EDPS 776
Ethics, Law, and Multicultural Issues in Professional Health Service Psychology
Department of Educational Psychology
Teachers College
Ball State University
Fall 2026 Syllabus

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Office: TC 509 or virtual in Zoom

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Course Description:

This graduate course is designed to deepen student understanding and applications of profession-wide competencies[1] related to ethical, legal, and culturally responsive practice in health service psychology. Risk management and legal considerations commonly encountered in a variety or health service settings will be discussed. This course also covers basic content in the areas of attitudes, attributions, and discrimination as a foundation of discipline-specific knowledge of social aspects of behavior[2]. Course content reflects professional organization recommendations for training psychologists in the areas of ethics, law, and cultural competence, including training standards published by the National Association of School Psychologists (2010), ethical guidelines provided by the American Psychological Association (2004), and the multicultural guidelines adopted by the APA Council of Representatives (2017). Course content will be applied to reflective practice in psychology, teaching, assessment, research, and mental health interventions.

Course objectives:

1. Discuss and apply ethical problem-solving models for the practice of psychology

2. Discuss, apply, and participate in activities designed to engage in ongoing development of culturally responsive practice in terms of knowledge and ongoing professional development, including:

[1] IR C-8 D. Profession-Wide Competencies, II. Ethical and legal standards, III. Individual and cultural diversity
[2] IR C-7 D. Discipline-Specific Knowledge, Category 1: Basic Content Areas in Scientific Psychology, Social Aspects of Behavior (attributions, discrimination, and attitudes)

a. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves[1]
b. Knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service[1]
c. Understanding of different cultural and ethnic groups in the United States, including child rearing practices
e. Enhance student knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups[1]
f. Social aspects of human behavior, including attributions, discrimination, and attitudes in the context of groups, culture and individual differences[2]

3. Discuss and apply ethical principles within the context of social justice, human research protection, and human rights in relation to the practice of psychology.

4. Identify and discuss barriers and ethical solutions to community and home-school collaboration and research participation within the field of health service psychology using an informed multicultural perspective.

5. Review and integrate content from professional ethics codes at advanced levels of practice (NASP and APA)[1]

6. Discuss a range of legal, ethical, and financial concerns across a variety of health service psychology practice settings, including methods of risk management, fee structures for clinical practice, and malpractice scenarios to avoid.

7. Review and discuss federal and state law related to the following laws and their applications to health service psychology and school psychology[1]:

a. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security Rules (http://www.hhs.gov/ocr/privacy/)
b. Family Educational Rights and Privacy Act (FERPA) (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)
c. Every Student Succeeds Act (ESSA; https://www.ed.gov/essa)
d. Individuals with Disabilities Education Act, IDEA 2004, part B (http://idea.ed.gov/)
e. Indiana Department of Education, Administrative Code 511, Article 7 (see https://www.in.gov/doe/students/special-education/laws-and-resources/)
f. Indiana Professional Licensing Agency, Psychology statutes and rules (see https://www.in.gov/pla/professions/psychology-home/)

Resources for Students

Mental Health
If you are experiencing mental health concerns, telehealth services are available.

Ball State Counseling Center https://www.bsu.edu/campuslife/counseling-center

This instructor will be flexible and supportive for any student experiencing unusually stressful medical or other life events, caregiving responsibilities, and bereavement.

Dean of Students

The Office of the Dean of Students, within the Division of Student Affairs, is committed to helping all students reach their fullest potential by providing assistance, education, intervention, and referral services.

The staff seek to provide a caring environment that encourages and empowers students to seek support. This includes support with personal concerns, emergency situations, and when "life" happens. In addition to the support for students, members of our staff serve as a resource for family members, parents, University employees, and community members as we work together to support the student and create a safe and healthy learning environment.
https://www.bsu.edu/about/administrativeoffices/dean-of-students

Other Resources For after-hours crisis/emergency services, call 911 or University Police @ 765-285-1111 to get immediate assistance.

