

PLYMOUTH STATE UNIVERSITY  
UNIVERSITY SYSTEM OF NEW HAMPSHIRE

## **CO 5040.01 - Social Behavior and Diversity**

Wednesdays, 6:30pm to 9pm  
Rounds Hall Rm 115 and broadcast Online via Zoom

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### **CATALOG DESCRIPTION:**

Recognizing that social behavior occurs within an intercultural context, Counselor Education, Couples and Family Therapy, and School Psychology students will develop the basic knowledge foundations necessary to understand and influence social behavior in a diverse society. Texts, readings and learning modules have been chosen and/or designed to facilitate the student's ability to understand the nature of social behavior cross culturally.

### **COURSE OBJECTIVES:**

- Students will explore personal attitudes, beliefs, understanding, and experiences.
- Students will increase knowledge of multicultural and pluralistic trends.
- Students will learn strategies for working with diverse populations and ethnic groups in individual, couple, family, group, and school counseling and school psychology.
- Students will review the role of counselors and school psychologists in social justice, advocacy, and conflict resolution, cultural self-awareness, the nature of biases and prejudices, and processes of intentional and unintentional oppression and discrimination.
- Students will review theories of multicultural counseling, identity development, and multicultural competencies.

### **REQUIRED TEXT:**

Hays, D. G., & Erford, B.T. (2018). *Developing multicultural counseling competence: A systems approach (3<sup>rd</sup> ed.)*. Upper Saddle River, NJ: Pearson.

### **RECOMMENDED ADDITIONAL TEXT:**

American Psychological Association. (2019). *Publication Manual of the American Psychological Association, (7<sup>th</sup> ed.)*. APA.

## **PLYMOUTH STATE UNIVERSITY POLICIES**

### **Academic Integrity**

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the policy by prosecuting all cases of violations of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Visit [http://www.plymouth.edu/registrar/policies/academic\\_standing](http://www.plymouth.edu/registrar/policies/academic_standing) for more information on University policies and procedures regarding academic integrity. (From page 10 of the College of Graduate Studies 2011-2012 Catalog). Please review APA guidelines on what constitutes plagiarism.

### **Academic Integrity Policy**

<https://campus.plymouth.edu/faculty-governance/wp-content/uploads/sites/20/2017/05/PSU-Academic-Integrity-Policy.pdf>

### **ADA Statement**

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact Campus Accessibility Services (CAS), located in Speare (535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If you have authorized CAS to electronically deliver a Letter of Accommodations for this course, please communicate with your instructor to review your accommodations.

### **Inclement Weather**

Sign up for PSU alerts for notification of weather-related cancellations and provide your instructor with a phone number that is the most reliable way of contacting you in the event he cancels class on a night when PSU remains open. Class members regularly commute from a wide area of the state where weather conditions may vary significantly from those in Plymouth. Travelling in inclement weather is always at your discretion. It is your responsibility to initiate making up missed material if you miss a class due to weather.

### **Sensitive Material**

Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let the instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. Campus resources that may be helpful in dealing with your concerns can also be discussed.

## Counselor Education and School Psychology Policies

Plymouth State University's Counselor Education and School Psychology (CESP) Programs are charged with the task of preparing individuals to become professional counselors or school psychologists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty will evaluate students based on their academic, professional, and personal qualities. The PSU CESP programs attempt to establish a learning community where students can develop professionally. This is done by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

**Student Monitoring:** A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, counselors/school psychologists-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program. See the student handbook for both the long and short versions of the student monitoring form.

**Student Responsibilities in Monitoring Peer Professional Competency:** As a CESP student, it is important to learn how to support your fellow classmates and future colleagues. Professional codes of ethics highlight the importance of protecting the profession and those it serves by recognizing unethical behavior, consulting with colleagues, and reporting to institutional hierarchies if necessary. If you are concerned about a classmate's ethical conduct, counseling competency, or psychological stability, you are encouraged to follow the policy in your program's student handbook to guide you in ethically dealing with these situations.

