



## **PSY 898 – Social Justice**

*I hope that together we can foster a sense of community in this classroom and consider it to be a place where we all will be treated with respect. I welcome students of all backgrounds, beliefs, ethnicities, national origins, gender identities, sexual orientations, religious and political affiliations – and other visible and nonvisible differences. I hope when we gather together we have a wide variety of opinions and experiences; all members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. If this standard is not being upheld, feel free to speak with me...and I encourage you to speak with each other, as well. This syllabus is explicitly designed to meet accessibility/Universal Design for Learning guidelines. Please let me know if the design is not operating correctly.*

### **My expectations and hopes for the semester**

My expectations for myself in this course are to be engaged, curious, respectful, thoughtful, challenging, and fully committed to your learning over the semester. Feedback and assessments will be timely, fair, and designed to support your professional growth and competence as a psychologist. I will do all I can to foster a classroom environment that is conducive to your learning. I also expect to be very interpersonally active with you and to utilize humor in a way that is appropriate and assists your understanding of the concepts we are discussing.

My expectations for you are that you will be in class on time, have done the reading assigned for the week and have copies in hand at the time we meet, and be ready to engage with your classmates and me about what you are learning and how your own experience shapes your understanding. I also expect that you will communicate with me directly and as soon as possible if you find yourself struggling with any aspect of the course, so that together we can identify problem-solving options to maximize your successful completion.

Throughout our class meetings we'll spend considerable time laying a foundation conducive to respectful yet challenging discussions through which we all can grow. I hope we will grapple with complicated, emotional, and thought-provoking topics as a community, and to understand that learning and teaching come from shared experiences and critical self-reflection. We enter into this exploration together, and together we are responsible for its success.

Social justice is a subject that can engender intense discussions, because it often touches on aspects of our own moral values as well as institutional policies, professionalism, and laws. These areas of difference are the edges where our learning occurs, and if we can disagree without being disagreeable, the opportunity to understand another person's perceptions and opinions—and perhaps even changing our own—becomes a rich and vibrant invitation to expand our own views of the world.

I started teaching on the medical wards more than thirty years ago when I was in graduate school, and then moved into formal classroom facilitation at the beginning of my post-doctoral fellowship. I still find it to be my major source of professional satisfaction. For me, one of the delights of teaching is that I have the privilege of collaborating with adults who are dedicated to making a difference in the world. I look forward to working with you this semester; **please** schedule 1:1 conversation hours when you need or want to do so. Welcome!

## Course overview

Course unit value: 3

For each semester, one (1) hour of credit is assigned per hour each week of classroom or direct faculty didactic instruction (that is, per hour of lecture or student in-class time) and at least two and more likely three (2-3) hours of out-of-class student work (homework).

What learning methods are used?

This course will include collaborative conversations, student-led article analysis, small- and large-group exercises, direct faculty didactic instruction, and out-of-class student reading and writing.

Course instructor contact information

Name: David Jull-Patterson, PhD, FT

Pronouns: he/him/his

Room: Faculty offices at Stonelake

Email: [david.jull-patterson@cnsu.edu](mailto:david.jull-patterson@cnsu.edu)

I don't check email after 17:00 on weekdays or on weekends or holidays - please plan accordingly!

1:1 conversation hours: Monday-Thursday, 15:00-16:00, and by appointment. Feel free to stop by my office at other times—if I'm available I'm happy to talk with you. Or you can just say hi!

I truly enjoy meeting with students outside of class

1:1 conversation hours: Monday-Thursday, 14:00-15:00, and by appointment (I have a lot of flexibility in my schedule, so please let me know what works best for you).

Classroom and meeting times

Room: Stonelake #140

Time: Tuesdays, 09:00 – 12:00pm

Spring semester — January – May 2021

## Course description and rationale

As the APA Ethics Code Task Force continues its work revising our professional ethics code, social justice is poised to enter the code as an aspirational ethical principle for all psychologists. This course will help you learn how to competently incorporate social justice and advocacy into your professional identity and behavior as a psychologist. It is designed as the capstone academic experience in the social justice commitment that the College of Psychology has made to its students and to the community.

## Prerequisite courses

PSY 607 - Foundations of Behavior: Social and Cultural  
PSY 801 - Human Diversity and Cultural Awareness

# Course learning objectives

Profession-wide competencies (See APA, 2018 for more about accreditation standards).

## **Profession-wide competencies**

### *Competency 3: Individual and cultural diversity*

Doctoral students are expected to:

1. have an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
2. possess knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
3. integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
4. demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

### *Competency 5: Communication and interpersonal skills*

Doctoral students are expected to:

1. demonstrate effective interpersonal skills and the ability to manage difficult communication well.

## Course goals

These course goals allow you to show your comprehension of course material by demonstrating knowledge of factual and conceptual (more concrete) through procedural to metacognitive (more abstract) processes. In this case, “metacognitive knowledge is knowledge of [one’s own] cognition and about oneself in relation to various subject matters...” (Anderson & Krathwohl, 2000).

In this course, development of understanding about social justice builds on the knowledge of your own background (factual) that you documented in PSY 801: Human Diversity and Cultural Awareness, how your increased knowledge about background relates to general principles (conceptual) that you learned in PSY 801: Human Diversity and Cultural Awareness, and how those principles influence your work as an advocate for social justice (procedural) in this course. The overarching outcome is to increase your own ability to critically self-reflect about how these facts, concepts, and procedures help you emotionally and cognitively understand yourself and how you view others (metacognitive), and how this type of understanding impacts your performance of professional social justice advocacy in a cultural context.

By the end of this course, you will:

1. Deepen your knowledge of your cultural background as well as your privileged and marginalized status.
2. Utilize reflective and critical thinking skills to gain insight into your assumptions, worldviews, values, beliefs, and biases that come from your privileged and marginalized status.
3. Integrate your background and current status with your understanding of the foundational principles of social justice.
4. Identify methods you can use to explore with privileged and marginalized patients, organizations, and communities how norms, values, and regulations embedded in general society hinder and contribute to the growth and development of the organization or community and its members.
5. Synthesize your knowledge gained through readings and discussion with the lived experience of a senior staff member of an agency focused on social justice issues.

## What will I be doing in this course?

### Technology proficiency required for this course

Web-based course management (*Canvas*)

Presentation program (e.g., Keynote, PowerPoint, Prezi)

Word processing program

IMPORTANT NOTE: I will communicate with the class through *Canvas*. It will be the primary means of communication between me and you and your classmates outside of class time. Please be prompt in responding to emails – no more than 48 hours should lapse before emails are returned or acknowledged. Also, the *Canvas* site for this course will be used extensively. If you are unfamiliar/uncomfortable with course management software like *Canvas*, please peruse the following website to help acquaint yourself: <https://community.canvaslms.com/community/answers/guides/> Communications may include changes or cancellations in class, office hours, meeting rooms or times, and/or assignments. Please go into your personal profile in *Canvas* and confirm that the email address listed is the email you will be reading on a daily basis. The class topics and reading assignments are subject to change with a week's notice. These changes will be announced in class, posted on *Canvas*, and confirmed by email.

