



# The School of Professional Psychology at **FOREST INSTITUTE**

## The School of Professional Psychology at Forest Institute Course Syllabus

### **Forest Institute's Mission**

Forest Institute is a private, not-for-profit institution of higher education dedicated to providing high-quality professional education and community service with courage and compassion. The educational mission is to be a national leader in the education and training of culturally competent practitioners in the behavioral sciences and human service professions. The educational programs at Forest are responsive to scientific advances and developments in service fields. To accomplish the educational mission, Forest promotes a student-centered learning environment that embraces individual and cultural differences. The community service mission of Forest Institute is to enhance quality of life. To accomplish this mission, students work closely with faculty to identify local need and provide valuable services for diverse members of the community.

### **Our Commitment to Diversity**

Forest Institute is dedicated to promoting and infusing diversity into every facet of the learning experience. Our programs strive to promote a safe and accepting environment that embraces cultural sensitivity while celebrating and advocating for individual and cultural differences. We seek to accomplish this by fostering diverse experiences through academics, clinical training, student organizations and community involvement. Our students will have exposure to populations of diverse backgrounds, including but not limited to sexual orientation, socioeconomic status, gender, religious affiliation, and race/ethnicity. Training opportunities are available in community mental health, public health, school, private practice, correctional, Lesbian-Gay-Bisexual-Transgender, and multicultural settings. We are deeply committed to training our students to be culturally aware and competent professionals who are prepared to address the progressive needs of a global and dynamic society.

<b>Course Number:</b>	PSY 525, Section B
<b>Course Title:</b>	Human Diversity
<b>Term:</b>	Fall 2011
<b>Schedule:</b>	Wednesdays, 9-11:45
<b>Location:</b>	TBA
<b>Faculty:</b>	Kristina S. Brown, Ph.D., LMFT
<b>Contact Info:</b>	kbrown@forest.edu
<b>Office Hours:</b>	Mon, Tues, Wed 8-9am and Mon 12-3, Appointments preferred

### **I. Course Description:**

The focus of this course examines major historical and contemporary theories, issues, and research related to race, gender, age, ethnicity, national origin, socioeconomic status, language, religion, disability, and sexual orientation. Topics covered include identity development, worldview, prejudice, discrimination, and the impact of diversity on assessment, diagnosis, and treatment decisions. Students are encouraged to become culturally responsive professionals. Students will examine their current beliefs with regard to the classroom material presented; they will be

encouraged to see, experience, and understand the world from different perspectives. Students will also participate in activities designed to promote self-awareness.

This course adheres to the paradigm (Davis-Russell, Forbes, Bascuas, & Duran, 1992) for the understanding of human diversity, which is that the world is humanely diverse:

- Everything related to human diversity must be respected and appreciated.
- It is a right to be different, and diversity enriches the possibilities of life.
- We perceive and interpret the world through a unique personal and cultural screen; each one has a framework through which we shape ideas, decisions, and actions.

**ALERT: This course will include the presentation and dialogue of sensitive material in a variety of formats – popular media, readings, class discussion, etc.. Enrollment indicates a willingness to actively participate and to honor the privacy and confidentiality of those who have shared so we can learn. Should there be any particular concerns, please talk with the instructor.**

## II. Format

The objectives of this course, as described, will be met and assessed through lecture and class discussion, class activity, professional presentations, reading assignments, investigating your own cultural heritage, investigating your own cultural context, case conceptualizations, cultural activities, guided introspection, attendance at local or regional events, and written examinations.

## III. Readings

### A. Required Texts:

Sue, D.W., & Sue, D. (2008). *Counseling the culturally diverse* (5<sup>th</sup> ed.). New York: John Wiley & Sons, Inc.

### B. Required Articles

American Psychological Association. (2000). Guidelines for psychotherapy with lesbian, gay, and bisexual clients. *American Psychologist*, 55(12), 1440-1451. doi:10.1037/0003-066X.55.12.1440

Aponte, H. (1994). Underorganization in the poor family. In H. Aponte *Bread & Spirit Therapy with the new poor: Diversity of race, culture, and values* (pp. 13-31). New York: W.W. Norton & Company.

Aponte, H. (1994). Training of the person of the therapist for work with the poor and minorities. In H. Aponte *Bread & Spirit Therapy with the new poor: Diversity of race, culture, and values* (pp. 147-167). New York: W.W. Norton & Company.

