Course Number: PP-7342-01-7
Course Title: Evaluation and Treatment of Diverse and Marginalized Populations
Department Name: Hawaiʻi School of Professional Psychology
College/School/Division Name: School of Education and Behavioral Sciences
Term: Summer 2020
Course Credits: 3.0
Class Meeting Days: Tuesdays
Class Meeting Hours: 9:00am–4:00pm
Class Location: TBA

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University Course Catalog Description and Overview
This course is designed to sensitize the student to the presence of cultural and racial stereotypes that interfere with optimal understanding and treatment of racial and ethnic populations in American society. 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 Pacific Islanders, African Americans, Asians, Hispanics, Native Americans, gay, lesbian, bisexual, and transgendered populations.

This course is designed to sensitize students to issues of inclusion, exclusion, power, and social justice in clinical work with diverse and marginalized populations. It will examine the importance of humility, compassion, and critical thinking in our approach to working with issues of intersectionality and marginalization. The course serves as an introduction to the strengths and challenges of striving to understand identity as the intersection of multiple social identities (e.g., ethnic, racial, and cultural; family; religious and spiritual; socioeconomic status; professional; gender; sexual orientation; abilities; age and cohort; regional; health status; and other groups of voluntary and involuntary affiliation).

The focus of this course begins with the examination of students' ongoing processes of self-exploration, -understanding, and -awareness of the complexities of their own identities and its implications for self-reflexive practice. Theory and research relevant to the mental health needs of marginalized groups is discussed, and students will be facilitated in developing a metacognitive map of how to navigate complex cases.

Instructional Contact and Credit Hours
Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values
This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition in marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:
- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values
Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ʻŌlelo Noʻeau (Hawaiʻian proverbs) and Marianist core beliefs:
1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies
The Hawaiʻi School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawaiʻi School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawaiʻi School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice.

Learning Outcomes
1. Students will demonstrate an awareness of the intersectionality of their own multiple identities. [Competency 3; Class 1]
2. Students will demonstrate an understanding of how the intersectionality of a client's and their own multiple identities impact clinical practice. [Competency 3; Classes 1 and 8]
3. Students will be able to identify multiple strategies for reflexive practice with diverse individuals and communities. [Competency 3; Classes 4, 5, and 8]
4. Students will demonstrate the ability to apply ethical guidelines and diversity knowledge in conceptualization, assessment, and intervention. [Competency 4; Classes 4, 5, and 8]
5. Students will demonstrate an understanding of how power, oppression, and privilege impact the experiences of diverse individuals including themselves. [Competency 11; Classes 2-7]
6. Students will demonstrate the value of developing a social awareness in practice and the provision of community service, social justice, and peace. [Competency 11; Classes 2 and 8]

Required Learning Materials
Required Textbooks
Hook, J. N., Davis, D., Owen, J., & DeBlaere, C. (2017). *Cultural humility: Engaging diverse identities in therapy.* American Psychological Association.
Jones, J. M., Dovidio, J. F., & Vietze, D. L. (2014). *The psychology of diversity: Beyond prejudice and racism.* Wiley Blackwell.

Articles

Allen, G. E. K., Conklin, H., & Kane, D. K. (2017). Racial discrimination and psychological health among Polynesians in the U.S. *Cultural Diversity and Ethnic Minority Psychology*, *23*(3), 416–414. http://dx.doi.org/10.1037/cdp0000133

Caleo, S., & Heilman, M. E. (2019). What could go wrong? Some unintended consequences of gender bias interventions. *Archives of Scientific Psychology*, *7*, 71–80. http://dx.doi.org/10.1037/arc0000063

Clauss-Ehlers, C. S., Chiriboga, D. A., Hunter, S. J., Roysircar, G., & Tummala-Narra, P. (2019). APA *multicultural guidelines* executive summary: Ecological approach to context, identity, and intersectionality. *American Psychologist*, *74*(2), 232–244.

Haque, a., Tubbs, C. Y., Kahumoku-Fessler, E. P., & Brown, M. D. (2018). Microaggressions and Islamophobia: Experiences of Muslims across the United States and clinical implications. *Journal of Marital and Family Therapy*, *45*(1), 76–91.

Linnemeyer, R. M., Nilsson, J. E., Marszalek, J. M., & Khan, M. (2018). Social justice advocacy among doctoral students in professional psychology programs. *Counselling Psychology Quarterly*, *31*(1), 98–116. https://doi.org/10.1080/09515070.2016.1274961

Nadal, K. L., Whitman, C. N., Davis, L. S., Erazo, T., & Davidoff, K. C. Microaggressions toward lesbian, gay, bisexual, transgender, queer, and genderqueer people: A review of the literature. *The Journal of Sex Research*, *53*(4-5), 488–508.

