Course: Diversity and Racial Identity: Conceptualization & Research as Related to Clinical Practice, 18:820:575:90, #53433, ONLINE
Instructor: Shalonda Kelly, Ph.D., Room A207, (O) 445-2000 Ext. 132, skelly@rci.rutgers.edu
Semester: Spring 2009; each week runs from Monday 8am to Sunday 11:59pm (except the first week starts on Tuesday)
Office hours: Dr. Kelly’s ONLINE office hours are: Tuesdays 3-4:30, Fridays 3-4, and perhaps an additional time may be set with student input.

REQUIRED TEXTS/READINGS FOR THE COURSE:

Required Readings: These readings are found in two places. All readings are placed in the document sharing tab, which is one of the tabs that are situated across the top of your screen. In addition, for your convenience, the readings for each week are included in that week within the folder called “readings”.

Required Reading, but Recommended Text – McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). Ethnicity and family therapy (3rd Edition). New York: Guilford Press. Please note that your readings (2 chapters) from this book are due on the fourth week of class (2/9-2/15/09). Dr. Kelly has posted overview chapters for those of you who do not have access to the book, but the conversation is better if students use other chapters from this important book, so please copy/read in advance!

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

ONLINE COURSE EXPECTATIONS

Prerequisites
Students must be comfortable in an online environment and be able to use basic computer and Internet tools such as Word Processing, eCollege, and email. Students with this basic experience should be able to actively participate in the online course.

You must login to http://rutgers.online.net to participate in the course. There is tech support available for issues with eCollege, accessible by calling the Help Desk at (732) 445-4357. If you are not already a Rutgers student, it may help to identify yourself as an RU distance learning student needing help over the phone.

Course Orientation
Online courses operate very differently than traditional class offerings. In this course, there is no opportunity for students to passively absorb knowledge. This course has an active individual learner emphasis, and includes group activities to promote collaboration. Ultimately, you are in charge of your overall learning experience. You have endless resources at your disposal, and the flexibility to learn where and when it is most convenient for you.

Take charge of your learning, and remember you are not alone! We share the same goal, for you to be successful. Be sure to communicate your questions and concerns with me, as well as your peers. If this is your first online course, it may take some time to adapt to the new environment, but it will be worth it!
The best piece of advice I can offer, is to keep up with the suggested timeline. In fact, get ahead whenever you have down time so you do not feel stressed when your personal schedule conflicts with your coursework. This course includes challenging content that requires individual effort to master.

My Online Philosophy
In an online learning environment, I operate on the notion of a "guide on the side" rather than a "sage on the stage". This means that this course is student centered, and I consider myself your learning facilitator. Although I will post discussion topics, I encourage you to do the same and have provided space to do so. You will soon notice that I often wait to post a response after many of you have had the chance. My goal is to help you learn, and encourage you to grow and develop your own skills. Don't be surprised if you ask me a direct question, which I answer with another question! My purpose is to lead you in the right direction, so you can find the solution on your own. I often provide focused guidance before divulging precise answers.

Time Expectations and Overview of Online Setup
This is a 15 week, three credit, online course that will necessitate the SAME AMOUNT OF TIME that you would spend on a regular in-person course that meets once per week for 2 ½ hours. You must login to the course at least 2 times per week (at least two comments per “lecture”), paying special attention to the announcements, your email, and the readings and other materials within the weekly button. The weekly folders will direct you to whatever materials and tools you may need to use for that week, although it is recommended that you periodically refer to the syllabus and scheduling document within the “document sharing” tab to keep you on track with the assignments that are unique to you (e.g. your student led-discussion, paper, etc.). The first announcement gives you a sense of what you should do each time that you get online.