Bacon, L. (2009). Reflections on fat acceptance: Lessons learned from privilege. An essay based on a keynote speech delivered at the conference of the National Association to Advance Fat Acceptance. ([www.lindabacon.org](http://www.lindabacon.org)).

Brown, L. (2009). Cultural competence: A new way of thinking about integration in therapy. *Journal of Psychotherapy Integration*, 19(4), 340-353. doi:10.1037/a0017967

- Cervantes, J. & Parham, T. (2005). Toward a meaningful spirituality for people of color: Lessons for the counseling practitioner. *Cultural Diversity and Ethnic Minority Psychology, 11* (1): 69-81.
- Davis-Cohelo, K., Waltz, J. & Davis-Cohelo, B. (2000). Awareness and prevention of bias against fat clients in psychotherapy. *Professional Psychology: Research and Practice, 31* (6): 682-684.
- Dovidio, J., Gaertner, S., Kawakami, K. & Hodson, G. (2002). Why can't we just get along? Interpersonal biases and interracial distrust. *Cultural Diversity and Ethnic Minority Psychology, 8* (2): 88-102).
- Fowers, B. & Davidov, B. (2006). The virtue of multiculturalism: Personal transformation, character and openness to the other. *American Psychologist, 61* (6): 581-594.
- Gallardo, M., Johnson, J., Parham, T., & Carter, J. (2009). Ethics and multiculturalism: Advancing cultural and clinical responsiveness. *Professional Psychology: Research and Practice, 40*(5), 425-435. doi:10.1037/a0016871.
- Gosselink, C., Cox, D., McClure, S. & DeJong, M. (2008). Ravishing or ravaged: Women's relationship with women in the context of aging and western beauty culture. *International Journal of Aging and Human Development, 66* (4): 307-327.
- Haldeman, D. (2010). Reflections of a gay male psychotherapist. *Psychotherapy Theory, Practice, Training, 47* (2): 177-185.
- Langilee-Hoppe, M., Maxey, M., Gonzalez, J. & Terrel, S. (2010). "What makes you think I am poor?": A qualitative analysis of etic and emic perceptions of poverty in the Ozarks. *Journal of Ethnographic & Qualitative Research, 4*: 57-74.
- Lease S., Hampton, A., Fleming, K., Bagget, L., Montes, S., & Sawyer, R. (2010) Masculinity and interpersonal competencies: Contrasting white and African American men. *Psychology of men & Masculinity, 11* (3): 195-207.
- Magaletta, P. & Herbst, D. (2001). Fathering from prison: Common struggles and successful solutions. *Psychotherapy, 38* (1): 88-96.
- McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack. In M. McGoldrick (Ed.) *Re-visioning family therapy: Race, culture, and gender in clinical practice* (pp. 147-152). New York: Guilford Press.
- Poehlmann, J. (2005). Incarcerated mothers' contact with children, perceived family relationships, and depressive symptoms. *Journal of Family Psychology, 19* (3): 350-357.
- Riggle, E., Whitman, J., Olson, A., Rostosky, S. & Strong, S. (2008). The positive aspects of being a lesbian or gay man. *Professional Psychology: Research and Practice, 39* (2): 21-217.
- Rose, E., Westefeld, J. & Ansley, T. (2008). Spiritual issues in counseling: Clients' beliefs and preferences. *Psychology of Religion and Spirituality, 5* (1): 18-33.
- Schwartz, J., Grammas, D., Sutherland, Siffert, K. & Bush-King, I. (2010). Masculine gender roles

and differentiation: Predictors of body image and self-objectification in men. *Psychology of Men & Masculinity*, 11 (3): 208-224.

Sherry, A., Adelman, A., Wihlde, M. & Quick, D. (2010). Competing selves: Negotiating the intersection of spiritual and sexual identities. *Professional Psychology: Research and Practice*, 41 (2): 112-119.

Sperry, L. (2010). Culture, personality, health, and family dynamics: Cultural competence in the selection of culturally sensitive treatments. *The Family Journal*, 18 (3): 316-320.

Swami, V., Pietschnig, J., Stieger, St., Tovee, M., & Voracek, M. (2010). An investigation of weight bias against women and its associations with individual difference factors. *Body Image*, 7: 194-199.

### c. Resources for the Midterm Exam

Hardy, K. & Laszloffy, T. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21 (3): 227-237.

