



Argosy University

San Francisco Bay Area Campus

Doctoral Program in Clinical Psychology

PP 7340: Issues in the Assessment and Treatment of Diverse Populations

Spring, 2009

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Office Hours: Wednesday and Thursday 6-7pm or by appointment.

Course length: 15 weeks

Contact hours: 45 hours

Credit value: 3.0

Course Description:

This course is designed to sensitize students to the presence of cultural and racial stereotypes that interfere with providing optimal cross cultural psychological services. Theory and research are reviewed so as to understand cultural differences and the interplay among concepts of pathology, treatment, and cultural stereotyping. Information is provided about the unique mental health needs of ethnic minorities; gay, lesbian, bisexual, and transgender populations; and women. Students will be encouraged to better understand their own cultural values and how these values impact their work with diverse populations.

Course Purpose:

This course explores differences between people in terms of culture, race, ethnicity, privilege, power, social class, sexual orientation and gender, and spirituality and religion. Students learn about specific populations through readings from both psychology and literature; films; videos; and explorations into neighboring communities. Students share their experiences through class discussion and student presentations.

Course Objectives:

By the time you complete this course you will be able to:

1. Describe, with examples, a multidimensional definition of culture that includes language, race, ethnicity, social economic status, etc.
2. Identify your beliefs, attitudes and biases about people who are similar and different from you.
3. Identify and describe the meaning of difference.
4. Describe the meaning of differences between you and people who are different from you.
5. Describe your own cultural heritage and its impact on your life.
6. Describe your experience as a person having and lacking in power.
7. Describe the culture of another group of people who are different from you, including historical and sociological perspectives.
8. Describe the impact of stereotypes, bias and prejudice.
9. Discuss relevant, evidence-based research ideas and considerations about working with different populations.
10. Discuss the influence of values in terms of ethical decision making in a multicultural context.
11. Identify current and culturally-informed research articles and books that are relevant to clients and the populations selected as your group population.

Course Relevant Program Outcomes, Competencies and Objectives

Goal 2: The preparation of professionals who are competent to provide a wide range of effective and ethical therapeutic interventions to a diverse set of clients.

Objective d: Students will acquire an understanding of and demonstrate a capacity to create and maintain relationships with a diverse group of clients.

Competency: Students will demonstrate an understanding and a capacity to create and maintain relationships with a diverse group of clients. Students must demonstrate the competency to deliver therapeutic services to diverse clients.

Required Texts:

McGoldrick, M., Giordano, J. and Garcia-Preto, N. (2005) Ethnicity and Family Therapy (3rd edition). New York: Guilford Press.

Sue, D.W. and Sue, D. (2008) Counseling the Culturally Diverse (5th Edition). Hoboken, New Jersey: John Wiley and Sons

Suggested Readings (in Course Reader @ Copy Central)

These may be helpful in constructing your term paper.