### Attendance and behavioral expectations

I expect you to attend all classes in their entirety; it is impossible to make up what has transpired. *I define missing class as missing 15 minutes or more of scheduled class time.* If you miss 1-4 classes, you will lose the 2 points awarded for active participation in each class. If you miss a fifth class, I will ask you to drop or withdraw from the course. The final dates to drop or to withdraw are listed in the catalogue. Please consult the student handbook for a list of what are considered excused absences.

You may fail the course by reason of difficulty in demonstrating professional behaviors or meeting the requirements of the class, such as timely completion of assignments, attendance, or for violations of ethical and professional standards of care. Demonstration of professional behavior (professionalism) includes following the APA Ethical Principles for Psychologists and Code of Conduct; adhering to school guidelines as listed in the Student Handbook, and complying with other directives from the CNU administration. In addition, professionalism includes respectful and responsible speech and actions, communicating directly should issues or problems arise, and maintaining professional boundaries, such as the confidentiality of patients and the privacy of classmates.

If you identify a problem that is negatively affecting your course performance, contact me immediately so together we can develop an appropriate action plan to help you succeed. Please do not wait until the end of the semester or just before an assignment is due to reach out to me. I encourage you to talk with me in person to schedule a meeting.

### Class participation

Sharing ideas and engaging in intellectual dialogue are requirements of the course. Participation in class discussion is an important component of my ability to assess your competence. Through your participation you contribute to others' learning and advance your own understanding. It is one way in which you demonstrate your mastery of class material, course objectives, and your ability to engage in problem solving and professional learning behaviors.

The class is designed using group discussion to help facilitate class participation. Throughout the course you are responsible for being familiar with and participating in discussions of assigned articles — they are the didactic basis of the course. Through reading and discussions of articles you will acquire the scientific and theoretical knowledge base to meet course learning outcomes. Assessment of participation in class discussion is based on:

- Preparation – you read the article, brought a copy to class, are familiar with its content, and are prepared to discuss it;
- Willingness – you contribute to class discussion and comment on other classmates' presentations;
- Quality of contribution – you understand the readings, synthesize ideas, explore and question meanings, and apply concepts.

### Written assignments

Please use APA format for your written work.

I want you to focus your critical skills and synthesize what you are learning from the readings and class discussions. Mastery of basic skills of grammar and composition are assumed at this level of education. Please write in the first person (using *I*) and not in the third person (using *the writer* or *we* or *psychologists*). Don't just rephrase other authors' work — give your own perceptions or ideas. Be sure you include concepts from readings and class discussions as appropriate. Please don't recap what is in the article or chapter - I already read it, and that is why I chose to assign it.

In the past, my students have been puzzled as to why they got a grade on an assignment that was lower than they expected. If I have asked for certain aspects to be addressed in your writing, you skip an aspect at your own risk! Your grade will be lower if an aspect I've asked you to respond to is not addressed. I endeavor to make sure that all aspects are reflected in the grading rubric.

Here's the biggest single suggestion I can make about your writing assignments (other than to check your "writing hygiene" - spelling, punctuation, grammar, sentence and paragraph structure, etc.):

**Tell me about your thinking. I'm interested not only in the issues upon which you've chosen to focus, but *what* prompted you to choose them, *what* you think about them, and *how* they have an impact on your development as a psychologist.**

Missed assignments will result in a lower grade or failure of the class, depending on the work missed. At my discretion, missing more than one major assignment can result in failing this class. If, however, you are *seriously ill* and provide a doctor's note, the assignment may be submitted. Let me know as soon as possible if you find yourself in this situation.

If writing is difficult for you please inform me and we will work together as needed to help you meet this requirement.

### Verbal assignments

Your ability to cogently present an oral case report will stand you in good stead throughout your career. In situations as varied as rounds, team meetings, and departmental educational activities, the verbal fluency you display when making a case report reflects on your own ability as well as gives an indication, particularly in interprofessional settings, of how psychology, as a profession, expects its practitioners conduct themselves. There are resources (Jacobs & Hyman, 2010) available to help you make your oral presentation effective; we'll also talk about tips and techniques in class.

If you are unable to present your oral case presentation on the day you scheduled, it is your responsibility to switch presentation time with a classmate as soon as possible and send me an email to let me know about the exchange. If you miss your presentation without arranging for another presentation in its place, I will regard your presentation as a missed assignment and give you no points.

Just as with writing, if speaking in class is difficult for you please inform me and we will work together as needed to help you meet this requirement.

### Feedback and assessment

A helpful definition of feedback is “...specific, nonjudgmental information comparing a trainee’s performance with a standard, given with intent to improve performance” (van de Ridder et al., 2008, p. 189). Feedback is always being given and received, consciously or unconsciously, skillfully or carelessly. Perhaps most importantly, the process of giving and receiving feedback is an expression of commitment to the learning relationship.

Students are sometimes uncertain about the difference between feedback and assessment. Feedback, in this course, is an ongoing conversation between all of us, transparent in nature, and educates the recipient as well as the rest of the group. You will provide self-reflection as well as hear oral feedback on your oral presentation and article discussion leadership (more info about assignments is on page 13). This type of feedback is designed to help everyone improve and learn from one another.

Assessments come in the form of scores for work submitted that takes into account the feedback you’ve received and then a summative process encompassing scores received throughout the entire semester. All assessments are private. The hallmark of a good assessment is that it is not a surprise, and I will strive to make sure the feedback you receive from me (as well as that of your classmates) is reflected in your assessment.

### How to succeed in this course

Succeeding is different from not failing; meeting the fundamental requirements as I’ve outlined them will keep you from failing. My experience teaching is that the students who are truly successful are the ones who are willing to take risks and to challenge themselves and each other. To succeed is to take the information you learn through readings and interactions with me and your classmates and be affected by it. By engaging with the material, being willing to change the way you think about the subjects we study, and actively participating in classroom discussions, the likelihood is that at the end of the year, you will look back and say to yourself, “I will use what I learned in this course during my work. It was worth the money and time (45 hours in class, ≈ 135 hours outside of class) I invested by taking it.” The *raison d’être* of the course is to provide a foundation upon which you can build your understanding and ability to advocate for social justice, as you understand it, throughout your career. If there is something I can do to support your success in learning this way, please don’t hesitate to let me know.