Keilly, M., Dolbin, M., Hill, J. Karuppaswamy, N., Liu, T., Natrajan, R., Poulsen, S., Robbins, N. & Robinson, P. (2002). The cultural genogram: Experiences from within a marriage and family therapy training program. *Journal of Marital and Family Therapy*, 28 (2): 165-178.

McGoldrick, M., Gerson, R., & Petry, S. (2008). Creating genograms (pp. 20-60). In *Genograms: Assessment and Intervention* (3<sup>rd</sup> edition)/ New York: W.W. Norton & Company, Inc..

Shellenberger, S., Dent, M., Davis-Smith, M., Seale, J., Weintraut, R. & Wright, T. (2007). Cultural genogram: A tool for teaching and practice. *Families, Systems & Health*, 25 (4): 367-381.

Additional recommended readings have been listed in Appendix A to help you in build your library on human diversity.

## IV. Program Competencies, Program Goals, and Course Learning Objectives

The core professional competency areas defined by the National Council of Schools and Programs in Professional Psychology (NCSPP) provide the framework for the goals and objectives of Forest Institute's Psy.D. program. The program goals are presented below:

- **Goal 1 (Relationship):** Students will have the knowledge, skills, and attitudes required to develop and sustain productive professional relationships with clients, colleagues, supervisors, and others.
- **Goal 2 (Assessment):** Students will have the knowledge, skills, and attitudes needed to accurately select, administer, and score clinical assessment techniques and interpret and report their results.
- **Goal 3 (Intervention):** Students will have the knowledge, skills, and attitudes needed to identify, plan, administer, and evaluate preventive, treatment, and remedial strategies designed to enhance the positive functioning and well-being of clients.
- **Goal 4 (Diversity):** Students will have the knowledge, skills, and attitudes necessary to identify and understand critical issues related to individual and cultural differences.

- **Goal 5 (Research and Evaluation):** Students will have the knowledge, skills, and attitudes necessary to critically analyze psychological theory and research and, as practitioners, to act as local clinical scientists.
- **Goal 6 (Management and Supervision):** Students will have the knowledge, skills, and attitudes required to effectively act as entry-level managers and supervisors.
- **Goal 7 (Consultation and Education):** Students will have the knowledge, skills, and attitudes required to effectively act as entry-level consultants and educators.

<b>Program Competency: Research and Evaluation</b>			
<b>Program Objective 4.C: Understand the application of clinical research to assessment, intervention, and other professional activities.</b>			
<b>Program Objective</b>	<b>Course Objective(s)</b>	<b>Activities</b>	<b>Outcome Measures</b>
1(a) Knowledge of theory and research related to the impact of relationships on human development and functioning and factors that mediate those relationships	Demonstrate sensitivity for how the cultures of both therapist and client impact therapeutic and other relationships	Lectures Professional Presentations Class Discussions Cultural Activities Case Conceptualization	Quizzes Exams Professional Presentations Case Conceptualization
1(b): Acquire self-knowledge, attitudes, and other personal characteristics that foster constructive interpersonal relationships	Understand the impact that personal attitudes and characteristics have on professional and other relationships	Lectures Cultural Self –Assessment Context Assessment Class Discussions Cultural Activities	Self Evaluation Class Discussions
	Demonstrate self-awareness that fosters constructive interactions with clients, colleagues, supervisors, and others	Lectures Cultural Self –Assessment Context Assessment Class Discussions Cultural Activities	Self Evaluation Class Discussions
2(d): Possess self-knowledge, attitudes, and other personal characteristics that contribute to accurate and appropriate assessment	Understand and recognize the importance of reflection and other self-awareness skills	Lectures Cultural Self –Assessment Context Assessment Class Discussions Cultural Activities	Self Evaluation Class Discussions
1(c): Exhibit effective interpersonal skills that are sensitive to areas of diversity that impact all human interactions	Demonstrate effective communication and other interpersonal skills across therapeutic and other professional relationships	Lectures Professional Presentations Class Discussions Cultural Activities	Self Evaluation Class Discussions Professional Presentations
	Demonstrate competence and sensitivity related to issues of human diversity in therapeutic and other professional relationships	Lectures Professional Presentations Class Discussions Cultural Activities Case Conceptualization	Exams Professional Presentations Case Conceptualization
Acquire knowledge and appreciation of the influence of cultural and individual diversity factors in psychological assessment	Show sensitivity for the cultures of both therapist and client	Lectures Case Conceptualization Class Discussions	Self Evaluation Class Discussions Case Conceptualization