If you or someone you know needs to speak with someone about a mental health crisis (e.g., thoughts of suicide or self-harm, severe depression, panic attacks or anxiety attacks, etc.) contact the following resources:

- **National Suicide Prevention Hotline: 988**
  http://suicidepreventionlifeline.org/
  National Domestic Violence Hotline: 1-800-799-7233
  http://www.thehotline.org/
- **RAINN: Rape, Abuse, Incest National Network: 1-800-656-4673**
  Chat: **https://www.rainn.org/index.php**
- **Trevor Project: 866-488-7386**
  crisis support for LGBTA+ people: **http://www.thetrevorproject.org/**
- **Veterans Crisis Line: 1-800-273-8255**
  Chat and text options available via web: **https://www.veteranscrisisline.net/**
- **Meridian Health Services Crisis Line: 800-333-2647 or 765-286-1695 (For Local Students)**
  Delaware County and Muncie community mental health agency: **https://www.meridianhs.org/Contact**
- **A Better Way Crisis Line: 800-347-1144 or 765-288-HELP (4357) (For Local Students)**
  Shelter and services for victims of domestic violence, transitional housing, advocacy for victims of sexual assault: https://abetterwaymuncie.org/about/

- **Students with Disabilities**

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.
If the student has emergency medical information to share with the instructor, or if the student needs special arrangements in the event that the building must be evacuated, please alert the instructor immediately.

Religious Observances
This instructor will make arrangements with students individually if class requirements, dates of class, or specific assignment deadlines conflict with the student's religious observances. **The student is required to notify the instructor by the end of the first week of classes if the student is requesting any class adjustments for these reasons.**

Feedback and Correspondence Policy
I will try to return email from your official BSU address within 24 hours during business days. I do not routinely reply to email on the weekend, but you can expect that if you send an email late Friday night you would receive a reply by Tuesday morning.
I will make every effort to check your logs, assignments, and presentations no later than within 5 business days of submission.
Please feel free to email me or make an appointment to meet with me if you have any questions or concerns about your performance in class at any time. I will gladly meet in person or virtually as soon as possible.
I welcome student input and will seek student feedback regularly. Students are invited to offer feedback around any topic or area of note even if I have not specifically asked for that at any time.

Instructor expectations of students:
1. Professional respect of all class members' individual and cultural differences, including intersectionality in all areas of diversity in self and others.
2. Active engagement in the assignments, discussion, and class activities
5. Respectful class participation
6. Abiding by professional ethical codes and code of student conduct
7. Engagement with sensitive and/or diversity-related challenging conversations during class discussions, and awareness that each class member's needs and capacities must be respected in order to facilitate a safe environment for collegial interactions and learning about diversity and ethics.
8. Proactive discussion with the instructor to communicate student needs or concerns as appropriate.

9. Read all assigned materials and complete all assignments prior to class meetings in order to facilitate class discussions and participation
10. Submit all assignments on time unless you have special permission for late submission, such as planned absence, illness, or bereavement. A pattern of late submissions will result in a lower professionalism grade. Disability accommodations of 50% extra time are a 1-week timeframe.

Instructor attendance policy
This is a doctoral level course in a professional training program. Professional behavior, attendance, and engagement during class is expected 100% of the time. Any gaps in participation (more than 2 in-class meeting days) will be reviewed on a case by case basis because the student may not be able to meet the class objectives with inconsistent class participation. All students are responsible for the work even if they are unable to participate at the time the material is covered, and students are responsible for requesting an extension from the instructor for any assignments if needed due to an absence or other reason related to missing class activities.
Students may request an excused absence for the following reasons listed on the university attendance policies: https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/attendance-policies
In addition, students may be excused if they are giving a professional presentation at a conference (2 weeks notice is required for permission, along with the conference notification or program listing the presentation).

