Course: Diversity and Racial Identity: Conceptualization & Research as Related to Clinical Practice, 18:820:575:90, #71086, ONLINE
Instructor: Shalonda Kelly, Ph.D., Room A207, (O) 445-2000 Ext. 132, skelly@rci.rutgers.edu
Semester: Spring 2010; each week runs from Monday 10am to Sunday 11:59pm (except the first week starts on Tuesday)
Office hours: Students can email me with questions and comments or a request to talk/meet at any time. I will respond within 48 hours, and often much sooner.

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”.

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 (2/8 - 2/14/09). 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 facilitate your learning. 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 a few of you have had the chance to weigh in on a topic. 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 separate times per week to ensure that you are exposed to each others’ posts throughout the week. When you login, please pay 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 keep on track with the assignments that are unique to you (e.g. your student led-discussion, media posting, 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)
* **Discussion board** responses to ALL of the following
  1) sharing about your background related to the topic for that week,
  2) listen to the PowerPoint lecture,
  3) respond to one discussion question on the readings and/or lecture, and
  4) one media or individual or group activity post (5 hours per week)
* **Graded Assignments** (a combined allotment of 1 hour per week)
  1) Final paper of 10 or more pages (not including the references; allot 2 hours per week)
  2) One student-led discussion with an annotated bibliography,
  3) One media posting,
  4) Two group activities (Each consists of a thoughtful group discussion/writing task that you take notes on and then report to the class about it)
  5) Two individual activities (Each consists of a thoughtful task that you do and then report to the class about it)

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. If students request for me to do so, I can set up weekly online office hours where you know you can receive a response within minutes, in the event that you want to go online or call and ask me a question.

**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.

**The Group “Activities” and a General Note about Discussion Postings**
The group activities provide two opportunities 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 two-to-three members of your group (I encourage you to consider each of your days/times of availability in making this decision).
* How you will make decisions
* When you will communicate with each other (I’ve provided the chat room for this purpose, but most prefer free conference calls or meeting in person at GSAPP)
* How you will complete the required task, and who will post the thread reporting on the 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 10am 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 1/19-1/24** 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 25 – 1/31** Racial Identity Across Racial Groups  
   4) Racial Identity Scales Handout: Multigroup, Black, and White – you must 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 your weekly post on the readings.  
3. **February 1 – 2/7  Consideration of Other Racial/ethnic Constructs**  
**Potential sign up date for one SLD**  

4. **February 8 – 2/14  Broad Cultural Considerations & Major Racial Groups**  
**Potential sign up date for one SLD and due date for first group activity**  
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.  

5. **February 15 – 2/21  Gender**  
**Potential sign up date for one SLD and one media post**  


6. **February 22 – 2/28  Sexual Orientation**

**Potential sign up date for one SLD and one media post**


2) Regional resources for LGBTs

3) Bill Fahey – The developmental path of lesbian, gay, and bisexual youth


7. **March 1 – 3/7  Religion**

**Potential sign up date for one SLD and due date for second group activity**

**READ:** 1) Hodge, D. R. (2005). Social work and the house of Islam: Orienting


8. March 8 – 3/14 Socioeconomic Status

**Potential sign up date for one SLD and one media post**

**READ:**


**RECOMMENDED:**


*** March 15 – 3/21 SPRING BREAK ***


**Potential sign up date for one SLD & due date for first individual activity**

**READ:**


**RECOMMENDED:**


10. March 29 – 4/4 Diversity and Mental Health

**Potential sign up date for one SLD and one media post**

**READ:**


11. **April 5 – 4/11** Therapists: issues in dealing with diversity

**Potential sign up date for one SLD and one media post**


12. **April 12 – 4/18** Diversity and Treatment

**Potential sign up date for one SLD & due date for 2nd individual activity**


Potential sign up date for one SLD and one media post


14. **April 26 – 5/2** Diversity and Other Realms of Professional Practice/Feedback

Term Papers are Due by 5/2 @ 11:59pm

Potential sign up date for one SLD and one media post


15. **May 3 – 5/9** Multicultural Supervision, Overview and Wrap Up

Potential sign up date for one SLD and one media post
(but only if all other dates are taken)