### Professionalism and competence

In our program we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students’ attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence.

We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all patients. For some trainees, integrating personal beliefs or values with professional competence in working with all patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and noninjurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop

professional competencies because of conflicts with their attitudes, beliefs, or values (Wise, Bieschke, Forrest, Cohen-Filipic, Hathaway, & Douce, 2015).

A meta-goal of the program at CNU is to develop psychologists with high levels of professionalism. This meta-goal underlies the goals of each course and clinical placement throughout your education. As you engage in your knowledge acquisition in this course, we will attend to aspects of professional development (the nurturance of professionalism) throughout the semester. You'll find this metacognitive approach laced throughout your readings; my intent is to help you further develop your professional knowledge and competence (a basic definition of professional development) by understanding how your personal responses affect your professional viewpoint and behavior. The focus on professional development has an impact on the quality of graduates from this school, their legal and ethical behavior, the types of peers other faculty and I will be encountering in our professional lives, the reputation of the school and its ability to recruit high-quality students, and—most important—the quality of care that is given patients and their communities by our alumnae and alumni.

### Course learning modalities

Student-led article analysis, faculty facilitation, lecture, small group discussion, community involvement, and student out-of-class reading and writing.

### Outcome measures

Here are how these outcomes map onto profession-wide competency goals, as well as the outcomes measures for these goals and the minimum level of achievement needed.

Course learning objective	Discipline-specific knowledge//Profession-wide competency	Weeks	Outcome measure	Minimum level of achievement
<b>Deepen your knowledge of your cultural background as well as your privileged and marginalized status.</b>	PWC 3.1-4; PWC 5.1	Varies; Week 3; All	<i>Tell Your Own Story</i> paper; article discussion lead; participation	80% or better on <i>Tell Your Own Story</i> assignment; 80% or better on article discussion lead; contribute one in-class comment
<b>Utilize critical reflection and deep thinking skills to gain insight into your assumptions, worldviews, values, beliefs, and biases that come from your privileged and marginalized status.</b>	PWC 3.1,2; PWC 5.1	Week 10, 11, & 15; All	<i>Tell Your Own Story</i> paper; article discussion lead; participation	80% or better on <i>Tell Your Own Story</i> assignment; 80% or better on article discussion lead; contribute one in-class comment
<b>Integrate your background and current status with your understanding of the foundational principles of social justice.</b>	PWC 3.1; PWC 5.1	All	Deep Poverty Initiative (DPI) ; Article discussion lead; participation	80% or better on the DPI Challenge reflection paper; 80% or better on article discussion lead; contribute one in-class comment
<b>Identify methods you can use to explore with privileged and marginalized patients, organizations, and communities how norms, values, and regulations embedded in general society hinder and contribute to the growth and development of the organization or community and its members.</b>	PWC-3.2,3	All	Social justice leader interview; social justice project presentation; Article discussion lead; participation	80% or better on social justice interview paper; 80% or better on article discussion lead; contribute one in-class comment
<b>Synthesize your knowledge gained through readings and discussion with the lived experience of a senior staff member of an agency focused on social justice issues.</b>	PWC 5-1	All	Social justice leader interview	80% or better on social justice interview paper

## Course materials and schedule

### Required textbooks and materials

Please bring a copy of the readings for the week to class with you:

- Anderson, S. K., & Middleton, V. A. (Eds.). (2018). *Explorations in diversity: Examining the complexities of privilege, discrimination, and oppression* (3rd ed). Oxford University Press.
- Friere, P. (2018). *Pedagogy of the oppressed* (M. B. Ramos, trans.). Bloomsbury. (Original work published 1968)
- Martin, M. E. (2015). *Advocacy for social justice: A global perspective*. Pearson.
- Weekly articles that are available online through Canvas.

### Workload, assignment submission guidelines, and my grading commitment

For every hour in class, plan to reserve 2-3 hours outside of class for reading and writing (the definition of the Carnegie unit, the basis for granting course credit in U.S. colleges and universities). Please upload your written work to me through our Canvas portal rather than to my email; each assignment is due by 09:00 on the date listed in the syllabus. The Canvas platform will not accept assignments after that time. Bring a double spaced and stapled hard copy of the assignment to class if you have a problem uploading the assignment. Assignments submitted in hard copy have the same due date and time as those electronically submitted. If you miss the class when an assignment is due, be sure you submit your assignment by the due date and time. **I do not accept late assignments.** Do not turn them in (see exception in *CNU policies* on page 28) and please...don't ask me to make an exception for you; following directions and meeting deadlines is a meta-goal within this course. My intention is to grade assignments and return them to you within 14 days. If you have not received your graded assignment by that time, please contact me to let me know that.

#### **The syllabus is subject to change**

This schedule is the general structure and content of the course. Please remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet your needs or mine, or other requirements.

We may spend more time on some topics as needed, and conversely, may move more quickly over other topics. I **will not** change assignment due dates to be earlier than what is listed in the syllabus.



Weekly class schedule (Each class will start with a check-in on how the course is going, how each of you is responding to this subject area, and any suggestions you have as we move forward through the semester)

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**Week 1 – What is social justice?**

Assignments and points available: in-class discussion (2 points)

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Diaz, J. (2014). A psychological framework for social justice praxis. In C. V. Johnson & H. L. Friedman (Eds.), *The Praeger handbook of social justice and psychology, volume 1: Fundamental issues and special populations* (pp. 64-81). ABC-CLIO. **Discussion leader: Dr. Jull-Patterson**

Thrift, E., & Sugarman, J. (2019). What is social justice? Implications for psychology. *Journal of Theoretical and Philosophical Psychology*, 39(1), 1–17. <https://doi.org/10.1037/teo0000097>

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**Week 2 – Effective advocacy**

Assignments and points available: in-class discussion (2 points); discussion leads (49 points)

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Martin, M. E. (2015). An introduction to advocacy for social justice. In *Advocacy for social justice: A global perspective* (pp. 1-12). Pearson. **Discussion leader #1:**

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016 January 27). Multicultural and social justice counseling competencies [Web article]. *Counseling Today*. <https://ct.counseling.org/2016/01/multicultural-and-social-justice-counseling-competencies-practical-applications-in-counseling/#> **Discussion leader #2:**

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**Week 3 – Contemporary issues**

Assignments and points available: in-class discussion (2 points); discussion leads (49 points)

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Your choice of two chapters from *Section 1: Stories of privilege, white racial identity, whiteness, and intersectionality* of the Anderson & Middleton textbook.