1. Greene, B. (2007) How difference makes a difference. In C. Muran (Ed.) *Dialogues on Difference: Studies of Diversity in the Therapeutic Relationship* (47-63) Washington, D.C.: American Psychological Association. ISBN-13:978-1591474517
2. Diller, J. (2004) Understanding culture and cultural differences. *Cultural Diversity: a Primer for the Human Services*, 2nd ed. (58-78) Belmont, CA. Brooks/Cole Publishers. ISBN-10: 0495127647
3. Trimble, J., Helms, J. & Root, M. (2008) Social and psychological perspectives on ethnic and racial identity. In G. Gamst, A. Der-Karabetian & R. Dana (Eds.) *CBMC Multicultural Reader*. (143-179) Los Angeles, CA. Sage Publications. ISBN: 978-1-4129-5946-9
4. Watson, Z., Herlihy, R. & L. Pierce (2006) Forging the link between multicultural competence and ethical counseling practice: a historical perspective. *Counseling and Values* 50 (Jan.) 99-107.
5. Sue, S. & Lam, A. (2002) Cultural and demographic diversity. In J. Norcross (Ed.) *Psychotherapy Relations That Work* (401-421) New York: Oxford University Press. ISBN-13: 978-0-19-514346-1
6. Knapp, S. & VandeCreek, L. (2007) When values of different cultures conflict: ethical decision making in a multicultural context. *Professional Psychology: Research and Practice*. 38(6), 660-666.
7. Conley, D. (2000) Race lessons. *Honky* (37-52). New York: Vintage Press. ISBN-10-035727752
8. Altman, N. (2007) Toward the acceptance of human similarity and difference. In C. Muran (Ed.) *Dialogues on Difference: Studies of Diversity in the Therapeutic Relationship*. (15-25) Washington, D.C.: American Psychological Association.
9. Sue, D., Capodilupo, C., Torino, G., Bucceri, J., Holder, A., Nadal, K. & Esquilin, M. (2008) Racial microaggressions in everyday life. In G. Gamst, A. Der-Karabetian & R. Dana (Eds.) *CBMCS Multicultural Reader* (293-315). Los Angeles, CA. Sage Publications.
10. Ali, S., Flojo, J., Chronister, K., Hayashino, D., Smiling, Q., Torres, D. & McWhirter, E. (2005) When racism is reversed: therapists of color speak about their experiences with racism from clients, supervisees and supervisors. In M. Rastogi & E. Wieling (Eds.) *Voices of Color: First-Person Accounts of Ethnic Minority Therapists* (117-133). Thousand Oaks: Sage Publications. ISBN: 0-7619-2890-1
11. Deines, H. (2005) Who, Me? White? In S. Anderson & V. Middleton (Eds.) *Explorations in Privilege, Oppression, and Diversity*. (113-118) Belmont, CA. Thomson Brooks/Cole. ISBN-10: 0029253411
12. Pinderhughes, E. (1989) Understanding power. *Understanding Race, Ethnicity and Power* (109-146). New York: The Free Press. ISBN-10: 0029253411
13. DePalma, A. (2005) Fifteen years on the bottom rung. *Class Matters* (111-133) New York: Times Books. ISBN-10: 0805080554

14. Conley, D. (2000) Learning class. *Honky* (65-73). New York: Vintage Press.
15. Smith, L. (2008) Psychotherapy, classism, and the poor: conspicuous by their absence. In G. Gamst, A. Der-Karabetian & R. Dana (Eds.) *CBMCS Multicultural Reader* (505-520) Los Angeles, CA. Sage Publications.
16. Loomis, C. (2005) Understanding and experiencing class privilege. In S. Anderson & V. Middleton (Eds.) *Explorations in Privilege, Oppression, and Diversity*. (31-39). Belmont, CA. Thomson Brooks/Cole. ISBN: 0-534-51742-0
17. Clarke, V. & Peel, E. (2007) From lesbian and gay psychology to LGBTQ psychologies: a journey into the unknown (or unknowable)? In V. Clarke & E. Peel (Eds.) *Out in Psychology: Lesbian, Gay, Bisexual, Trans and Queer Perspectives* (13-35). West Sussex, England: Jon Wiley & Sons. ISBN-10: 0470012870
18. Sigal, J. & Nally, M. (2004) Cultural perspectives on gender. In M. Paludi (Ed.) *Praeger Guide to the Psychology of Gender* (27-40). Westport, Conn.: Praeger Publishers. ISBN-10: 0275982440
19. Fukuyama, M. & Ferguson, A. (2008) Lesbian, gay and bisexual people color: understanding cultural complexity and managing multiple oppressions. In G. Gamst, A. Der-Karabetian & R. Dana (Eds.) *CBMCS Multicultural Reader* (475-493) Los Angeles, CA. Sage Publications.
20. Bieschke, K., Parrish, L.P., and Blasko, K. (2007) Review of empirical research focused on the experience of lesbian, gay and bisexual clients in counseling and psychotherapy. In K. Bieschke, R. Perez & K. DeBord (Eds.) *Handbook of Counseling and Psychotherapy With Lesbian, Gay, Bisexual, and Transgender Clients*, second edition (293-315). Washington, D.C.: American Psychological Association. ISBN-10: 1591474213
21. Shapiro, E. (1998) The healing power of culture stories: what writers can teach psychotherapists. *Cultural Diversity and Mental Health*. 4(2) 91-101.
22. Cisneros, S. (1989) The house on mango street; Hairs; Boys and girls; Those who don't; My name; and A rice sandwich. *The House on Mango Street* (3-11; 28; 43-45). New York: Vintage Books. ISBN-10: 0072435178
23. Shapiro, E. (1995) Grief in family and cultural context: learning from Latino families. *Cultural Diversity and Mental Health*. 1(2) 159-176.
24. Hinkelman, J. (2005) Triple oppression: Mexican and Mexican American women living in the United States. In C. Rabin (Ed.) *Understanding Gender and Culture in the Helping Process: Practitioners' Narratives from Global Perspectives* (167-185). Belmont, CA: Thomson Wadsworth. ISBN-10: 0534513891
25. Tuan, M. (2002) Second generation Asian American identity: clues from the Asian ethnic experience. In P.G. Min (Ed.) *Second Generation: Ethnic Identity Among Asian Americans* (209-237). Walnut Creek, CA. AltaMira Press.

