

PSYCHOLOGY 4240: MULTICULTURAL PSYCHOLOGY
Fall 2012

Instructor: Melanie Domenech Rodríguez
Office: 425 EDUC; office hours by apt.
E-Mail: Melanie.Domenech@usu.edu

Phone: (435) 797-3059
Class: 10:30a-11:45 T/TH
Place: Family Life 115

Undergraduate Teaching Fellow: Brett Campbell / Brett.C@aggiemail.usu.edu

The syllabus is our contract. Please read it carefully. The syllabus is subject to revision, provided that written or verbal notice is given in class. You are responsible for knowing about changes whether or not you are present in class at the time of the announcement.

Textbooks

Mio, J. S., Barker, L. A., & Santos Tumambing, J. (2012). *Multicultural psychology: Understanding our diverse communities*. New York, NY: Oxford Press.
Rothenberg, P.S. (2007). *White privilege: Essential readings on the other side of racism*. New York: Worth Publishers.

Course Description

This course is designed to promote the development, maintenance, and evolution of cultural competence in psychologists-in-training, so that they may be ready to engage in their professional roles. Psychologists have a professional imperative to attend to culture in all of their professional activities as outlined by the various ethics codes of our profession (ACA; APA; NASP) as well as the most up-to-date standards of teaching (e.g., Halpern, 2010), research (e.g., Trimble & Fisher, 2006), and practice (e.g., APA report on evidence-based practice in psychology; APA, 2006). Cultural competence is conceptualized as having three primary areas of self-awareness, knowledge of others, and competent skills. The course will include didactic and experiential activities that are relevant to developing students' self-awareness, knowledge, and skills across relevant areas of professional practice and in the context of psychological science.

Course Objectives

1. Increase self-awareness. In IDEA language this is called: "Developing a clearer understanding of, and commitment to, personal values."
 - a. Of students' own privilege and bias.
 - b. Of students' reactions to "different" others.
2. Increase knowledge. In IDEA language this is called "Gaining factual knowledge (terminology, classifications, methods, trends)."
 - a. About important variables that will promote general cultural competence, such as prejudice, discrimination, and cultural identity development.

- b. Regarding findings across areas of study in psychology (e.g., developmental, social).
 - c. About specific groups (e.g., Latinos, Ethiopians, gay parents).
- 3. Promote skills development. In IDEA language, this is: “Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.”
 - a. Expose students to diverse contexts that require active participation
 - b. Promote students’ ability to discuss cultural background and identity with others.
 - c. Identify opportunities and actions for advocacy of social justice and culturally competent practice of psychology

Course Expectations and Evaluation

Course Materials

This course requires two textbooks and additional readings which will be provided to students by the professor via Canvas. All students must use Canvas to turn in assignments.

Attendance and Participation

Students are expected to attend class regularly and read all required materials. While attendance itself is not graded, some assignments require that you are in attendance in order to receive full credit. All students are expected to contribute meaningfully to class discussions. Class activities are intended to promote engagement with materials that will stimulate increase in knowledge (e.g., readings), awareness (e.g., discussion), and skills (e.g., presentations) in cultural diversity.

Evaluation

Students are evaluated on multiple assignments intended to support the integration of materials read with applied (clinical, teaching, research) experiences in the context of human and cultural diversity. The assignments are described in the “Instructions for Specific Assignments.”

Grading

Final grades are based on individual performance. Students who accumulate 92.5% to 100% of the required 450 points will earn an A; 89.5-92.4% = A-; 86.5-89.4% = B+; 82.5-86.4% = B; 79.5-82.4% = B-; 76.5-79.4% = C+ and so forth. Only a fraction of all possible assignments need to be completed. Additional assignments can be “skipped.”

Alternatively, students can replace their lowest grades within assignment categories (i.e., big ideas, short papers).

Assignments	Possible Points	Required
Big ideas (25 possible; 20 required) / 10 points each	250	200
Short Papers / Knowledge: Definitions/Integration, Critique of Multicultural Guidelines, Babies (3 possible; 2 required) / 25 points each	75	50
Short Papers / Self-Awareness: Cultural autobiography, Ethnic identity (self), Privilege (3 possible; 2 required) / 25 points each	75	50
Short Papers / Skills: Cultural biography, Microaggressions I & II (3 possible; 2 required) / 25 points each	75	50
Capstone Experience	100	100
Total Possible Points	575	450

Course Related Resources and Information

Accommodations

Students with documented disabilities who need accommodations in completing requirements or taking part in class in any manner should speak with me during the first week of class to arrange these accommodations. The Disability Resource Center (DRC) at Utah State University (a) evaluates requests for reasonable accommodation from University students to ensure adherence to the guidelines of the Americans with Disabilities Act, (b) provide academic, personal, and career counseling to assist students in the development of personal and financial independence, and (c) provide supportive services to individuals with disabilities, including academic assistance, adaptive equipment, counseling, readers, transcribers, interpreters, and advocacy to ensure equal access to education, employment, and other University programs, among many other things. Students who suspect they may have a disability, who have a disability and have not sought help to contact the DRC for further information and support: (435) 797-2444.