## **V. Requirements, Expectations and Grading Criteria**

### **A. Requirements:**

1. **Students will be required to attend ALL classes** unless previous arrangements have been made with the instructor. Missed classes may be made up with a project or paper jointly agreed upon by the student and instructor. The student is responsible for notifying the instructor of their absence as well as making arrangements to make up for this missed time. *Late arrivals to class, early departures, late assignments, and failure to participate in classroom activities will result in a deduction of points.*
2. Students will be on time for class – both at the beginning of class and when returning from breaks.
3. Students will read the required material in advance of class and be prepared to illustrate through participation and contribution that the reading has been done.
4. Electronic devices such as cell phones, pagers, etc. should be turned OFF (or to silent mode if absolutely necessary) prior to class. Notebook computers and other devices used to take notes or record lectures are permissible provided the sound is turned all the way down/off. Such devices should be used in a manner that is not distracting in any way to fellow classmates and your instructor. Checking email, playing games, instant messaging, etc. during class is unacceptable and unprofessional. The instructor reserves the right to change this policy (i.e., disallow all electronic devices) for the entire class if any student fails to adhere to these guidelines.
5. Students will participate in a respectful and engaging manner. Professionalism includes behavior, attitude, classroom participation, promptness, honesty, and ethical behavior. Therefore, your willingness to undertake assignments, verbal participation quality, courtesy, and the like will be considered in your final grade. Please take heed of the following guidelines for Difficult Dialogues from Dr. Roger Worthington:
  - i. No one or two dominate
  - ii. Respect opinions
  - iii. Everyone is encouraged to participate
  - iv. Usually moderators are facilitators not participants; however, in the context of a classroom, the instructor is usually also an expert
  - v. Sometimes our best dialogue comes after reflection

**Classroom atmosphere:** A civil classroom atmosphere is necessary and expected. We will be discussing many controversial topics in this course – and while it is important that everyone share thoughts, opinions, and feelings, it is NOT necessary that we all agree. In fact, according to relational-cultural theory (e.g., Jordan, 2009), it is important that we disagree sometimes – and also that we talk openly about our points of difference. This process helps us grow . . . that is, as long as we allow ourselves and each other to be honest and support each other as our feelings emerge in this learning context.

**B. Expectations:** It is possible to accumulate 350 points in this class:

\*\*Everything you turn in, please send via EMAIL in Word as an attachment to [kbrown@forest.edu](mailto:kbrown@forest.edu)\*\*

1. **Experiential Activity (50 points):** There are three options for you to choose from. Each is due to be completed by Week 14 of the course:
  - i. **Option A:** Documentary/Movie Group – you will form small groups of 3-4 classmates and over the course of the semester you will watch and process FOUR (4) movies. One of the movies must be either *Color of Fear* or *Mirrors of Privilege* (both available in the library) and the other

three movies may be one of the group's choice. The three movies that you choose must be submitted to the instructor for approval by the second class meeting including a full reference and a synopsis of the film. Please do not pick a movie that you all have seen before – stretch yourself. These movies should focus on race, culture, ethnicity, religion, class, gender, or other topics that we cover (see the Course Schedule, Topics column). After each meeting, you must write a 2-3 page reaction paper that addresses the following questions; how did your group decide on the particular movie?, what were the different opinions expressed?, who/who triggered a response in you?, how were the group's differences tolerated?, which character or scene impacted you the most?, etc.. Turn in to the instructor all four reactions papers.

- ii. **Option B:** SCAR Group – participate in a full 12 hour SCAR (Study Circles Against Racism) group to be held during the fall semester. Jimmy Scott will come to class today to share some information about this group and current availability. The SCAR group is broken down in to several meetings. Please keep an ongoing reaction paper/journal to your experience in the SCAR group. Turn in to the instructor this reaction/journal paper that is expected to be 10-12 pages in length and chronicles your experience. If you include observations of other participants in your group, please anonymize.
- iii. **Option C:** Develop your own CULTURAL EXPERIENCE ACTIVITY. It must equal at least 12 hours of outside of the classroom experience and include a 10-12 page reaction paper to be turned in to the instructor. If you are proposing your own option, please write a one-page proposal due to the instructor via email by the second class.

