

The University of Georgia

Fall 2007

Syllabus

ECHD 3010: Diversity Issues in Counseling and Human Development Services

Time:	Tue, Thur, 2:00-3:15	Section: 69-953
Class Location:	Aderhold Hall	Room 430
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 2-point deduction per day 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 75 pts

Attendance is required for this course. Students have 3 unexcused absences without penalization. Further unexcused absences will result in a 3-point attendance reduction. 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 encouraged to join the discussions in class. To receive maximum participation points (3 pts per class), you are expected to contribute to each class. Contributing entails asking questions, communicating with group members, completing readings and assignments, working productively independently and not distracting other students from learning. Lack of class involvement will result in point deduction.

You can choose one of the following two activities for 50 pts:

Implicit Activity 50 pts

Go to the Implicit website: www.implicit.harvard.edu, and register for the research studies. Complete 10 activities and print results to turn in. Write a 2 page reflection paper on the your reaction to the results.

OR

2 Reflection Papers 25 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 2-3 pages in length.

Experiential Activity 50 pts

You will attend an out-of-classroom activity 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. 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 Public Sphere 75 pts

You will find materials and activities that address issues of diversity. Activities can include watching movies, reading books, looking on the internet or in the newsmedia, or attending performances. 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) as you complete your assignments. The assignments will be broken into two parts and will be due at two points in the semester. The following activities will meet the criteria for this assignment:

- 1) **Movies:** watch three 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) **Media:** review 20 media sources for issues of diversity. Evaluate the source for examples of discrimination, prejudice, and stereotypes. Write a 1 paragraph summary of each source and attach documentation (printed from web, magazine, or article).
- 4) **Art:** attend two activities that are related to diversity. This could include plays, art showings, museums, etc. Write a 2 page reflection on each activity.
- 5) **Professional Literature:** review 5 articles in the professional psychology literature that address issues of diversity and multiculturalism. Write a 2 page review of each article that addresses: content and findings, and your reaction and critique of the article.

2 Examinations 100 pts each

The 2 examinations will cover textbook readings, in-class discussions, and attended activities. The exams will consist of multiple choice questions 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.

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 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. Topic selection for each group will be turned into the instructor for approval. An outline of the presentation will be turned in 2 weeks prior to the presentation. Presentations will be 25-30 minutes long. 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 50 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 and the second will be due the second half of the course.

Grading

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

Reflection Papers or Implicit Activity	50 pts
Experiential Activity	50 pts
Diversity in the Public Sphere	75pts
Group Presentation	50 pts
Final Poster Presentation	50 pts
Exams	200 pts
Attendance/Participation	75 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

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 Aug 16	Introductions and Syllabus	-
Week 2 Aug 21	Culture, Social Class and Identity Development	Ch. 2 (18-26) (29-31)
Aug 23	Dynamics of Oppression and Discrimination	Ch. 4
Week 3 Aug 28	Stereotypes and Prejudice- Speaker Speaker	WebCT
Aug 30	Race and Racism Ethnic Identity Development-Speaker	Ch. 5 (68-70, 75-80) Ch. 3
Week 4 Sept 4	Caucasian Americans White Privilege	WebCT
Sept 6	African Americans and Caribbean Islanders	Ch. 5 (72-75, 80-84)
Week 5 Sept 11	Latinos 1st reaction paper due/Implicit Activity due	Ch. 7 (116- 123)
Sept 13	Native Americans	Ch. 8 (135- 146)
Week 6 Sept 18	Indian Americans	TBA
Sept 20	Asian Americans	Ch. 9 (157-

		165)
Week 7 Sept 25	Arab Americans	TBA
Sept 27	Women	Ch. 6 (98-111)
Week 8 Oct 2	Speaker- Sexual Assault	
Oct 4	Midterm Exam (Oct 4)	
Week 9 Oct 9	Speaker-Domestic Violence	
Oct 11	Speaker-Sexual Abuse of Children	
Week 10 Oct 16	Religious Bigotry and Religious Minorities	Ch. 12 (226-230, 238-245)
Oct 18	Lesbian, Gay, Bisexual, and Transgender People 1st Diversity in the Public Sphere assignment due	Ch. 10 (170- 193)
Week 11 Oct 23	Speaker-LGBT panel	
Oct 25	No Class - Fall Break (Oct 25-26)	
Week 12 Oct 30	Individuals with Disabilities 2nd reaction paper due	Ch. 11 (208- 216)
Nov 1	Speaker-Disability Resources	
Week 13 Nov 6	Individuals with Mental Illness	TBA
Nov 8	Speaker-Advantage Behavioral Health	
Week 14 Nov 13	Speaker	TBA
Nov 15	Older Adults	
Week 15 Nov 20	Group presentations	
Nov 22	No Class - Thanksgiving Break (Nov 21-23)	
Week 16 Nov 27	Group presentations	
Nov 29	Group presentations	
Week 17 Dec 4	No Class - Friday schedule	

Dec 6	Individual Presentations 2nd Diversity in the Public Sphere assignment due	
	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.