**Communications:** Prompt and professional communication between students and professors is important and valued in the CESP programs. To that end, it is your responsibility to regularly check your PSU email account. As stated in the student handbooks, all university communications will be to that address. We aspire to be a community that responds to each other in a prompt and respectful way. To that end, we ask that you respond to professor or department emails within two business days. Likewise, faculty will aspire to respond to your emails within two business days. Note, we understand that there are circumstances in which students and faculty may be unable to respond in a timely manner. During these periods, we will inform others when we will become available to respond.

**Computers and Cell Phones Use in the Classroom:** Computers and cell phones may be brought into the classroom (obviously, since many will be attending via Zoom) but their use should be appropriate. Computers should be limited to academic class-related uses. Please keep your microphone on mute unless you are speaking. Also, please turn your camera on during class, as it can be difficult to engage with a class where half the students don't seem to be actually "there." During speaker presentations, videos, student presentations, and any in-class role play activities please make sure you're focused on the person speaking to be respectful of your classmates. Finally, cell phones play an important role in emergency situations, but they should be kept on vibrate or silent mode and text messaging should be kept to a minimum.

**Late Assignments:** Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these possibilities, students are strongly advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. Unless impossible, all requests for extensions for assignments must be made before the assignment is due. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension.

*If an assignment is handed in past the due date, the final grade for that assignment will have 10% of the grade deducted for each day it is late.*

**Moodle Assistance:** For assistance navigating Moodle, please watch the introductory video on this page: <https://www.plymouth.edu/webapp/help/wiki/Category:StudentMoodle2>. Then read the short articles at the links at the bottom of that page. At the top this page, there are buttons that have drop down menus to various online learning topics. The "Moodle" button has more help articles. You may also call the Help Desk at (603) 535-2929, or get in-person help at the Help Desk in Lamson Library.

**Fair Grading Policy:** <https://campus.plymouth.edu/faculty-governance/wp-content/uploads/sites/20/2017/05/PSU-Fair-Grading-Policy.pdf>

### **STUDENT EVALUATION:**

Attendance and Participation	20 points
Diversity Self-Portrait	20 points
Voice Journal A	10 points
Voice Journal B	10 points
Research Paper	20 points
Final Exam	20 points
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Total	100 points

## PAPERS

- All papers must be in APA format, following the 2019 APA formatting rules.
  - There will be an APA formatting lecture on the first day of class, and resources are posted on the class Moodle site.
  - I will review any paper for APA formatting errors, or content, or both before the due date if given enough time to do so. At least 3-4 days is requested, and feedback will be given on a first-come / first-served basis. The paper does not need to be complete for an APA review.
  - Proper APA formatting will require:
    - A Title Page
    - Proper Citations
    - Sections with Section Headers
    - A References Page
  - An Abstract page is not required, but you are welcome to do one for practice. If one is included, it will be checked for errors but not graded.
  - Proper citations are required for all work that is not your own. Direct quotes from a source must be marked as such with quotation marks. Avoid excessive direct quotations – one or two in a paper are plenty.
  - Opinion papers, such as the Initial and Final Personal Philosophy Papers, do not require citations or references unless outside sources are used.
- The page length requirements for papers do not include the title page and reference page. Make sure the body of your paper is the required length. Longer is fine, just not shorter!
- All papers must be submitted electronically either to the assignment “dropbox” on the course Moodle site or via email to mamariska@plymouth.edu. Papers will be accepted as on time if received before midnight on the due date. When papers are received via email, I will reply to let you know that I’ve gotten it.
- Accepted formats for papers are Word, PDF, Pages, and Open/LibreOffice files.  
*WordPerfect files and Text files are not acceptable.*
  - As a PSU student, you can claim a free copy of MS Office. Visit this link for info: <https://support.plymouth.edu/index.php?/Knowledgebase/Article/View/122/1/office-365-for-windows>
- Assignment File Names: Please title the file name for each of your submitted writing assignments and recordings with your last name first, then the name of the assignment. Below are a couple of examples using my last name:
  - Diversity Self-Portrait Paper: *Mariska Diversity Self-Portrait*
  - Research Paper: *Mariska Research Paper*

## **COURSE ASSIGNMENTS:**

### **Student Participation and Attendance**

Your learning experience is dependent on your attendance in class and participation in class activities. Absences from class, or a marked lack of participation will result in a 5 point per day penalty from your Attendance and Participation grade. The lost points due to an absence can be made up through additional assignments. Note, however, that the missed class will still count towards the maximum of two absences allowed by department policy.