2. **Midterm (Cultural Self Assessment with Genogram) (100 points):** The midterm exam has three parts to it to be turned in via email (this is a take home exam).
  - a. Students will write a personal cultural history paper addressing the types of identities, contexts, and influences that have shaped their cultural identities and worldviews. Use activities from the first day of class as an inspiration point as well as complete the Therapist's Cultural Self-Assessment Form (Hays, 1996a-2001) and the Cultural Context-Assessment (See appendix B).
  - b. Complete a cultural genogram (see Midterm Resources on 360 for articles). Include at least four generations of your family – you may need to interview your family to complete this. Ethnicities and national origins should be marked on the genogram, as well as other culturally-relevant information.
  - c. The third part will be distributed two (2) weeks prior to the due date and will be short essay questions that are about material covered in the first half of the course.
3. **Professional Presentation (50 points):** Students will be assigned one topic for a 20 minute multimedia presentation (BE CREATIVE). This presentation will utilize 3-5 recent (within seven years) articles on the assigned topic as well as the applicable course readings on that topic. Handouts should include information for implications for clinical practice as well as a full reference list – please make 20 copies (save a tree, print double-sided). Students should

engage the class in discussion of at least one relevant question as a part of their presentation. Please make your presentation INFORMATIVE, ENGAGING and CREATIVE. I will say this again, BE CREATIVE.

4. **Final Exam (150 points):** The final exam will be case vignettes with short-essay questions. The format will mirror (in miniature) the Comprehensive Exams for the PsyD program.

### C. Grading Criteria

**A = 90 to 100** Student demonstrates outstanding knowledge and scholarship of the subject material and its application to the field. The student achieves beyond the minimum goals established for the successful completion of the course, independently applies knowledge and skills to new situations, completes assignments thoroughly and accurately; and demonstrates originality, leadership, and the ability to communicate including both written and orally.

**B= 80 to 89** Student fulfills the minimum requirements for the successful completion of the course and demonstrates a thorough understanding of the knowledge, skills and attitudes essential to ensure the adequate preparation for the profession.

**C = 70 to 79** Student fulfills less than the minimum course requirements but demonstrates enough knowledge and understanding of essential course work, skills, and attitudes to indicate the students may have the potential to enter the profession if the student begins to apply herself or himself to disciplined study and course work.

**F < 69** Student has not demonstrated satisfactory knowledge or understanding of subject material, has not developed the required skills, and/or has not developed the attitudes essential to ensure adequate preparation for the profession.

**VI. Course Outline** (Instructor reserves the right to adjust the course schedule as needed including readings and due dates):

<b>Date</b>	<b>Topic</b>	<b>In-Class</b>	<b>Readings</b>
<i>Week 1 - August 31, 2011</i>	The Affective and Conceptual Dimensions of Multicultural Counseling/Therapy	Getting acquainted Review of syllabus Course overview.  McIntosh Exercise	Sue & Sue Chs. 1-2  McIntosh article  Fowers & Davidov
<i>Week 2 - September 7, 2011</i>	The Political Dimensions of Mental Health Practice	Experiential Exercise	Sue & Sue Chs. 3-5  Sperry article
<i>Week 3 - September 14, 2011</i>	The Practice Dimensions of Multicultural Counseling/Therapy	Experiential Exercise	Sue & Sue Chs. 6-9 Brown article
<i>Week 4 - September 21, 2011</i>	Racial/Cultural Identity Development in Multicultural Counseling and Therapy & Social Justice Dimensions in Counseling/Therapy	Experiential Exercise  "The Color of Fear"	Sue & Sue Chs. 10-12 Gallardo et al. article
<i>Week 5 - September 28, 2011</i>	Counseling and Therapy Involving Minority Group Counselors/Therapists  <u>Specific Populations:</u> - African Americans	Prof Pres _____	Sue & Sue Chs. 13-14  Dovidio et al.
<i>Week 6 - October 5, 2011</i>	<u>Specific Populations:</u> - American Indians & Alaskan Native - Asian Americans & Pacific Islanders - Hispanic/Latino Americans	Prof Pres _____ Prof Pres _____ Prof Pres _____	<b>SUPPLEMENTAL MIDTERM QUESTIONS DISTRIBUTED</b>  Sue & Sue Chs. 15-17
<i>Week 7 - October 12, 2011</i>	<u>Specific Populations:</u> - Individuals of Multiracial Descent - Arab Populations - Immigrants & Refugees	Prof Pres _____ Prof Pres _____ Prof Pres _____	Sue & Sue Chs. 18-19, 21-22
<i>Week 8 - October 19, 2011</i>	Individuals with Disabilities	Prof Pres _____	<b>MIDTERM turned in via email by 9:00am</b> Sue & Sue Ch.26
<i>Week 9 - October 26, 2011</i>	Sexual Minorities	Prof Pres _____ Prof Pres _____ Prof Pres _____	Sue & Sue Ch. 23 APA Guidelines (2000) Riggle et al Haldeman
<i>Week 10 - November 2, 2011</i>	Religious Diversity	Prof Pres _____ "For the Bible Tells Me So"	Sue & Sue Ch. 20 Cervantes article Rose et al Sherry et al
<i>Week 11 - November 9, 2011</i>	Gender Issues (Men and Women)	Prof Pres _____ Prof Pres _____	Sue & Sue Ch. 25 Lease et al. article Schwartz et al. article

