

The University of Georgia
Fall 2007
Syllabus

ECHD 3010: Diversity Issues in Counseling and Human Development Services

Time:	10:45-12:05 M	Room 531	
	10:45-12:05 W	Room 411	
Section:	01-774		
Class Location:	Aderhold Hall		
Instructor:	Gretchen Hunter, M.H.S.	E-Mail:	ghhunter@uga.edu
Office Location:	Aderhold Hall RM 414 A	Office hours:	By appointment

Course Description

This course is designed to enhance students' understanding of cultural-racial factors and to explore the psychological and sociological contexts of diversity. Students will be introduced to theoretical constructs such as worldview and identify development in order to increase awareness of the relevance of multicultural issues in psychological practice and research. Topics will be explored both intellectually and personally in order to develop a comprehensive understanding of diversity issues in counseling and human development.

Text

Appleby, G. A., Colon, E. & Hamilton, J., (2007). Diversity, oppression, and social functioning: Person-in-environment assessment and intervention. (2nd ed.). Boston, MA: Pearson Education, Inc.

Other readings will be provided through WebCT or class.

Objectives

Upon completion of this course, you will be able to:

- Discuss the relevance of diversity from an individual, group, and global perspective.
- Explain the theoretical and practical models pertaining to diversity issues in counseling and human development.
- Identify personal and professional values, skills, interests, and needs.
- Become familiar with critical research related to diversity issues.
- Increase self-awareness around diversity issues.
- Enhance your ability to empathize with persons different from yourself.

Class Room Expectations

- Instructors and students are treated with respect.
- Instructors and students are prepared for each class.
- Diversity is valued.

Assignments

All assignments and/or classroom activities within each category must be completed and turned in at the beginning of the class on the assigned day in order to receive full credit. **There will be a 10-point deduction per weekday on late assignments.** If you know you must miss class, you may turn in the assignment early. **Emailed assignments will not be accepted.** If you need to turn in your assignment after the due date you may turn it in at Aderhold 402.

Participation and Attendance 80 pts

Attendance is required for this course. Students have 3 unexcused absences without penalization. Further unexcused absences will result in a 30-point attendance reduction.

Excused absences must be accompanied by documentation from a medical professional or University department (i.e., Disability Services).

Late policy: if you are late 0-14 minutes by the instructor's watch = 10 pt deduction. If you are 15 or more minutes late = 20 pt deduction.

Active engagement in this course is required for you to receive the full benefits. You will be working in groups on particular assignments and will be expected to join the discussions in class. To receive maximum participation points you are expected to contribute to each class. Contributing entails: asking and answering questions, sharing your perspectives with the class, actively listening to others, treating others with respect, communicating with group members, completing readings and assignments, and not distracting other students from learning.

Lack of class involvement will result in point deduction. Limited involvement can include: reading newspapers, using a computer or other technology device, or engaging in any activity that does not directly relate to class discussions and topics. It will be the student's responsibility to refrain from these activities and monitor the quality of their participation.

Implicit Activity 25 pts

Go to the Implicit website: www.implicit.harvard.edu, and register for the research studies.

Complete 5 activities and print results to turn in. Write a 2 page reflection paper on your reaction to the results.

2 Reflection Papers 10 pts each

You will type 2 reflection papers based on class discussions, readings or guest speakers. You may wish to reflect on class comments, observations, material you learned, ideas you agree or disagree with or on further information you hope to acquire. Be sure to integrate your writing with experiences and insights that have furthered your understanding of diversity issues. Your reflection papers will be 1-2 pages in length.

Experiential Activity 50 pts

You will attend an out-of-classroom activity during the semester that is approved by the instructor. The purpose of this assignment is to gain exposure in some activity that you would not normally participate in. Activities can include: University sponsored activities that focus on an aspect of diversity, arts/music/sporting events that relate to diversity, attending worship services that are different from your own, or other activities as approved by the instructor. This is an opportunity for you to meet and interact with persons different from yourself.

Following the Experiential Activity you will type a 2-page reflection paper. You are free to discuss, but are not limited to, the activity, what you learned, your perceptions, your comfort level, and/or the content of your conversations with others. Most activities provide some type of documentation (pamphlet, brochure, flyer, program, etc.) which you will attach to your reflection paper.

Diversity in the Arts 50 pts

You will find materials and activities that address issues of diversity. Activities can include watching movies, reading books, or attending performances. You will choose one of the following: .

- 1) **Movies:** watch two movies from the approved list and write a 2 page reflection on the content, your reaction, information you learned, and use of stereotypes and discrimination of each.
- 2) **Books:** read one book from the approved list and write a 2 page reflection on the content, your reaction, information you learned, issues of diversity found in the book.

- 3) **Art/Music:** review 5 artistic pieces (paintings, songs, etc.) that are related to diversity. Write a 5 page reflection on your analysis of the content of the pieces, and issues of diversity that relate to the course.

Diversity in the Media 25 pts

Each student will be responsible for finding 2 examples of diversity in the media. These can include websites, magazine ads, tv shows, etc. You will evaluate the source for examples of discrimination, prejudice, and stereotypes and write a 1 paragraph summary of each source and attach documentation (printed from web, magazine, or article) to turn in. The class will be divided into small groups of 4-5 people each. Each week, one group will be responsible for sharing information with the class. You will be required to share your findings with the class throughout the semester by providing a brief description to the class (3-4 minutes).

2 Examinations 100 pts each

The 2 examinations will cover textbook readings, in-class discussions, and guest speakers. The exams will consist of multiple choice questions, true/false statements, and short answers. Exams must be taken at the scheduled time. Make-up exams will only be given in the event of a documented emergency. Documentation must be provided from Disability Services to receive testing accommodations.