Olkin, R., Hayward, H., Abbene, M. S., & VanHeel, G. (2019). The experiences of microaggressions against women with visible and invisible disabilities. *Journal of Social Issues*, *75*(3), 757–785. doi: 10.1111/josi.12342

Parr, N. J., & Howe, B. G. (2019, August). Heterogeneity of transgender identity nonaffirmation microaggressions and their association with depression symptoms and suicidality among transgender persons. *Psychology of Sexual Orientation and Gender Diversity*. http://dx.doi.org/10.1037/sgd0000347

Patallo, B. J. (2019). The multicultural guidelines in practice: Cultural humility in clinical training and supervision. *American Psychologist*, *13*(3), 227–232.

Perrin, P. B. (2019). Diversity and social justice in disability: The heart and soul of rehabilitation psychology. *Rehabilitation Psychology, 64*(2), 105–110.

Sage, W. M., & Laurin, J. E. (2018). If you would not criminalize poverty, do not medicalize it. *The Journal of Law, Medicine & Ethics*, *46*, 573–581.

Salim, S., Robinson, M., & Flanders, C. E. (2019). Bisexual women's experiences of microaggressions and microaffirmations and their relation to mental health. *Psychology of Sexual orientation and Gender Diversity, 6*(3), 336–346.

Trejo, B. C., Richard, E. M., van Driel, M., & McDonald, D. P. (2015). Cross-cultural competence: The role of emotion regulation ability and optimism. *Military Psychology*, *27*(5), 276–286.

Course Requirements

Attendance and Participation (5%)
Students are expected to attend every class, complete assigned readings, actively participate in class discussions, and behave appropriately and professionally at all times. Unexcused absences, lack of preparation, poor participation, and/or inappropriate or unprofessional behavior may result in a reduction of the overall score for the course and may be included in the student's course grade sheet.

This is an intensive summer course and any absences may require additional work and result in a loss of credit for the course. The qualification of what is or is not excusable remains at the instructor's sole discretion. Please contact the instructor if you anticipate being late or absent.

Ecogram: Exploring Intersectionality (15%)
Students will construct an ecogram that maps the intersectionality of their multiple social identities. They will then write a brief reflection paper (1 page) that discusses the potential implications of their ecogram findings for future clinical practices. For example, how does this map of their emergent identity provide a framework or

context for understanding how they currently think about and approach case work (e.g., the focus of their inquiries and follow-up, how they design interventions, etc.)?

At the end of the term, students will revisit their ecogram and generate a revised reflection informed by what they have learned about diversity.

Reflection Essays (30%)

Students will write three, short reflection essays on each of the following diversity issues. Students will focus these papers on a specific community and area of challenge of interest to them. Essays must utilize at least 3 peer reviewed journal articles and be written in APA Publication Manual (7th ed.) format. Each of the reflection essays will be worth 10%, totaling 30% of the course grade. Each essay must be concisely written, and be no more than 5 pages long. Please include a title page and references. No abstract is required.

Essay 1. Explore how issues of power, oppression, and privilege have impacted a case with which you have worked (e.g., how oppression, marginalization, and/or stigma have impacted treatment; treatment accessibility, acceptability, and efficacy; etc.) and how you attempted to individualize care to address these challenges. If you have only worked diagnostically with clients, then discuss how these issues might impact a specific cultural community and how you might attempt to individualize care to address these challenges.

Essay 2. Discuss how you would generate a protocol for informing assessment, case formulation, or intervention design of clinical cases that demonstrates your growing awareness of intersectionality and its implications for practice (e.g., identifying and considering factors/dimensions of diversity you might examine, how you would reconcile a client's diversity issues with manualized approaches to care, culture fair testing, the use of culturally appropriated approaches, limits of competence, etc.).

Essay 3. Identify the need for a particular service in an underserved community of interest to you. Generate a brief plan for how you might become involved in providing pro bono services and consultation, advocating for social justice, or promoting peace (conflict resolution) in this community (e.g., the needs of a community that has a dire need for services but few resources, a community negatively impacted by environmental racism, communities needing intergroup conflict resolution, etc.).

