



Online Course Syllabus

PSY 202

Multicultural Perspectives

Fall 2023

Contact Information

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Instructor Office Hours: Zoom by appointment. Email or text to schedule a Zoom or phone meeting.

Course Description and Prerequisites

An analysis of current theories and research findings related to the influence of culture and ethnicity upon the development of individuals, relationships, and societies including functioning, identity, social motives, sex roles and values. (This course satisfies requirements for a Social/Behavioral Science course.)

Course Objectives

1. Survey common social, cultural and family issues facing the nation and the church.
2. Comprehend differences in culture, race, and ethnicity in relation to psychology
3. Develop resources and skills for effective communication in cross-cultural situations.
4. Understand and apply principles of cross-cultural competence to the counseling process.
5. Identify, adapt, and develop approaches that address ethnic differences.
6. Improve the student's cultural awareness and understanding in a global context.
7. Understand the impact of spiritual beliefs on clients' and counselors' worldviews.
8. Consider strategies for identifying and eliminating barriers, prejudices and processes of intentional and unintentional oppression and discrimination.

Required Textbooks

Multicultural Psychology 5th Edition, by Dr. Jeffery Scott Mio (Author), Dr. Lori A. Barker (Author), Melanie M. Domenech Rodríguez (Author), John Gonzalez (Author)

ISBN-13: 978-0190854959

ISBN-10: 0190854952

Recommended Reading

Morrison, L. T., Nannen, S., & Dominick, J. W. (2017). *Be the bridge*. Orange.

Course Requirements and Assignments

This course will consist of exams, one research paper, discussion board posts, and four live Zoom meetings. The total points possible in this course is 100. Therefore, an assignment worth 10 points is worth 10% of your grade for the semester.

Exams-

Exam 1 will cover chapters 1-5 and will be worth 10 points.

Exam 2 will cover chapters 6-10 and will be worth 10 points.

The final exam will be cumulative and will be worth 10 points.

Exams are open book and open notes but not open source. Please do not use the internet or fellow classmates to complete this exam.

Research Paper-

There will be one research paper due in this class. The paper must be double spaced, in APA format, and a minimum of 6 pages (including cover page and reference page). Student's must discuss Critical Race Theory (CRT) curriculum and its implications on Christian mental health workers. Should Christian counselors/psychologists/church volunteers embrace CRT or should they reject this worldview and speak against it in theory and in practice? Student's will write the paper after watching a series of videos. Student's must reference Travis McNeely and Professor Randy Trahan from the videos and at least two peer-reviewed articles published within the last five years to substantiate their point of view. This paper will be worth 30 points (may use first person).

Discussion Posts-

There will be 10 discussion board posts due over the semester, approximately one every week for a total of 20 points (2 points each). The student's initial discussion board post is due on Wednesday by 11:59pm (worth 1 point) and the student's response to at least two other students' posts is due by Friday at 11:59pm weekly (worth 1 point). See calendar for due dates.

Live Zoom Meetings-

There will be four live Zoom meetings students must attend. We will decide via email a date/time that works for all students and the professor (to the best of our ability) during the first week of class. The initial Zoom meeting will be in the beginning of the semester, one at the end, and two in between. It is imperative students attend **ALL** four meetings. These meetings count for 10% of your grade. Each meeting is worth 2.5 points. No discussion board post will be due that same week.

Zoom Meeting Agendas-

- The **first** meeting will take place sometime the week of August 21, 2023, and we will cover the syllabus and get to know each other a bit.
- The **second** meeting will take place the week of September 18, 2023, and will cover Bronfenbrenner's ecological model and a few other topics like immigration, isolation, and assimilation.

- The **third** meeting will take place the week of October 23, 2023, and will cover the research paper that will be due and some other topics such as “Ss of Similarity”, the “Ds of Difference”, and healthcare disparities in the United States.
- The **fourth** meeting will be the week of November 28, 2023, and will cover the experimental learning project. Students will give an overview of what event they attended and share their overall experience with the class.

Experimental Learning Project-

Student’s must participate in a community activity of a different culture than their own. This project is worth 10 points. This may be a festival, church service, or any other community event that the student has not previously attended before and that is not something traditionally associated with the student’s family of origin, nationality, or religion. To obtain credit the student must submit in Canvas- a picture of a pamphlet, handout, or ticket stub from the event and a picture of the student at the event and write a three-page paper in APA format (including cover page, no reference page needed for this paper, must contain at least two full pages of content writing) explaining what event the student choose to attend, why the student chose it, what the experience was like, and what was learned from the experience. Student’s will share this experience with the class in the final Zoom meeting of the semester.