*Given the sensitive and challenging nature of the material discussed in class (racism, homophobia, privilege, etc.), it is important that we create an atmosphere of trust and safety in our classroom. I will do my best to provide an environment in which we are able to listen to and respect each other, and it is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions. Please be respectful of others emotions and be mindful of your own. Please come speak to me if something said or done in the classroom is particularly troubling to you. Keep in mind that discomfort is very normal, and that conflict is often an important part of a learning experience. Be prepared to understand and even to forgive your classmates for not “being” where you might want them to be.*

### **Diversity Self-Portrait:**

You are to write a reflection paper focused on yourself using the following questions as a guide:

- What dimensions of diversity do I identify with? How have they influenced who I am as a person?
- How does my diversity influence my relationships with others?
- How will my diversity help me in working with culturally diverse clients?
- How might it hinder me? What’s one way I can address this?

You should engage in self-reflection that could include speaking with friends and family to answer these questions thoroughly. Feel free to use personal examples from your life to create this narrative. The body of your paper should be at least 4-5 pages in length, and should follow basic APA formatting.

### **Voice Journal**

You will engage in the following voice project throughout this semester. **(First Part)** For each “Journal”, you will post your reflections on class forums located on the course Moodle page. Create your own topic, and in about 1000-1500 words post your response to the questions for that particular journal.

**(Second Part):** Visit two of your classmates’ journals, read them, then post a short reply of your thoughts, reflections, questions, and suggestions on what they wrote. Your grade will be based on your own journal and your two replies. Each journal is worth 10 points on your final grade.

**1<sup>st</sup> Voice Journal** - Select a diversity “voice” that is in one major way different from your own. For example, a Caucasian student might choose the voice of a Hispanic person; a heterosexual man may choose the voice of a woman who is a lesbian; or an able-bodied student may choose the voice of a physically disabled person. Then, watch a fictional television show (like a sitcom or soap opera), and reflect on the cultural messages it contains. Try to choose a show that you and your chosen “voice” might view differently. How do you view the story, characters, and their actions, and how would you through your chosen “voice?” What assumptions is this show making about you and your voice’s opinions, experiences, and/or beliefs?

**2<sup>nd</sup> Voice Journal** - Think back to an event or gathering that you attended where you felt like an outsider, or an “other”. Discuss what about this event contributed to you feeling this way. How did your normal behavior change? Did anyone else who was part of the “in group” at this event help you feel more comfortable? If so, what did they do to help? How do you think your experience might be similar to that of someone from the diversity group you chose in the last journal? How might it be different?

### **Research Paper**

You are to write a research paper wherein you explore the counseling relationship and process with a specific diversity group (specific race or ethnicity, gender, religion, age group, disability, sexual orientation, etc.).

#### ***Clinical Mental Health Counseling / Marriage & Family Therapy Students:***

- What are some of the ways discrimination impacts this diversity group?
- How might this group’s experience affect their view of mental health services?
- What considerations must be given to diagnosis, treatment, and referrals for this diversity group?
- How could you, as LCMHC/LMFT at a job site, help to advocate for this diversity group in regard to their mental health needs and overall wellness? How could you advocate at a community level?

#### ***School Counseling / School Psychology Students:***

- What are some of the ways discrimination towards this diversity group might impact them at academically, socially, and in regard to their career aspirations?
- How might discrimination impact this group’s view of school counseling?
- What institutional barriers might exist at a school level that impact this diversity group in a negative way?
- How can you, as a school counselor at a school, help to advocate for this diversity group in regard to their needs and the needs of their families?

The body of this paper should be approximately 7-8 pages in length, and written in APA format. You must utilize at least 4 different sources in writing this paper, including professional journal articles, books, films, etc. (The textbook can count as one source.) Proper citations are required! The research paper will be worth 20 points on your final grade.

### **Final Exam**

There will be a cumulative final exam given via Moodle the last week of class. The exam will consist of multiple choice, matching, and short essay questions.