Each week you have the following:
* Assigned Readings (allotment of 6 or more hours per week, just like an in-person class)
* Final paper (allotment of 2 hours per week)
* One per term of the student-led discussion, annotated bibliography, and media posting (a combined allotment of 1 hour per week)
* Twice weekly (minimum) discussion board responses to the lecture questions, student-led discussions, media posting, sharing, and activity topics to respond to (5 hours per week)

Response Times and Online Office Hours
I know it is difficult to balance your coursework with other commitments. In turn for your time spent learning, I agree to respond to all emails within 48 hours, and to grade all assignments within one week from the posted due date. At times I may be traveling and unavailable, but if this occurs I will let you know in advance. In addition to this, I have set up a two weekly times for online office hours where you know you can receive a response within minutes. Please let me know if you would prefer other days/times, and I will try to add one more office hour or change my hours to slots that work for the most students. My office hours are optional times where I make myself available to you. You are not required to be online during these times, but they are set up so that you may pop in should you have any questions.
Communication

Please use the discussion thread under the week 1 button to ask questions pertaining to the course content, assignments, or how to perform certain tasks. The thread is called “questions about the course setup” where you can ask these types of questions. I expect many of you to share the same questions, and to benefit from the answers provided. If someone asks a question that you can answer, feel free! The more you help each other, the more supportive our learning community will become.

Please reserve email for personal correspondence, such as grades or private communication. I am not available 24/7. I will respond to your emails within 48 hours. I will give quick email responses during my online office hours.

Group Work for the Bi-weekly “Activity” and a General Note about Discussion Postings

The group work provides a bi-weekly venue for you to have conversations with each other about the course material in real time. You are each responsible and mature adults that deserve each others respect. Outside of this classroom you are required to work with others on a daily basis whether they are your superiors or co-workers, no matter what their personality types and expectations. You have learned that this collaborative process can be rewarding and result in a group product better than any of the individuals could develop alone. You all share a common learning goal in this course. I expect you to form group norms based on this common goal that everyone can work with. You will need to agree on:

* Who are the three members of your group (I encourage you to consider each of your days/times of availability in making this decision), although one group will have two members.
* How you will make decisions
* When you will communicate with each other (I’ve provided the chat room for this purpose)
* How you will complete the required task, and who will report on each bi-weekly final product.

Academic Honesty and Professionalism

I cannot stress enough the importance of integrity and academic honesty in your work. Plagiarism will be penalized with course failure. Be sure to cite all your resources, and be proud of the work you submit.

We are all professionals. Be polite and respectful in all your postings, which means no posting or sending of negative, hurtful comments to others. I expect that we will all disagree at times in our views on this sensitive course topic. Yet we should always maintain respect for each others’ different perspectives. We can ask questions of each other’s views, share alternate views, and provide each other with the basis for these views, as long as we maintain our mutual respect. This should not be an atmosphere of challenging each other, but of sharing and trying to understand each other.

The intent of all postings should be to share ideas, develop mastery at applying the concepts, expand common beliefs, and remain professional. At times, one of us may want to offer constructive criticism (of ideas, and not people) when needed. This is acceptable, as long as the overall tone of each post is supportive, so that this remains a safe environment. When possible,
rather than criticism, insightful questions or the offering of alternate views that prompt us to think in different ways are encouraged.

**COURSE OUTLINE**

*Note: Except for the 1st week (that starts on Tuesday), ALL weeks start at 8am Monday and end on 11:59pm on Sunday. You must do your readings, posts and other assignments within this time span each week.*

1. **January 1/20-1/25**  
   **Introduction/Overview, Cross-Cultural Consideration of Health & Pathology**  
   **READ:** NONE – first week of class, so try to get used to eCollege!  
   **Recommended:** 1) APA (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist, 58*, 377-402. (Note: this article IS assigned in the last week of class).  