Honors

Psychology 4240 is an excellent class to take as an Honors course. The additional requirement for Honors students is an 8-10 page literature review in an area of interest within multicultural psychology. The topic is selected by student but agreed upon by professor. Those interested in more information about the departmental honors program can contact Dr. Scott Bates at Scott.Bates@usu.edu or 435-797-2975.

Department of Psychology, Undergraduate Advising Office

Any student who is interested in information about the psychology major or careers in psychology can call the Advising Center and make an appointment. The Center is located

at EDUC475, and the phone number is 797-1456. You can also go to the department's website at: <http://psychology.usu.edu/Undergraduates/Psychology-Undergraduate-Advising-Office/>

University Counseling Center

Fee-paying students may qualify for services through the University Counseling and Psychological Services center. If you would like more information, call 435-797-1012 or visit the Taggart Student Center, rm. 306. You can also visit the University Counseling and Psychological Services website at: <http://www.usu.edu/counseling/>

Assignment Make-Up Policy

This course is designed to allow for flexibility in the expectable unexpected events that all of us experience over the course of our lives (e.g., partial credit, "skippable" papers). For this reason, I do not allow make-ups or extensions of assignments. If you are having a particularly difficult semester and cannot complete most assignments, please see me immediately to discuss a possible incomplete or withdrawal.

Classroom behavior

The Golden Rule can be described as an "ethic of reciprocity". Students will be presenting to the class in informal and formal ways. Visualize yourself presenting to the class and consider how you would answer these:

- Where would you like students to be looking when you're talking?
- How would you like cell phones set?
- How would you like computers to be present in the room?
- When would you like others to arrive and depart from class?

Whatever those answers are, they will also apply to how others will want you to behave when they are presenting. You can read more about the University's Classroom Civility Policy which can be found on the web at:

http://www.usu.edu/provost/faculty/student_conduct/classroom_civility.cfm

Academic Honesty

Academic honesty is maintained when students generate original work and acknowledge the sources of existing work (whether published or not) in their written or oral communication with others. Academic honesty allows us all the freedom to express our ideas with excitement and without fear. It is the foundation for trust between professionals. I expect students to engage academic honesty thoughtfully and deliberately. Because academic dishonesty shakes the foundation of trust, I consider it a very serious offense. If I understand a student is engaging in academic dishonest behavior, I will approach that student (see APA standard on informal resolutions to ethical violations) and discuss my concerns. Consequences can vary from a verbal reprimand to an "F" for the course grade. In extreme cases, I may report the incident for university-level disciplinary proceedings (see section VI-1 of the Code of Policies and Procedures for Students at Utah State University:

<http://www.usu.edu/studentservices/pdf/StudentCode.pdf>).

For the sake of providing clear guidance on unacceptable behaviors, here are definitions of particular relevance (from course catalogue, p. 21; direct quotations or paraphrase)

Plagiarism. Representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. Plagiarism also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Cheating. (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually"; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

Falsification. Altering or fabricating any information or citation in an academic exercise or activity.

