REQUIRED TEXTS/READINGS FOR THE COURSE:

Required Readings: For your convenience, the readings for each week are included in that week within the folder called “readings”.


Recommended readings: Please note that some are included in the syllabus, and your peers will supply some when they do their presentations.

COURSE OUTLINE

1. September 6  
   Introduction/Overview, Cross-Cultural Consideration of Health & Pathology
   
   READ: NONE – first week of class. The recommended articles for today are assigned throughout the term as required.


2. September 13  
   Racial Identity Across Racial Groups
   


4) You must review the Racial Identity Scales Handout: Multigroup, Black, and White, and complete the scale(s) that pertain to you, so as to have the experience of completing them, however, you can choose whether or not to discuss the experience within class. They can help you to see what is being discussed in the racial/ethnic identity articles, and you later may want to use them in your own research: "racial identity scales, B, w, & all" (for those of African racial heritage and for those of European racial heritage). There are also the newer CRIS and MIBI racial identity scales (for those of African heritage) and the shorter 6-item MEIM (the MEIM can be completed by anyone). Or David 2009 bicultural self-efficacy scale.


3. **September 20**
   **Consideration of Other Racial/ethnic Constructs**
   **SLD presenter:** ___________________ **Media Presenter:** ___________________


associations are created equal: How implicit normative evaluations are distinct from implicit attitudes and uniquely predict meaningful behavior. *Journal of Experimental Social Psychology, 48*, 694-706. OR


4. **September 27**

**Broad Ethnic and Cultural Considerations & Major Racial Groups**


2) You can read any of the chapters in my book on racial and ethnic identities (African American [ch1], Asian American, Latino, Native American, White [ch5], multiracial and intercultural couples and families). The following two alternatives are provided for you:


3) and 4) McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). *Ethnicity and family therapy* (3rd Edition). New York: Guilford Press. **Please read two chapters, one pertaining to Latinos/Hispanics and one pertaining to Asians.** (Overview chapters are posted in this module [i.e., Garcia-Preto, 2005 and Lee, 2005], but you are encouraged to read others from the book instead (available in Sakai: Almeida [Asian Indian], Falicov [Mexican], Hernandez [Central Am], Kim [Korean], McGill [English], Pillari [Hindu], Shibusawa [Japanese]).

5. October 4

<table>
<thead>
<tr>
<th>SLD presenter:</th>
<th>Gender</th>
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6. October 11  Sexual Orientation

SLD presenter:__________________ Media Presenter:____________________


7. October 18 Religion

SLD presenter: __________________________ Media Presenter: __________________________


OR


8. **October 25  Socioeconomic Status**

**READ:**


4a) Please copy the URL below into your web browser, enter your own information on this interactive graphic and peruse the pages to share your impressions for class discussion (sharing or SLD):


**OR**

4b) [www.inequality.is](http://www.inequality.is)

**RECOMMENDED:**


9. **November 1**

**Functions of Identity & Structural Disparities Affecting Mental Health**

**READ:**


3b) Nguyen, Hannah-Hanh D & Ryan, Ann Marie. (2008). Does stereotype threat affect...


2) Tim Wise talk (9.5 minutes) on White privilege: http://www.youtube.com/watch?v=J3Xe1kX7Wsc

10. **November 8** Therapists: issues in dealing with diversity

**SLD presenter:** ______________________  **Media Presenter:** ______________________


**OR**


11. **November 15** Diversity and Treatment

**SLD presenter:** ______________________  **Media Presenter:** ______________________


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12. **November 22**

**Diversity applications**

**SLD presenter:** ____________________ **Media Presenter:** ____________________

**READ:** 1) How to do a genogram by Monica McGoldrick


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13. **November 29**

**Research Design & Implementation**

**SLD presenter:** ____________________ **Media Presenter:** ____________________


14. December 6  Diversity and Other Realms of Professional Practice/Feedback

SLD presenter: __________________ Media Presenter: __________________

TERM PAPERS DUE BY THE START OF CLASS


15. December 13  Multicultural Supervision, Overview and Wrap Up


2c) Kelly, S. (2017). Conclusions drawn from the experts on tailoring treatment to diverse couples and families. In S. Kelly (Ed.), *Diversity in Couple and Family Therapy:*


COURSE REQUIREMENTS/GRADING (please note that no extra credit work is offered)

1. **Attend and fully participate in all class sessions:** 25% of grade
   If you miss more than one class session, please contact Dr. Kelly to discuss your difficulties in coming to class.

