



Department of Psychology
PSY 4090
Special Studies in Psychology
- Multicultural Psychology

Fall, 2021

Meeting days: MW

Meeting times: 4:05pm-5:20pm

Meeting location: Zoom

Credit Hours: 2 Units

Final Exam: Final Paper in lieu of Exam

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Office hours: Please email me

Office Location: n/a

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

This course introduces students to cultural and multicultural psychology sub-disciplines in psychology. Students develop knowledge of the history, major tenets, theories, research findings and behavioral practices in cultural and multicultural psychology. Students also gain understanding of the cultural bases for psychological processes. Students develop awareness, knowledge and skills for engaging in intercultural and multicultural contexts. Students are also asked to advance their cultural self-knowledge as well as knowledge of diverse others in order to develop cultural competence in working with individuals from diverse backgrounds.

COURSE GOALS/OBJECTIVES

Diversity – Students will demonstrate awareness and understanding of their own diversity and the impact of their individual interactions with diverse others and systems.

Culture of Faith Communities – Students will demonstrate an awareness of the diversity of cultures expressed in different faith communities, observing congruent and divergent theological and experiential expression of faith, and how these diversities influence diverse Christian groups cultural and psychological identities.

Cultural Psychology Knowledge – Students will demonstrate the ability to apply knowledge of cultural psychology (awareness, knowledge, and skills) concepts through effective engagement with diverse cultural groups or individuals.

Multicultural Theory – Students will demonstrate knowledge of and critical thinking regarding: multicultural theory, theories of cultural identity development, cultural competence, and specific historical, social, and personal issues faced by different cultural groups within various community contexts.

Psychological Processes – Students will demonstrate understanding and knowledge of the cultural bases for psychological processes including: cognition, emotion, motivation, development, health, family, community and organizational functioning.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4-unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

CANVAS (Course Management System, *the most recent version*)

We will be using Canvas this semester. Canvas can be accessed via <http://canvas.point-loma.edu>. You will see the welcome screen and a login button. You will need your username/password before you can proceed to log in. If you don't know your username/password, please contact the help desk for assistance. Select the login button to proceed to the login screen. At the login screen, enter your username/password.

Required Texts:

American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: Author.

Ecklund, K. (2016). *Cultural psychology and Christian Diversity: Developing cultural competence for a diverse Christian community*. Abilene, TX: Abilene Christian University Press.

Additional required readings will posted on Canvas.

Grading & Workload

Grading scale:

94-100%	A	80-83%	B-	67-69%	D+
90-93%	A-	77-79%	C+	64-66%	D
87-89%	B+	74-76%	C	60-63%	D-
84-86%	B	70-73%	C-	Below 60%	F

Grading policy: Late work will not be accepted unless pre-arranged with the professor (and approved). As this course relies heavily on interpersonal interaction of the partici-

pants, independent study and incomplete course grades cannot be granted. Students who fail to complete the course will receive their achieved grade.

Grading criteria: Grading in this course is based on the assignment grading rubric provided. For assignments in which a grading rubric is not provided, the following criteria are utilized:

- **A grades** are assigned when student product reflects work that is outstanding (above and beyond the requirements of the assignment, reflects outstanding effort, significant achievement and/or improvement. Some measure of remarkable skill is also evident).
- **B grades** are assigned when student product reflects work that is above average (fulfilling all aspects of the assignment and goes a bit beyond minimum competence to demonstrate extra achievement).
- **C grades** are assigned when student product reflects work that is average (fulfills all aspects of the assignment with obvious competence. Assignments are completed exactly as assigned).
- **D grades** are assigned when student product reflects work that is below average (due to some aspect of the assignment having not been fulfilled or because of a preponderance of errors that interferes with clear communication of work. A D may also indicate failure to follow directions or specific recommendations).
- **F grades** are assigned when student product reflects work that is not acceptable (either because the assignment was not completed as directed or because the level of performance is below an acceptable level for college work).