Commitment to Diversity, Equity and Inclusiveness

Diversity Importance:
It is essential for health service psychologists to be engaged in ongoing self-reflection, training, and advocacy to support multiculturalism, diversity, equity and inclusiveness, and attend to intersectionality. This course is intended to prepare students to become health service psychologists, and as such, this course provides training opportunities and ongoing discussion to support these professional attitudes, behaviors, and skills. This course provides training informed by the *Multicultural Guidelines* (2017) and the *Equity, Diversity, and Inclusion Inclusive Language Guidelines* (2021) from the American Psychological Association[3].

This course infuses diversity and inclusiveness throughout the course, including attention to diversity, equity, a social justice lens, self-reflection, and practical applications throughout the training experiences tied to this course. Practice of inclusivity and affirmation of differences across individual, cultural, racial, gender-

[3] American Psychological Association (2017). *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*. Retrieved from: http://www.apa.org/about/policy/multicultural-guidelines.pdf and American Psychological Association (2021). *Equity, Diversity, and Inclusion Inclusive Language Guidelines*. Retrieved from https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf

related, language, body/physical, disability-related, and intersectionality is the professional expectation in this class. Learning about differences and ways of practicing inclusivity in new areas is encouraged. Differences in ideas and experiences is expected, along with respectful dialogue.

Instructor commitment to equity, diversity, and inclusiveness

This instructor is committed to equity and values diversity and inclusivity. This instructor aspires to engage in activities that promote inclusivity, normalize multiple experiences and perspectives, highlight anti-oppression for all groups, including anti-racism, and a personal endorsement of the professional call to action (see https://apadivision16.org/2020/06/school-psychology-unified-anti-racism-statement-and-call-to-action/). This instructor welcomes feedback around any microaggressions experienced by members of this class community, both from the instructor and between students. Intent does not equal impact, and we need to have these conversations to learn. This instructor is open to feedback in general, and this instructor is committed to cultivating a classroom environment where students can share safely and even if that means giving critical feedback in a respectful manner to the instructor and other students in this class.

Ball State Diversity and Inclusiveness

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in the Beneficence Pledge (see https://www.bsu.edu/about/beneficence) and through university resources found at https://www.bsu.edu/campuslife/multicultural-center

University Resources and Policies Applicable to All Students

The university has lots of resources available for you regarding your rights and responsibilities. If you have any concerns throughout the semester, I ask that you come to me first. I have yet to have a situation we could not resolve rather easily and reasonably for both student and course needs. However, it is important that you review these links so you know what the standard university policies are.

Academic Ethics policy: https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/academic-integrity
Grade Appeal policy: https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/grade-appeals
Student Funeral and Bereavement Leave policy and other attendance policies: https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/attendance-policies

Academic Integrity/Plagiarism Policy
The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course.

Please note that any use of artificial intelligence (AI) for assignments in this course must be pre-approved and clearly related to the professional learning goals of the assignment. Any non-approved use of AI for assignments will result in a failing grade on that assignment, which may also impact the course grade. Please review the University's Academic Integrity Policy.

Basic Needs Security
Any student who has difficulty affording groceries or accessing sufficient food to eat or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Cardinal Kitchen https://www.bsu.edu/campuslife/student-life/programs-services/service-opportunities/cardinal-kitchen

Cardinal Closet
The Student Action Team coordinates the Cardinal Closet. The Cardinal Closet is a place where Ball State community members can donate professional attire. Ball State students may "shop" in the Cardinal Closet for professional attire for interviews, job fairs, etc. - free of charge! https://www.bsu.edu/campuslife/housing/get-involved/student-organizations/national-residence-hall-honorary/cardinal-closet

International Students only: emergency aid application
see https://www.bsu.edu/academics/centersandinstitutes/rinker/international-student-success

Emergency Fund One-Time Aid Resource (all students)
https://www.bsu.edu/about/administrativeoffices/dean-of-students/emergency-aid

Course Content and Application to National Organizations

National Association of School Psychologists 2020 Practice Model
School psychology students are required to demonstrate proficiency in the Professional Standards (2020) from the National Association of School Psychology (NASP). This class focuses on the development of the integration of skills in relation to NASP Standards 1 – 10 of Professional Practice and Principles 1-6 of the Organizational Principles. Experiences are tied to supervised service delivery in schools combined with didactic training as a school psychology doctoral student extern, also referred to as a school psychology student (non-doctoral level) intern.

