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COURSE DESCRIPTION:
This course introduces the concept of multicultural psychology, also referred to as cultural mindfulness in psychology. At the intersection of social justice and mindfulness, this psychology course will cover topics related to culture, social identity, privilege, and oppression. They will be explored across domains of psychological research, practice, advocacy/activism, teaching/training, and one’s professional identity development in the field of psychology. Class will meet twice a week: Tuesday from 1:55 to 2:45, and Thursday from 1:55 to 3:50.

COURSE OBJECTIVES:
1. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures. Students will learn fundamental theories and research related to cultural mindfulness, including systems of privilege and oppression. Specifically, students will gain knowledge about the psychosocial and political reality of Indigenous peoples, People of Color, and White people; transgender individuals, women, and men; sexual identity and sexual oppression in the U.S.; social class and economic disparities; diverse abilities and ableism; ageism; religious diversity and persecution.

2. Learning to apply knowledge and skills to benefit others. Students will begin or continue the life-long process of acting as a culturally mindful explorer in their engagements with self, others, and the environment. They will be able to understand and express the roles of a counseling psychologist as it relates to the provision of culturally mindful care to the public. Students will demonstrate knowledge, awareness, and skills across cultural contexts and across the prominent career domains of a counseling psychologist: research, counseling, advocacy/service, and education.

3. Learning to analyze and critically evaluate ideas, arguments, and points of view. Students will engage in a critical understanding of the texts; critical awareness of their personal experiences, social location/positionality, and biases; and demonstrate empathy and respect for differences.

TEACHING PHILOSOPHY AND COURSE STRUCTURE:
This course is based on a social justice pedagogy, where a multicultural lens is integrated, assumptions and traditional dominant narratives are challenged, the course content and process is grounded in understanding privilege and oppression, and positionality is made explicit. I model from Paulo Freire’s notion of critical consciousness and do not consider myself the “keeper” of knowledge but rather offer my expertise in culturally mindful psychological practice to foster student learning and encourage students to become givers and receivers of their education. To that extent, the course will rely heavily on student participation rather than my lecture. I balance a supportive atmosphere with appropriate challenge so that students can feel safe while challenging themselves to take risks and, thus, grow. To accommodate diverse learning styles, methods of instruction will include a combination of large and small group discussion, engagement with current events and social media, student presentations, and films.
Many students expect that courses on multicultural psychology and counseling will give them a “how-to” work with clients from various backgrounds. It is important that students recognize that cultural mindfulness is a developing, life-long, professional and personal journey. While we will discuss some important considerations for various cultural groups, this should be seen as a tool box to draw from and NOT absolute truths. Furthermore, a critical aspect of developing cultural mindfulness is an awareness of your own biases, assumptions, values, and social location. Thus, this class will require more than intellectual learning but also affective (emotional) learning as well.

COLLECTIVE KNOWLEDGE
This course has been heavily influenced by the multicultural counseling courses of Drs. Sycarah Fisher, Bryana French, and Jioni Lewis. I hope to further build from the strength of collective knowledge through what students bring to the course. Students should feel free to bring ideas to help shape the course; you are all experts in your own cultural experiences with which I may have little to no familiarity. Please share topics and readings that may enhance the focused subject of discussion in areas you believe are not covered. Accommodations statement borrowed from Dr. Zoë Wool.

REQUIRED TEXTS/READINGS:
Full Apology to the Native American, Alaska Native, and Native Hawaiian People, drafted by Psychoanalysis for Social Responsibility, Section IX of Division 39 (Psychoanalysis), American Psychological Association. https://nebula.wsimg.com/c7bc95048e52f49fc8727fa4d3c4e646?AccessKeyId=3BBC34B502E1951E7BE&disposition=0&alloworigin=1
Smith, L. C., Shin, R. Q., & Officer, L. M. (2012). Moving Counseling Forward on LGB and

EVALUATION CRITERIA:
The course is graded A to E. A late assignment will be lowered 10% for every day it is late, including weekends and holidays. Computer problems under any circumstances will NOT excuse a late paper or assignment. Assignments will be accepted via Canvas by the start of class on the due date, not as attachments through email or as hard copies in class except where explicitly noted. One part of one assignment has a different submission timeline and method. Course grades will be based on the following:

