Course: Diversity and Racial Identity: Conceptualization & Research as Related to Clinical Practice, 18:820:575:01, #13648, Room A230
Instructor: Shalonda Kelly, PhD, Room A207, (O) 848-445-3922, skelly@rci.rutgers.edu
Semester: Spring 2014 – Mondays 1:15-4

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. Dr. Kelly has posted overview and other chapters in Sakai for those of you who do not have access to the book, but others exist. The conversation is better if different students report on different 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.

COURSE OUTLINE

1. January 27 Introduction/Overview, Cross-Cultural Consideration of Health & Pathology
   READ: NONE – first week of class
   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. February 3 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.
   2) Vandiver, B.J., Cross, W.E., Worrell, F.C., & Fhagen-Smith,


3. **February 10 Consideration of Other Racial/ethnic Constructs**

   **SLD presenter:** ___________________ **Media Presenter:** ___________________


4. **February 17 Broad Ethnic Considerations & Major Racial Groups**


   2) and 3) 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 and chapters on some specific ethnic groups are provided for you, but you are encouraged to read others from the book instead.


5. **February 24 Gender** – ***THIS IS INTERVIEW DAY: OPTION TO DO ONLINE, OR REMOVE APPLICATION WEEK, OR EXTEND CLASS to meet on T-Th May 13-15***

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

   **READ:**

   **RECOMMENDED:**

6. **March 3 Sexual Orientation**

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

   **READ:**


7. **March 10 Religion**

SLD presenter: ____________________  Media Presenter: ____________________


***SPRING BREAK – NO CLASS – March 15 – 23***

8. **March 24 Socioeconomic Status**

SLD presenter: ____________________  Media Presenter: ____________________


4) 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:


9. March 31

Functions of Identity & Structural Disparities Affecting Mental Health

SLD presenter: ____________________  Media Presenter: ____________________


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

10. April 7

Therapists: issues in dealing with diversity

SLD presenter: ____________________  Media Presenter: ____________________


11. April 14

Diversity and Treatment

SLD presenter: ____________________  Media Presenter: ____________________


**RECOMMENDED:**

12. **April 21**  
Diversity applications  
SLD presenter:__________________ Media Presenter:____________________

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

13. **April 28**  
Research Design & Implementation  
SLD presenter:__________________ Media Presenter:____________________

**READ:**

**RECOMMENDED:**

14. **May 5**  
Diversity and Other Realms of Professional Practice/Feedback  
SLD presenter:__________________ Media Presenter:____________________

**TERM PAPERS DUE BY THE START OF CLASS**

**READ:**
1) Acevedo-Polakovich, I. D., Brown, T. L., Derefinko, K. J., Garriott, P. O., Gudonis,


15. May 12 Multicultural Supervision, Overview and Wrap Up


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 30% of grade** 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 discuss 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 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.***