Professional Practice areas:
1. Data-Based Decision-Making
2. Consultation and Collaboration
3. Academic Interventions and Instructional Supports
4. Mental and Behavioral Health Services and Interventions
5. School-Wide Practices to Promote Learning
6. Services to Promote Safe and Supportive Schools
7. Family, School and Community Collaboration

8. Equitable Practices for Diverse Student Populations
9. Research and Evidence-Based Practice
10. Legal, Ethical and Professional Practice

Organizational Principles:
1. Organization and Evaluation of Service Delivery
2. Climate
3. Physical, personnel, and Fiscal Support Systems
4. Professional Communication
5. Supervision, Peer Consultation, and Mentoring
6. Professional Development and Recognition Systems

American Psychological Association Standards of Accreditation
Students are also expected to make progress toward the professional competencies at the 'Readiness for Internship' level, as described by the Assessment of Competencies Workgroup of the American Psychological Association and the Standards of Accreditation (revisions in 2018).

Profession-Wide Competencies students have opportunities to learn and demonstrate:
Research
Ethical and legal standards
Individual and cultural diversity
Professional values, attitudes, and behaviors
Communication and interpersonal skills
Assessment
Intervention
Supervision
Consultation and interprofessional/interdisciplinary skills

Assignments

All of these components are required to complete this course satisfactorily, but do not factor as a graded assignment. Students will either receive 100% credit for each credit/no credit assignment for that portion of their final grade or no credit. Students may be asked to re-do assignments if a student did not complete the assignment at the level of meets expectations. **All assigned readings are mandatory readings.**

1. Collaborative Institutional Training Initiative completion certificate (**credit only**) (https://www.citiprogram.org/) Note: if you have completed this training within the past 3 years you may present your current certificate for this class.

2. Reflection summaries on class readings **(25%).**
Reflection papers for each assigned reading unit (1 reflection per week). For each assigned reading, the student will write a brief (1 page, around 500-800 words) reflection/summary about the readings. All required readings must be directly summarized. This is designed to be professional, but more of a commentary than a research paper format. The complete semester of reading reflections will be graded as a whole credit/no credit (15%). If any reading is missing, that will be considered 'no credit.' **All reading reflections must be uploaded no later than 9am on the last class day to receive credit. It is the student's responsibility to look in Canvas for instructor notes and feedback, including a need to resubmit a prior assignment for full credit.**

3. Personal journal exercises**. (30% total).**
There will be a series of personal journal exercises during the semester designed to deepen students' self-reflections and capacities for building multicultural competence and awareness. The content of these journal entries will NOT be shared with the class by the instructor, but the instructor will encourage members of the class to share their reflections with the class community. The instructor will read all journal entries in order to offer guidance, support, and assist in student non-judgmental reflection and self-discovery.

For each journal entry the following expectations, based on the APA Standards of Accreditation and annual program student evaluation form, will be applied to the student's reflective assignments related to individual and cultural diversity. Students must have ratings of "meet expectations" or "exceed expectations" on all journal entries in order to receive credit (30% of grade), which indicates the student is fulfilling minimal levels of achievement in program competency area (SoA iii) Individual and Cultural Diversity.

Journal entry 1 : Self-reflection and cultural snapshot
Journal entry 2: Initial cultural immersion plan for immersion experiences
Journal entry 3: Cultural immersion pre-activities reflections
Journal entry 4: Building knowledge about other cultures, individual differences and assumptions
Journal entry 5: Condundrum of Racism and Racist Ideas
Journal entry 6: Gender and Implicit Bias
Journal entry 7: Revisit initial reflections
Journal entry 8: Final cultural immersion and testing assumptions activities (2 immersions)
APPIC diversity essay draft

Topics for approval: Cultural immersion activity (for journal entries)
The cultural immersion activities are a lived experiential activity where the student will visit any cultural setting that is considered "other" culture or a different culture than the student's own identities or belongingness cultures. The cultural visit will occur in a public or otherwise safe space for the student visiting and will be a setting that permits outsiders, so as not to intrude on the different culture's safe spaces. The setting should NOT be one that is catering to outsiders, such as a museum, for example, but an authentic engagement centering the "other" group that is acceptable and not invasive or inappropriate for outsiders to be present.