1. Increasing Cultural Mindfulness. This assignment addresses two of the essential aspects of multicultural psychology (1) increasing your awareness of your own values, biases, assumptions, and blind-spots and (2) challenging your resistances to new ideas, people, and cultures. To facilitate growth in these areas, you will participate in a semester long project where you reflect on your own positionality, identify areas of resistance, develop and follow a plan for increasing your exposure to and appreciation of one of those areas of resistance, and reflect on the process. There are several steps to this project.
   a. Positionality and Resistances Presentation (100 points). Each student will be asked to develop a PowerPoint presentation, due August 29th, that covers the following (slide limits are in parentheses):
      i. Expresses your social group identities: age, ability, class, gender, national identity, race, religion, sexuality. In the notes or directly on the slide there should be a reflection on critical incidents or influences (positive or negative) that might have contributed to your cultural self-awareness or lack thereof, such as the media, family members, or something at school (no more than four slides).
      ii. Summarizes your positionality. This slide should also include a statement that will increase the class’ cultural mindfulness about an area related to one of your identities. What is one thing that you want your peers and professor to know about one of your identities (2 slides)? Note this is the only part of the presentation that will be shared with the whole class. You will have a maximum of three minutes to share this part of your presentation.
      iii. Discusses your professional goals, shows your interest/preference(s) among the four core professional roles of a counseling psychologist (research, counseling, teaching/education, advocacy, 1 slide)
      iv. Identifies three areas of resistance. All of us have resistances, whether we are aware of them and choose to acknowledge them or not, and they impact our interactions with peers, colleagues, professors, and others. You will identify your three main areas of resistance (no more than 3 slides).
      v. Identify the one area of resistance you want to work on this semester. Provide a rationale for your choice. If your rationale is not just about your professional goals, please be sure to include how working on that area of resistance may serve you in your potential professional journey and/or role (no more than 2 slides).
*IMPORTANT NOTE: The only slides that will be presented in class are from subpoint two as noted above. Those two slides should be included in the main presentation that you submit in Canvas by the regular deadline but
b. **Resource List (50 points).** Next you will identify the resources you will need to help you gain exposure to, and appreciation of, your resistance. You will list each resource you hope to use for this process, including links or citations, and include a rationale for each choice. Resource lists are **due Sept. 3rd**. Your resources must include:
   i. Two print sources, such as a book (fiction or non-fiction), book chapter, or scholarly journal article
   ii. A minimum of one ongoing media source that is consumed weekly, such a podcast, television show, following a blogger/vlogger/twitter page/snapchat account/etc.
   iii. A minimum of one “standalone” media source, such as a film or television documentary or social event, such as a play or lecture

c. **Ongoing Group Dialogue and Reflection Paper (150 points).** You will be assigned to a small group to discuss your project throughout the semester. During the initial discussion each student will share their positionality and resistance and overall feelings about increasing their cultural mindfulness through this project. Then, throughout the semester it is expected that you will use this group and dialogue time to discuss your project, whether or not your resources are helping you to increase your cultural mindfulness (making adjustments when needed), and your reactions to what you are being exposed to through the resources. You are expected to help your peers think critically and culturally mindfully about their projects. On **Dec. 3rd** you will submit a 5 page reflection that includes:
   i. A detailed discussion of what your expectations were before beginning the project
   ii. A detailed discussion about your exposure to the resources and what you learned from them, both about yourself and about the identified resistance area. Describe how you felt, what you thought, whether your expectations were met/unmet, and how it impacted you, especially your beliefs about the group.
   iii. A detailed discussion of how you can apply what you have learned from this experience to your professional work

2. **Mapping Project and Presentation (250 points).** Students will create a *Map* of an assigned town that includes the following: locations of grocery, convenience, and liquor stores, malls/shopping centers, health care facilities, religious institutions, LGBT resources, prisons, jails, correctional facilities, and educational facilities; location of section 8 housing; percentage of homes owned versus rented; school rankings, the racial and ethnic background in each school, and free and reduced lunch data by school; and public transportation routes and times transit is available. A notation on the demographic makeup of the town and whether or not the population of your assigned city is making a livable wage (meaning reasonably supporting a family of four) should be included in your map. Then, during your *Map Presentation*, students will (1) introduce their town, (2) share interesting findings based on their map research, including how people access resources and the challenges and barriers that found, and (3) reflect on the implications for a psychologist. The map (in digital or non-digital format) will be due on **October 15th**.

3. **Big Ideas (25 points each, 200 points total).** This assignment is meant to ensure readings are completed, that students have analyzed the readings in a manner that will facilitate class participation, and that optimal learning has occurred. Students will have 5-10 minutes to respond to a question or prompt that gets at the big ideas from the readings for the week. Big ideas are worth 25 points and graded on a check system. There are nine
Big Ideas due throughout the semester, however your lowest score will be dropped such that only eight Big Ideas will count toward the 200 point total.

