



Syllabus

PSYC 5843 Multicultural Psychology
Fall 2023

Contact Information

Professor: Megan N. Bodine-Smith, Ph.D. Office: O'Donohoe 116
Office Hours: M/W 8-9 or by appt Cell Phone: 734-652-8621
Class Meets M/W 9:30-10:50 Location: OD 110
Office Email: megan.bodine@msutexas.edu

Texts:

Sue, D.W., Sue, D., Neville, H.A., Smith, L. (2019). Counseling the Culturally Diverse: Theory and Practice, 9th Edition. Wiley Publishers. ISBN: 978-111-9-86190-4

Course Description and Objectives:

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.

Course Requirements:

Your grade will be based on the following points out of 500:

Participation:	100
Paper/presentation:	100
Exams (2):	200 total
Study of the Multicultural Self:	100

Participation: The format for class will be lecture and discussion. Readings will be completed prior to the class they are due for. The class will be more interesting if everyone fully prepares (completes the readings and assignments) and participates in each class period. Attendance is required for the course. Each student is allowed two absences without penalty. Each additional absence will result in a 5% reduction in the students' final grade. Being tardy (arriving more than 5 minutes after the designated start time of the class) three times will be considered an absence. Students will be responsible for the material they miss when absent.

Exams: 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: 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 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.

Study of the Multicultural Self: 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.

Schedule

THIS MAY CHANGE AT ANY TIME, PER MY DISCRETION

Week:

9/6	Syllabus and Chapter 1
9/11	Chapter 2 & 3
9/18	Chapter 4 & 5
9/25	Chapter 6 & 7
10/2	Chapter 8 & 9
10/9	Chapter 10 & 11
10/16	Chapter 12 & 13 MIDTERM EXAM 10/16
10/23	Chapter 14 & 15
10/30	Chapter 16 & 17
11/6	Chapter 18 & 19
11/13	Chapter 20 & 21
11/20	PAPER DUE 11/20 , but no class
11/27	Chapter 22 & 23
12/4	Chapter 24 FINAL EXAM 12/6

Cell Phones and Pagers: Cell phone use (including watches that Bluetooth to one's phone) is prohibited during class. Phones are to be turned off (this includes no vibration mode) and put away. Exceptions include expecting a communication from one's internship site (not part-time work), an emergency (e.g., family member is in the hospital), or being asked to Google class-related material. All exceptions must be shared with me prior to using one's phone, and I reserve the right to say no. If cell phone use occurs in class, I reserve the right to view said activity to verify it meets the exception criteria. Violation of this policy will result in a verbal warning and reduction in grade (0.25% per instance); second warnings will be made in writing and sent to the chair and graduate program coordinator to establish a record of problematic behavior; and finally, continued cell phone use will result in the student being removed from the class and receiving a grade of "F". Please note that I, as the instructor, may receive work-related communications and will only check my phone when I deem it necessary. As such, students should not expect the instructor to be held to the same policy.

Note: Students living with disability must be registered with [Disability Support Services](#) before accommodations can be provided. Individuals requiring special accommodation should contact me and must provide documentation by Disability Support Services. The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

Americans with Disabilities Act

Midwestern State University does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities.

It is the responsibility of the student to inform the instructor of any disabling condition that will require modifications. Students who require special accommodations must register with Disability Support Services before these accommodations can be provided. An Accommodation Request Form can be obtained at [Disability Support Services](#).

College Policies and Procedures

Can be found at the bottom of the MSU home page or at [Human Resources Policy](#).

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. Any evidence of cheating will result in a grade of "F" and being reported to the [Dean of Students](#).

Midwestern State University Student Honor Creed

"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

Written and adopted by the 2002-2003 MSU Student Senate.