Examples of prior cultural immersion activities: attending a public political rally for a political cause from a different perspective or perceived ideology of the student; attending a Spanish cultural fair (all Spanish speakers); riding public transportation; attending a public Amish cultural event; eating a meal as a guest in a free soup kitchen; taking a person who is experiencing homelessness for a meal in a restaurant/take out meal, including bringing a shared picnic lunch; attending a religious service for a religion unfamiliar or one perceived as very different from the religion of the student (examples of prior immersions included: Chesterfield Spiritualist Service, Korean Christian service; Buddhist meditation event; Pagan celebration event; attending services at a Christian church led by a gay pastor; attending Unitarian Universalist Church service; attending church at predominantly Black church – Whitely community)

Rubric for demonstration of minimal level of achievement on journal entries

Below Expectations	**Meets Expectations**	**Exceeds Expectations**
Appears to lack awareness of the value of self-reflection or lack of awareness of other cultures or multiple viewpoints in professional health service psychology. May show reluctance to engage in self-reflection around cultural or individual diversity topics	Engages in appropriate self-reflection, clear integration of various perspectives and information about individual and cultural diversity; shows awareness of current theoretical and empirical knowledge base as it relates to addressing diversity in professional activities; responses to diverse viewpoints demonstrate willingness to engage in learning about individual and cultural diversity, awareness of one's own personal/cultural history, attitudes, and how biases may affect understanding of others. Demonstrates individual and cultural sensitivity based on student participation in class and through journal assignments.	Demonstrates all behaviors of "meets expectations" and in addition provides new resources to the course, in class discussions, and by modeling advanced skills for engaging with others in challenging situations regarding individual and cultural diversity.

4. Professionalism and Abiding by Ethical Codes of Conduct for class activities**. (15%)** Professionalism, regular participation, **timely submission of assignments**, and respect for others is an essential component of this course and student behavior in this regard will be graded. Note: for any disability accommodations stating extended (1.5x) time for assignments or test submissions, the assignments will be due within one week of the due date or they will be

considered late. All assignments are posted in advance to allow sufficient time for all students who may want more time for any assignment, and getting behind on assignments will impact the student's ability to participate in discussions in class and will hamper learning in the class pacing as a cumulative, increasingingly complex professional training course.

Students will receive full credit for completing in-class activities as assigned, abiding by the ethical codes and demonstrating respect for differences in the class. Differences of opinion are expected, so conveying opinions in a respectful manner is the key to full credit for professionalism. It is expected that students would receive full credit for this aspect of the class. If there is a concern, the instructor will meet with the student individually to provide feedback and a plan for constructive professional development in written and oral format. If the student corrects the behavior and is responsive to feedback according to the written plan, the student will still be eligible for full credit. Grades will be used for this portion of the course. A= meets expectations, B = needs some improvement, C = needs remediation.

5. Lead a Discussion on a Special Topic (**20%**)
Students will select a topic of interest that expands knowledge beyond what is already assigned reading in the class, gather information about that topic, and then lead a (30 mins) class presentation and discussion about that area/topic. The purpose of the assignment is to deepen understanding about a cross-cultural area that the student has little background, gain content knowledge, share that information with the class in a meaningful and engaging way, and help the whole class broaden understanding of the topic. This type of presentation is intended to be applicable for future settings that include interdisciplinary team professional development. Examples of topics might include: poverty, homelessness, addictions, specific religious viewpoints and practices, African American students' experiences, Latino youth considerations in health care, White students and ethnic identity development, working with children whose parents are in prison, and other special topics are welcome with instructor approval. Students are encouraged to use media clips, reflective activity prompts, YouTube, and other multimedia sources to add interest and relevance to these training information sessions as suitable for the audience. The instructor encourages students to seek input and guidance as often as needed from the instructor in the planning of this discussion. The student leading the discussion will provide the class with necessary context and background, **including empirical literature** but also incorporating practical and lay-accessible non-academic materials, and will offer guidance for the class throughout the discussion during class time. This would in some ways, with addition of using media tools to offer discussion context, mirror a round table discussion in a professional conference format.