Requirements & Assignments

READINGS: Class time activities will parallel assigned readings but not necessarily directly review it. Students are responsible for reading and understanding the assigned reading material prior to the class each week and will be evaluated on the readings in weekly tests. Students should come prepared with clarifying questions as needed at each classroom meeting in order to assure comprehension and mastery of reading materials.

WEEKLY QUIZZES: Weekly multiple choice quizzes will be given. Quiz material will be taken from course assigned reading and class lectures. Students will have 20 minutes to individually complete each quiz online through Canvas. A quiz will open after the final class of the week and remain open until the night before the next class at 11:59 pm.

Quiz Schedule:

Quiz #1 (Ch. 1-2) - September 8-12

Quiz #2 (Ch. 3) - September 15-19

- Quiz #3 (Ch. 4) - September 22-26
- Quiz #4 (Ch. 5) - September 29-October 3
- Quiz #5 (Ch. 8) - October 6-10
- Quiz #6 (Ch. 9) - October 13-17
- Quiz #7 (Ch. 10) - October 20-24
- Quiz #8 (Ch. 11) - October 27-October 31
- Quiz #9 (Ch. 12a) - November 3-7
- Quiz #10 (Ch. 12b) - November 10-14
- Quiz #11 (Ch. 13a) - November 17-28
- Quiz #12 (Ch. 13b) - December 1-5

READING RESPONSES (RR): After completing the designated reading assignment for the week, students will complete a reading response. The outline for your reading responses is provided at the end of the syllabus. Each week has specific prompts that students are asked to respond to. Grading of these responses will be based on completion of the prompts, and clear indicator that student was thoughtful in his/her writing. Response length should be a MINIMUM of the equivalent of 2 single space pages.

Responses MUST be completed prior to the following class. They will be due at 11:59 pm the night before the day of class. Late reading responses will not be accepted.

SELF-ASSESSMENT: Students can conduct a formative self-examination during the course of the semester. The self-assessment has 3 embedded graded assignments:

Part 1. At the end of week 5 students will submit part one of their self-assessment (see rubric at end of syllabus). Part 1 should be approximately 5 pages.

Part 2. At the end of week 10 students will submit part two of their self-assessment (See rubric at end of syllabus). Part 2 should be approximately 5 pages.

Part 3. At end of semester (week 15) students will review and revise Part 1 and 2 of their self-assessment responses and complete Part 3 of their self-assessment paper. Students will include in this third self-assessment a self-reflection of the self-assessment process at the end of the semester. Part 3 should be approximately 5 pages.

Grading of the self-assessment will be based on the following (See Rubric):

1. Specificity of self-assessment (Application of constructs from class)
2. Addresses each of the prompts
3. Self-reflection of modifications of self-assessment demonstrates thoughtful consideration

CROSS CULTURAL IMMERSION AND EXPOSURE EXPERIENCES AND APPLIED LEARNING PAPERS: Students will participate in 2 cross cultural immersion/exposure experiences each lasting a minimum of 3 hours. Three of these experiences can be participation in services at worship centers that are composed of a **primary ethnic community that is distinct from own ethnic and racial identification, and is not Euro-American and is not multi-ethnic.** See the Immersion addendum at the end of the syllabus.

Following each immersion experience you are required to write a 3-page paper (APA Style), *citing a minimum of 5 distinct constructs* from your readings into your thoughtful reflection on the learning that you engaged in. **These papers should not be a report of what you did, but an application of the course readings to what you LEARNED and EXPERIENCED.**

- **Immersion completed between week 1-4** - Should include minimum of 5 constructs from Chapters 1 - 4.
- **Immersion completed between week 5-7** - 4 of the minimum 5 constructs should be from chapters 5 - 7. You are encouraged to exceed 5 constructs and utilize constructs from all completed reading.
- **Immersion completed between week 8-10** - 4 of the minimum 5 constructs should be from chapter 8 - 10. You are encouraged to exceed 5 constructs and utilize constructs from all completed reading.
- **Immersion completed between week 11-14** - 3 of the minimum 5 constructs should be from chapter 11 - 15. You are encouraged to exceed 5 constructs and utilize constructs from all completed reading.