26. Bean, C.B. (2002) Chapter 8, exercise #2; Chapter 6: between past and future. *The Chopsticks-Fork Principle: a Memoir and a Manual* (215; 156-191). New Jersey: WE Press. ISBN-10: 0972566309
27. Chang, D., Tong, H., Shi, Q. & Zeng, Q. (2005) Letting a hundred flowers bloom: counseling and psychotherapy in the people's republic of China. *Journal of Mental Health Counseling*. 27(2) 104-116.
28. Iwasai, M. (2005) Mental health and counseling in Japan: a path toward societal transformation. *Journal of Mental Health Counseling*. 27(2) 129-141.
29. Ansary, T. (2002). Prologue; The email; epilogue. *West of Kabul: East of New York: An Afghan American Story* (3-11; 279-292). New York: Farrar, Straus & Giroux. ISBN: 0-312-42151-6
30. Bushra, A., Khadivi, A. & Frewat-Nikowitz, S. (2007) History, custom, and the twin towers: challenges in adapting psychotherapy to Middle Eastern culture in the United States. In C. Muran (Ed.) *Dialogues on Difference: Studies of Diversity in the Therapeutic Relationship*. (221-235) Washington, D.C.: American Psychological Association.
31. Nassar-McMillan, S. & Hakim-Larson, J. (2003) Counseling considerations among Arab Americans. *Journal of Counseling & Development* 81(Spring) 150-159.
32. Barenstein, V. & Genijovich, E. (2006) Of two worlds: working with children in immigrant families. In L. Combrinck-Graham (Ed.) *Children in Family Contexts: Perspectives on Treatment* (456-478). New York: The Guilford Press. ISBN-13: 978-1-59385-263-4
33. Cardona, J., Wampler, R. & Busby, D. (2005) Acculturation versus cultural identity: the need for new cultural lenses in the mental health professions. In M. Rastogi & E. Eieling (Eds.) *Voices of Color: First-Person Accounts of Ethnic Minority Therapists* (335-358). Thousand Oaks, CA.: Sage Publications
34. Hosseini, K. (2003) Six; Ten; Eleven. *The Kite Runner* (48-55; 110-124; 125-136). New York: The Berkeley Publishing Group. ISBN-10: 1594489602
35. Rudrappa, S. (2002) Disciplining desire in making the home: engendering ethnicity in Indian immigrant families. In P.G. Min (Ed.) *Second Generation: Ethnic Identity Among Asian Americans* (85-111). Walnut Creek, CA. AltaMira Press.
36. Vivero, V. & Jenkins, S. (1999) Existential hazards of the multicultural individual: defining and understanding "cultural homelessness." *Cultural Diversity and Ethnic Minority Psychology* 5(1) 6-26.
37. Farmanfarmaian, R. (1998) The double helix. In C. Chiawei O'Hearn (Ed.) *Half and Half: Writers on Growing Up Biracial and Bicultural*. (28-37) Pantheon Books. ISBN-10: 0375700110
38. Kenney, K. (2006) Counseling multiracial individuals and families. In C. Lee (Ed.) *Multicultural Issues in Counseling: New Approaches to Diversity*. (251-266) Alexandria, VA.: American Counseling Association. ISBN-10: 1556201893