2. **January 26 – 2/1**  
   **Racial Identity Across Racial Groups**  
   4) Racial Identity Scales Handout: Multigroup, Black, and White  

3. **February 2 – 2/8**  
   **Consideration of Other Racial/ethnic Constructs**  


**RECOMMENDED:**


4. **February 9 – 2/15  Broad Cultural Considerations & Major Racial Groups**

**READ:**


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 on your CD, but you are encouraged to read others from the book instead.**

**RECOMMENDED:**

5. **February 16 – 2/22  Gender**

**READ:**


**RECOMMENDED:**


581-592.

6. **February 23 – 3/1  Sexual Orientation**
2) Regional resources for LGBTs
3) Bill Fahey – The developmental path of lesbian, gay, and bisexual youth

7. **March 2 – 3/8  Religion**

8. **March 9 – 3/15  Socioeconomic Status**


*** March 16 – 3/22 SPRING BREAK ***


10. March 30 – 4/5 Diversity and Mental Health


11. April 6 – 4/12 Therapists: issues in dealing with diversity


12. **April 13 – 4/19 Diversity and Treatment**


13. **April 20 – 4/26 Research Design & Implementation**

**Annotated bibliographies are due (4/26 @ 11:59pm) if not handed in earlier**

**Term Papers are Due by 4/26 @ 11:59pm**

**READ:** 1) Matias-Carrero, L. E., Chavez, L. M., Negron, G., Canino, G., Aguilar-


14. **April 27 – 5/3** Diversity and Other Realms of Professional Practice/Feedback  


15. **May 4 – 5/10** Multicultural Supervision, Overview and Wrap Up  


**COURSE REQUIREMENTS AND GRADING**

Assignments (please note that extra credit work is not offered)  
Assignments and their due dates are posted in this syllabus and in the weekly buttons as they arise. **There is an example of each assignment (except your papers) provided within the week one button.** Assignments are not accepted later than one week past the posted due date. Please note that late assignments are penalized. Extensions without penalty must be sought and approved by the instructor in advance of the due date, and are rarely granted except in the case of exceptional circumstances. **Each week begins at 8am on that Monday and ends at midnight on the following Sunday, during which you are to have completed your readings, lecture, and all of your postings and assignments for that week.**
1. **Fully participate in all class sessions (25% of grade)**
   For every week, I will post multiple questions and/or ask you to respond to that week’s topic and readings in some way. You must provide a substantive response to at least one of my instructor questions for each week. Quality is preferred over quantity, although it is likely that your responses will range from 1-3 paragraphs. Please use complete sentences, with proper grammar and spelling, in all responses.
   A substantive response consists of your relevant thoughts that respond to the specific instructions and/or questions that I ask, and the reasons for them (such as your experiences, data, the readings, logic, etc.). If necessary, I will email you or provide a private comment to let you know if any of your comments are not considered substantive. I DO NOT intend to make this onerous, but merely want to weed out unacceptable responses, such as “I agree,” off-topic responses, etc. As an additional helper, the following are good topics to consider in all classroom discussions, although they are not in any special order:
   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, and why? 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? (continues next page)

   Class participation also includes your biweekly activity. Just as with in-person courses, students respond to questions, AND they sometimes work together on activities. Within each week that has a heading labeled “activity,” you will find one group assignment. You will need to come together with the two other group members that you choose, brainstorm and make decisions about the assignment, and then report back on your experiences and/or a summary of your final product within the same thread that you found the assignment. In regards to any products that result from your activities, one of you can upload the product in the document sharing tab and clearly label them as group activities. For the most part, the once-every-other-week (or less) activities will involve you getting together with others in your group to have real-time chats in the chat room or on the phone, and brainstorm ideas related to the instructions given. Grading for this assignment is included within your participation grade.