Assignments	Points	Clock Hours
Attendance/Participation	-	64
Weekly Quizzes (10 x 10 points)	100	10 (+ reading/study time)
Reading Responses (14 x 5 points)	70	15
Immersion and Papers (2 x 15 points)	30	10
Self-Assessment (First Part)	20	6
Self-Assessment (Second Part)	20	6
Self-Assessment (Third Part)	20	6
Self-Assessment Final	40	2
Total Possible Points:	300	approx. 120

Syllabus Part B

Additional university and departmental policies and student resources can be found via the link below.

https://docs.google.com/document/d/1eGXDF775S8LPP2T_BJq033Tw4MCs6Lp-R8Xbx5WvBp-w/edit?usp=sharing

	Tentative Course Outline:		
Class	Topic	Readings (Finished before coming to class)	Assignments Due
Week 1 And Week 2 8/30, 9/1 & 9/6, 9/8	Introduction to course and students Cultural and Multi-cultural psychology history, tenets, values, ethics	W1: Ecklund (2016) Introduction to the syllabus, Introduction to the book, discussion about necessity of this class. W2: Ecklund (2016) Chapter 1: Introduction to Multi-cultural psychology & Chapter 2: Multicultural psychology concepts	W1: NONE W2: <u>NO CLASS (9/6)</u> RR #1 (9/7)
Week 3-4 9/13, 9/15 & 9/20, 9/22	Cultural transmission Immigration, enculturation and acculturation in the U.S. Social construction of difference Diversity Dynamics	W3: Ecklund (2016) Chapter 3: <i>Cultural Transmission</i> W4: Ecklund (2016) Chapter 4: <i>Diversity dynamics in multicultural contexts</i>	W3: <u>NO CLASS (9/12)</u> RR #2 (9/12) W4: RR #3 (9/19)
Week 5-6 9/27, 9/29 & 10/4, 10/6	Christian culture Cultural identity development	W5: Ecklund (2016) Part 2 introduction and Chapter 5 Ch. 5- Smith, K. <i>Biblical perspectives on diversity</i> W6: Ecklund (2016) Introduction to part 3, Chapter 8: <i>Cultural Identity Development</i>	W5: RR #4 (9/26) SELF-ASSESSMENT #1 (9/26 @ 11:59 PM) W6: RR #5 (10/3)

Week 7-8 10/11, 10/13 & 10/18, 10/20	Intersecting cultural identities Dominant and Non-Dominant identity development Christian Cultural identity	W7: Ecklund (2016) Chapter 9: <i>Intersectionality and Christian Identity</i> W8: Ecklund (2016) Chapter 10: <i>Interpersonal dynamics among diverse Christian college students</i>	W7: RR #6 (10/10) IMMERSION #1 (10/10 @ 11:59 PM) W8: RR #7 (10/17)
Week 9 10/25, 10/27	Multicultural competence: Awareness, Knowledge and Skill Ethics in multicultural psychology	W9: Ecklund (2016) Introduction to part 4 and Chapter 11: <i>Multicultural competence</i>	W9: RR #8 (10/24)
Week 10 11/1, 11/3	Intrapersonal development of cultural/multicultural awareness, knowledge and skills (AKS)	W10: Ecklund (2016), Chapter 12: <i>Multicultural competence development: Individual awareness of diversity dynamics</i>	W10: RR #9 (10/31) SELF-ASSESSMENT #2 (10/31 @ 11:59 PM)
Week 11 11/8, 11/10	Intrapersonal development of cultural/multicultural awareness, knowledge and skills (Continued) Interpersonal development of cultural/multicultural AKS	W11: Chapter 12: <i>Multicultural competence development: Individual awareness of diversity dynamics</i> (continued) AND Ecklund (2016), Chapter 13: <i>Multicultural competence development: Interpersonal factors</i>	W11: RR #10 (11/7)
Week 12 11/15, 11/17	Interpersonal development of cultural/multicultural AKS (continued)-	W12: Ecklund (2016), Chapter 13: <i>Multicultural competence development: Interpersonal factors (continued)</i>	W12: RR #11 (11/14)
Week 13 11/22, 11/24	Thanksgiving Break	Thanksgiving Break	Thanksgiving Break

