

**University of Florida**  
**Department of Psychology**  
**PCO 4930 (29230) MULTICULTURAL PSYCHOLOGY**  
**3 CREDITS      Spring 2023**

**INSTRUCTOR:** Gianella Perez, MHS, MS  
**EMAIL:** [giperez30@ufl.edu](mailto:giperez30@ufl.edu)  
**OFFICE HOURS:** Thursdays, 10am-12pm  
**OFFICE:** PSY 005C  
**CLASS LOCATION:** McCarty A G186  
**PHONE:** (352) 392 – 0601

**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 once a week: Thursdays from 4:05-7:05 PM in MCCA G186.**

**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.

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 **toolbox** 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, Jioni Lewis, Della Mosley, and Pearis Bellamy. 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:

- Adames, H. Y., Chavez-Dueñas, N. Y., Sharma, S., & La Roche, M. J. (2018). Intersectionality in psychotherapy: The experiences of an AfroLatinx queer immigrant. *Psychotherapy, 55*(1), 73-79.
- Blumenfeld, W. J., & Jaekel, K. (2012). Exploring levels of Christian privilege awareness among preservice teachers. *Journal of Social Issues, 68*(1), 128-144.
- DeBlaere, C., Singh, A. A., Wilcox, M. M., Cokley, K. O., Delgado-Romero, E. A., Scalise, D. A., & Shawahin, L. (2019). Social justice in counseling psychology: Then, now, and looking forward. *The Counseling Psychologist, 47*(6), 938-962.
- 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=3BBC34B5002E1951E7BE&disposition=0&alloworigin=1>
- Haeny, A. M. (2014). Ethical considerations for psychologists taking a public stance on controversial issues: The balance between personal and professional life. *Ethics & Behavior, 24*(4), 265-278.
- Kirmayer, L. J., Narasiah, L., Munoz, M., Rashid, M., Ryder, A. G., Guzder, J., ... Pottie, K. (2011). Common mental health problems in immigrants and refugees: general approach in primary care. *CMAJ: Canadian Medical Association Journal, 183*(12), E959–E967.  
<http://doi.org/10.1503/cmaj.090292>
- Kugelmass, H. (2016). “Sorry, I’m not accepting new patients” An audit study of access to mental health care. *Journal of Health and Social Behavior, 57*(2), 168-183.  
doi: 10.1177/0022146516647098
- Melton, M. L. (2018). Ally, activist, advocate: Addressing role complexities for the multiculturally competent psychologist. *Professional Psychology: Research and Practice, 49*(1), 83.
- Mosley, D. V., Hargons, C. N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., & Stevens-Watkins, D. (2020). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. *Journal of Counseling Psychology.*
- Mosley, D. V., Neville, H. A., Chavez-Dueñas, N. Y., Adames, H. Y., Lewis, J. A., & French, B. H. (2020). Radical hope in revolting times: Proposing a culturally relevant psychological framework. *Social and Personality Psychology Compass, 14*(1), e12512.
- Prilleltensky, I., Speer, Paul W., Robert Newbrough, J., & Lorion, Raymond P. (2008). The role of power in wellness, oppression, and liberation: The promise of psychopolitical validity. *Journal of Community Psychology, 36*(2), 116-136.
- Singh, A. A. (2016). Moving from affirmation to liberation in psychological practice with transgender and gender nonconforming clients. *American Psychologist, 71*(8), 755-762.  
<http://dx.doi.org/10.1037/amp0000106>
- Smedley, A. & Smedley, B. D. (2005). Race as Biology Is Fiction, Racism as a Social Problem Is Real. *American Psychologist, 60*(1), 16-26.
- Smith, L. (2006). Addressing classism, extending multicultural competence, and serving the poor: Reply. *American Psychologist, 61*, 338-339.
- Smith, L. C., Shin, R. Q., & Officer, L. M. (2012). Moving Counseling Forward on LGB and Transgender Issues: Speaking Queerly on Discourses and Microaggressions. *Counseling Psychologist, 40*(3), 385-408. doi:10.1177/0011000011403165
- Woolf S.H., Aron L.Y., Dubay L., Simon S.M., Zimmerman E., & Luk K. How are income and wealth linked to health and longevity? April 13, 2015. Washington, DC: Urban Institute, 2015. <http://www.urban.org/research/publication/how-are-income-and-wealth-linkedhealth-and-longevity>.

## RECOMMENDED TEXTS:

These texts are strongly recommended and are available at Library West using UF Course Reserves. For more information please visit: <https://accesssupport.uflib.ufl.edu/course-reserves/students/ares-student-guide/>

Mio, J. S., Barker, L. A., & Domenech, R. M. M. (2020). *Multicultural psychology:*

*Understanding our diverse communities* (5<sup>th</sup> ed.). Boston, MA: McGraw-Hill.

Sue, D.W., Sue, D., Neville, H.A., & Smith, L. (2022). *Counseling the Culturally Diverse: Theory and practice* (9<sup>th</sup> ed.). Hoboken, NJ: Wiley.