39. Aquirre, C. Bermudez, J.M, Cardona, J., Zamora, J. & Reyes, N. (2005) The process of integrating language, context, and meaning: the voices of bilingual and bicultural therapists. In M. Rastogi & E. Wieling (Eds.) *Voices of Color: First-Person Accounts of Ethnic Minority Therapists*. (189-209) Thousand Oaks, CA. Sage Publications.

Course Policies

Attendance: Students are expected to attend classes and be present for the entire class meeting. You do not have to attend class if your health prevents you from attending on any given day or should there be an emergency that prevents you from attending on any given day. Students must remain mindful of the fact that Argosy University policy is that if a student misses more than two classes they may not receive final credit for that course.

Tardiness: It is extremely important that students arrive on time to class and return from breaks in a timely fashion.

Assignments: Any assignments turned in **late will automatically be lowered one full grade**. Assignments are considered late if they are not turned in during the class time on the date the assignment is due.

Class Participation: Please read the assignments in advance and be prepared to discuss what you have read. I will note the thoughtfulness, relevance, and accuracy of your discussion contributions. "Relevance" refers to being on topic and aware of others' contributions to the discussion. My evaluation of your contributions as a reflection of your preparedness to address the learning objectives will constitute a percentage of your final course grade.

Professional Ethics: Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association. Please reference the academic honesty and plagiarism statement referenced in the syllabus addendum.

APA Manual: Read and study the APA Manual. Pay particular attention to the sections that deal with constructing references, headings, how to write and phrase ideas, making tables, etc. This manual is the guide to the creation of all documents at Argosy University, and although the university may modify some of the rules (see Guide to the Dissertation Process) to fit local needs or wishes, you must become very familiar with its usage. Remember the APA manual is also a guide that addresses style issues, and goes beyond structure and format.

The following outlines specifications for the term paper: One inch margins around, a cover sheet in APA form and style, and a page of references. Page numbers should start on the first page. The page numbers should appear on the top right margin without regard to the 1-inch margin rule. Be sure to adhere to the paper length requirement and due date stated .

Course Assignments

Class Presentation

Be ready to sign up for presentation dates the second week of class. There may be an opportunity for you to collaborate with other students in the class to research and present a presentation about a specific group.

One part of your presentation should focus on the implications for conducting therapy with the group you have chosen. Be creative. Gather information from books, scholarly articles, other people, music, videos and community experiences such as attending church services or celebrations. Your presentation should be about an hour and *involve the class in some way*. Presentations will be made during weeks 3-13.

Term paper

Students will be expected to write a scholarly analysis of providing psychological services to a specific minority population of their choice. The paper should be 10-12 pages in length. It is due in class 14.

Final Exam

An objective exam covering the course material will be given at the last class meeting (15).

Grading criteria

10% Individual participation

30% Term paper

30% Class presentation

30% final exam

100%

Grades:

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86 B- = 80-82

C+ = 77-79 C = 73-76

F <73

Grading Evaluation:

Individual participation

A=90+ Active participation in all discussions. Nearly all comments are thought-provoking and incorporate material from assigned readings.

B=80+ Active participation in most discussions. Most comments are thought-provoking and incorporate material from assigned readings.