Week 14 11/29, 12/1	Organizational cultural competence and diversity dynamics in organizations and systems	W14: Ecklund (2016) Chapter 15: <i>Multicultural competence development: Organizational factors</i>	W14: RR #12 (11/28) IMMERSION #2 (11/28 @ 11:59 PM)
Week 15 12/6, 12/8	LGBT communities and LGBT Christians	W15: Ecklund (2016) Chapter 9: <i>Church Segregation and Integration</i> Video: 30 Days (<i>MAYBE</i>)	W15: RR #13 (12/5) SELF-ASSESSMENT #3 (12/5 @ 11:59 PM)
Week 16 12/13	FINALS WEEK	W16: FINALS	W16: RR #14 (12/12) SELF-ASSESSMENT FINAL (12/12 @ 11:59 PM)

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

Appendix A

ATTENDANCE. Due to the course philosophy of the importance of knowing and understanding a diversity of ideas, it is essential that students attend and participate in classroom activities. Students are expected to attend all class meetings. Students will sign into class each session. Attendance at 90% of classroom time is a requirement. Attendance is factored into students grades based on the following scales:

For classes that meet 2 times a week:

- 0-2 classes missed- no grade reduction*
- 3 classes missed- one grade reduction on final course grade
- 4 classes missed- two grade reduction on final course grade
- 5 classes missed- three grade reduction on final course grade
- 6 classes missed- failing grade

*Grade reduction is defined as a full letter grade (i.e. B- becomes C-)

For classes that meet 1 time a week:

- 0-1 classes missed- no grade reduction*
- 2 classes missed- one grade reduction on final course grade
- 3 classes missed- two grade reduction on final course grade
- 4 classes missed- three grade reduction on final course grade
- 5 classes missed- failing grade

*Grade reduction is defined as a full letter grade (i.e. B- becomes C-)

If in the event of a medical, family or personal emergency and a student misses class, exceptions to the above attendance grading system can be made *at the discretion of the instructor*, pending documentation of the emergency by an appropriate authority (physician, attorney, police, fire, etc.). Family reunions, weddings or vacations do not constitute personal or family emergency.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the Technology and System Requirements information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Appendix D
PSY 4090: Weekly Journal/Blog prompts
 (and assignments due)
 Jonathan Doctorian