CLASS CALENDAR

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>	<u>Readings</u>
8/28	Introduction to course		
8/30	What is multicultural psychology?	No class meeting Big ideas 1	Mio Ch. 1 (pp. 1-21)
9/4	What is multicultural psychology?	No class meeting Big ideas 2	Mio Ch. 1 (pp. 21-35)
9/6	Cultural competence: A closer look	Definitions / Integration	Sue, 1998; Vazquez, 2012
9/11	Cultural competence: Multicultural Guidelines	Critique of MC Guidelines	APA, 2003
9/13	Research with multicultural groups	Big ideas 3	Mio Ch. 2 (pp. 37-51)
9/18	Testing with multicultural groups	Big ideas 4 Cultural autobio.	Mio Ch. 2 (pp. 51-61)
9/20	Cultural differences in worldviews	Big ideas 5	Mio Ch. 3 (pp. 63-82)
9/25	Cultural differences in worldviews	Big ideas 6; *Pick club	Mio Ch. 3 (pp. 82- 94)
9/27	Cultural differences in communication: Babies Movie	Big ideas 7	Mio Ch. 4 (pp. 95-121)
10/2	Cultural differences in communication	Big ideas 8; Babies assignment	Mio Ch. 4 (pp. 121-128)
10/4	Immigrants, refugees, and the acculturation process	Big ideas 9	Mio Ch. 5 (pp. 129-148)
10/9	Immigrants, refugees, acculturation	Big ideas 10; *Pick article	Mio Ch. 5 (pp. 148-159)
10/11	Stereotyping, prejudice, discrimination, and racism	Big ideas 11	Mio Ch. 6 (pp. 161-176)
10/16	Stereotyping, prejudice, discrimination, and racism	Big ideas 12 Microaggressions I	Mio Ch. 6 (pp. 176-199); Sue et al., 2007
10/18	NO CLASS – USU Friday Schedule		
10/23	Cultural identity development	Big ideas 13	Mio Ch. 7 (pp. 201-215)
10/25	Cultural identity development	Big ideas 14; Ethnic Identity	Mio Ch. 7 (pp. 215-229)
10/30	Culture and health	Big ideas 15	Mio Ch. 8 (pp. 231-246)
11/1	Culture and health	Big ideas 16	Mio Ch. 8 (pp. 246-257)
11/6	Culture and mental health	Big ideas 17	Mio Ch. 9 (pp. 266-282)
11/8	Culture and mental health	Big ideas 18; Cultural bio.	Mio Ch. 9 (pp. 282-302)
11/13	Building multicultural competence	Big ideas 19	Mio Ch. 10 (pp. 304-21)
11/15	Building multicultural competence	Big ideas 20; *Pick an Event	Mio Ch. 10 (pp. 321-37)
11/20	White privilege	Big ideas 21	Rothenberg Part One (1, 2, 3) and Part Two (1)
11/22	NO CLASS – USU Thanksgiving Break		
11/27	White privilege	Big ideas 22; Privilege	R Part Two (2, 3, 4, 5)
11/29	White privilege	Big ideas 23	R Part Two (6, 7) and Part Three (1, 2)
12/4	White privilege	Big ideas 24; Microagg. II	R Part Three (3, 4, 5, 6)
12/6	White privilege	Big ideas 25	Rothenberg Part Four (1, 2, 3)
12/11	FINAL EXAM (11:30 – 1:20p) * no exam; Capstone write up due at 1:20p in Canvas.	Capstone write-up	

Instructions for Specific Assignments

Big ideas

Structure. Students turn in 4-6 big ideas from the readings.

Content. Big ideas are meaningful “nuggets” of information from the readings that reflect that you have completed the reading.

Grading. This assignment is worth 10 points and is graded on a check system. Excellent papers receive 10 points; adequate papers receive 8 points; poor quality, or incomplete papers receive a 5 or a 0 based on instructor discretion. You must be in attendance to receive full credit for this assignment. On-time assignments from students not in attendance may also earn 5 points.

Pedagogical rationale. To set up students for optimal learning by ensuring that materials are read and analyzed in a manner that will maximize students’ in-class engagement. If you are not in class, you cannot engage with the materials in the intellectual forum of the classroom.

Definitions / Integration

Structure. 1-2 page paper, single-spaced, Times Roman (1 inch margins, 12 pt font) with proper citations.

Content. Read the two assigned articles and provide the definitions for (a) cultural competence, (b) dynamic sizing, (c) scientific mindedness, (d) self-awareness, (e) knowledge, and (f) culturally competent skills (can be in a bulleted or numbered list). Discuss why these concepts are important to social justice in psychology. Be sure to cite Vazquez (2012).

Grading. Short papers turned in at the beginning of class can earn 25 points; papers turned in within a week of class can only earn 15 points. The short papers will be graded as follows: Excellent = 25 points, Adequate = 21 points, Poor/Incomplete = 18 points or 0 points based on instructor discretion.

Pedagogical rationale. To encourage increase in knowledge regarding important principles in multicultural psychology and integrate into values for the field of psychology broadly defined.

Critique of MC Guidelines

Structure. 1-2 page paper, single-spaced, Times Roman (1 inch margins, 12 pt font) with proper citations.

Content. Read the multicultural guidelines (APA, 2003) and identify strengths and weaknesses. You must identify at least one weakness and find a relevant empirical article to support your point (e.g., you think a particular set of references is outdated and you find a more recent citation). Your article must have been published after 2007.