Group Topic Presentation (20%) with Case Vignette for and Discussion of Class Roleplay (10%)

Students will create a short presentation on a specific diversity issue. The presentation will consist of a brief PowerPoint presentation and description of a 1 page case vignette that will be used by the class to generate a roleplay related to the diversity issue presented. No later than the day before the group's presentation, students will provide the professor with a copy of their PowerPoint and vignette, so it can be uploaded to the course Google Drive folder so that others in the class will have access to the materials during the class. The presentation is worth 20% of the course grade. The vignette for the class roleplay and facilitation of a discussion regarding clinical or ethical implications for a sensitive and effective approach to the issue presented will be worth 10%. The total grade for this component (presentation + vignette) is 30%. The total time allowed for each presentation is 45 minutes. Students are encouraged to practice their presentations so that they are able to complete the presentation in this time frame.

Metacognitive Map for Best Practices in Diversity Work (20%)

Students will generate a metacognitive model for applying their diversity knowledge to practice. The model should include the following:
1. a working definition or theory of diversity,
2. an overview of the relevant dimensions critical to examine when gathering clinical information over time,
3. a step-by-step procedure or iterative process they might use to generate a more phenomenologically attuned understanding of another, and
4. a plan for identifying and addressing limits of competence.

Grading

Method	% of Grade
Attendance and Participation	5
Ecogram: Exploring intersectionality*	15
Reflection Essays (3)*	30
Group Topic Presentation*	20
Case Vignette *	10
Metacognitive Map for Best Practices in Diversity Work*	20
Total:	100

*Students MUST receive a minimum competency passing grade of 80% or higher (demonstrating mastery) on these course requirements in order to pass this course.

Grading Scale (final scores > .5 will be rounded up)
A = 90 – 100   B = 80 – 89   C = 70 – 79   F = 69 and below

An Incomplete Grade will be given to a student who is experiencing hardship. Students are responsible for discussing their need for an incomplete grade and submitting the necessary paperwork in a timely fashion.

Course Policies
Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access: Chaminade University of Honolulu is committed to providing reasonable accommodations for persons with documented disabilities. Any student who believes that they may need accommodations must first register with the Counseling Center. Registration with the Counseling Center begins the process of determining whether the student meets the requirements for a documented disability in accordance with the Americans with Disabilities Act (ADA), even if accommodations may not be needed for this particular class. The contact information for the Counseling Center is (808) 735-4845, 739-4603, or counselingcenter@chaminade.edu. It is important for students to contact the Counseling Center as soon as possible so that accommodations are implemented in a timely fashion and to allow your instructor(s) to plan accordingly. Students will be required to provide written documentation to the Counseling Center in order for a determination to be made as to whether the requirements for a documented disability under the ADA are met.

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated

at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy: Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (https://studentaffairs.chaminade.edu/).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu 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 an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology: The following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

Schedule

Date	Topics	Readings (To be discussed on the week listed. From week 2 onward, please skim these readings before coming to class. It is recommended that you also review these materials after class to enhance your incorporation of the ideas presented and retention of the material.)	Assignments (To be COMPLETED AFTER CLASS on the week listed; DUE THE FOLLOWING WEEK, unless otherwise specified.)
1 **May 5**	Introductions APA's multicultural guidelines for training and practice Why diversity matters Diversity • Between and within-group differences • Personality and individual differences • Intersectionality: an ecological view of diversity Overview of the syllabus Sign-up for group presentations The complexity of identity • Exploring your diversity experiences and identity	Jones, Dovidio, & Vietze: Chs. 1, 13 Hook, David, Owen, & DeBlaere: Ch. 1 Clauss-Ehlers et al. (2019) Patallo (2019)	Generate an ecogram of your personal intersectionality [see ecological model in Clauss-Ehlers et al. (2019), p. 234] and write a brief (1 page) reflection on its implications for clinical practice.
2 **May 12**	**Ecogram assignment due** Culture loss • Colonialization • Forced acculturation • Soul wounds Intergroup interactions: the origins of prejudice • Social cognition and categorization; "us" and "them" • Is bias in the brain? • Cultural encapsulation • Maintaining the status quo • Moral praxis: our role in social justice Facilitating change: increasing awareness of the -isms • The Public Conversation Model: a systemic model for exploring differences • Exploring our personal narratives: personal experiences of marginalization and cultural learning	Jones, Dovidio, & Vietze: Chs. 2, 4, 5, 7, 9 Hook, David, Owen, & DeBlaere: Ch. 2 Allen et al. (2017) The following video can be viewed online via Sullivan Family Library: • *Healing of the soul wound* [electronic resource]: *Native American psychology and its implications for multicultural theory and practice*/Microtraining Associates (2009; length 55:10)	