## 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 (ICM; 300 points).** 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 January 19<sup>th</sup>**, 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. Please be prepared to present them in class on January 19<sup>th</sup>. The entire presentation will be due on Canvas at 11:59 pm.**

- 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 Feb. 2<sup>nd</sup>**. 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 as 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 Presentation (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 **April 6<sup>th</sup>** you will submit a reflection PowerPoint presentation that:
- i. Names your expectations when you began this project
  - ii. Provides a detailed discussion about your exposure to the resources and what you learned from them, both about yourself and about the identified resistance area. Aim to be specific about how you felt, what you thought, whether your expectations were met/unmet, and how it impacted you, especially your beliefs about the group.
  - iii. Explains how you can apply what you have learned from this experience to your professional work

You will present your presentation to your group and be evaluated on your ability to reflect on the experience and share how the experience may impact your future professional work.

2. **Psychopolitical Outreach and Wellness Project (POW; 300 points).** Students will be divided into groups of 5-6 and will collaborate on a semester long project related to one of eight topics (see topics listed below). Each group will submit 3 assignments that are worth 100 points and will comprise the total 300 points for the project. The first assignment is for the group to submit a group positionality statement and intervention focus (**due Feb. 2<sup>nd</sup>**). Next, the group will submit an outline, goal, and method of intervention (**due Feb. 23<sup>rd</sup>**). The group will work on the proposed intervention throughout the semester. **On April 13<sup>th</sup>**, the groups will present on their intervention and reflect on their experience as well as a sustainability plan for their project.

- a. Topics:
- i. Class
  - ii. Colonization, Indigeneity, and Immigration
  - iii. Race and Racial Identity Development
  - iv. Gender

- v. Sexuality
- vi. Religion and Spirituality
- vii. Age and Ability
- viii. Culturally Mindful Research, Teaching and Training, and Counseling

3. **Mindfulness Reflections (50 points each, 200 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 11:59 pm on February 16<sup>th</sup>.**
- b) 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. **Due by 11:59 pm on March 9<sup>th</sup>.**
- c) 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 11:59 pm on March 30<sup>th</sup>.**
- d) One reflection should 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 11:59 pm on April 20<sup>th</sup>.**

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.

4. **Fall Semester Self-Care Toolkit (100 points).** Your mental health is important, and it is important to have a plan for how you will take care of your academic and personal demands. This assignment will require you to assess your fall academic course load, extracurricular activities, emotional capacity, and overall wellness. You will then make a plan of action for balancing the semester that includes at least three self-care activities or strategies. You will describe your socialization around self-care, three self-care activities

or strategies for the semester, how your self-care activities or strategies are connected to your identities, and how you plan to remain accountable to your plan. **Due by 11:59 pm on January 19<sup>th</sup>.**

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% |
| (b) POW Project (300 points)                     | 30% |
| (c) Reflections (200 points)                     | 20% |
| (d) Fall Semester Self-Care Toolkit (100)        | 10% |
| (e) Attendance/Participation (100 points)        | 10% |

Total points possible: 1000

|        |          |          |          |          |          |          |          |          |          |          |          |
|--------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| A      | A-       | B+       | B        | B-       | C+       | C        | C-       | D+       | D        | D-       | E        |
| 92-100 | 90-91.99 | 88-89.99 | 82-87.99 | 80-81.99 | 78-79.99 | 72-77.99 | 70-71.99 | 68-69.99 | 62-67.99 | 60-61.99 | Below 60 |

A minimum grade of “C” is required for General Education Credit, a C- will not be considered passing for this course <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>  
 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. Additional information can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

NOTE: The contents of this syllabus may be changed during the semester. If changes are made to this syllabus there will be an announcement via email and/or Canvas. It is your responsibility to check your university email and Canvas on a daily basis.

**ATTENDANCE/MAKE UP POLICIES:**

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

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. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <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 Disability Resource Center (DRC) by visiting <https://disability.ufl.edu/students/get-started/>. The DRC will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

#### **IN-CLASS RECORDING:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

#### **COVID-19 PANDEMIC AND SOCIAL JUSTICE:**

We are experiencing a pandemic that is disproportionately impacting Black, Brown, low-income, and disabled communities. Further, there are continued instances of violence towards historically marginalized groups in the United States and abroad that can be distressing. Therefore, if you have a concern related to the COVID-19 pandemic or social justice issues that impacts your

ability to engage with class materials and assignments, please reach out to me during office hours or via Canvas. We can discuss a plan that supports you and your participation in the course.

#### **SEXUAL HARASSMENT AND ASSAULT:**

UF fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. All UF employees and students must adhere to UF's sexual harassment policy which can be found here:

<https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. If you disclose a personal experience, any faculty member, teaching assistant or staff member is required to notify the Title IX Coordinator by completing the report form available at [<https://titleix.ufl.edu/report-an-issue/>], emailing [[titleix@ad.ufl.edu](mailto:titleix@ad.ufl.edu)] or calling [352273-1094]. Other persons who suspect a violation of this policy should report it to an appropriate person in their department/unit or to the Title IX Coordinator.