Week 1	No Journal
Week 2 Reading Re- sponse #1	<ol style="list-style-type: none"> 1. Self assessment (Choose 2 of the following): <ul style="list-style-type: none"> ● Respond to the self-reflection prompts on page 32-33 of the text. ● Respond to the self- reflection on page 44. ● Respond to the self- reflection on page 57. ● Respond to the self-reflection on page 89.
Week 3 Reading Re- sponse #2	<ol style="list-style-type: none"> 1. Self assessment (Choose 1 of the following): <ul style="list-style-type: none"> ● Respond to the self-reflection on page 106 of the text. ● Respond to the self-reflection on page 107-108. 2. Reflection/application of 3 distinct constructs in reading (your narrative --NOT a summary of the reading)
Week 4 Reading Re- sponse #3	<ol style="list-style-type: none"> 1. Self assessment (Choose 2 of the following): <ul style="list-style-type: none"> ● Respond to the self-assessment on page 124-125 of the text. ● Respond to the self-reflection on pages 132 and 135. ● Respond to the self-reflection on page 136-137.
Week 5 Reading Re- sponse #4	<ol style="list-style-type: none"> 1. Self assessment: <ul style="list-style-type: none"> ● Respond to the self-reflection on page 175 of the text. 2. Reflection/application of 3 distinct constructs in reading (your narrative --NOT a summary of the reading)
Week 6 Reading Re- sponse #5	<ol style="list-style-type: none"> 1. Additional application prompt: Identify a reading or a lecture from another psychology (or your major) class that you had this week. Consider that reading/lecture through the lens of cultural psychology and the constructs discussed in chapters 1-4. In what ways was cultural considerations incorporated in the material? If it was not, reflect on how the absence of a cultural conceptualization may have affected the presentation of the material. Reflect on how the presence or absence of cultural consideration affects the reliability, validity and applicability of the content for both majority and minority group members. 2. Self-Assessment (Choose 1 of the following): <ul style="list-style-type: none"> ● Respond to the self-reflection on page 177-178 of the text. ● Respond to the self-reflection on page 190 ● Respond to the self-reflection on page 202
Week 7 Reading Re- sponse #6	<ol style="list-style-type: none"> 1. Self-Assessment (Must do the reflection/application of 3 distinct constructions in addition to choosing of the following): <ul style="list-style-type: none"> ● Respond to the self-assessment(s) on page 230 and/or 243- which ever apply to your primary identity(-ies). ● Respond to the self-reflection on page 241 ● Respond to the self-reflection on page 243 or 253, which ever apply to your primary identity (-ies) 2. Reflection/application of 3 distinct constructs in reading (your narrative --NOT a summary of the reading)

<p>Week 8 Reading Re- sponse #7</p>	<p>1. Additional application prompt: Identify a reading or a lecture from another class that you had this week that is one that was outside of your major. Consider that reading/lecture through the lens of cultural psychology and the constructs discussed in chapters 1-4, 8-9. In what ways was cultural considerations incorporated in the material? If it was not, reflect on how the absence of a cultural conceptualization may have affected the presentation of the material. Reflect on how the presence or absence of cultural consideration affects the reliability, validity and applicability of the content for both majority and minority group members.</p> <p>2. Self-Assessment (Choose 1 of the following):</p> <ul style="list-style-type: none"> ● Respond to the self- reflection on page 258 ● Respond to the self-reflection(s) on page 277 and 289 that are applicable to your identity.
<p>Week 9 Reading Re- sponse #8</p>	<p>1. Self-Assessment (Choose 2 of the following):</p> <ul style="list-style-type: none"> ● Reflect on the EAC unconscious assumptions and how you have (or have not) held those assumptions in your life (see table on page 306-307). ● Respond to the self-reflection(s) that are applicable to your identity on page 317 and/or 326-327. ● Respond to the self-reflection on page 341 & 342 ● Respond to the self-reflection on page 354-355
<p>Week 10 Reading Re- sponse #9</p>	<p>1. Self-assessment (Choose 2 of the following):</p> <ul style="list-style-type: none"> ● Respond to the spotlight on self-reflection on page 379 ● Respond to the prompts in table 12.1 on page 393- 394 ● Respond to the self-reflection on page 401 <p>2. Reflection/application of 3 distinct constructs in reading (your narrative --NOT a summary of the reading)</p>
<p>Week 11 Reading Re- sponse #10</p>	<p>1. Self-Assessment (Choose 2 of the following):</p> <ul style="list-style-type: none"> ● Respond to the self-reflection prompt on page 419. ● Respond to the self-reflection prompt on page 426. ● Respond to the self-reflection prompt on page 433 <p>2. Reflection/application of 3 distinct constructs in reading (your narrative --NOT a summary of the reading)</p>
<p>Week 12 Reading Re- sponse #11</p>	<p>1. Self-assessment (Choose 2 of the following):</p> <ul style="list-style-type: none"> ● Respond to self-reflection on page 470, consider this mentor relationship and how/why you would classify the social interaction model type (parallel, regressive, progressive) described in pages 478-480. ● Complete the self-assessment on page 472- discuss your findings/observations ● Respond to self-reflection on page 485

