

Multicultural Psychology [PSYC 5843-101]

T/R: 12:30pm-2:00pm

Prothro-Yeager OD-110

Instructor Information:

Zachary Zoet

Email: zachary.zoet@msutexas.edu

Office Hours: MWF 5:00pm-6:00pm. Appointments for zoom office visits made via email. If you can't make those times we can try and schedule something that works for both of us.

Course Description:

This course will focus on providing a supportive instructional foundation in multicultural psychology, but will also focus on expanding on your understanding of the self as a multicultural person and as an emerging clinician. Students will gain knowledge of multicultural theory, multicultural competencies, barriers to providing multiculturally competent care, and about the characteristics, strengths, and challenges of many varied majority and minority groups. In accordance with the American Psychological Association's ethical principle of "justice" as a core principle, we will center our course within this paradigm.

Nature of Course:

This course has been planned as a fully in-person course for Fall 2022. The class will meet in-person in OD-110 all scheduled days unless otherwise notified. The days where we must meet virtually will be indicated on the schedule. Students will not attend class if they are experiencing illness or any signs/symptoms of COVID-19, they will contact me via email regarding their condition and will attend remotely. Should a student demonstrate serial difficulties with the in-person attendance requirement, and not have a letter from DSS or Student Rights & Responsibilities suggesting that there is a valid reason for being unable to attend in person, they will be contacted by me for an office hours visit where we will discuss their barriers to the physical attendance requirement and attempt to find a solution collaboratively that respects the integrity of the course. I will use D2L for posting syllabi, course communication, course schedule, and gradebook. You should regularly check D2L and the email hosted via D2L for important course information. I also recommend downloading the Brightspace Pulse app in your smartphone's app store to help you keep track of assignments/dates. In the event of increased incidence and risk of COVID-19 that results in the university moving back to a shelter-in-place mode, the course instruction will transition to fully online. More instructions will be given at that time.

Required Texts:

Sue, D.W., Sue, D., Neville, H.A., Smith, L. (2019). *Counseling the Culturally Diverse: Theory and Practice, 8th Edition*. Wiley Publishers.

ISBN: 978-1-119-44828-0

Course Participation:

Owing to the importance of this course and the nature of graduate study this course will follow an inverted classroom format. Students will come to each class with the relevant readings and/or assignments studied and prepared for discussion and exercises. Our aim will be to create an empowering and supportive environment wherein learning, growth, and challenging oneself are fostered but this can only be achieved when we all take ownership in the cultivation of ourselves and this space. We will work from the first day of class on building the cultural norms of this space, and adhering to them through our last day of class. Your preparation outside of class and investment within our class will factor into your final grade. Students will engage with the instructor, peers, and the physical/digital space in a respectful manner at all times. Students are to keep information shared within the class by peers in strict confidence. The instructor will similarly keep information confidential but may consult with other faculty as necessary surrounding shared course content. Attendance/tardiness issues (in-person or online), disruptive electronic device use, disruptive communication, non-adherence to confidentiality, etc. are behaviors that disrupt the learning process. Such behaviors are grounds for dismissal at the discretion of the instructor. Students will be required to follow all campus policy regarding the current phase of our COVID-19 response or they will be asked to leave the class. Failure to comply with this or any other MSU Texas policy is also grounds for possible dismissal from the course.

Grading Scale:

<i>Grade</i>	<i>Percentage</i>	<i>Points</i>
A	90.00-100%	450-500 pts
B	80.00-89.99%	400-449.9 pts
C	70.00-79.99%	350-399.9 pts
D	60.00-69.99%	300-349.9 pts
F	0-59.99%	250-299.9 pts

Grading Procedures:

Preparation (100 Points): The expectation is that students come to class prepared with the outlined readings and assignments completed and critically examined. This grade is intended to serve as a means for students whose strengths lie outside of traditional testing and presentation formats to demonstrate their aptitudes and commitment to the process of becoming an emerging clinician. Through consistent demonstration of one's preparation outside of class and investment into the learning space in class via engagement with others and cultivation of the self, all points in this category will be earned.

Exams (200 Points): There will be a total of 2 exams throughout the semester. Each of the exams will consist of multiple-choice and free-response questions from the textbook, additional readings, and class notes. Each exam will be worth 100 points. The exam will be taken in-person on the scheduled test date. You are expected to come to class on test day with a writing utensil.

Missed/Late Arrival Policy for Exams: Any exam that is missed may be made up with instructor approval. There will be A LETTER GRADE PENALTY deducted from any make-up exam for which a student does not have an excused absence for date of test. There is no grade penalty for exams missed due to an excused absence.

Presentation (100 Points): Students will present to the class on a specific cultural group. The topics to be included in this presentation are Characteristics and Strengths, Specific Challenges, and Implications for Clinical Practice. The presentation will cover material from the chapter of our course text that relates to this cultural group, but must also incorporate 5 peer-reviewed sources (provided to class on day of presentation), a case study supplied by the instructor, and be well rehearsed and executed. The case study will be thoughtfully examined, with treatment recommendations supplied, utilizing a culturally adapted empirically supported treatment of the student's choice. The expectation is that this presentation will be delivered from a powerpoint, prezi, and/or video, and be engaging with audience participation solicited. Students are allowed to decide how they wish to include/engage the audience within their presentations (experiential exercise, role plays, questions, etc.). The presentation should be at least 40 minutes long, with 20 minutes of discussion (occurring either throughout or at the end). Students are to demonstrate intentionality and mindfulness in the learning objectives, discussion prompts, and/or activities that are part of their presentation. Students may elect to give a second presentation in order to have the lowest scoring presentation's grade dropped.