Topics as examples:
Gun violence:
Addiction (NARCAN):
Homelessness:
Children whose parents are in prison:
Religion in public schools:
Hetero-centered assumptions in schools:
Criminal justice system and mental health:

Transition to college for youth in foster care:
Child welfare laws and policies
Collaborative assessment with families
Healing centered schools
Creating and sustaining culturally responsive and welcoming climates in schools (belongingness promoting) – can be preK-12 or graduate programs in school psychology
Polyamorous families/parents:
Multigenerational families living in home:
Adolescent mothers:
Immigrants/refugee families in schools:

The instructor will use the rubric below to grade the special topic discussion:

1	2	3	4	5
Not present	Minimal	Moderate/needs improvement	Present/appropriate	Outstanding

Area for ratings	Rating (1-5)
1. Topic and content is relevant to ethics, law, or multicultural training in health service psychology	
2. Inclusion of scholarly peer reviewed literature (pop culture and social or various media sources are encouraged, but **must** be blended with other peer reviewed sources in context); APA style used for references	
3. Clear presentation of background information appropriate for the audience	
4. Moderation of topic is professional, encourages ongoing participation for other class members, respectful, and constructive.	
5. Discussion or activity clearly fosters learning in areas of professional practice within health service psychology, including assessment, intervention, consultation, supervision, and general professional practice	
TOTAL GRADE (sum of ratings 25/25 is 100%)	

6. Ethics Problem Solving Individual Case Worksheet **(10%)**

A formal problem-solving model will be presented and discussed in this course. Students describe a de-identified ethical dilemma and complete the ethical problem solving worksheet about the scenario. **This assignment is to be completed independently and must not be completed with any assistance from AI.** This assignment will also be uploaded to Canvas. The following rubric will be used to grade this assignment, which corresponds directly to program milestones for each student to ensure all students are meeting program expectations in the area of ethics and law. Numbers represent points possible. Total score will be sum of scores in each row. Grade will be reflected as a percentage of points earned. **Students may not pass this course without completing this assignment and earning 80% or better.**

Domain	Unsatisfactory	Marginal	Satisfactory	Accomplished	Exemplary
Clear, operational description of	1	2	3	4	5

ethical dilemma					
Analysis of dilemma using clear problem-solving steps	2	4	6	8	10
Presentation of alternatives	2	4	6	8	10
Action and rationale	2	4	6	8	10
Adherence to overall model	1	2	3	4	5
					Total score (40/40) =

Required Readings

Required Textbooks**:**

Hartsell, T. L. & Bernstein, B. E. (2013). *The Portable Lawyer for Mental Health Professionals, 3rd edition*. Hoboken, NJ: John Wiley & Sons.

Jacob, S, Decker, D. M. & Lugg, E. T. (2022). *Ethics and Law for School Psychologists,8th ed*. Hoboken, NJ: John Wiley & Sons, Inc.

Sue, D. W. (2015). *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race*. Hoboken, NJ: John Wiley & Sons

Resources for Reference

National Association of School Psychologists Principles for Professional Ethics. (2020). *https://www.nasponline.org/standards-and-certification/professional-ethics*

American Psychological Association, APA Task Force on Race and Ethnicity Guidelines in Psychology. (2019). *Race and Ethnicity Guidelines in Psychology: Promoting Responsiveness and Equity*. Retrieved from http://www.apa.org/about/policy/race-and-ethnicity-in-psychology.pdf

American Psychological Association (2017). Ethical Principles of Psychologists and Code of Conduct. https://www.apa.org/ethics/code/ethics-code-2017.pdf