#### **COURSE EVALUATION:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

#### **HEALTH AND WELLNESS RESOURCES:**

Due to the content of this course, you may experience discomfort or curiosity. If you encounter personal concerns you would like to explore further, I recommend speaking with a counselor at the UF Counseling & Wellness Center or the Alachua County Crisis Center.

- *Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Alachua County Crisis Center:* <http://www.alachuacounty.us/Depts/CSS/CrisisCenter/Pages/CrisisCenter.aspx> or call 352-264-6789
- *U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- *GatorWell Health Promotion Services:* Visit the [GatorWell website](#) or call 352-273-4450 for information about wellness coaching services and workshops.

#### **Academic Resources:**

- *E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- *Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- *On-Line Students Complaints:* [View the Distance Learning Student Complaint Process.](#)

**COURSE SCHEDULE:**

| WEEK | DATE   | TOPIC   | READINGS DUE                                | ASSIGNMENT(S) DUE   |
|------|--------|---|---|---|
| 1    | Jan 12 | Introductions<br>Review Syllabus<br>Discuss Agreements  |   |   |
|      |        | Unconscious/Implicit<br>biases Intersectionality<br>Professional Identity of a<br>Counseling Psychologist   | Adames et al (2018)                         |   |
| 2    | Jan 19 | Oppression, Liberation,<br>Wellness, and Power  | Prilleltensky (2008)<br>Mosley et al (2020) |   |
|      |        | 3 Minute Positionality<br>Presentation<br><br>Description and<br>discussion of<br>Psychopolitical Outreach<br>and Wellness Project<br>(group selection) |   | <b>Fall Semester Self-Care<br/>Toolkit</b><br><br><b>ICM Positionality and<br/>Resistances Presentation</b> |
| 3    | Jan 26 | 3 Minute Positionality<br>Presentations   |   |   |

|    |        |  |   |  |
|----|--------|--|---|--|
|    |        | First Meeting with POW groups  |   |  |
| 4  | Feb 2  | Class and Social Justice   | Woolf et al (2015)<br>Smith (2006)<br>DeBlaere et al (2019)   | <b>POW Group Positionality Statement and Focus</b><br><br><b>Resource List</b> |
|    |        | ICM Positionality and Resistance Small Group Discussions   |   | <b>Bring questions about the POW project</b>                                   |
| 5  | Feb 9  | Colonization, Indigeneity, and Immigration   | Kirmayer et al (2011)<br><br><a href="#">Full Apology to the Native American, Alaska Native, and Native Hawaiian People</a> |  |
|    |        | POW Project Group Meeting  |   |  |
| 6  | Feb 16 | Race and Racial Identity Development   | TBD   | <b>Mindfulness Reflection A</b>  |
|    |        | ICM Positionality and Resistance Small Group Discussions   | Smedley & Smedley (2005)<br>Mosley et al (2020)   |  |
| 7  | Feb 23 | Gender   | Singh (2016); TBD   | <b>POW project outline, goal, and method</b>                                   |
|    |        | POW Project Group Meeting & Feedback from Other Groups   |   |  |
| 8  | Mar 2  | Sexuality  | Smith, Shin, & Officer (2012); TBD  |  |
|    |        | ICM Positionality and Resistance Small Group Discussion  |   | Midterm Course Evals   |
| 9  | Mar 9  | Culturally Mindful Research<br><br>Culturally Mindful Teaching and Training<br><br>Culturally Mindful Counseling | Handout:<br><a href="#">Anti-Oppressive Facilitation</a><br><br>Kugelmass (2016)  | <b>Mindfulness Reflection B</b>  |
|    |        | POW Project Group Meeting  |   |  |
| 10 | Mar 16 | Spring Break   |   |  |
| 11 | Mar 23 | Religion and Spirituality  | Blumenfeld & Jaekel (2012)  |  |

|    |        |  |                               |   |
|----|--------|--|-------------------------------|---|
|    |        | ICM Positionality and Resistance Small Group Discussion      |                               |   |
| 12 | Mar 30 | Age and Ability  | TBD                           | <b>Mindfulness Reflection C</b>                       |
|    |        | POW Project Group Meeting                                    |                               |   |
| 13 | Apr 6  | Advocacy as a Psychologist                                   | Haeny (2014)<br>Melton (2018) | <b>ICM Reflection Presentation</b>                    |
|    |        | ICM Reflection Presentation Discussion                       |                               |   |
| 14 | Apr 13 | POW Project End of Semester Presentations (~20 minutes each) |                               | <b>POW Project End of Semester Presentation</b>       |
|    |        |  |                               |   |
| 15 | Apr 20 | Wrap-Up Reflection and Cultural Celebration                  |                               | <b>Mindfulness Reflection D</b><br>Course Evaluations |