Extra Credit Opportunity-

Students may read “Be the Bridge” (detailed book information located in the recommended reading section of this syllabus) and write a four-to-six-page paper in APA format (including cover page and reference page) overviewing the book and elements the students took away from the literature. This paper must be submitted on Canvas for extra credit points to be awarded. If completed, this paper may add up to 2 points onto a student’s end-of-the-semester grade.

Online Course Information

In an online course at Criswell College:

1. Instructors and all students enrolled in that course meet using video-conferencing technology at scheduled class times through the course of a semester or term in order to meet 25–30% of the direct faculty instruction required by the college’s Credit Hour policy.
2. The remaining direct faculty instruction is delivered using other means such as:
 - Lectures/instruction for students to watch asynchronously
 - Online content modules in which instructor provides feedback to student work
 - Tests/quizzes on which instructor provides feedback
 - Discussion boards on which instructor provides feedback

Canvas: Criswell College uses Canvas as its web-based learning tool to host/deliver all instructional materials, discussions, assessments, files, and other peripheral tools and applications that support teaching and learning. In online courses at Criswell College, instructors design and use Canvas to:

- organize course content on a module basis using organizational tools within Canvas,
- control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term,

- accept assignments from students only inside the Canvas course (emailed assignments are not acceptable),
- provide written feedback on assignments only within Canvas, preferably through Speedgrader,
- use the Announcement or e-mail feature in Canvas to communicate to the students rather than by broadcasting to a class email listserv outside of Canvas.

Zoom in Canvas is used for all synchronous class sessions.

Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day.

Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Grading Scale

(Assigning grade definitions [i.e., above average, average, below average] is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.)

A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Support

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information can be found at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

There will only be assignments due on Mondays, Wednesdays, and Fridays. All assignments are due by 11:59pm on the due date. See calendar below for assignments due on certain days. There will not always be an assignment due every M/W/F

Multicultural Perspectives, Fall 2023					
Date	Assignment Due	Date	Assignment Due	Date	Assignment Due
Monday, August 21, 2023	Zoom meeting sometime this week (to be determined during the first	Wednesday, August 23, 2023		Friday, August 25, 2023	

	week of class- no DB post due				
Monday, August 28, 2023		Wednesday, August 30, 2023	DB Ch. 1 due	Friday, September 1, 2023	DB Response due (x2)
Monday, September 4, 2023		Wednesday, September 6, 2023	DB Ch. 2 due	Friday, September 8, 2023	DB Response due (x2)
Monday, September 11, 2023		Wednesday, September 13, 2023	DB Ch. 3 due	Friday, September 15, 2023	DB Response due (x2)
Monday, September 18, 2023	Zoom meeting sometime this week (to be determined during the first week of class- no DB post due	Wednesday, September 20, 2023		Friday, September 22, 2023	
Monday, September 25, 2023		Wednesday, September 27, 2023	DB Ch. 4 due	Friday, September 29, 2023	DB Response due (x2)
Monday, October 2, 2023		Wednesday, October 4, 2023	DB Ch. 5 due	Friday, October 6, 2023	DB Response due (x2)
Monday, October 9, 2023	Exam 1 opens at 9am	Wednesday, October 11, 2023	DB Ch. 6 due	Friday, October 13, 2023	DB Response due (x2), Exam 1 closes at 11:59pm
Monday, October 16, 2023	Student Development Week!	Wednesday, October 18, 2023	Student Development Week!	Friday, October 20, 2023	Student Development Week!
Monday, October 23, 2023	Zoom meeting sometime this week (to be determined during the first week of class- no DB post due	Wednesday, October 25, 2023		Friday, October 27, 2023	Research paper due on Canvas by 11:59pm
Monday, October 30, 2023		Wednesday, November 1, 2023	DB Ch. 7 due	Friday, November 3, 2023	DB Response due (x2)

Monday, November 6, 2023	Exam 2 opens at 9am	Wednesday, November 8, 2023	DB Ch. 8 due	Friday, November 10, 2023	DB Response due (x2), Exam 2 closes at 11:59pm
Monday, November 13, 2023		Wednesday, November 15, 2023	DB Ch. 9 due	Friday, November 17, 2023	DB Response due (x2)
Monday, November 20, 2023	Fall Break!	Wednesday, November 22, 2023	Fall Break!	Friday, November 24, 2023	Fall Break!
Monday, November 27, 2023	Zoom meeting sometime this week (to be determined during the first week of class- no DB post due	Wednesday, November 29, 2023	Experimental Learning Project paper due by 11:59pm	Friday, December 1, 2023	Be the Bridge, extra credit assignment, due on Canvas by 11:59pm
Monday, December 4, 2023	Final Exam Open at 9am	Wednesday, December 6, 2023	DB Ch. 10 due	Friday, December 8, 2023	DB Response due (x2), Final Exam closes at 11:59pm