Martin, M. E. (2015). Contemporary issues affecting social justice. In *Advocacy for social justice: A global perspective* (pp. 13-24). Pearson. **Discussion leader #3:**

Gorski, P. C., & Goodman, R. D. (2015). Introduction: Toward a decolonized multicultural counseling and psychology. In: R. D. Goodman, & P. C. Gorski (Eds.), *Decolonizing “multicultural” counseling through social justice* (pp. 1-10). Springer. [https://doi.org/10.1007/978-1-4939-1283-4\\_1](https://doi.org/10.1007/978-1-4939-1283-4_1) **Discussion leader #4:**

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**Week 4 – Interventions**

Assignments and points available: in-class discussion (2 points); discussion leads (49 points); DPI Challenge response paper #1 (60 points)

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DUE: DPI Challenge response paper #1

Your choice of two chapters from *Section 2: Stories of ethnic complexities, privilege, and intersectionality* of the Anderson & Middleton textbook.

Week 1 of the Deep Poverty Initiative Challenge: *Welcome and introduction*.

<https://www.apa.org/about/governance/president/challenge-week-one-introduction> **Discussion leader #5:**

Martin, M. E. (2015). Human services advocacy interventions. In *Advocacy for social justice: A global perspective* (pp. 33-57). Pearson. **Discussion leader #6:**

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**Week 5 – Advocacy for women and girls**

Assignments and points available: in-class discussion (2 points); discussion leads (49 points)

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Your choice of two chapters from *Section 3: Stories of assumed privilege* of the Anderson & Middleton textbook.

Grzanka, P. R. (2018). Intersectionality and feminist psychology: Power, knowledge, and process. In C. B. Travis, J. W. White, A. Rutherford, W. S. Williams, S. L. Cook, & K. F. Wyche (Eds.), *APA handbook of the psychology of women: History, theory, and battlegrounds* (p. 585–602). American Psychological Association. <https://doi.org/10.1037/0000059-030> **Discussion leader #7:**

Martin, M. E. (2015). Advocacy for women and girls. In *Advocacy for social justice: A global perspective* (pp. 57-72). Pearson. **Discussion leader #8:**

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**Week 6 – Violence against women and girls**

Assignments and points available: in-class discussion (2 points); discussion leads (49 points)

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Your choice of two chapters from *Section 4: Stories of socioeconomic privilege and classism complexities* of the Anderson & Middleton textbook.

Martin, M. E. (2015). Violence against women and girls. In *Advocacy for social justice: A global perspective* (pp. 73-105). Pearson. **Discussion leader #9:**

Vereen, L. G., & Bohecker, L. (2019). Issues related to advocacy and social justice in counseling and counselor education. In M. O. Adekson (Ed.), *Handbook of counseling and counselor education* (pp. 168-184). Routledge. **Discussion leader #10:**

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**Week 7 – Advocacy for children**

Assignments and points available: in-class discussion (2 points); discussion leads (49 points); DPI Challenge response paper #2 (60 points)

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DUE: DPI Challenge response paper #2

Your choice of two chapters from *Section 5: Stories of sexual identities, gender, and cisgender* of the Anderson & Middleton textbook.

Week 2 of the Deep Poverty Initiative Challenge: *Examine*.

<https://www.apa.org/about/governance/president/challenge-week-two-examine> **Discussion leader #11:**

Martin, M. E. (2015). Advocacy for children. In *Advocacy for social justice: A global perspective* (pp. 106-134). Pearson. **Discussion leader #12:**

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**Week 8 – Catch-up and collaborate; Well-being; Mid-semester course feedback**

Assignments and points available: in-class discussion (2 points)

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Gorski, P. C. (2019). Fighting racism, battling burnout: Causes of activist burnout in US racial justice activists, *Ethnic and Racial Studies*, 42(5), 667-687. <https://doi.org/10.1080/01419870.2018.1439981>

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**Week 9 – Advocacy for LGBT populations**

Assignments and points available: in-class discussion (2 points); discussion leads (49 points)

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Your choice of two chapters from *Section 6: Stories of ageism, sexism, and heterosexism* of the Anderson & Middleton textbook.

Martin, M. E. (2015). Advocacy for lesbian, gay, bisexual, and transgender populations. In *Advocacy for social justice: A global perspective* (pp. 135-153). Pearson. **Discussion leader #13:**

Walsh, R. T. G. (2015). Bending the arc of North American psychologists' moral universe toward communicative ethics and social justice. *Journal of Theoretical and Philosophical Psychology*, 35(2), 90–102. <https://doi.org/10.1037/teo0000011> **Discussion leader: Dr. Jull-Patterson**

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**Week 10 – Advocacy for refugees and migrants**

Assignments and points available: in-class discussion (2 points); discussion leads (49 points); DPI Challenge response paper #3 (60 points)

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DUE: DPI Challenge response paper #3

Week 3 of the Deep Poverty Initiative Challenge: *Engage*.

<https://www.apa.org/about/governance/president/challenge-week-three-engage> **Discussion leader #14:**

Your choice of two chapters from *Section 7: Stories of differently abled and ableism* of the Anderson & Middleton textbook.

Martin, M. E. (2015). Advocacy for refugees and migrants. In *Advocacy for social justice: A global perspective* (pp. 154-180). Pearson. **Discussion leader #15:**

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**Week 11 – Research**

Assignments and points available: in-class discussion (2 points); discussion leads (49 points); Social justice interview (60 points)

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DUE: Social justice interview

Your choice of two chapters from *Section 8: Stories of gender, race, and identity development* of the Anderson & Middleton textbook.

Cole, E. R. (2009). Intersectionality and research in psychology. *American Psychologist*, 64(3),170-80. <https://doi.org/10.1037/a0014564> **Discussion leader #16:**

Termeer, C. J. A. M., & Dewulf, A. (2019). A small wins framework to overcome the evaluation paradox of governing wicked problems. *Policy and Society*, 38(2), 298-314. <https://doi.org/10.1080/14494035.2018.1497933> **Discussion leader #17:**

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**Week 12 – Therapy**

Assignments and points available: in-class discussion (2 points); discussion leads (49 points); DPI Challenge response paper #4 (60 points)

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DUE: DPI Challenge response paper #4

Your choice of two chapters from *Section 9: Stories of allies, activists, and personal compassion* of the Anderson & Middleton textbook.

Week 4 of the Deep Poverty Initiative Challenge: *Empower*.