Grading. The short papers will be graded as follows: Excellent = 25 points, Adequate = 21 points, Poor/Incomplete = 18 points or 0 points based on instructor discretion.

Pedagogical rationale. This assignment is intended to encourage and in-depth reading and analysis on a seminal document for psychologists and psychologists in training. The critical perspective is intended to stimulate scientific mindedness.

Cultural autobiography

Structure. 1-2 page paper, single spaced, Times Roman 12 pt font, 1 inch margins.

Content. Give a brief account of your family history (e.g., when did father's family migrate to US? When did mother's family migrate to US?). This narrative focuses on ethnic/cultural heritage. Describe cultural traditions that have persisted (or evolved) over time (e.g., foods, music, language, customs). Describe how these have shaped your values and beliefs. Many students will find that they need to make calls and/or interview family members to get this information.

Grading. The short papers will be graded as follows: Excellent = 25 points, Adequate = 21 points, Poor/Incomplete = 18 points or 0 points based on instructor discretion.

Pedagogical rationale. Cultural autobiographies are intended to increase self-awareness (i.e., you as a cultural being).

Babies Movie

Structure. 1-2 page paper, single-spaced, Times Roman 12 pt font, with proper citations.

Content. Watch the movie Babies and read Harkness et al. (2011). Write a reaction paper in which you share your observations about the similarities and differences in child behavior, child rearing, and context for the babies/families in the film. Connect your observations to Harkness et al. (2011). If you can connect the Mio readings as well, you will be sure to have an excellent paper!

Grading. The short papers will be graded as follows: Excellent = 25 points, Adequate = 21 points, Poor/Incomplete = 18 points or 0 points based on instructor discretion.

Pedagogical rationale. To support your skills in observing similarities and differences in culturally informed behaviors and contexts. Important knowledge is gained through direct observations and it is critical for cultural competence to develop these observational skills.

Microaggressions I & II

Structure: Write a short paper (1-2 pages) that gives (a) what happened, (b) how you would characterize it using Sue's microaggression framework, and (c) how you might (or did) intervene to promote social justice. Please consider direct interventions as well as systemic/social interventions when considering your possible actions.

Content. Give yourself time to observe interactions between at least two individuals and document an instance you observed of a microaggression (whether based on ethnicity or other diversity factors like sexual orientation, gender, disability). Log the date and time of the event. I expect that this will be in the past week or two.

Grading. The short papers will be graded as follows: Excellent = 25 points, Adequate = 21 points, Poor/Incomplete = 18 points or 0 points based on instructor discretion.

Pedagogical rationale. Students' ability to promote the engagement of advocacy for social justice and culturally competent practice of psychology will rest solidly on their ability to recognize critical events as they are occurring. This assignment is intended to sharpen students' observational skills (self-awareness, knowledge of the other) and engage plans of actions (skills).

Ethnic Identity

Structure. 1-2 page paper, single-spaced, Times Roman (1 inch margins, 12 pt font), with proper citations.

Content. Chose an ethnic identity model from the assigned readings or from another source. If another source, be sure to provide a full citation. In a 1-2 page paper identify (a) where you believe you are on the specific ethnic identity model and (2) what that means for you in terms of where you need to go next to improve on self-awareness, knowledge, and/or skills. Give a short plan for how you will tackle these self-improvements. If you believe you are at the highest level of achieved identity in the model of your choosing, then address what you can do to maintain yourself at that highest level of identity clarity/achievement.

Grading. The short papers will be graded as follows: Excellent = 25 points, Adequate = 21 points, Poor/Incomplete = 18 points or 0 points based on instructor discretion.

Pedagogical rationale. Self-awareness is a key component of cultural competence. This exercise is intended to support students' growing self-awareness of their ethnic and cultural identity.

Cultural Biography

Structure. 1-2 page paper, single-spaced, Times Roman 12 pt font, 1-inch margins.

Content. Interview a friend or acquaintance on their family history (e.g., family migration to US, country of origin). This narrative focuses on ethnic/cultural heritage. Ask about cultural traditions that have persisted (or evolved) over time (e.g., foods, music, language, customs). Ask your interview how these have shaped his or her values and beliefs. Be sure to focus on asking questions. Refrain from providing interpretations or judgments of your interviewee's experiences/background.

Grading. The short papers will be graded as follows: Excellent = 25 points, Adequate = 21 points, Poor/Incomplete = 18 points or 0 points based on instructor discretion.