<p>Week 14 Reading Re- sponse #12</p>	<p>1. Identify a chapel experience that you had in the last week or so. Consider chapel through the lens of cultural psychology and the constructs discussed in chapters 11-14. In what ways was cultural considerations incorporated in the material? If it was not, reflect on how the absence of a cultural conceptualization may have affected the presentation of the material. Reflect on how the presence or absence of cultural consideration affects the reliability, validity and applicability of the content for both majority and minority group members.</p> <p>2. Reflection/application of 3 distinct constructs in reading (your narrative --NOT a summary of the reading)</p>
<p>Week 15 Reading Re- sponse #13</p>	<p>1. Self-Assessment (Choose 3 of the following):</p> <ul style="list-style-type: none"> ● Respond to the self-reflection prompt on page 498-499 ● Respond to the self-reflection prompt on page 502 ● Respond to the self-reflection prompt on page 509 ● Respond to the self-reflection prompt on page 512 ● Respond to the self-reflection prompt on page 520 <p>2. Reflection/application of 3 distinct constructs in reading (your narrative --NOT a summary of the reading)</p>
<p>Week 15 Reading Re- sponse #14</p>	<p>1. Self-Assessment</p> <ul style="list-style-type: none"> ● Reflect on your current perspective regarding the intersectionality of Christian and sexual minority identity. Where are you at now? Where do you want to be? If you are not currently where you want to be, how might you work toward getting there? <p>2. Reflection/application of 3 distinct constructs in reading (your narrative --NOT a summary of the reading)</p>

Appendix F Self-Assessment Grading Rubric

Grading of the Self Assessment will be based on the following:

Self-Assessment (Part 1) - Approximately 5 pages

0 1 2 3 4 5	<p>Identification of primary intersecting cultural identities (CID)</p> <ul style="list-style-type: none"> Ethnocultural/Ethnoracial identities Immigration/Enculturation/Acculturation Variables that affect convergence/divergence /acculturation of identities Ecosystemic and socialization influences on CID Fluidity or conflicting themes in intersecting identities
0 1 2 3 4 5	<p>Primary cultural values, beliefs, behaviors of 1 or 2 Primary cultures</p> <p>(e.g. individualism/collectivism, gender, marriage/family, motivation/agency, cognition/communication, time orientation/ambiguity orientation, power/authority orientation, in-group/out-group orientation, human nature, creativity, etc).</p>
0 1 2 3 4 5	<p>Interpersonal orientations in diverse social interactions (e.g. collusion,</p> <p>biases, dominance patterns)</p> <p>Ethnocentrism/SDO/Hierarchies</p> <p>5 D's of Difference, 3 S's of similarities</p> <p>Contextually situated power, privilege, oppression, biases, microaggressions</p>
0 1 2 3 4 5	<p>Grammar</p> <p>APA style writing</p> <p>Inclusion of course constructs</p> <p>Weekly prompts reviewed/revised/updated</p>

Self-Assessment (Part 2) - Approximately 5 pages

0 2 4 6 8 10	<p>Identity development (Dominant or Non-Dominant and intersectional)</p> <ul style="list-style-type: none"> Developmental status and Cultural coping strategies Diversity discomfort management dynamics/patterns Intersectional dynamics Vulnerabilities in discomfort
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- 0 2 4 6 8 10 **Grammar**
 APA style writing
 Inclusion of course constructs
 Weekly prompts reviewed/revised/updated