<https://www.apa.org/about/governance/president/challenge-week-four-empower> **Discussion leader #19:**

Rogers-Sirin, L. (2017). Psychotherapy from the margins: How the pressure to adopt evidence-based-treatments conflicts with social justice-oriented practice. *Journal for Social Action in Counseling & Psychology*, 9(1), 55-78. <https://openjournals.bsu.edu/jsacp/article/view/73> **Discussion leader #20:**

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**Week 13 – Friere: Praxis and conscientization**

Assignments and points available: in- class discussion (2 points); discussion leads (49 points)

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Friere, P. (2018). Chapter one. In *Pedagogy of the oppressed* (M. B. Ramos, trans.) (p.43-70). Bloomsbury. **Discussion leader #21:**

Friere, P. (2018). Chapter two. In *Pedagogy of the oppressed* (M. B. Ramos, trans.) (p.71-87). Bloomsbury. **Discussion leader #22:**

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**Week 14 – Friere: Limit situation**

Assignments and points available: in-class discussion (2 points); discussion leads (49 points); DPI Challenge response paper #5 (60 points)

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DUE: DPI Challenge response paper #5

Week 5 of the Deep Poverty Initiative Challenge: *Everyone*.

<https://www.apa.org/about/governance/president/challenge-week-five-everyone> **Discussion leader #23:**

Friere, P. (2018). Chapter three. In *Pedagogy of the oppressed* (M. B. Ramos, trans.) (p. 88-124). Bloomsbury. **Discussion leader #24:**

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**Week 15 – Friere: Dialogics; Next steps**

Assignments and points available: in-class discussion (2 points); *Write Your Own Story* (60 points)

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DUE: *Write Your Own Story*

Friere, P. (2018). Chapter four. In *Pedagogy of the oppressed* (M. B. Ramos, trans.) (p.125-184). Bloomsbury. **Discussion leader: Dr. Jull-Patterson**

Furman, G. (2012). Social justice leadership as praxis: Developing capacities through preparation programs. *Education Administration Quarterly*, 48(2), 191-229.

<https://doi.org/10.1177/0013161X11427394> **Discussion leader: Dr. Jull-Patterson**

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**Finals Week – Social justice interview presentations**

Assignments and points available: in-class discussion (2 points)

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No readings this week.

## Evaluation, grading, and assignments

Someone who is attending to how well he [sic] is doing has his self-concept on the line. His image of himself as smart or competent is endangered by the risk of failing to meet a certain standard of performance. The attempt to protect that image usually comes at the expense of a desire to try one's best, which can seem risky. If you don't try, you don't fail..... The more he is focused on how well he's doing, the less he is absorbed in the task itself. That absorption facilitates learning, so anything that undermines it is educationally disruptive (Kohn, 2018, p. 156).

I would really like you to focus on learning and utilizing new information—grades in classes are secondary to learning. However, the university expects me to assign grades, so here's how I will do it:

Assignment	Date due	Percentage of grade
Participation in class and discussions	Weekly	10
Article discussion leader	Varies	25
Deep Poverty Initiative (DPI) reaction papers (5)	Weeks 4, 7, 10, 12, & 14	25
Social justice interview	Week 11	20
Write your own story	Week 15	20
<b>TOTAL</b>		<b>100</b>

This grading scheme provides the opportunity for you to demonstrate mastery of course content in a variety of modalities including formal and informal oral and written assignments as well as interaction with your peers in large and small group discussions. Students who attend class and participate fully in relevant and collaborative ways in class discussions and activities will receive higher grades. I will have your papers graded and returned to you within two weeks. Please don't hesitate to contact me if I haven't returned your assignment by that time.

### Assignments

*Participation in class and discussions (2 points per class; weighted percentage of grade: 15%)*

Participation in class discussions is required. Students who prepare for and participate fully in relevant and collaborative ways in class discussions and activities will receive higher grades. Rigorous preparation of the weekly assignments will provide sufficient background for meaningful contribution to class discussions. If you are having trouble understanding a concept, please raise the issue in class. Chances are your classmates will have similar questions. If you are concerned that you do not understand the concepts, please schedule an appointment during my office hours prior to the class meeting so that you can be prepared to participate in class discussions.

*The purpose of this assignment is to identify basic concepts and issues in the theoretical foundations of science and professional practice of psychology, and to demonstrate capacity for critical thinking with concepts and issues of theoretical foundations of professional practice. Your learning in this course will be enhanced through your active involvement discussing the concepts with your classmates and me as a way to help you analyze and articulate your own thoughts and beliefs about social justice.*

### Class participation rubric

Criterion	Excellent	Good	Needs improvement
<b>Provides constructive feedback to peers or deepens the discussion</b>	2 Asks a question or makes an observation that provides constructive feedback or deepens the discussion.	1 May ask a question or make an observation, but without contributing constructive feedback or deepening the discussion.	0 No verbal participation.

*Article discussion leader (2 articles @ 49 points each; 25% of course grade)*

At the first class we will be assigning discussion leaders for the articles. Each person will serve as the discussion leader for three articles during semester. As discussion leader, you are responsible for synthesizing your knowledge and demonstrating your grasp of the material covered in the article and through the semester up to that point; I expect that you will demonstrate comprehension, analysis, synthesis, and application. You do this by facilitating the discussion in class, not by lecturing to your peers. Feel free to think creatively about how to facilitate the discussion. You have 40 minutes for this discussion and 10 minutes for feedback.

*The purpose of this assignment is to respond to all five of the course learning objectives as they arise in the article (article lead), and to provide constructive feedback to peers (colleagues). Your learning in this course will be enhanced through your involvement in constructing a cogent discussion framework as well as articulating your understanding of the article as a method to engagement with your classmates and me in considering a variety of perspectives on the article.*

Article discussion rubric

Note to the presenters' colleagues: This rating system will help you think about the presentation you are hearing. Remember that the rating alone provides little useful information; please jot down comments to contribute to the verbal class feedback.

Criterion	Excellent	Good	Needs improvement
<b>I. CONTENT</b>			
Presenter knowledgeable about subject	3	2	1
Quality of background and introduction	3	2	1
Presents and/or elicits key ideas and findings clearly	3	2	1
Engages classmates in the discussion	3	2	1
Clearly articulates conclusions	3	2	1
Demonstrates comprehension, analysis, and synthesis	5	3	1
Clearly lets us know their own stance and what contributes to taking it	5	3	1
Criterion	Excellent	Good	Needs improvement
<b>II CLARITY OF PRESENTATION</b>			
Clarity of speaking style	3	2	1
Rapport with class	3	2	1
Timing and pace of presentation	3	2	1
Organization of presentation, i.e., depth versus breadth	5	3	1
Incorporates reading from previous classes or from other courses	5	3	1
Applies presentation to students' own experience of clinical work	5	3	1

*APA's Deep Poverty Initiative Challenge (60 points per reaction paper; 25% of course grade)*

The centerpiece of this course is your participation in the Deep Poverty Initiative (DPI) Challenge (<https://www.apa.org/about/governance/president/deep-poverty-challenge>), set by 2019 APA president Rosie Phillips Davis, PhD. We've chosen to focus on economic status because it affects every person in the world, whether they are poor, working class, middle class, or wealthy, or experience change in their status over a lifetime. From the APA:

**Public Perception**

Perceptions of people living in poverty by others often attribute poverty to personal failings and poor decision making rather than structural, systemic contributors. The just world hypothesis states that people believe that the world is basically fair, so people get what they deserve. This leads to an individualistic, victim-blaming discourse, touting deviant behaviors, laziness, and poor decision making as major causes of poverty.