3 May 19	Power, privilege, and prejudice • Social dominance: social roles and power • Overt discrimination and microaggressions • Stigma and marginalization • Implicit biases in psychological practice Cultural diversity: cosmology and worldviews • Individualism and collectivism • High- and low-context cultures • Direct and indirect communication • Origin stories • Racial identity models • Racism and xenophobia • Religious and spiritual diversity • Religious oppression **Group 1 presentation(s):** contemporary issues in racism, xenophobia, or religious/spiritual diversity	Jones, Dovidio, & Vietze: Chs. 8, 10, 11 Hook, David, Owen, & DeBlaere: Chs. 3, 8 Haque et al. (2018) The following videos can be viewed online via Sullivan Family Library: • *Racial microaggressions* [electronic resource]: *Impact and implications for counseling practice*/Derald Wing Sue (2003; length 1:10:37) • *Microaggressions: The new face of discrimination* (2012; length 1:17:47)	Paper 1
4 May 26	**Paper 1 due** Professional and institutional cultures **Group 2 presentation:** the implications of a professional or institutional culture Diversity and assessment • Culture fair testing • Reflexive interpretation of tests	Jones, Dovidio, & Vietze: Ch. 12 Trejo et al. (2015)	
5 June 2	Diversity and therapy • Cultural humility • Establishing strong working alliances • Learning to repair relationship ruptures • Adopting a not-knowing approach • Phenomenological attunement and matching rationales • Reflexive practice Diversity-informed case formulations	Hook, David, Owen, & DeBlaere: Chs. 4, 5, 6, 7	Paper 2
6 June 9	**Paper 2 due**	Nadal et al. (2016) Salim et al. (2019)	

	Sexual orientation and gender diversity Sexism, heterosexism, and trans* oppression **Group 3 presentation:** contemporary sexual orientation or gender issue Socioeconomic status Poverty and homelessness **Group 4 presentation:** psychology's role in addressing poverty and homelessness	Parr & Howe (2019) Caleo & Heilman (2019) Sage & Laurin (2018)	
7 June 16	Age and cohort differences Ageism • Geropsychology: working with the elderly Ability and disability • Ableism • Health status Group 5 presentation: innovative approaches to addressing socioeconomic disparities in care, geropsychology, or ableism	Olkin et al. (2019) Perrin (2019)	Paper 3 Generation of new reflections on ecogram completed in week 1
8 June 23	**Paper 3 due New reflections on ecogram due** A psychology of diversity Advocacy Implications for clinical practice: creating a working model for best practices • Theory, research, and practice • Cultural appropriation • Consulting	Hook, David, Owen, & DeBlaere: Ch. 9 Linnemeyer et al. (2018)	

Appendix A – RUBRICS

Participation: (2pts each. Weighted Score = 5 pts.)
1. Participates in role plays and discussions.
2. Remains objective and measured in comments, responses, and queries.
3. Demonstrates solid understanding and application of diversity knowledge.
4. Works collaboratively in brainstorming ways of understanding and responding to complex diversity issues.
5. Demonstrates critical thinking and ability to consider multiple perspectives.

Reflection Essays: (2pts each. Weighted Score per Essay = 10 pts.)
1. Essay is focused on a relevant contemporary issue, examines the challenges to psychologists, and potential best practices for addressing the issue.
2. Essay integrates material or insights from a minimum of 3 peer-reviewed articles (empirical studies; not from class texts or books).

3. Essay is in APA format for margins, font, headings, grammar, citations, and references.
4. Essay is well-written, concise, and logically organized.
5. Essay evidences objectivity and critical thinking that considers multiple perspectives including one's own.

Group Presentation: (Weighted Score = 20 pts.)
 1. The presentation relates to the specific issue presented. (2pts)
 2. Information is communicated clearly and accurately. (3pts.)
 3. The presentation provides current and useful information. (2pts.)
 4. Professional presentation of self; comportment and deportment. (2pt.)
 5. Presentation cites appropriate sources for the information used. (2pts.)
 6. Handouts are useful and provide good references for learning about the issue. (3pts.)
 7. Roleplay and discussion are managed well. (3pts.)
 8. Visual aides are well prepared, organized, informative, and effective. (3pts.)
 9. The length of the presentation is appropriate to the assigned time limit. (2pts.)
10. The presenters responded to questions respectfully, with professional humility. (3pts.)

Case Vignette: (Weighted Score = 10 pts.)
1. The vignette is relevant to the diversity issue presented. (2pts.)
2. The vignette is well-written and 1 page in length. (2pts.)
3. The vignette inspires meaningful discussion on the area of diversity examined. (2pts.)
4. The vignette is original and created out of an informed understanding of the diversity issue presented. (2pts.)
5. Case vignette discussion and questions are managed well. (2pts.)