			Gosselink et al. article
Week 12 - November 16, 2011	Older Adult Clients	Prof Pres _____ Prof Pres _____	Sue & Sue Ch. 24
Week 13 - November 23, 2011	Poverty and Class Issues (SES)	Prof Pres _____	Aponte Chapters Languille-Hoppe et al. article
Week 14 - November 30, 2011	Weight Bias and Thin Privilege	Prof Pres _____	<b>EXPERIENTIAL ACTIVITY DUE</b> Swami et al. article Bacon essay Davis-Cohelo article
Week 15 - December 7, 2011	Other Issues and Populations of Diversity (ie incarcerated individuals)	Prof Pres _____ Prof Pres _____	Poehlman article Magaletta article
December 14, 2011			<b>FINAL EXAM</b>

## VII. Policies of Forest Institute of Professional Psychology

### Non-Discrimination Policy

Forest Institute is an Equal Opportunity/Affirmative Action employer and does not discriminate against students or employees on the basis of age, race, color, creed, gender, sexual orientation, or handicapping conditions in its educational programs, financial aid, activities, admissions, and student employment practices. For questions, concerns, or more information, contact the Equal Opportunities Officer, 2885 West Battlefield Road, Springfield, Missouri, 65807. You can also call (417) 823-3477 or e-mail [equalopportunitiesofficer@forest.edu](mailto:equalopportunitiesofficer@forest.edu).

### Notification of a Request for Accommodation

Notification to Forest Institute of any and all types of personal needs involving physical, emotional, and learning difficulties and/or needs related to the Americans with Disabilities Act is the sole responsibility of the student. Further, the student has a responsibility to notify Forest Institute of the need for accommodation in a timely fashion. While all reasonable efforts will be made to accommodate individual needs, it is conceivable that some conditions and circumstances may exist which cannot be reasonably accommodated.

To initiate an inquiry or request for academic accommodations, the student must contact the following:

Support Coordinator for Persons with Disabilities  
2885 West Battlefield Road  
Springfield, MO 65807  
417-823-3477  
[disability@forest.edu](mailto:disability@forest.edu)

The student should notify the Support Coordinator for Persons with Disabilities as soon as the need for accommodations becomes evident. In order to receive accommodations, the student must provide the Support Coordinator for Persons with Disabilities with appropriate documentation of the disability. Accommodations will not be provided for undocumented disabilities, except that accommodations may be provided on a provisional basis pending receipt of documentation for disabilities that are readily apparent. Only persons interested in receiving disability-related accommodations need provide disability documentation.

Accommodations must have a legitimate educational purpose, and cannot be based simply on applicants' preferences. The student must initiate a request for each term for which accommodations are sought. If eligibility for accommodations is established and the request for accommodations is approved, the Support Coordinator for Persons with Disabilities will provide the student a letter to be shared with instructors outlining the approved accommodations.

### **STUDENT CONDUCT AND COMPETENCE**

Each program maintains its own specific Code of Conduct and Ethics pursuant to relevant professional organizations, state statutes, and other governing entities. All students are expected to know and adhere to the model of student competence as adapted from the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) 2004 which is found in the Academic Catalog.

### **ACADEMIC INTEGRITY POLICY**

Forest Institute is committed to developing educated professionals who accept the responsibility to demonstrate personal and academic integrity. An environment of honesty and trust among students and between students and faculty is essential for a strong, functioning academic community. Therefore, all share the responsibility for fostering academic integrity and are expected to refrain from and discourage behavior that threatens the freedom and respect each person deserves.