C=73+ Participation in more than 70% of discussions. Comments demonstrate surface level understanding of course topics.

F = <73 Participation in less than 70% of discussions. Comments did not demonstrate an understanding of course topics.

Class Presentation

A= 90+ Collects a great deal of information, all of which relates to the topic; demonstrates originality and creativity in research and presentation of ideas; presents ideas in a logical, well-organized manner; engages class in presentation through examples and presentation skills.

B= 80+ Collects some basic information, most of which relates to topic; does not demonstrate much originality or creativity in research or presentation of ideas; presents ideas in a logical, well-organized manner; engages class only minimally through examples and presentation skills.

C= 70+ Presents very little information, and very little of this information relates to the topic; does not demonstrate originality or creativity in research or presentation of ideas; presents information in a manner that is not logical or well-organized; does not engage class through examples and presentation skills.

F = <70 Does not take part in presentation OR presents information that is not related to the topic; does not demonstrate originality or creativity in research or presentation of ideas; ideas presents are disorganized and disjointed; does not engage class at all.

Final paper

A=90+ Paper shows ability to think about ideas in-depth and with originality; demonstrates integration of class readings and new research findings; is clear, concise and well-written; well-organized; in correct APA format and provides excellent coverage of material.

B=80+ Paper is well thought out but does not demonstrate an in-depth understanding of themes OR does not demonstrate integration of class readings and new research OR is not well enough written, e.g., writing style interferes with reader's comprehension; in correct APA format and provides excellent coverage of material.

C= 73+ Paper demonstrates only surface level of themes and few if any references to class readings and new research; is disorganized or not well written; relies on use of quotations excessively; not complete APA format; coverage of material insufficient.

F=<73 Paper is disorganized; shows minimal understanding of key themes; OR shows evidence of plagiarism OR paper not submitted.

Final Exam

A = 100%-90%; A- = 88%; B+ = 86%; B= 84%-80%; B- = 78%; C+ = 76%; C = 74%-70%; C- = 68%; D = 66%-60%; F = 58% -0.

Class Topics, Readings and Assignments

Note: Read the readings for each week before coming to class.

Week	Class Topics and Assigned Readings	Activities
1	<i>Topic:</i> Introduction and course overview.	Discussion: How do we understand and make meaning of differences? What is Ethnopsychology ? how do prejudices impact our work as clinicians?

<p>2</p>	<p>Topics: Understanding culture and ethnicity. Empirical evidence for working with culturally different populations. Ethical considerations in working with people of different cultures.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. McGoldrick ,et al. Chapter One, "Overview: Ethnicity and Family Therapy." 2. Sue and Sue. Chapter 2, "The Superordinate Nature of Multicultural Counseling and Therapy." 	<p>Discussion: What empirical evidence do we have about working cross-culturally? What should issues are key? What is "group level" personal identity? What ethical considerations are important ?</p>
<p>3</p>	<p>Topic: What are Euro American cultural values?</p> <p>Reading: McGoldrick.</p> <p>Giordano,J. and McGoldrick, M."Families of European Origin: An Overview." pp 501-519.</p> <p>McGill, D. and Pearce, J. , "Americans with English Ancestors from the Colonial Era." pp 520-533.</p> <p>Master, C. and Dross Giordano, M. "Dutch Families." pp 534-544.</p> <p>Winawer, H. and Wetzel N. "German Families." pp 555-572.</p> <p>McGoldrick, M. "Irish Families" pp 595-615.</p>	<p>Discussion: What are the cultural values and lens through which Euro Americans, both clients and clinicians see the world?</p>