Council of Chairs of Training Councils (2021). CCTC 2020: Social Responsiveness in Health Service Psychology Education and Training Toolkit. https://www.cctcpsychology.org

Reading/Assignments **All assigned readings on this table are required** **Supplemental readings are recommended below for further reading**

Aiello, Michelle; Bismar, Danna; Casanova, Saskias; Casas, Jesus Manuel; Chang, Doris; Chin, Jean L.; Comas-Diaz, Lillian; Salvo Crane, Leilani; Demir, Zeynep; Garcia, Melinda A.; Hita, Liza; Leverett, Patrice; Mendez, Kristina; Morse, Gayle Skawen:nio; shodiya-zeumault, shola; O'Leary Sloan, Maeve; Weil, Marie C.; and Blume, Art W. (2021) "Protecting and Defending our People: Nakni tushka anowa (The Warrior's Path) Final Report. APA Division 45 Warrior's Path Presidential Task Force (2020), *Journal of Indigenous Research*: Vol. 9 : Iss. 2021 , Article 8. DOI: https://doi.org/10.26077/2en0-6610

American Psychological Association (2021). Equity, Diversity, and Inclusion Inclusive Language Guidelines. Retrieved from https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf

Bowleg, L., Boone, C. A., Holt, S. L., del Río-González, A. M., & Mbaba, M. (2021). Beyond "heartfelt condolences": A critical take on mainstream psychology's responses to anti-Black police brutality. American Psychologist. https://doi-org.proxy.bsu.edu/10.1037/amp0000899.supp (Supplemental)

Clay, R. A. (2017). Women outnumber men in psychology, but not in the field's top echelons. Monitor, 48 (7). American Psychological Association. Retrieved from: https://www.apa.org/monitor/2017/07-08/women-psychology

Clauss-Ehlers, C. S., Chiriboga, D. A., Hunter, S. J., Roysircar, G., & Tummala-Narra, P. (2019). APA Multicultural Guidelines Executive Summary: Ecological Approach to Context, Identity, and Intersectionality. *The American Psychologist*, *74*(2), 232–244. https://doi.org/10.1037/amp0000382

Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. L. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. Journal Of Experimental Social Psychology, 48(6), 1267-1278. doi:10.1016/j.jesp.2012.06.003

Drescher, J. (2015). Queer diagnoses revisited: The past and future of homosexuality and gender diagnoses in DSM and ICD. International Review Of Psychiatry, 27(5), 386-395. doi:10.3109/09540261.2015.1053847

Duncan, R. E., Hall, A. C., & Knowles, A. (2015). Ethical dilemmas of confidentiality with adolescent clients: Case studies from psychologists. Ethics & Behavior, 25(3), 197–221. https://doi-org.proxy.bsu.edu/10.1080/10508422.2014.923314

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Recommended Supplemental Readings/Resources:

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Newell, M. L., Nastasi, B. K., Hatzichristou, C., Jones, J. M., Schanding, G. r., & Yetter, G. (2010). Evidence on multicultural training in school psychology: Recommendations for future directions. *School Psychology Quarterly*, *25*(4), 249-278. doi:10.1037/a0021542

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Utsey, S. O., Ponterotto, J. G., & Porter, J. S. (2008). Prejudice and racism, year 2008--still going strong: Research on reducing prejudice with recommended methodological advances. *Journal Of Counseling & Development*, *86*(3), 339-347. doi:10.1002/j.1556-6678.2008.tb00518.x

Vasquez, M. T. (2012). Psychology and social justice: Why we do what we do. American Psychologist, 67(5), 337-346. doi:10.1037/a0029232

Learning for Justice: https://www.learningforjustice.org/magazine/publications/speak-up-at-school

Class Schedule of Assignments and Activities DRAFT

All assignments will be posted on Canvas and individual assignments may be updated.