Competence assessment (Part 3) - Approximately 5 pages

- 0 1 2 3 4 5 **Awareness and attitudes (values)**
 Self aware of diversity dynamics (reactivity, intention, motive, competence)
 Aware of values that suppress interest in diversity
 Aware of tokenism, silencing, singling out, complacency
 Aware of perceptual variance, experiential variance, engagement orientation variance
Plan for growth (be specific)
- 0 1 2 3 4 5 **Knowledge**
 Communication expectations/variances across groups
 Impact of social priorities/social solidarity across groups
 Impact of Individualism/collectivism, interesting SES patterns across groups
 Cultural distrust across groups
 Cultural knowledge of own and other groups, of systems impact on diverse groups, of social justice concerns for diverse groups
 Patterns in intersecting identities across groups
 Multicultural leadership and organizational development
Plan for growth (be specific)
- 0 1 2 3 4 5 **Skill**
 Cultural humility, rapport, trust, relationship building skills (Describe your evidence)
 Inclusivity, reconciliation, ally/advocate skills (Describe your evidence)
 Power balancing, anti-bias skills (Describe your evidence)
 Leadership, community and organizational advancement skills (Describe your evidence)
Plan for growth (be specific)
- 0 1 2 3 4 5 **Summative self-reflection analysis** regarding self-awareness, self-development and changes during the course of the semester indicates critical self reflection.

0 1 2 3 4 5

Grammar

APA style writing

Inclusion of course constructs

Weekly prompts reviewed/revised/updated

Grading of the immersion experience and papers will be based on the following:

<p>Yes (4) No (0)</p>	<p>Clear indicator that student participated in specified event (make sure you specify in each paper what event you attended). Provide supporting evidence of attendance (i.e. church bulletin, admission stub).</p>
<p>0 1 2</p>	<p>APA style/formatting of paper with 5 cited (distinct) constructs from the reading assignments.</p>
<p>0 1 2 3</p>	<p>Clear application of learning from the course content (reading and lecture) to the experience using the constructs in accurate way.</p>
<p>0 1 2 3</p>	<p>Clearly demonstrates how participation in the event enhanced understanding of how the cultural group (values, norms, traditions, collective experiences, etc) identity impacts/affects the psychology of its members?</p>
<p>0 1 2 3</p>	<p>Clearly demonstrates how the experience enhanced understanding of own psychological and cultural identity?</p>

Appendix I

Cross Cultural immersion and exposure experience opportunities PSYC 4090: Special Studies in Psychology - Multicultural Psychology Immersion and exposure experience opportunities

The faith community continues to be one of the most segregated communities in our society. If you are blessed to attend a multicultural/multiethnic faith community, that is wonderful. However, your faith community experience is an exception. Finding a primarily monocultural/monoethnic faith community will not be difficult. Examples of potential faith groups includes: African American churches, Chinese Churches, Latino Churches, Coptic Churches, etc. You are not required to attend a worship service that is of a different FAITH than your own, only a different ethnic/cultural group than your own. With that in mind, remember that there are many denominations of the Christian faith. If you have never attended Mass, consider a Catholic service (within one of the diverse ethnic groups discussed above). Again, you are welcome to stay with your own denomination, but encouraged to consider trying an immersion/exposure experience that you would not ordinarily be exposed to. **Regardless of the denomination attended, it MUST be of a different ethnoracial group than your own and neither a predominantly white church nor a multi-ethnic church.**

Your small group is welcome to attend large community functions as a group (i.e. museums, mega-churches). Your small group should break into dyads to attend any smaller churches.

To make the most of these immersion experiences, you are encouraged to engage with people in attendance at the events and build relationships. Be respectful and polite and once rapport is established, most people are willing to teach those who wish to learn (i.e. answer genuine, respectful questions). If you are invited to stay for a meal or socialization period, I would recommend doing so. It will enhance your learning experience.

The focus of these immersion experiences is to begin to build your own cultural competence in terms of enhancing your own self awareness as a cultural psychological being, to begin increasing your awareness and knowledge of other cultural groups and how the cultural context influences individual and group psychology, as well as to enhance your skills in relating with people from distinct cultural backgrounds.