## COURSE CALANDER

DATE	TOPICS	READINGS / ASSIGNMENTS
<b>Class 1</b> 8/26/20	Introduction  Dimensions of Diversity  Multicultural Competencies and Ethical Concerns	Review Syllabus  Textbook: Ch. 1
<b>Class 2</b> 9/2/20	Cultural Identity Development  APA Review	Textbook: Ch. 2  <b>Diversity Self-Portrait Due</b>
<b>Class 3</b> 9/9/20	Social Justice and Barriers to Counseling	Textbook: Ch. 3
9/12/20	Department Kick-Off Event Dr. Charles Atkins	Online Event via Zoom Time TBA
<b>Class 4</b> 9/16/20	Nonverbal Communication Across Cultures  Culturally Appropriate Intervention Strategies	Assigned Readings  <b>Voice Journal 1 – 1<sup>st</sup> Part Due</b>
<b>Class 5</b> 9/23/20	Racism  White Privilege	Textbook: Ch. 4  <b>Voice Journal 1 – 2<sup>nd</sup> Part Due</b>
<b>Class 6</b> 9/30/20	Gender and Sexism	Textbook: Ch. 5



<b>Class 7</b> 10/7/20	Transgender and Cis-sexism	Textbook: Ch. 5
<b>Class 8</b> 10/14/20	Sexual Orientation and Heterosexism	Textbook: Ch. 6 <b>Voice Journal 2 – 1<sup>st</sup> Part Due</b>
<b>Class 9</b> 10/21/20	Social Class and Classism Ableism and Ageism	Textbook: Ch. 7 & 8 <b>Voice Journal 2 – 2<sup>nd</sup> Part Due</b>
<b>Class 10</b> 10/28/20	Spirituality & Religion	Textbook: Ch. 16
<b>Class 11</b> 11/4/20	Multicultural Diagnosis & Case Conceptualization	Textbook: Ch. 18 <b>Research Paper Due</b> <b>Final Exam Opens</b>
11/11/20	No Class	Veterans Day
<b>Class 12</b> 11/18/20	<b>Final Exam Due</b>	<b>By 9pm</b>

**COURSE GRADING SCALE:**

A	96 – 100 %	B	83 – 86 %	C	73 – 76 %
A-	90 – 95 %	B-	80 – 82 %	C-	70 – 72 %
B+	87 – 89 %	C+	77 – 79 %	F	00 – 70 %

## 2016 CACREP STANDARDS, METHODS OF DELIVERY, AND ASSESSMENT

CACREP Standard/Goal	Methods of Delivery	Assessment
(Core– 1.e) Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Lecture on Social Justice  Lecture on Barriers to Effective Multicultural Counseling and “Barriers Activity”	Final Exam  Research Paper (CMHC & SC Rubrics)
(Core – 2.a) Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.	Lectures on Types of Discrimination  Lectures on Specific Cultural Groups	Final Exam  Research Paper (CMHC & SC Rubrics)
(Core – 2.b.) theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Lecture on Cultural Identity Development  Lecture on Social Justice	Research Paper (CMHC & SC Rubrics)
(Core – 2.c.) multicultural counseling competencies	Lecture on Multicultural Counseling Competencies and Ethical Concerns	Final Exam
(Core – 2.d.) the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others	Diversity Self-Portrait Assignment  Otherness Journal Assignment	Diversity Self-Portrait Rubric  Voice Journal Rubric
(Core – 2.e.) the effects of power and privilege for counselors and clients	Lectures on Privilege in each Diversity Area	Diversity Self-Portrait Rubric  Voice Journal Rubric
(Core – 2.f.) help-seeking behaviors of diverse clients	Lectures on each Diversity Area	Research Paper (Both Rubrics)  Final Exam
(Core – 2.g.) the impact of spiritual beliefs on clients’ and counselors’ worldviews	Lecture on Spirituality	Final Exam
(Core – 2.h) strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Lecture on Barriers	Research Paper (Both Rubrics)
(CMHC – 5.C.2.j) cultural factors relevant to clinical mental health counseling <sup>[1]</sup> <sub>[SEP]</sub>	Lecture on Multicultural Competencies Lecture on Culturally Appropriate Intervention Strategies Lecture on Diagnosis	Research Paper (CMHC Rubric)

## References

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