4. **Mindfulness Reflections (50 points each, 150 points total).** This course covers a broad range of cultural topics and professional roles of a culturally mindful psychologist. This assignment invites students to notice (be mindful of) the reactions they are having to the material (see specific aspects of course material for reflection below) and to share what they noticed. Students might reflect on what stuck with them, what their physical or emotional reactions were, what they noticed happening around them as they grappled with the material in and out of class. Students striving to be increasingly culturally mindful should attend to their own reactions to the three areas identified below for this assignment. Students might also consider how contextual and identity-based factors may have influenced reactions.

   Because Western epistemologies dominate in academia, only one of the three Mindfulness Reflections will need to be submitted in paper form (1-2 pages). At least one of the reflections must be submitted in a non-Western form. Non-Western ways of expressing knowledge include poetry, visual art, photography, oral storytelling, movement, performance arts, and many more. Students can choose which reflection topic will be presented in which form and how many reflections will be presented in each modality as long as at least one is non-Western and one is Western.

   **Mindfulness Reflection Topics:**
   a) One reflection should be related to course material and discussions on either (1) race/ethnicity, (2) colonization, (3) immigration, and/or (4) indigeneity. Due by start of class September 24th.
   b) One reflection should be related to course material and discussions on either (1) class, (2) age, (3) ability, (4) gender, (5) sexuality, or (6) religion/spirituality. Due by start of class November 19th.
   c) One reflection should be related to course material and discussions on either culturally mindful (1) research, (2) counseling, (3) advocacy/activism, or (4) teaching/training OR the reflection can be about your reactions to and experience with the culturally mindful scholars introduced in this course. Scholars must have been introduced through the class but are not limited to the authors you read or to “psychologists.” They could be the activists we discussed, people from current events discussions, indigenous healers, renowned multicultural psychologists, or even media makers on Twitter. You can focus on one scholar or a range of scholars. Due by start of final class December 4.

   Reflections may be submitted at any time after the associated topic has been introduced in class and no later than the beginning of class on the stated due dates. For submissions that are non-Western and cannot be submitted through a Word doc, PDF, or photo format (e.g., a spoken word mindfulness reaction related to religion/spirituality, a performance art piece conveying your reactions related to the class on advocacy as a psychologist), please video record your mindfulness reflection and upload through Canvas.

5. **Attendance/Participation (100 points).** Given the nature of this course, interpersonal processes and active class participation by everyone is essential, thus, punctual class attendance is mandatory. I expect that you will have completed the readings and/or watched assigned videos prior to class and be ready to participate in class discussions. Students who are habitually late or miss more than two classes will not be able to get an A in this class. Please notify the professor in advance via email in the event of your absence from class. This will help allow for proper planning of experiential activities.

**GRADING SCALE:**

(a) Increasing Cultural Mindfulness (300 points)  
30%  
A  
92-100
(b) Mapping Project (250 points) 30%  
A-  90-91.99  
B+  88-89.99  
B  82-87.99  
B-  80-81.99  
C+  78-79.99  
C  72-77.99  
C-  70-71.99  
D+  68-69.99  
D  62-67.99  
D-  60-61.99  
E  Below 60

(c) Big Ideas (200 points) 20%  
B+  88-89.99  
B  82-87.99  
B-  80-81.99  
C+  78-79.99  
C  72-77.99  
C-  70-71.99  
D+  68-69.99  
D  62-67.99  
D-  60-61.99  
E  Below 60

(d) Reflections (150 points) 10%  
B  82-87.99  
B-  80-81.99  
C+  78-79.99  
C  72-77.99  
C-  70-71.99  
D+  68-69.99  
D  62-67.99  
D-  60-61.99  
E  Below 60

(e) Attendance/Participation (100 points) 10%  
B-  80-81.99  
C+  78-79.99  
C  72-77.99  
C-  70-71.99  
D+  68-69.99  
D  62-67.99  
D-  60-61.99  
E  Below 60

Total points possible: 1000

A grade of “I” (incomplete) is assigned only for work which has been of a passing quality through the academic term but which, for good reason and with approval of the instructor, cannot be completed within the time frame of the semester. Students for whom special circumstances may warrant an “I” must discuss this matter with the instructor before the last day of class.