**Structural Factors**

Public policies, government funding, and reforms to safety-net programs have come to increasingly reflect these stereotypes, for example the increasing imposition of work requirements in programs assisting with medical care, nutrition and housing. Continued erosion of these programs would put tens of millions of Americans' well-being at risk (APA, 2019a).

We also anticipate that you are able to translate your learning in this challenge to other areas of social justice in which you are interested. The Challenge helps you articulate goals, understand the complexities of a large problem, identify the social justice principles that underly its ubiquitous nature, and begin to gather resources and learn ways of interaction and intervention that help support your growth to include advocacy as a fundamental principle and expression of your professionalism and competence.

Every two to three weeks you are responsible for completing a week in the *Deep Poverty Initiative Challenge*. The following week you will turn in a reaction paper covering the following topics:

1. What were the three most salient pieces of information you learned over this week of the challenge?
2. With what did you agree, and on what do you base that agreement?
3. With what did you disagree, and on what do you base that disagreement?
4. What were your cognitive, affective, behavioral, spiritual, and/or social reactions to the exercises or action plans from this week?
5. How do you see the intersectionality of your privileged status and your marginalized status coming into play for this week of the challenge?

*The purpose of this assignment is to engage you in a variety of approaches when considering a crucial social justice subject. Your learning in this course will be enhanced through your deep dive into one specific social justice area as a way to model how you can take a similar approach to other areas of social justice in which you may take interest throughout your career.*



Deep Poverty Initiative DPI Challenge reaction papers scoring rubric  
(There are no “in-between” point possibilities)

Criterion	Excellent	Good	Needs improvement	Unsatisfactory
<b>Overall quality</b>	<p>10</p> <p>Ideas well organized and logically presented.</p> <p>All information is included to support the purpose of the paper.</p> <p>The flow is smooth and leads me to clear conclusions.</p>	<p>8</p> <p>Ideas generally organized or logically presented.</p> <p>Most information provided to support the purpose of the paper.</p> <p>Organization of main points and ideas generally flows well.</p>	<p>6</p> <p>Ideas generally somewhat organized or logically presented; interferes with ability of reader to follow the writer’s critical thinking.</p> <p>Some information provided to support the purpose of the paper.</p> <p>I have to extrapolate information in order to understand the flow of the paper.</p>	<p>2</p> <p>Poor organization or presentation of ideas interferes with ability of reader to understand overall paper.</p> <p>Information not supplied to support purpose of the paper.</p> <p>Paper is disjointed, without flow or clear conclusion.</p>
<b>Content</b>	<p>10</p> <p>Paper written in a clear and concise manner with strong discussion of ideas.</p> <p>Content directly addresses the purpose of paper.</p> <p>Organization, transitions, and conclusion are clear and appropriate.</p>	<p>8</p> <p>Contains generally clear and concise information</p> <p>Content mostly relevant to purpose of paper, but slightly lacking in depth or complexity</p> <p>Organization, transitions, and conclusion slightly lacking clarity and/or appropriateness.</p>	<p>6</p> <p>Information somewhat diffuse and loosely arranged</p> <p>Content marginally relevant, does not evidence depth or complexity</p> <p>Organization, transitions, and conclusion generally lacking clarity and/or appropriateness</p>	<p>2</p> <p>Information haphazardly arranged</p> <p>Content not relevant</p> <p>Organization, transitions, and conclusion not clear or appropriate</p>
<b>Grammar and mechanics</b>	<p>10</p> <p>Consistent and appropriate APA writing style, there are no grammatical errors, there are no spelling errors.</p> <p>Consistently uses correct word choices.</p> <p>Maintains writing in the first-person voice.</p>	<p>8</p> <p>Generally consistent and appropriate APA writing style, there are 2-3 punctuation or capitalization errors.</p> <p>Usually uses correct word choices.</p> <p>Generally stays in first-person voice.</p>	<p>6</p> <p>Attempted use of APA writing style; there are 4-5 punctuation or capitalization errors.</p> <p>Occasionally uses correct word choices.</p> <p>Sometimes uses first-person voice.</p>	<p>2</p> <p>Did not use APA writing style; there are 6 or more punctuation or capitalization errors.</p> <p>Consistently uses incorrect word choices</p> <p>Rarely uses first-person voice.</p>

Criterion	Excellent	Good	Needs improvement	Unsatisfactory
<b>Analysis of new information as well as of agreements and disagreements</b>	15 Excellent work analyzing new information; cogently discerns agreements and disagreements as well as the bases on which these are made.	12 Good work analyzing new information; can discern agreements and disagreements, and usually identifies bases on which these are made.	9 Fair work analyzing new information; can slightly discern agreements and disagreements, and makes an attempt to identify bases on which these are made.	3 Poor work analyzing new information; I can't tell where you agree or disagree, or you don't identify the bases on which these decisions are made.
<b>Critical self-reflection: personal reactions and social status are represented</b>	15 Excellent use of critical self-reflection, showing thoughtful ability to view multiple aspects of a situation.	12 Good use of critical self-reflection, showing a general ability to view multiple aspects of a situation.	9 Moderate use of critical self-reflection, showing some ability to view multiple aspects of a situation.	3 Poor or missing critical self-reflection, in either personal choices or in interviews with others; doesn't show thoughtful ability to view multiple aspects of a situation.

*Social justice interview (80 points; 20% of grade) (Adapted from Black [2011]).*

You will conduct a brief interview with someone who works at a social justice organization in the Sacramento area. Ideally, this person has a leadership position of some sort (e.g., coordinator, manager, vice president, CEO, founder, board member, etc.). Should that person be a psychologist...even better!

The interview is to be **conducted in person** and should focus on the respondent's experiences in working with social justice issues (e.g., reason for working in social justice, successes and failures, any relevant key milestones, reasons for continuing to work in the field of choice, etc.). When writing a 6-8-page paper, half will be about the interview itself, and in the second half you will summarize your critical self-reflection.

You have an opportunity at the end of the semester to give a 10-minute presentation (ungraded) about your choice of social justice organization and the staff member you interviewed.