2. **Lead a classroom discussion of the readings:** 30% of grade
   a) Prepare a half hour presentation to the class regarding some aspect of the readings that peaked your interest.
   b) On the day of your presentation, pass out a **1 page** (10-12pt. Font) position statement to the class, in which you discuss a theme in the readings. In your treatment of the theme, evaluate the objectives/purpose of the readings, briefly summarize the main arguments/themes, evaluate the readings (strengths and weaknesses, evidence, clarity of the analysis, persuasiveness of their conclusions, methodology, etc.), and indicate the implications/new directions for future study as related to the topic. You may use this handout as the basis for your presentation.
   c) Add a summary of an additional relevant article (it can be within the same one page handout, but provide no more than two pages total for the entire thing, including “d” below) that adds to our knowledge in that same topic. The additional article can (but does not have to) come from the recommended readings, as long as it was published within the last seven years. It CANNOT come from the assigned readings. Please provide a full APA style citation of the article and email it to Dr. Kelly.
   d) Prepare 3-5 written discussion questions/provocative reactions to readings to ask/discuss with the class, hand in your own answers/comments to Dr. Kelly.

**LIST OF RECOMMENDED TOPICS TO INCLUDE IN CLASSROOM DISCUSSIONS:**

1. **Research and methodology:** How did the authors study the construct? How would you go about studying the construct/issues, or gathering data from particular populations? How can the studies/theory assist you in conducting research for your thesis/dissertation?
2. **Future implications:** What questions does this work open up for further exploration?
3. **Conceptualization:** How does this work affect your thinking about the construct or...
issues at hand? Which factors are most important, in your estimation? What is your framework of model for synthesizing the various aspects of diversity?

4. **Therapy and Practice Implications:** What implications do the findings/theory have for the practice of therapy? Do the findings impact process or outcome issues? How might these issues be important in other realms of professional practice? How can you integrate these ideas into your plans for working with diverse clients?

5. **Societal, Political, and Policy Implications:** What do theory/findings imply about society, inter-group relations, or programs and policies?

6. **Personal Experience:** What relevant personal experiences apply to this topic? How do they guide your thinking in relationship to the topic? How are they similar and different to the guidelines and/or data found in the readings and lectures, and why? How and why do these similarities and differences change your thinking, if at all?

3. **Write a seminar paper treating a major diversity theme raised in one of the weekly sequences of readings.** This topic must CLEARLY relate to diversity (e.g. be one of the topics covered in the weekly sequence of readings). Your paper should dig more deeply into that theme by incorporating additional readings, and/or by making connections to other relevant material on that theme covered during the term. You are encouraged to use this assignment to make headway on your master's thesis or doctoral dissertation, pending Dr. Kelly's approval of the topic. **If your topic is not directly related to the topics on the syllabus, or if it does not OBVIOUSLY discus a clear-cut diversity issue, then please see Dr. Kelly to ensure that your topic is suitable in meeting the course requirements, after reading the NOTE below.**

   For example, you may discuss the results of an interview of one or more persons different from you in terms of some aspect of diversity, do a “cultural immersion” experience that you write about, or do a paper that applies the concepts in a novel way (pending my approval of your novel method). For all options, the literature review portion must always be at least one half of the paper. Course papers can vary from being a typical research paper, to a write up of a diversity project that includes a review of the literature. Due on the next to last week of class. **Recommended length: 10 pages before references.**

**NOTE:** Our entire class has focused upon identity, culture, and social factors as key diversity constructs. Thus, I expect that your papers will focus upon linking those types of factors (e.g. ethnicity, culture, and other identity factors) to the topic that you choose. Examples of ways of understanding any topic in terms of diversity factors are included in the list below, in the topics covered in the syllabus, and in the WAYS that those topics are examined (ex: the class session on gender focused upon social and other explanatory factors contributing to male dominance, rather than just any male-female differences that may not be due to diversity and related social/structural factors) to determine if any of the topics fit with the focus of your paper:

- Identity, particularly stigmatized ones or those of minority groups
- Race, ethnicity and culture
- Oppression, dominance, privilege, or the various “isms”
- Stereotyping and biases
- Different traditions, values, and meanings held by various groups
• Acculturation and socialization factors
• Socioeconomic and social stressors unique to specific groups
• Social explanations for rates of disorder that are consistent with other bullets on this list
• Group differences in treatment seeking and quality of care as related to the other bullets in this list
• Culture, value, and socially related functions of behavior that may vary by groups
• Sources of research and treatment insensitivity, misunderstanding, and bias related to ethnicity, culture, and other identity factors
• Language, geography, and related factors leading to differences across groups

4. Present a book or movie or other popular media source that deals with a 15% of grade diversity topic: Your presentation should include five-seven minutes of summary, and the rest of the 15 minute presentation should engage the class about that topic. Please bring a one-page handout to class that gives the title and a brief overview of what you want to say about the topic

***NOTE: THE ONLY EXCEPTION FOR A DUE DATE IS MEDICAL EMERGENCY.***

Departmental and University Policies:

Unless otherwise noted all formal written work should use the Style Sheet of the American Psychological Association. See: http://apastyle.apa.org/ (full access via Login to Rutgers University Libraries home page: http://www.libraries.rutgers.edu/)

**Academic Integrity.** Work submitted for this course must be your own. You are responsible for knowing and conforming to all professional and university standards. See: http://academicintegrity.rutgers.edu/students.shtml

**NOTE REGARDING STUDENTS WITH DISABILITIES:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible.

To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu.students/registration-form