2. **Lead a classroom discussion of the readings (25% of grade)**
   By the start week of your presentation (i.e. before 8am on that Tuesday), **paste a 2-4 paragraph**
(12pt. Font, approximately 1 page worth) position statement to the student-led discussion thread, in which you discuss a theme in the readings. In your treatment of the theme,

a) take one to two paragraphs to evaluate the objectives or purpose of the readings, briefly summarize the main arguments and themes, and evaluate the readings (strengths and weaknesses, evidence, clarity of the analysis, persuasiveness of their conclusions, methodology, etc).

b) In the next paragraph or two, focus upon and explore a theme or thread in the readings that peaked your interest. You may use the six discussion topics above as a guideline. In other words, this handout must provide BOTH a summary of the main themes across the readings (a), AND some original discussion that includes your informed analysis and viewpoint (b).

c) Next, upload 3-5 written discussion questions/provocative reactions to readings to ask/discuss with the class, and upload your own answers/comments to Dr. Kelly using the assignment tool. VERY IMPORTANT: Using the “document sharing” tab, immediately schedule for the week for which you will do your student led discussion. It must be posted by 8am on the Monday of that week, to give your peers all week to respond to it. All weeks from week 3 to week 14 must have a student led discussion before anyone can sign up to do a student led discussion for a session topic that someone else is already covering. Also, there can be no more than one of these per class session. Because people will respond to your presentation, you must monitor it and facilitate the discussion pertaining to it at least three times during that week. I recommend that you do your student led discussion and media presentation in the same week, so that you only have to do this level of monitoring for one week, but the choice for scheduling is yours.

3. Prepare annotated bibliography of 1 recent article on the course topic (10% of grade)
You may do this article as part of your student led discussion above, if you like. If you do that, you must ad one paragraph to your statement above, which includes the elements listed here. Please provide a full APA style citation of the article at the end of your posting. This bibliography CANNOT be from one of the readings on this syllabus, but it MUST be clearly relevant to diversity as outlined by the topics in this syllabus. The recommended length is a paragraph that is 1/3 of a page. Within that paragraph or two, briefly summarize the content of the article IN YOUR OWN WORDS (i.e. do not plagiarize by using psychinfo), and then provide a few sentences describing its relevance to the course or the topic for that week. Again, you may use the six discussion points above to stimulate your thinking about the ways in which the article may have important implications for the class. If you decide to use an article that does not pertain to your student led discussion, you can upload it into the drop box by 4/26. Even if you include it in your student led discussion, it is helpful to shoot me a note to ensure that I notice and grade it as well.

4. Write a seminar paper treating a major diversity theme (30% of grade)
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. You also may make 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 discuss a clear-cut diversity issue, then please provide a 1 paragraph overview of it to me for my
approval BEFORE starting the paper, to ensure that your topic is suitable in meeting the course requirements. 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. 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. Due by 11:59 on 4/26.

Recommended length: 15 pages before references. Please upload this using the drop box.

5. Do a media presentation that deals with a diversity topic (10% of grade)
Using the media posting forum within the discussion board tool, present a URL link or upload a media source that takes 10 minutes or less for your peers to experience, or summarize a book or other popular media source that deals with diversity. You should provide an introduction to and explanation of the media source and your reason for choosing it. Next, upload or provide a link to the media source itself, or provide a one paragraph to one page summary of the media source. Next, provide two or three questions to which your peers may respond related to the media source. VERY IMPORTANT: using the schedule document within the “document sharing” tab, immediately sign up for 8am Monday for the week that you want to do your media presentation. It must be posted by that day/time for which you sign up, to give your peers all week to respond to it. I don’t want more than two media presentations scheduled per week. This is on a first come, first serve basis. Because people will respond to your presentation, you must monitor it and facilitate the discussion pertaining to it at least three times during that week. I recommend that you do your student led discussion and media presentation in the same week, so that you only have to do this level of monitoring for one week.

6. Using the “sharing” threads provided each week, share with the class about yourself related to the diversity topic covered for each session. Share to the degree that you feel comfortable, and be respectful of each others’ disclosures. This means be supportive, even if your experiences are different, and do not share the information disclosed with anyone outside of the class. These sharings are ungraded, but mandatory.

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