

PSYC 5324/6324: Clinical Cultural Diversity Syllabus

Course Information:

PSYC 5324.560-Clinical Cultural Diversity

PSYC 6324.560-Diversity in Clinical Psychology

Summer 2025: 05/12/2025 - 08/09/2025

Virtual, Synchronous

Instructor Information:

Ceslie Tobin, MS, LPC-S

Email- ctobin@uttyler.edu (best way to reach me)

On Campus Office- HPR 204

Office Hours (Zoom or In-Person): Wednesdays 10:00-11:00 AM

Meeting ID: 878 6658 3510

Passcode: 893787

Course Description:

This course examines client diversity with respect to ethnographic, demographic, and status variables, and challenges culturally biased assumptions which influence the provision of mental health services.

Student Learning Outcomes and Assessments:

Students will demonstrate an understanding of the nature and impact of human and cultural diversity on clinical assessment and intervention, theories of multicultural counseling competencies, identity development, and social justice, individual, couple, family, group, and community strategies for working with and advocating for diverse populations, and roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination. The doctoral portion will also touch on elements of research and teaching.

Each learning outcome will be assessed with a variety of methods including experiential exercises, assignments, class discussion and participation, and presentations.

Textbook:

Sue, D.W., Sue, D., Neville, H.A., & Smith, L. (2022). Counseling the Culturally Diverse: Theory and Practice (9th ed). Wiley

ISBN: 978-111-9-86190-4

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university- affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Evaluation & Grading:

Assignments	Points Possible
Cultural Identity Paper	100 Points
Reflective Journals (6)	150 Points
Immersion Activity	200 Points
Advocacy or Interview Project	200 Points
Diversity Presentation	200 Points
End of Course Reflection	100 Points
In-Class Participation	50 Points
Doctoral Only- Research Agenda Paper	200 Points
Total Points Possible	1000 Points (1200 Doctoral)

Grading Scale (MS/PhD)

A: 900-1000/1050-1200 Points
B: 800-899/900-1049 Points
C: 700-799/750-899 Points
D: 600-699/600-749 Points
F: 0-599 Points

Assignment Descriptions: (Additional details to be posted in Canvas.)

Cultural Identity Paper- 100 Points

This assignment is designed to foster self-awareness of your own cultural identity and how it shapes your worldview, values, and clinical approach. You will reflect on 3–4 salient aspects of your identity (e.g., race, gender, religion, socioeconomic background, ability) and consider how these experiences inform your beliefs and behaviors, particularly within the therapeutic relationship. You are encouraged to complete any cultural self-assessments provided in class and incorporate your insights into the paper. This is not a research paper—honest, critical self-reflection is prioritized over citation count. Length: 3–4 double-spaced pages.

Reflective Journals (6)- 150 Points

Throughout the semester, you will submit 6 journal entries as a space to process your reactions to course content, develop your multicultural awareness, and explore your personal and

professional growth. These entries may respond to specific prompts, readings, class discussions, or media content. You may choose to submit written reflections (approximately 1 page) or recorded responses (approximately 5 minutes). These reflections are private and reviewed only by the instructor. They are intended to promote self-reflection, cultural humility, and identity exploration.

Immersion Activity- 200 Points

This three-part assignment requires you to (1) submit a brief proposal outlining two planned cultural immersion experiences and your anticipated reactions, (2) fully participate in the selected activities (one may be an instructor-approved documentary), and (3) write a 5-6 page APA-formatted reflection paper exploring your experience, insights, and implications for your clinical work. This assignment is designed to promote cultural humility, critical reflection, and personal growth through intentional engagement with cultures different from your own.

Advocacy or Interview Project- 200 Points

Option A – Cultural Interview

Interview someone who differs from you on at least two cultural dimensions (e.g., race, gender identity, religion, ability). Prepare thoughtful, open-ended questions that invite discussion around lived experience, cultural values, and barriers faced. Your paper should summarize the interview and include personal reflections on what you learned, how it connects to course themes, and how it may inform your future clinical work.

Option B – Advocacy/Volunteer Project

Volunteer a minimum of 5 hours with a community organization that serves a marginalized population. Your role should be as a learner and supporter, not an expert. In your paper, describe the organization's goals, reflect on your role, examine systemic barriers the community faces, and discuss the application of advocacy principles (including the ecological model and multicultural counseling competencies). You will also propose a small advocacy step you could take on behalf of the organization (e.g., resource development, social media post, or awareness campaign).

Diversity Presentation- 200 Points

In groups of 2–4, students will deliver a 20-minute presentation followed by a 10-minute Q&A/discussion on a cultural population or issue related to providing mental health services to diverse groups. Presentations must integrate a peer-reviewed article, a creative source (e.g., TED Talk, podcast, poem, film scene, or show episode), and include one class discussion question. Materials must be submitted to Canvas in advance. Presentations will take place during Weeks 9–13.

End of Course Reflection- 100 Points

At the conclusion of the course, you will submit a culminating reflection that synthesizes your learning across all assignments and class experiences. This 2–3 page paper should reflect on your evolving understanding of cultural identity, power, privilege, systemic oppression, and your role as a mental health practitioner in a diverse society. Consider what surprised you, what challenged you, and what changes you will carry forward into your personal and professional life.