Study of the Multicultural Self (100 Points): Students of this course will complete a self-analysis of the multicultural self paper. The unexamined clinician cannot be aware of how their own experiences and multicultural development may contribute to their ways of interacting with and conceptualizing others. This paper necessitates that the student begin what will be a lifelong process of continually examining the self in order to better navigate therapeutic relationships and exchanges from a place of cultural mindfulness. The student must examine themselves and their cultural identity/development through the lens of the following social group identities: age, ability, class, gender, national origin, geography, ethnicity, personal relationships, religion/spirituality, and sexuality. The student may guide this examination and the structure of their paper however they wish but some examples of questions to answer could be: When did you notice what your identity was within each of these groups? Were there any formative experiences or influences that were positive or negative in your multicultural development (media, friends, family, school, etc.)? What values are typical of your national origin, geographic region you were raised, ethnic or religious group? What do you identify as in regards to national origin, gender, ethnicity, sexuality, class, etc? What impact has any of your identities had upon your childhood and adulthood? Are there expectations placed upon you by persons as a consequence of a certain social group membership? Do certain aspects of your identity intersect in a synergistic manner or an anti-synergistic manner? How do certain aspects of your multicultural identity impact interactions with others? Are there ways that your family, mentors, or impactful loved one's multicultural identity has impacted your identity? Have their attitudes or beliefs about different persons impacted your own? How have power, privilege, and oppression manifested throughout your life or the lives of those you're close to? How might your cultural development thus far influence your work as an emerging clinician? These are only a few of the questions and areas of introspection that one can address in this paper. A client can never be divorced of their context and multicultural identity and one of the purposes of this paper is to have you become increasingly aware of all the different personal aspects of your multicultural identity, experiences as a member of certain social groups, and multicultural development so that you may remain mindful and vigilant of them in your future clients. This paper should marry the autobiographical and introspective in equal measure. The paper should be at least 10 pages (not including title or reference pages), APA-formatted. No citations are necessary unless you are utilizing facts or opinions from other sources.

University Policies:

“As an MSU student, I pledge not to lie, cheat, steal, or help anyone else do so.”

As a Midwestern State University student, you have agreed to abide by the University’s academic honesty policy, and Student Honor Creed. For information regarding Midwestern State University’s policies about academic dishonesty, please refer to the current Midwestern State University Student Handbook. The Handbook is also available online. Go to <http://students.msutexas.edu/studentaffairs> and then click the Student Handbook link. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Violation of the academic honesty policy will result in a failing grade and being reported to the Dean of Students.

If you have a disability and require reasonable classroom accommodations please register with Disability Support Services within two weeks of the semester beginning. An Accommodation Request Form can be obtained through the Director of Disability Support Services, the ADA Coordinator, at <http://students.msutexas.edu/disability/> or may be contacted at (940)397-4140, or 3410 Taft Blvd., Clark Student Center Room 168, or email debra.higginbotham@msutexas.edu. If you require new accommodations at any point throughout the semester, they must be approved by DSS and the instructor must be notified at least one week prior to an exam for new accommodations to be made for that exam.

Tentative Schedule of Course Topics

Week #	Date	Course
1	Tuesday, August 23 Thursday, August 25	Syllabus Chapter 1
2	Tuesday, August 30 Thursday, September 1	Chapter 2 Chapter 3
3	Tuesday, September 6 Thursday, September 8	Chapter 4 Chapter 5
4	Tuesday, September 13 Thursday, September 15	IDI Testing w/ MOSAIC Chapter 6
5	Tuesday, September 20 Thursday, September 22	Chapter 7 Chapter 8
6	Tuesday, September 27 Thursday, September 29	Chapter 9 Chapter 10
7	Tuesday, October 4 Thursday, October 6	Chapter 11 Chapter 12
8	Tuesday, October 11 Thursday, October 13	Chapter 13 Midterm Exam (Ch. 1-13)
9	Tuesday, October 18 Thursday, October 20	Chapter 14 Chapter 15
10	Tuesday, October 25 Thursday, October 27	Chapter 16 Chapter 17
11	Tuesday, November 1 Thursday, November 3	Chapter 18 Chapter 19
12	Tuesday, November 8 Thursday, November 10	Chapter 20 Chapter 21
13	Tuesday, November 15 Thursday, November 17	Chapter 22 Chapter 23
14	Tuesday, November 22 Thursday, November 24	Chapter 24 *Paper Due THANKSGIVING BREAK – NO CLASS
15	Tuesday, November 29 Thursday, December 1	Chapter 25 Chapter 26
16	Thursday, December 8 10:30am – 12:30pm	<u>Final Exam</u>

Disclaimer:
The course syllabus is a general plan for the course; deviations announced to the class by the instructor may (and will likely) be necessary. The instructor reserves the right to modify the schedule of topics as deemed necessary to maintain the quality and integrity of the course.

Grade Tracker:

Assignment	Date Due	Points Available	Points Earned
Midterm Exam	Thursday, October 13	Out of 100 pts	
Paper	Tuesday, November 22	Out of 100 pts	
Presentation		Out of 100 pts	
Final Exam	Thursday, December 8	Out of 100 pts	
Preparation		Out of 100 pts	