Group Research Presentation 50 pts (40 pts Group grade, 10 pt Peer grade)

Each student will be assigned to a group. Each group will research an aspect of diversity that is of interest to the group out of the selected topics, and prepare a short presentation of the material you researched. Each group will prepare a PowerPoint for their presentation and are encouraged to use other multimedia aids. Each group will facilitate a class discussion on their presentation. An outline of the presentation will be turned in 2 weeks prior to the presentation. Presentations will be 25-30 minutes long. Presentations will include relevant professional research with bibliography, as well as examples of popular media (newspapers, magazine articles, news show coverage). You will receive a Group grade from the instructor and an Individual grade from group members. You must be in attendance when your group presents. If you are not present, you will receive a maximum of 10 pts (your individual grade from your group members.) Guidelines for the presentation are available on WebCT.

Final Poster Presentation 25 pts

Using the knowledge, insight, and skills you gained from class activities, readings, conversations with other, and outside activities, you will create a display which demonstrates how you are a diverse person. This can include a poster, family tree, or other format. Your display should be professional and creative and integrate material that we have discussed in class. You are free to include information about your family, culture, spirituality, gender, ethnicity, sexuality or beliefs. Your display may include pictures, diagrams, genograms, symbols, etc. You will provide a 5 minute talk on your display. Guidelines for the poster and talk are available on WebCT.

Extra Credit 5pts each= 10pts

You may write 2 additional reflection papers following the above guidelines. One reflection paper will be due during the first half of the course (before midterm) and the second will be due the second half of the course.

Grading

Your grade will be based on the completion of the following:

2 Reflection Papers	20 pts
Implicit Activity	25 pts
Experiential Activity	50 pts

Diversity in the Arts	50pts
Diversity in the Media	25 pts
Group Presentation	50 pts
Final Poster Presentation	25 pts
Exams	200 pts
Attendance/Participation	80 pts
Total Points	550 pts

Final Grade

A	(100%-93%): 550-511	C	(76%-73%): 422-401
A-	(92%-90%): 510-495	C-	(72%-70%): 400-385
B+	(89%-87%): 494-478	D+	(69%-67%): 384-368
B	(86%-83%): 477-456	D	(66%-63%): 367-346
B-	(82%-80%): 465-440	D	(62%-60%): 345-330
C+	(79%-77%): 439-423	F	(59%-): 329 or below

If you have questions about the grading policies, please consult with the instructor. You may contest a grade, and the instructor will review and reevaluate, and adjust the grade higher or lower as necessary.

A Quality: This work exemplifies a clear understanding of the assignment and your ability to think critically. This work contains clear statements and is logically ordered. It is without grammar errors and typos.

B Quality: This work exemplifies a clear understanding of the assignment and your ability to think critically. Some statements need better development and organization. Few grammar and typos are present.

C Quality: Work meets minimal requirements.

Unacceptable: Work contains many errors of assertion and omission. No attempt or weak attempt to express ideas and think critically and logically.

Class Schedule

Course Schedule

Date	Topic	Reading
Week 1 1/7	Introductions and Syllabus	
1/9	Culture, Social Class and Identity Development/ Dynamics of Oppression and Discrimination	Chp 2 Chp 4
Week 2 1/14	Diversity in the Media	
1/16	Race and Racism Ethnic Identity Development	Chp 3

Week 3 1/21	No Class, MLK day	
1/23	Stereotypes and Prejudice	
Week 4 1/28	Caucasian Americans	
1/30	White Privilege Reflection Paper Due	
Week 5 2/4	African Americans and Caribbean Islanders	Chp 5
2/6	African Americans and Caribbean Islanders	
Week 6 2/11	Latinos	Chp 7
2/13	Latinos Implicit Activity Due	
Week 7 2/18	Asian Americans	Chp 9
2/20	Asian Americans	
Week 8 2/25	Arab Americans	
2/27	Native Americans Experiential Activity Due	Chp 8
Week 9 3/3	Midterm Exam	
3/5	Diversity in Education	
Week 10 3/10	Spring Break	
3/12	Spring Break	
Week 11 3/17	Diversity in the Workplace	
3/19	Diversity and the Law Group presentation	
Week 12 3/24	Gender and the Media Video: Killing Us Softly	
3/26	Gender Roles, Socialization, Sexualization Group presentation Diversity in the Arts Due	Chp 6

Week 13 3/31	Sexual Assault	
4/2	Domestic Violence Group Presentation Reflection Paper Due	
Week 14 4/7	LGBTQI issues	Chp 10
4/9	LGBTQI issues Group presentation	
Week 15 4/14	Individuals with Disabilities/Mental Illness	Chp 11 Chp 13
4/16	Individuals with Disabilities/Mental Illness Group presentation	
Week 16 4/21	Older Adults	
4/23	Individual Presentations	
Week 17 4/28	Individual Presentations	
	Final	

Academic Honesty

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.

More detailed information about academic honesty can be found at:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>

Disability Policy

Help for students with disabilities is available from the Disability Services/Learning Disabilities Center. If accommodations are desired please notify me and the Office for Disability Services within the first 2 weeks of class. More information is available at:

<http://www.uga.edu/stuact/handbook/stuaffairs/disability.html>

Phone: 542-8719 or 542-8778 (TTY)

Students needing mental health assistance such as counseling or psychiatric and psychological assessments should contact Counseling and Psychological Services (CAPS), a unit of the University Health Center (UHC).

Phone: 542-CARE (2273), after hour emergencies call 706-542-2200. Counseling and Psychological services are also available at The Center for Counseling and Personal Evaluation, 424 Aderhold Hall, 706-542-8508.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.