In-Class Participation- 50 Points

This course meets synchronously via virtual lecture, and active participation is essential. Points will be awarded based on consistent attendance, keeping your camera on throughout class, and meaningful engagement in discussions and activities. You are expected to come prepared, having completed the assigned readings and ready to contribute thoughtfully to class dialogue. Professional behavior and respectful contributions are expected as part of your development as a culturally competent mental health professional.

Doctoral Only- Research Agenda Paper- 200 Points

You will identify and explore a potential research agenda related to a multicultural or social justice issue relevant to clinical practice. This paper should include a brief literature review, a clearly stated research question, and a proposed study design or methodology to address a gap in the current literature. The paper should demonstrate both scholarly insight and alignment with your professional interests.

Course Policies:**Virtual Classroom Environment**

Creating a respectful and inclusive virtual classroom environment is essential. Everyone should feel comfortable expressing their thoughts without fear of harsh or judgmental responses. I expect all students to be respectful of the diverse experiences and backgrounds of your classmates, and you can expect the same respect from me. Disrespect or discrimination of any kind, including but not limited to ethnicity, gender, sexual orientation, physical ability, socioeconomic status, religion, or value system, will not be tolerated.

This course meets live via Zoom, and your presence matters. You are expected to attend every class session with your camera turned on, actively participate in discussions, and maintain a professional presence throughout. If you experience internet issues or need to attend with your camera off on a particular day, please communicate this with the instructor in advance. Repeated absences or disengagement may affect your participation grade and your success in the course.

IMPORTANT: The classroom is NOT a place to discuss one's own problems or to obtain help if you are going through an acute problem. I can, outside of class, help direct a student to services they might need, although the best and most appropriate resource is often the Student Counseling Center, 903-566-7254, located in the University Center, which is covered by your student services fees. <http://www.uttyler.edu/counseling/services.html>

Online Course

This course is 100% online. Your ability to function within the Canvas system will facilitate your success in this course. Online learning requires students to be very self-disciplined. Be sure you understand and are prepared to comply with all required class assignments and deadlines. For this course, refer to the syllabus for all assignments and due dates.

Utilizing AI

You can use AI programs (ChatGPT, Copilot, etc.) in this course. These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work. I will utilize an AI detector as needed to ensure assignments are not being plagiarized or fully fabricated.

Course Schedule:

Week	Topic/Readings	Assignments Due
Week 1: May 12-18	APA Multicultural Guidelines Chapter 1- Understanding Resistance to Multicultural Training	None- Welcome to Class 😊
Week 2: May 19-25	Chapter 2- Multicultural Counseling & Therapy Chapter 3- Cultural Perspectives & Barriers	Reflective Journal #1 Due May 25 by 11:59 PM
Week 3: May 26-June 1	Chapter 4- Microaggressions	Cultural Identity Paper Due June 1 st by 11:59 PM *No Class- Holiday*
Week 4: June 2-8	Chapter 5- Sociohistorical Privilege & Oppression Chapter 6- Racial, Ethnic, Cultural Identity Attitudes	Reflective Journal #2 Due June 8 by 11:59 PM
Week 5: June 9-15	Chapter 7- White Racial Consciousness Chapter 8- Multicultural Counseling Competence & Cultural Humility	Reflective Journal #3 Due June 15 by 11:59 PM
Week 6: June 16-22	Chapter 9- Multicultural Evidence-Based Practice	Reflective Journal #4 Due June 22 by 11:59 PM
Week 7: June 23-29	Chapter 11- Assessment, Diagnosis, & Treatment Issues	Reflective Journal #5 Due June 29 by 11:59 PM
Week 8: June 30-July 6	Chapter 10- Indigenous & Cultural Methods of Healing	Diversity Presentation Materials Due July 6 by 11:59 PM No class this week- work on your presentations!
Week 9: July 7-13	Chapter 12- African Americans Chapter 13- American Indians/Native Americans & Alaskan Natives Chapter 14- Asian Americans & Pacific Islanders	Presentations Reflective Journal #6 Due July 13 by 11:59 PM
Week 10: July 14-20	Chapter 15- Latinx Communities Chapter 16- Multiracial Americans Chapter 17- Arab Americans	Presentations Advocacy or Interview Project Due July 20 by 11:59 PM
Week 11: July 21-27	Chapter 18- Marginalized Religious Communities Chapter 19- Immigrants & Refugees Chapter 20- LGBTQ Communities	Presentations Immersion Activity Due July 27 by 11:59 PM
Week 12: July 28-Aug. 3	Chapter 21- Older Adults Chapter 22- Women	Presentations Doc- Research Agenda Paper Due Aug. 3 by 11:59 PM
Week 13: Aug. 4-9	Chapter 23- Individuals Living in Poverty Chapter 24- Individuals with Disabilities	Presentations End of Course Reflection Due Aug. 6 by 11:59 PM

University Policies:

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Student Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <https://www.uttyler.edu/about/campus-carry/>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>

Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are

eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W, grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for

services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> the SAR office located in the University Center #3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;

- failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- (ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- (iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

All written work that is submitted will be subject to review for plagiarism.

CEP Vision and Mission and Program Standards

CEP Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

CEP Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.