Worship center immersion experiences:

Examples of potential faith groups includes: African American churches, Chinese Churches, Latino Churches, Russian Churches, Coptic Churches, etc. You are not required to attend a worship service that is of a different FAITH than your own, only a different ethnic/cultural group than your own (and is NOT Euro-American dominant). With that in mind, remember that there are many denominations of the Christian faith. Con-

sider attending a Greek, Russian or Coptic Orthodox church, if you have never attended Mass, consider a Catholic service (within one of the diverse ethnic groups discussed above). Again, you are welcome to stay with your own denomination, but encouraged to consider trying an immersion/exposure experience that you would not ordinarily be exposed to.

For example: <http://www.la-archdiocese.org/org/oem/Pages/Liturgies.aspx>
<http://www.la-archdiocese.org/Pages/Parishes/EasternCatholicParishes.aspx>

The LA Archdiocese links here will give you a listing of locations for catholic mass of many cultural and linguistic groups!

You may also chose to participate in a LGBT Christian community faith center, for example, the Metropolitan community church in LA, at: 4953 Franklin Ave, Los Angeles, CA 90027; <http://www.mccla.org/index.html> .

With that said, if you are interested, you are welcome to also use this as an opportunity to attend services at worship centers of a different faith than your own. For example, if you identify as Christian, you may consider attending a Jewish Synagogue (there are several denominations of Judaism), a Mosque or a Temple. Los Angeles has the second largest Jewish community in the U.S. The link below will help you find a synagogue that you may be interested in attending: http://www.prolades.com/glama/la5co07/jewish_community.htm

Due to the current pandemic and the alterations to normality, it is not expected for these to be done in-person. While in-person immersions should be prioritized and attempted, if you are unable to find a location to visit physically, digital alternatives are acceptable if first cleared by the professor. Alternatives will not be accepted if asked within two weeks of the due date. **For Immersion #1, please present your alternative before 9/27. For Immersion #2, please present your alternative before 11/15.**

APPENDIX X

Additional information

Pedagogical philosophy: The philosophy of this course is based on the professor's beliefs about learning in general, human relationships and psychology. It is the belief of this instructor that:

- Learning should be engaging, active, fun, and interesting
- Within the context of learning, diversity is valued, respected and sought to be understood
- Learning is collaborative and reciprocal
 - *"Each of us has a spark of life in side us, and our highest endeavor ought to be to set off that spark in one another" -Kenny Ausubel*
- The value of a learning experience is under one's own control
- Learning is a life long endeavor that grows out of a value system that prioritizes personal growth and education

It is also the belief of this professor that successful education depends on the presence of certain personal and interpersonal values, including:

- Respect
 - *"Respect depends on reciprocity" - Proverb of Africa*
- When understanding people and their context, seeking out and building from strengths is the most efficacious guiding philosophy.
- Cooperation
- Accountability and responsibility
- Integrity
- Diversity
 - When working with people, seeking out an understanding of the diversity of their experience is essential.

It is the belief of this professor that when studying psychology there is a fundamental complementarity between the knowledge gained from the study of the science of psychology and they study of God's word. God has revealed himself to us through Scripture and through Nature. Through the process of discovery (inquiry, exploration, investigation and study) we can come to know the science of Psychology, God's creation and God in a more holistic and non-conflicted way. To do so, however, I believe we must challenge our own thoughts in order to better understand our beliefs and how they relate to the psychological theory or practice under consideration. This will include the examination of intrapersonal, interpersonal, social and cultural dimensions of the self and society.

Method of instruction

Involvement and learning in the course will be facilitated by means of: Lecture, discussion, in class assignments, video review and application/discussion, assigned reading and written assignments. Students are responsible for monitoring the course material provid-

ed on Sakai. Communication from the professor to the class as a whole may occur through this means.

Students are required to submit papers in APA style and formatting. The department has adopted a required text for all students:

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington D.C.: Author.

Students also encouraged to utilize web resources for formatting and writing your APA style paper. Examples of web resources include:

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

<http://www.uwsp.edu/psych/apa4b.html>

<http://www.psywww.com/resource/apacrib.html>

<http://www.wooster.edu/psychology/apa-crib.html>

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