Interview questions – Your interview questions should include (but are not limited) to the following:

1. Demographic information (e.g., Ask the interviewee how they define themselves from a multicultural perspective and clarify the extent to which any aspects of their multicultural identity inform their understanding of social justice)
2. Introductory questions about how your interviewee got into the field of social justice. Please see below for sample questions.
  - What led you to become interested in issues of social justice?
  - At what point did you become more actively engaged in social justice issues? What prompted/inspired you to become more actively engaged?
  - Is there anything in your own background that influences you?
  - How did you come to focus on this issue?

3. Major questions – questions about your interviewee’s experiences, views and beliefs about their chosen area of focus in social justice (i.e., racism, classism, sexism, heterosexism, ableism, etc.) and their continued role in the movement. Please see below for sample questions (and don’t forget to utilize follow-up questions).
  - Can you tell me a little bit more about the history of this organization? How was it started, who founded the organization, why was it started (be sure you’ve done some homework first to become somewhat familiar with the organization)?
  - What population/community does the organization serve?
  - Are there any major organizational milestones that are important to note as I try to understand the work of the organization?
  - How long have you been working in this area of social justice? What do you enjoy?
  - What do you not enjoy about working in this area?
  - What do you do to take care of yourself while doing this work?
  - How does the community support you?
  - What transitions in the field have you seen take place since you started working in this area?
  - What about your understanding of social justice or your chosen field of focus keeps you working in this area?
  - What types of involvement or interventions are most helpful? Which ones have provided less than hoped-for results?
  - From your perspective, what are some of the things that still need to happen to move social justice issues forward for the people/community that your serve?
  - How has your definition of social justice changed as a result of working in this area?
  - What recommendations or advice do you have for anyone looking to become more engaged in social justice issues?
4. Closing questions – questions that ask your respondent about general comments or thoughts about this interview.

Based on the questions and the information gathered in the interview, here are areas the prudent student will address in their essay:

- Background of the person and the agency.
- How the interviewee’s sense an understanding of themselves informed and/or influenced their decision to work in their particular field or area of focus.
- Key experiences that have shaped their understanding of social justice and/or the particular issue in which they are interested.
- Your interviewee’s experiences, views and beliefs about their chosen area of focus in social justice and their continued role in the movement.
- Additional information learned through follow-up questions.
- Concluding thoughts they have about the interview and any words of advice that they have for someone who is looking to work for social justice.
- Personal reflections: What went well? What would you do differently? Was there anything that surprised you? What did you learn about yourself? How did your interview confirm or contradict the information you are learning in class, particularly through the DPI Challenge? How do you imagine your own social status would affect your working at your interviewee’s agency?

And please...be sure to send a thank you card to your interviewee after your meeting. It’s kind, thoughtful, and reflects well on your own professionalism as well as the caliber of CNU College of Psychology students and the institution as a whole.

*The purpose of this assignment is to synthesize your knowledge gained through readings and discussion with the lived experience of a senior staff member of an agency focused on social justice issues. Also, to identify methods you can use to explore with privileged and marginalized patients, organizations, and communities how norms, values, and regulations embedded in general society hinder and contribute to the growth and development of the organization or community and its members. Your learning in this*

*course will be enhanced by your thoughtful engagement with your interviewee, your ability to synthesize your academic knowledge, its contextualization and application during your interview, and your thorough involvement in your critical self-reflection as communicated in the essay.*

Social justice interview paper scoring rubric  
(There are no “in-between” point possibilities)

Criterion	Excellent	Good	Needs improvement	Unsatisfactory
<b>Overall quality</b>	<p>10</p> <p>Ideas well organized and logically presented.</p> <p>All information is included to support the purpose of the paper.</p> <p>The flow is smooth and leads me to clear conclusions.</p>	<p>8</p> <p>Ideas generally organized or logically presented.</p> <p>Most information provided to support the purpose of the paper.</p> <p>Organization of main points and ideas generally flows well.</p>	<p>6</p> <p>Ideas generally somewhat organized or logically presented; interferes with ability of reader to follow the writer’s critical thinking.</p> <p>Some information provided to support the purpose of the paper.</p> <p>I have to extrapolate information in order to understand the flow of the paper.</p>	<p>2</p> <p>Poor organization or presentation of ideas interferes with ability of reader to understand overall paper.</p> <p>Information not supplied to support purpose of the paper.</p> <p>Paper is disjointed, without flow or clear conclusion.</p>
<b>Content</b>	<p>10</p> <p>Paper written in a clear and concise manner with strong discussion of ideas.</p> <p>Content directly addresses the purpose of paper.</p> <p>Organization, transitions, and conclusion are clear and appropriate.</p>	<p>8</p> <p>Contains generally clear and concise information</p> <p>Content mostly relevant to purpose of paper, but slightly lacking in depth or complexity</p> <p>Organization, transitions, and conclusion slightly lacking clarity and/or appropriateness.</p>	<p>6</p> <p>Information somewhat diffuse and loosely arranged</p> <p>Content marginally relevant, does not evidence depth or complexity</p> <p>Organization, transitions, and conclusion generally lacking clarity and/or appropriateness</p>	<p>2</p> <p>Information haphazardly arranged</p> <p>Content not relevant</p> <p>Organization, transitions, and conclusion not clear or appropriate</p>

Criterion	Excellent	Good	Needs improvement	Unsatisfactory
<b>Grammar and mechanics</b>	<p>10</p> <p>Consistent and appropriate APA writing style, there are no grammatical errors, there are no spelling errors.</p> <p>Consistently uses correct word choices.</p> <p>Maintains writing in the first-person voice.</p>	<p>8</p> <p>Generally consistent and appropriate APA writing style, there are 2-3 punctuation or capitalization errors.</p> <p>Usually uses correct word choices.</p> <p>Generally stays in first-person voice.</p>	<p>6</p> <p>Attempted use of APA writing style; there are 4-5 punctuation or capitalization errors.</p> <p>Occasionally uses correct word choices.</p> <p>Sometimes uses first-person voice.</p>	<p>2</p> <p>Did not use APA writing style; there are 6 or more punctuation or capitalization errors.</p> <p>Consistently uses incorrect word choices</p> <p>Rarely uses first-person voice.</p>
<b>Quality and thoroughness of the interview</b>	<p>25</p> <p>Excellent job at asking the range of questions listed in the syllabus, which shows great interest in the experience and wisdom of your interviewee.</p> <p>The ability to ask follow-up questions (rather than simply rattling off a list) is extremely well done.</p>	<p>20</p> <p>Good job at asking the range of question listed in the syllabus; shows good interest in the experience and wisdom of your interviewee..</p> <p>The ability to ask follow-up questions (rather than simply rattling off a list) is extremely well done.</p>	<p>15</p> <p>Barely adequate job of asking the range of question listed in the syllabus; shows a modicum of interest in the experience and wisdom of your interviewee..</p> <p>The ability to ask follow-up questions (rather than simply rattling off a list) is extremely well done.</p>	<p>5</p> <p>The range of questions seems constricted and uninvolved; your interest in the experience and wisdom of your interviewee is not evident.</p> <p>The paper reads as if you simply asked a series of questions that you found in the syllabus, without any involvement or engagement from you.</p>
<b>Critical self-reflection on interview as well as synthesis of interview with previous topics from course, particularly the DPI</b>	<p>20</p> <p>Extremely well-done critical self-reflection on the interview; went below the surface information to consider additional learning gleaned from the respondent.</p> <p>Clearly makes the link between the interview and information confirmed or challenged through other coursework, particularly the DPI.</p>	<p>16</p> <p>Well-done critical self-reflection on the interview; considered some additional learning gleaned from the respondent.</p> <p>Generally makes the link between the interview and information confirmed or challenged through other coursework, including the DPI.</p>	<p>12</p> <p>Fairly-done critical self-reflection on the interview; considered some easily-identified learning from the respondent.</p> <p>Infrequently makes the link between the interview and information confirmed or challenged through other coursework.</p>	<p>4</p> <p>Poorly-done or missing critical self-reflection on the interview; neglected to consider additional learning from the respondent.</p> <p>The link between the interview and information confirmed or challenged through other coursework is weak or missing</p>