Pedagogical rationale. This interview targets both your knowledge and your cultural competence skills.

Privilege Assignment

Structure. 1-2 page paper, single-spaced, Times Roman 12 pt font, 1 inch margins. May be presented as a bulleted list.

Content. Turn in a list of the privileges you have (1-2 pages). You can follow the model of the McIntosh essay.

Grading. The short papers will be graded as follows: Excellent = 25 points, Adequate = 21 points, Poor/Incomplete = 18 points or 0 points based on instructor discretion.

Pedagogical rationale. This exercise targets self-awareness. By knowing your own privileges, you can best recognize others' as well as the structures that help maintain them. This awareness can then inform both (1) engagement of advocacy, and (2) your ability to provide consultation to other professionals to improve their own self-awareness, knowledge, and skills.

Capstone Experience

Structure. 5 page length maximum, double spaced, Times Roman 12 pt font, 1 inch margins.

Content. The capstone experience is intended to integrate self-awareness, knowledge, and culturally competent skills. Students will have the opportunity to become involved in a student club, report back to the class on club activities, read something in the scientific literature about the group they are working with, and provide an account of what they have learned about themselves (integrating information about the White privilege readings and/or the cultural identity chapter).

Grading. This capstone experience is worth 100 points and these points are scattered over various assignments:

1 – Pick a Club (10): Students will look into USU clubs such as the Polynesian Club or the Black Student Union and select one. Clubs must be based on a particular dimension of diversity pertaining to ethnicity, sexual orientation, and/or disability. The student must be an out-group member (e.g., GLBT students cannot select Allies on Campus). Students will turn in a report of the club they have selected, verification of having made contact with the group and expressed intention to participate in activities, and verify their “outgroup” status (e.g., as an able bodied, heterosexual Latina, I might turn in an assignment that self-reports these statuses to clarify why I would join Special Olympics, Allies on Campus, or the Middle East Club). Religious/spiritual practices are a part of diversity, but those clubs will not be an option to fulfill this course requirement.

2 – Pick an article (10): Go into *Psychology and Behavioral Sciences* and/or *PsycINFO* search engines article and find an article or book chapter that gives you information on the group whose club you are participating in. You may also select to read a USU Census report if you wish. This information is intended to increase your knowledge about the specific group. For example, if you chose the Latino Student Union, you might select an article or chapter that discusses Latino values, group heterogeneity, or even historical context of migration patterns across groups. For this assignment please provide (a) specific citation in APA style, (b) a brief summary of the

main points, and (c) an observation about how helpful the information will be (or not) as you continue to interact with members of the USU Club over the semester.

3 – Activities report (10) – make one report to the class on an upcoming event (on Canvas and in class). Each report will be worth 5 points.

4 – Pick a popular web source (10): Find a resource and/or article on the Internet that gives you important background information on the specific group that is the focus of the USU Club. Please provide (a) specific citation in APA style, (b) a brief summary of the main points learned, and (c) an assessment about how helpful the information will be (or not) as you continue to interact with members of the USU Club over the semester.

5 – Attend one cultural event (10): Attend a cultural event that your USU Club either participates in or sets up. Provide a brief report on (a) what was the event, (b) why you selected it for attendance, and (c) some brief observations of your experiences there. Focus on self-awareness (what did I learn about myself?), knowledge (what did I learn about others?), and skills (what did I do that went well? What did I do that didn't?)

6 – Reflect on your experience and answer the following questions (50):

a. What did I learn about myself in the process?

Please reflect on your self-awareness as a cultural being (e.g., how did being around cultural “others” lead me to discover something cultural in myself?), as well as your awareness about your attitudes towards others (e.g., what discomforts or awkwardness did I notice? What feedback did I get from others on how I was perceived? Other issues of note? E.g., you used an inappropriate term and caught yourself after it was half way out of your mouth; what did you learn?). Integrate readings from the course on White Privilege and on cultural identity.

b. What did I learn about the “cultural other”?

What important things did you learn about those in the group you were spending time with? These observations can be about specific practices (e.g., sharing a plate in the middle of the table with your peers has deep significance and must be included at every meal) but should also cover values and beliefs. Be sure to reference observations from your activities as well your selected publication and Web resource. Be sure that these things are integrated (e.g., don't write about a behavior that was in the article that you did not observe, unless it was something you discussed with your peers in the club and thus led to some direct experience).

c. What did I learn to do differently? Think about critical and/or memorable interactions and how you learned to adjust yourself and your behavior to best join the people in the USU Club.