MAKE UP POLICY:
There are no set times for makeup presentations. However, if missed presentations are accompanied with written verification for why the presentation was missed (e.g., excuse from doctor, religious holiday, death in the family) I will work with you to give the presentation at a different time. Please consult the university guidelines for more information on the makeup policies: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

SCHOLARSHIP AND ACADEMIC INTEGRITY:
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. You are expected to be familiar with the University policy on academic dishonesty, as this policy applies to our class as well as to others. Failure to comply with academic integrity policies may result in failing the course and progression through standard university procedures.

ACADEMIC ACCOMMODATIONS:
This course is intended for all UF students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that tends to negatively affect one’s equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (and not required) to contact me by email, phone, or during office hours to discuss your specific needs. Furthermore, in compliance with the Americans With Disabilities Act (ADA), I will work with accommodations that are needed. If you have a documented disability and wish to discuss academic accommodations, please contact me. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

COURSE SCHEDULE:
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<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS DUE</th>
<th>ASSIGNMENT(S) DUE</th>
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| 1    | Aug 20 | Introductions  
Review Syllabus  
Discuss Agreements | Mio, Barker, & Rodriguez (2016) Chapter 10  
Adames et al (2018) | |
|      | Aug 22 | Unconscious/Implicit biases  
Intersectionality  
Professional Identity of a Counseling Psychologist | Mio, Barker, & Rodriguez (2016) Chapter 10  
Adames et al (2018) | Contact info and pictures updated in Canvas |
|      | Aug 29 | 3 Minute Positionality Presentations (14 presenters) | Big Ideas |
| 3    | Sep 3  | 3 Minute Positionality Presentations (33 presenters) | Resource Lists |
|      | Sep 5  | 3 Minute Positionality Presentations (12 presenters)  
Positionality and Resistance Small Group Discussions | |
Smith (2006) | Big Ideas |
|      | Sep 12 | Class and Social Justice  
Culturally Mindful Research | Mio, Barker, & Rodriguez (2016) Chapter 2 | Bring questions about the mapping project |
| 5    | Sep 17 | Colonization, Indigeneity, and Immigration | Mio, Barker, & Rodriguez (2016) Chapter 5  
Kirmayer et al (2011) | Big Ideas |
|      | Sep 19 | Colonization, Indigeneity, and Immigration | Full Apology to the Native American, Alaska Native, and Native Hawaiian People | |
Mio, Barker, & Rodriguez (2016) Chapter 7 | Big Ideas |
| 7    | Sep 26 | Race and Racial Identity Development | Smedley & Smedley (2005) | Mindfulness Reflection A |
|      | Oct 1  | Gender | Singh (2016)  
Sue, Sue, Neville, & Smith (2019) Chapter 26 | Big Ideas |
<p>| 8    | Oct 3  | Gender | | |</p>
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<th>Date</th>
<th>Topic</th>
<th>Reading Sources</th>
<th>Notes</th>
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<td>8</td>
<td>Oct. 8</td>
<td>Sexuality</td>
<td>Sue, Sue, Neville, &amp; Smith (2019) Chapter 23</td>
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<td>Smith, Shin, &amp; Officer (2012)</td>
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<td>Oct 10</td>
<td>Sexuality</td>
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<td>Midterm Course Evals</td>
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<td>Oct 15</td>
<td>Map Presentation</td>
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<td>Map Presentations (map uploaded or hard copy turned in)</td>
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<td>Oct 24</td>
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<td>11</td>
<td>Oct 29</td>
<td>Map Presentations and Reflections</td>
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<td>Oct 31</td>
<td>Culturally Mindful Counseling</td>
<td>Mio, Barker, &amp; Rodriguez (2016) Chapter 9</td>
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<td>Religion and Spirituality</td>
<td>Blumenfeld &amp; Jaekel (2012)</td>
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<td>Sue, Sue, Neville, &amp; Smith (2019) Chapter 19</td>
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<td>Age and Ability</td>
<td>Sue, Sue, Neville, &amp; Smith (2019) Chapter 22</td>
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<td>Sue, Sue, Neville, &amp; Smith (2019) Chapter 24</td>
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<td>Advocacy as a Psychologist</td>
<td>Haeny (2014)</td>
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<td>Nov 21</td>
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<td>Nov 28</td>
<td>Thanksgiving Holiday</td>
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<td>17</td>
<td>Dec 3</td>
<td>Wrap-Up Reflection and Cultural Celebration</td>
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<td>Increasing Cultural Mindfulness Reflection Paper Course Evaluations</td>
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