J. (2002). Counseling transgendered, transsexual, and gender-variant clients, <i>Journal of Counseling and Development</i> , 80, 131-139. Worthington, R., & Mohr, J. (2002). Theorizing heterosexual identity development. <i>Counseling Psychologist</i> , 30, 491-495. <a href="http://www.apa.org/pi/lgbc/guidelines.html">http://www.apa.org/pi/lgbc/guidelines.html</a>
3/12	Falicov, C. J. (1998). The cultural meaning of family triangles. In M. McGoldrick (Ed.), <i>Re-visioning family therapy: Race, culture, and gender in clinical practice</i> (pp. 37-49). New York: Guilford Press.
3/26	Kosciulek, J. F. (2003). Counseling and psychotherapy with clients with disabilities. In D. Atkinson & G. Hackett (Eds.), <i>Counseling diverse populations</i> (pp.172-193). Hightstown, NJ: McGraw Hill.
4/2	Schlosser, L. Z. (2003). Christian privilege: Breaking a sacred taboo. <i>Journal of Multicultural Counseling and Development</i> , 31, 44-51.
4/9	Liu, W. M., Soleck, G., Hopps, J., Dunston, K., & Pickett, T. (2004). A new framework to understand social class in counseling: The social class worldview model and modern classism theory. <i>Journal of Multicultural Counseling and Development</i> , 32, 95-122.
4/16	Neufelt, S. A., Pinterits, E. J., Molerio, C. M., Lee, T. E., Yang, P. H., Brodie, R. E., et al. (2006). How do graduate student therapists incorporate diversity factors in case conceptualization? <i>Psychotherapy: Theory, Research, Practice, and Training</i> , 43, 464-479. La Roche, M. J. & Maxie, A. (2003). Ten considerations in addressing cultural differences in psychotherapy. <i>Professional Psychology</i> , 34, 180-186.
4/23	<a href="http://www.apa.org/ethics">http://www.apa.org/ethics</a>
4/30	Chang J., & Sue, S. (2005). Culturally sensitive research: Where have we gone wrong and what do we need to do now? In M. Constantine & D. W. Sue (Eds.), <i>Strategies for building multicultural competence in mental health and educational settings</i> (pp. 229-246). Hoboken, NJ: John Wiley & Sons.

\* The instructor reserves the right to assign additional readings