University semester #Week	Readings Some readings may be added or omitted based on learning needs that may arise during the semester. Any changes will be announced in class with at least 1 week notice.	Assignments Due by 9am On class date
1 Intro 8.24	Introduction to course	In-class intro assignment
2 Foundations and Guidelines 8.31	APA Multicultural Guidelines Executive Summary (2019) APA Inclusive Language Guidelines (2021) Feitzer, Ponterotto, et al. (2016) Malott et al. (2015) Textbook: Hartsell & Bernstein (2013) Chapters 1-5 (these are very short chapters)	Reading summary 1 Journal Entry #1 CITI training certificate due
No class	Labor Day	
3 Confidentiality 9.14	Review Textbook: Jacob, Decker and Lugg (2016) Ch. 1-3 Textbook: Hartsell & Bernstein (2013) Chapters 6-10, 31, 39, 40 Textbook: Sue (2015) Ch. 1 Duncan et al. (2015) Williamson et al. (2017)	Reading summary 2
4 Ethical Problem Solving 9.21	Kelly, Diamond, Davis & Whalen (2018) Hailes, Ceccolini, Gutowski & Liang (2021) Textbook: Hartsell & Bernstein (2013) Chapters 18, 19, 20, 28, 29 and 30	Reading summary 3
5 Racial Identity Intersectional Identities 9.28	Bowleg, Boone, Holt, del Río-González & Mbaba (2021) Cyrus (2017) Kendall & Barnett (2015) Jones (2009) Textbook: Sue (2015) Ch. 2,3,4,5	Reading summary 4 Journal assignment #2
6	Miller, Brown, Hopson (2011)	Reading summary 5

Business Models, Equity and Privilege 10.5	Forward and Chapter 1: Friere's Pedagogy of the Oppressed At: http://www.historyisaweapon.com/defcon2/pedagogy/pedagogychapter1.html Textbook: Hartsell & Bernstein (2013) 15, 16, 17, 25, 26, 27, 37	APPIC diversity essay due
No class	Fall Break	
7 Implicit Bias and Reflective Practices 10.19	Sandeen, Moore & Swanda (2018) McCabe (2014) Drescher (2015) Devine, Forscher, Austin & Cox (2012) Textbook: Sue (2015) Ch.6, 7, 8, 9	Reading summary 6 due Cultural explorations (journal #3) topic for approval due
8 Gender Diversity 10.26	Hendricks & Testa (2012) National Center for Transgender Equality (2018) Safe Zone Project: https://thesafezoneproject.com/	Reading summary 7 due Ethics Problem-Solving Assignment due
9 Research Considerations 11.2	Trainor & Bal (2014) Textbook review: Jacob, Decker & Lugg (2016) Chapter 10 McKenney (2021) Sue, Chapter 12	Reading summary 8 due Journal assignment #3 Cultural explorations
10 Historical Systematic Oppression and Ongoing Impact	Zinn Project – (a) Red Summer 1919 (b) Mass Deportations during Great Depression Clay (2017) Hampton-Anderson et al. (2021)	Reading summary 9 due Journal assignment #4

11.9	Shea et al. (2019) APA historical timeline APA apology Student Presentation:	building knowledge about other cultures
11 Supervision 11.16	Grassetti et al.(2019) CCTC (2021) Toolkit Module 8: Socially Responsive Evaluation of Students, Faculty and Supervisors Textbook: Hartsell & Bernstein (2013) Chapter 33, 34, 38 Textbook review: Jacob, Decker & Lugg (2016) Chapter 11	Reading summary 10 due Journal assignment #5 Racism and racist ideas
12 Religion English Language Learners 11.23	Bemak & Chung (2021) Hagen, Arczyunski, Morrow & Hawxhurst (2011) Lavin (2021) Trusty, Swift, Black, Dimmick & Penix (2021)	Reading summary 11 due Journal assignment #6 Gender (cis-women and trans-women)
13 Adapting to meet needs of clients from diverse backgrounds 11.30	Textbook: Sue (2015) Chapter 10, 11, 13	Reading summary 12 due Journal assignment #7 Revisit initial reflections
14 Wrap up 12.7	Remaining final presentations and recap	