	<p>Giordano,J. , McGoldrick ,M. and Klages,J. “Italian Families.” pp 616-628.</p> <p>Erickson, B “Scandinavian Families :Plain and Simple.” pp 641-653.</p> <p>Taggart, M “Scots-Irish Families.” pp 654-666.</p> <p>Newhouse, L “Slavic Families: An Overview.”pp 711-723.</p>	
<p>4</p>	<p>Topic: Jewish communities.</p> <p>Readings: McGoldrick.</p> <p>Rosen, E. and Weltman, S. “Jewish Families: An Overview.” pp 667-679.</p> <p>Ziv, A. “Israeli Families” pp 680-688.</p> <p>Mirkin, M. and Okun, B. “Orthodox Jewish Families” pp 689-700.</p> <p>Newhouse, L. “Russian Jewish Families.”pp701-710.</p>	<p>Discussion: What are Jewish cultural values? How do Jewish communities differ? What role does religion play in Jewish ethnic identity? What is anti-semitism? Students will discuss a section of Jean Paul Satre’s work on this topic.</p>
<p>5</p>	<p>Topic: Understanding ethnocentrism and barriers to providing competent multicultural clinical services.</p> <p>Reading: Sue and Sue Chapter 6 “Barriers to Multicultural Counseling and Therapy.” Chapter 11 “White Racial Identity Development:</p>	<p>Discussion: What do we mean when we talk about “White privilege”? What ethnocentric factors interfere with providing appropriate services to clients of color?</p>

	Therapeutic Implications"	
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<p>6</p>	<p>Topic: Working with the African American Community.</p> <p>Reading: Sue and Sue Chapter 14 ,“Counseling African Americans.” McGoldrick.</p> <p>Black, L. and Jackson V. “Families of African Origin: An Overview.”pp77-86.</p> <p>Hines, P. and and Boyd-Franklin, N. “African American Families.”pp 87-100.</p>	<p>Discussion: What are the cultural values and social realities facing African Americans? What have been the key African American strengths in coping with a legacy of racism in America?</p>
<p>7</p>	<p>Topic: Understanding American Indian cultural values and Intergenerational PTSD.</p> <p>Reading: Sue and Sue Chapter 15 ,”Counseling American Indians and Alaskan Natives.” McGoldrick</p> <p>Sutton, C. and Broken Nose, M. “American Indian Families :An Overview.” pp 43-54.</p> <p>Tafoya, N. and Del Vecchio, A. ”Back to the Future: An Examination of the Native American Holocaust Experience.” pp55-63.</p>	<p>Discussion: What is the American Indian cultural world view? How has a history of wars, illness, broken treaties, relocation, and colonization impacted American Indian communities and individuals?</p>

<p>8</p>	<p>Topic: Working with Hispanic and Latino clients.</p> <p>Sue and Sue Chapter 21 "Counseling Immigrants."</p> <p>Chapter 17" Counseling Hispanic/Latino Americans."</p> <p>McGoldrick</p> <p>Garcia-Preto, N. "Latino Families: An Overview." pp153-165.</p> <p>Hernandez, M. "Central American Families." pp178-191.</p> <p>Falicov, C. "Mexican Families." pp 229-241.</p> <p>Gacia-Preto, N "Puerto Rican Families." pp242-255.</p>	<p>Discussion: What are the similarities and differences in cultural values/historical circumstances among Latino and Hispanic communities? What role does immigration play in the quality of life of these communities?</p>
<p>9</p>	<p>Topic: East Asian America world views.</p> <p>Reading: Sue and Sue.</p> <p>Chapter 16 "Counseling Asian American and Pacific Islander Clients."</p> <p>McGoldrick</p> <p>Lee, E. and Mock, M. "Asian Families an Overview."pp 269-289.</p> <p>Lee,E and Mock,M "Chinese Families." pp 302-</p>	<p>Discussion: How can we work with individuals from Asian cultures in a way that respects major differences in communication styles ? What has been the social and historical circumstances of Asian Americans in America?</p>