The Academic Integrity Policy sets forth the specific criteria to be used in determining instances of academic dishonesty which includes acts of cheating, fabrication, plagiarism, and facilitating academic dishonesty. Any violation of academic honesty is a serious offense and is therefore subject to one of four levels of appropriate sanction, which include but are not limited to: 1) denial of points or credit for the assignment; 2) academic probation; 3) receipt of XF grade for the course; and 4) consideration for administrative withdrawal from the program. Students committing acts of academic dishonesty not only face disciplinary action by the academic program, but also place future educational and employment opportunities in jeopardy.

All members of Forest Institute share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. Any student, faculty member, or staff person who has witnessed an apparent act of student academic dishonesty, or has information that reasonably leads to the conclusion that such an act has occurred or has been attempted, is strongly encouraged to immediately report said act following the process outlined in the Academic Integrity Policy. Witnessing an act of academic dishonesty or other violation of the professional ethics code and failing to report such in a timely manner may in and of itself constitute an ethics violation. Anonymous reports of academic dishonesty will not be accepted.

The Academic Integrity Policy and related Violation Reporting Form contain detailed information on what constitutes a violation, how to file a complaint or report, the process which will be followed in determining if a violation has occurred, and the consequences which may be imposed for violations. Both the policy and form are available on-line at <http://www.forest.edu/resources/1/Academics/CurrentCatalog/AppendixA.pdf>; in the "Resources" section of the Scholar 360 Student Affairs Community; in the Forest Library; and through your faculty advisor or course instructor.

## **Appendix A: Build Your Diversity Library**

- Aguirre, A. & Turner, J. (2001). *American Ethnicity*. (3<sup>rd</sup> ed.). Mc Graw – Hill Higher Education.
- Ancis, J. (2004). *Culturally responsive interventions*. NY: Brunner-Routledge.
- Bornstein, R., & Masling, J. (2002). *The psychodynamics of gender and gender role*. Washington DC: American Psychological Association.
- Boyd-Franklin, N. (2003). *Black families in therapy* (2<sup>nd</sup> ed.). NY: The Guilford Press.
- Comas-Diaz, L., & Griffith, E.E. (1988). *Clinical guidelines in cross-cultural mental health*. New York: John Wiley & Sons, Inc.
- Friedan, B. (2001). *The feminine mystique*. NY: W.W. Norton.
- Gerson, R., McGoldrick, M., & Petry, S. (2008). *Genograms: Assessment and Intervention*, 3<sup>rd</sup> Ed. New York: Norton.
- Goode, J., Maskovsky, J., & Susser, I. (2001). *The new poverty studies: the ethnography of power, politics, and impoverished people in the United States*. NY University Press.
- Hays, P. (2001). *Addressing cultural complexities in practice*. (1<sup>st</sup> ed.). Washington DC: American Psychological Association.
- Lau Chin, J. (2000). *Relationships among Asian American women*. Washington DC: American Psychological Association.
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.), (2005). *Ethnicity and family therapy*, 3<sup>rd</sup> Ed. New York: Guilford.
- Olkin, R. (1999). *What psychotherapists should know about disability*. NY: The Guilford Press.
- Payne, R. (2005). *A framework for understanding poverty*. (5<sup>th</sup> ed.). Aha! Process, Inc.
- Pedersen, P., Draguns, J., Lonner, W., & Trimble, J. (2008). *Counseling across cultures* (6<sup>th</sup> ed.). Thousand Oaks: Sage Publications.
- Perlmann, J., & Waters, M. (2002). *The new race question – How the census counts Multiracial Individuals*. NY: Russell Sage Foundation.
- Richards, P.S., & Bergin, A. (2000). *Handbook of psychotherapy and religious diversity*. Washington DC: American Psychological Association.
- Ridley, Charles R. (2005). *Overcoming Unintentional Racism in Counseling and Therapy*. (2<sup>nd</sup> Ed.). Thousand Oaks: Sage Publications.
- Spilka, B., Hood, R., Hunsberger, B., & Gorsuch, R. (2003). *The psychology of religion*. New York: The Guilford Press.
- Vacc, N., DeVaney, S., & Brendel, J. (2003). *Counseling multicultural and diverse populations*.

NY: Brunner-Routledge.

Vash, C., & Creve, N. (2004). Psychology of disability. (2<sup>nd</sup> ed.). New York: Springer Publishing Company.