Course: Diversity and Racial Identity: Conceptualization & Research as Related to Clinical Practice, 18:820:575:H1, Summer 2009, Room – ONLINE
Instructor: Shalonda Kelly, Ph.D., Room A207, (O) 445-2000 Ext. 132, skelly@rci.rutgers.edu
Semester: Summer 2009; each week runs from Monday 10am to Sunday 11:59pm
Office hours: Dr. Kelly’s ONLINE office hours are: Mondays 5-6 and Thursdays 5:30-6:30, and perhaps an additional time may be set with student input.

REQUIRED TEXTS/READINGS FOR THE COURSE:

Required Readings: These readings for each week are included in that week within the button 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 (3 chapters) from this book are due next week, so please copy/read in advance! 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.

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 logging onto 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. If you have logged in and need help with accessing things within eCollege, such as downloading, linking, etc., you may call 877-7-Rutgers (1-877-7-788-4377). This number is available 24 hours a day.

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 six 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 twice per week for 2 ½ hours. You must login to the course at least 2 times per week (at least one time per “lecture”), paying special attention to the announcements, your email, and the weekly tabs that contain all of your assignments for each week. Also, it is recommended that you periodically refer to the syllabus 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. I expect the coursework will require approximately 15 hours of your time per week (keep in mind that it is an abbreviated course, in which a semester’s worth of work is encapsulated into under six weeks).

* Each week you have the following:*
  * Assigned **readings** (2-3 per class “session”, which = 6 or more hours per week, just like an in-person class)
  * Twice weekly (minimum) posts of your **sharing** about the diversity topic for the current class session, responding to a **question on the readings** (these will either be led by the instructor or by the students), and responding to **media postings**.

In addition, you will have **some assignments that are due less than weekly:**
  * Four **activity presentations**, two of which are individual, and 2 of which are group activities that you conduct via conference call with the peers in your group (typically groups of three)
  * One **10 page final paper** on a diversity topic of your choice (this paper also can have an experiential component)

**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 to an email within minutes.
Please let me know if you would prefer other days/times, and if requested, I can add one more office hour that works 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 shoot me an email and have me view something online with you 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 Activities" and a General Note about Discussion Posts*

The group work provides two opportunities for you to have conversations with each other about the course material in real time. Because the emphasis is on interacting with each other regarding the course, you need only talk with each other, and you do not need to obtain additional information. Also, 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)
* How you will make decisions
* When you will communicate with each other (I’ve provided the chat room for this purpose, but most students prefer to do conference calls)
* How you will complete the required task, and who will report to the class about the results of your two products.

**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: ALL READINGS ARE PROVIDED via a link under the button for that week, and the link takes you to the pdf version of the article/chapter. ****

**SESSION 1**

**Week 1, Session 1, 7/6-7/12**

**Introduction/Overview, Cross-Cultural Consideration of Health & Pathology, & Racial Identity Overview**

**READ:** 1) This syllabus. Ask any questions you have about it using the “questions about the course setup” forum within the discussion tool, but only ask them after having read the entire syllabus.

2) Read and complete the appropriate “Racial Identity Scales”: Multigroup (everyone must complete this one), Black, and/or White. This can be found within the resources tool. Complete and report on your experience in completing these scales as part of this week’s **INDIVIDUAL ACTIVITY**, to be done individually.


SESSION 2
Week 1, Session 2, 7/6-7/12
Racial Identity and Other Racial/Ethnic Constructs

SESSION 3
Week 2, Session 1, 7/13-7/19
Broad Ethnic Considerations & Major Racial Groups
FIRST GROUP ACTIVITY IS DUE
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.

SESSION 4
Week 2, Session 2, 7/13-7/19
Gender


**RECOMMENDED:**


**SESSION 5**

**Week 3, Session 1, 7/20-7/26**

**Sexual Orientation**

**READ:**


**RECOMMENDED:**


3) LGBT regional resources


SESSION 6
Week 3, Session 2, 7/20-7/26
Religion

SESSION 7
Week 4, Session 1, 7/27-8/2
Socioeconomic Status

SESSION 8
Week 4, Session 2, 7/27-8/2
Functions of Identity & Structural Disparities Affecting MH
SECOND INDIVIDUAL ACTIVITY IS DUE – YOUR IDENTITY COLLAGES


SESSION 9
Week 5, Session 1, 8/3-8/9
Therapists: issues in dealing with diversity


SESSION 10
Week 5, Session 2, 8/3-8/9
Diversity, Treatment & Supervision
SECOND GROUP ACTIVITY IS DUE – RAISING & ADDRESSING DIVERSITY


563-574.


**SESSION 11**

**Week 6, Session 1, 8/10-8/12**

**Research Design & Implementation**

**TERM PAPERS & ANNOTATED BIBLIOGRAPHIES ARE DUE**


**SESSION 12**

**Week 6, Session 2, 8/10-8/12**

**Diversity, Other Realms of Professional Practice and Wrap Up**


**RECOMMENDED:**


**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, as some of you have already done with previously agreed-upon vacation times. 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 class (i.e. twice per week, though both are posted by 10am for the beginning of that week), I will post questions and/or ask you to respond to the topic and readings in some way. You must provide a substantive response to at least one of my postings each week (and you can choose which session to which you want to respond) and to at least one of your peers’ student led-discussion postings for each class session (again, you can choose which session to which you want to respond. 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 per topic, which equals two per week, at least one of which is mine, and at least one of which is a student led discussion question. 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 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)

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, 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 at least two lecture questions for the week (because there are two “class sessions/topics” per week), and doing four activities (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 one to two paragraphs 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).

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 (i), AND some original discussion that includes your informed analysis and viewpoint (ii)**.

c) 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. **VERY IMPORTANT: Using the schedule tool, immediately schedule for 10am Monday of the week for which you will do your student led discussion. It must be posted by that day/time, to give your peers all week to respond to it. Also note the session (1 or 2) that you will do, which also indicates the topic and readings**
that you will cover (recommended readings are always optional). All sessions 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 two of these per class session. 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 August 10.** Recommended length: 10 pages before references. Please upload this using the drop box.

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. **VERY IMPORTANT: using the schedule document within the “document sharing” tab, immediately sign up for 10am 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. All sessions must have a media posting before anyone can sign up to do a media posting for a session for which someone else is already doing a media posting. Also, there can be no more than two of these per class session. This is on a first come, first serve basis. 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.**

7. 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 add 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 8/10. 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.

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