	<p>318.</p> <p>Shibusawa,T "Japanese Families."pp339-348.</p> <p>Kim,B and Eunjung, R "Korean Families."pp349-362.</p>	
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<p>10</p>	<p>Topic: <i>Pacific Islander and Southern Asians</i></p> <p>Reading:</p> <p>McGoldrick</p> <p>Root, M "Filipino Families."pp319-331.</p> <p>Kanuha, V. "Na Ohana: Native Hawaiian Families." pp 64-76.</p> <p>Leung, P. and Boehnlein,J "Vietnamese Families." pp363-376.</p> <p>Almeida, R. "Asian Indian Families :An Overview." pp377-396.</p>	<p>Discussion: How do Pacific Islanders and Asians from southern parts of Asia see the world? What has been their experience with America? What has been the psychosocial legacy of colonization and colonial wars in these areas?</p>
<p>11</p>	<p>Topic:</p> <p>Critical issues: <i>How do ethnic minorities feel about their social status and how does this impact their relationship to the dominate culture? What do you do when you have more than one racial ancestry?</i></p> <p>Reading:</p> <p>Sue and Sue</p> <p>Chapter 10 "Racial/Cultural Identity Development in Multicultural Counseling and Therapy."</p> <p>Chapter 18 "Counseling Individuals of Multicultural Descent."</p>	<p>Discussion: How have the American attitudes towards people of color influenced the self esteem of these individuals and their ability to work effectively within the larger society? What sort of social pressures do people of multiple ancestries face ?</p>

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<p>12</p>	<p><i>Topic:</i> Women's issues.</p> <p>Reading:</p> <p>Sue and Sue</p> <p>Chapter 25 "Counseling Women."</p> <p>Additional reading assignment to be announced in class.</p>	<p>Discussion:</p> <p>Have women reached parity with men in America?</p> <p>What are the special treatment concerns of women?</p> <p>What is feminist therapy?</p>
<p>13</p>	<p><i>Topic:</i> Lesbian, Gay, Bisexual and Transgender people.</p> <p>Reading:</p> <p>Sue and Sue</p> <p>Chapter 23 "Counseling Sexual Minorities"</p> <p>Additional reading to be announced in class.</p>	<p>Discussion:</p> <p>What are the special issues of GLBT people?</p> <p>What is homophobia? How does science understand sexual orientation and gender role selection?</p>
<p>14</p>	<p><i>Topic:</i> Class overview and review.</p> <p>.</p>	<p>Discussion:</p> <p>What have you learned about diversity this semester?</p> <p>How will you apply what you have learned?</p> <p>FINAL PAPER DUE.</p>
<p>15</p>	<p><i>Topic:</i> Final Exam.</p>	

On-Line Resources

The Argosy Library has numerous databases you can search for full-text, peer reviewed articles.

EBSCO Database: <http://search.epnet.com> User ID: argosy Password: stanacampus

- ***Psychology & Behavioral Sciences Collection***
Over 500 full text titles (mostly peer-reviewed) covering psychiatry & psychology, mental processes, anthropology, and observational and experimental methods. To find out if a title is peer reviewed enter the website. Click on Title List. Then click on the name of the publication you are interested in. Then click on Publication Detail.
- ***Academic Search Elite***
This multi-disciplinary database offers full text for more than 1,850 scholarly journals, including nearly 1,300 peer-reviewed titles. Covering virtually every area of academic study, Academic Search Elite offers full text information dating as far back as 1985. This database is updated on a daily basis via EBSCOhost. To find out if a title is peer reviewed, enter the website. Click on Title List. Then click on the name of the publication you are interested in. Then click on Publication Detail.

LIRN Databases: <http://www.lirn.net/services.html> User ID: 54145

- ***Gale's Searchbank:*** Expanded Academic Index ASAP 1980 to present. Scholarly journals with full text articles for topics from the arts and humanities to science and technology.
- **PA General Research, 1986 to present.** 1800 full-text articles in arts, business, education and social sciences.
- **ProQuest:** Search the full collection of journals, magazines and newspapers for information on a broad range of general reference subjects.

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format.

Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.