COURSE REQUIREMENTS/GRADING (please note that no extra credit work is 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, unless you obtain permission. 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 10am 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 (30% of grade)**

   For every week, I will post questions and/or ask you to respond to the topic and readings in some way, OR one of your peers will do the same. You must provide a substantive response to ONE of the questions on the lectures and readings each week (some weeks will only have my questions as an option). Notice that this means that you have some choice in terms of which threads you respond to, as long as you respond to at least one question on the readings per 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.). Students typically respond enthusiastically in their posts, which tend to be of high quality. Thus, you can assume that your participation is of good quality, unless otherwise noted by the instructor, because I do read all posts and provide timely feedback. 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
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?

Participation also includes your four activities for the term. Just as with in-person courses, students respond to lecture questions, AND they sometimes work together on activities. Two assignments will be done individually, and you will post your answers to those assignments under the activity button for that week. For the two group activities, 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, you can link/attach it directly within your post, or one of you can upload the product in the document sharing tab and clearly label them as group activities. The two group activities will involve you getting together with others in your group to have real-time chats on the phone, and brainstorm ideas related to the instructions given. Grading for this assignment is included within your participation grade.

In sum, participation equals responding to a lecture question for the week, responding to all of the media postings that occur less than weekly, and doing four activities across the course of the term (two individual and two group), and the group activities involve discussing and reporting on a topic with your group members.

2. **One student-led discussion of the readings (20% of grade)**

By the start week of your presentation (i.e. before 10am on that Monday), upload a 2-4 paragraph (12pt. Font, approximately 1 page worth) position statement to the student led discussion forum, in which you discuss a theme in the readings. In your treatment of the theme,

   a) Take a paragraph or so to evaluate the objectives or purpose of the readings, briefly summarize the main arguments and themes, and evaluate the readings (e.g. strengths and weaknesses, evidence, clarity of the analysis, persuasiveness of their conclusions, methodology). Recommended readings do not have to be covered, UNLESS you use them for “c)” below.

   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.

   c) Read an additional article on the topic that is not assigned (this can, but does not have to be a recommended reading), give a paragraph that briefly summarizes the article and relates it to the topic at hand. Please provide a full APA style citation of the article at the end of your posting, and either link the article to your post or upload a copy of the article in the drop box (it is NOT REQUIRED that other students read it).

   d) Next, upload one written discussion question/provocative reaction to readings to ask/discuss with the class, in the thread provided for you by Dr. Kelly. In other words, this handout must provide ALL of the following: (i) a summary of the main themes across the readings, (ii) AND some original discussion that includes your informed analysis and viewpoint, (iii) AND some new knowledge/point of view gleaned from an additional article of your choice, (iv) AND two or three provocative discussion questions. VERY IMPORTANT: As soon as possible, schedule for 10am Monday of the week for which you will do your student led discussion. You can do this by responding to the thread that I have provided,
so that other students know that date is taken. Sign ups are on a first come, first serve basis, and there can be no more than one SLD each week. For the week that you sign up, you must upload your post by Monday at 10am of that week, to give your peers all week to respond to it. Students cannot sign up for the same topic. I recommend that you do your student led discussion and media presentation in the same week, so as to keep better track of them, but that is up to you.

3. 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 10am on Monday of the next-to-last week of class.** Minimum length: 10 pages before references. Please upload this using the drop box, or email it to Dr. Kelly.

5. Do one media presentation that deals with a diversity topic (10% of grade)  
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. **As soon as possible, schedule for 10am Monday of the week for which you will do your media post. You can do this by responding to the thread that I have provided, so that other students know that date is taken.** There can be no more than one media post each week, and there are a few weeks for which there will NOT be a media post because there is an individual or group activity. Sign ups are on a first come, first serve basis. For the week that you sign up, you must upload your media post by Monday at 10am of that week, to give your peers all week to respond to it. I recommend that you do your student led discussion and media presentation in the same week, but that is up to you.

6. Using the “share about ourselves forum” within the discussion tool, 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.***