*Write Your Own Story (60 points; 20% of your grade)*

In the Anderson & Middleton textbook you've spent the semester reading stories of people involved in social justice as part of their professional and/or personal identity. Now it's your opportunity to write your own story. Use the stories you read in the textbook as models...or go in a different direction. The story itself is at least 1000 words long (about four pages in double-spaced format), and should then add at least three discussion questions for the reader to consider after reading your story.

Throughout these months I've asked you for your ongoing critical self-reflection in your papers and article leads. Take what you've learned and bring it to bear on this story. Make this assignment reflect what you have found most important in your journey thus far. Demonstrate your insight, your thoughtfulness, your understanding of the literature, and most of all your own intimate knowledge of how the dive into this social justice course may have revealed yourself to you in ways, perhaps suspected or unknown, that elicit a response from you.

*The purpose of this assignment is to deepen your knowledge of your cultural background as well as your privileged and marginalized statuses; utilize reflective and critical thinking skills to gain insight into your assumptions, worldviews, values, beliefs, and biases that come from your privileged and marginalized statuses; and to integrate your background and current status with your understanding of the foundational principles of social justice. Your learning in this course will be enhanced through involvement with the stories you have read in the Anderson & Middleton textbook, your commitment to continue to pass on the wisdom you gained through the privilege of reading these authors' stories, and adding what you have gathered so far at this stage of your training.*

*Write Your Own Story scoring rubric  
 (There are no "in-between" point possibilities)*

Criterion	Excellent	Good	Needs improvement	Unsatisfactory
<b>Overall quality</b>	10 Ideas well organized and logically presented. All information is included to support the purpose of the paper. The flow is smooth and leads me to clear conclusions.	8 Ideas generally organized or logically presented. Most information provided to support the purpose of the paper. Organization of main points and ideas generally flows well.	6 Ideas generally somewhat organized or logically presented; interferes with ability of reader to follow the writer's critical thinking. Some information provided to support the purpose of the paper. I have to extrapolate information in order to understand the flow of the paper.	2 Poor organization or presentation of ideas interferes with ability of reader to understand overall paper. Information not supplied to support purpose of the paper. Paper is disjointed, without flow or clear conclusion.

Criterion	Excellent	Good	Needs improvement	Unsatisfactory
<b>Content</b>	<p>10</p> <p>Paper written in a clear and concise manner with strongly arranged discussion of ideas.</p> <p>Content directly addresses the purpose of paper.</p> <p>Organization, transitions, and conclusion are clear and appropriate.</p>	<p>8</p> <p>Paper written in a generally clear and concise manner with adequately arranged discussion of ideas.</p> <p>Content mostly relevant to purpose of paper, but slightly lacking in depth or complexity</p> <p>Organization, transitions, and conclusion slightly lacking clarity and/or appropriateness.</p>	<p>6</p> <p>Paper written in a somewhat diffuse manner with a loosely arranged discussion of ideas.</p> <p>Content marginally relevant, does not evidence depth or complexity.</p> <p>Organization, transitions, and conclusion often lacking clarity and/or appropriateness</p>	<p>2</p> <p>Information haphazardly arranged with minimally arranged discussion of ideas</p> <p>Content not relevant</p> <p>Organization, transitions, and conclusion not clear or appropriate</p>
<b>Grammar and mechanics</b>	<p>10</p> <p>Consistent and appropriate APA writing style, there are no grammatical errors, there are no spelling errors.</p> <p>Consistently uses correct word choices.</p> <p>Maintains writing in the first-person voice.</p>	<p>8</p> <p>Generally consistent and appropriate APA writing style, there are two or three grammatical or spelling errors.</p> <p>Usually uses correct word choices.</p> <p>Generally stays in first-person voice.</p>	<p>6</p> <p>Attempted use of APA writing style; there are four or five grammatical or spelling errors.</p> <p>Occasionally uses correct word choices.</p> <p>Sometimes uses first-person voice.</p>	<p>2</p> <p>Did not use APA writing style; there are six or more grammatical or spelling errors.</p> <p>Consistently uses incorrect word choices</p> <p>Rarely uses first-person voice.</p>

Criterion	Excellent	Good	Needs improvement	Unsatisfactory
<b>Tells a story that shows ability for critical self-reflection</b>	15 Your writing is an excellent window into who you are, how social justice affects you. I have a very clear sense about how you've responded to that influence in affective, behavioral, cognitive, social, and/or spiritual ways.	12 Your writing is a good window into who you are, how social justice affects you. I have a general sense about how you've responded to that influence in affective, behavioral, cognitive, social, and/or spiritual ways.	9 Your writing is a somewhat foggy window into who you are and how social justice affects you. I do get somewhat of an idea about how you've responded to that influence in affective, behavioral, cognitive, social, and/or spiritual ways.	3 Your writing provides a very clouded window into who you are and how social justice affects you. I can't get a good sense of how you've responded to that influence in affective, behavioral, cognitive, social, or spiritual ways.
<b>Questions help the reader understand their own journey by reading about yours</b>	15 You've written at least three discussion questions that use your story as a springboard for the reader to further deepen their own journey into awareness about issues of social justice.	12 You've written at least two discussion questions that use your story as a way for the reader to consider their own journey into awareness about issues of social justice.	9 You've written one discussion question that uses your story to perhaps let the reader glance at their own journey into awareness about issues of social justice.	3 You've not written any discussion questions, or the ones you have don't engage the reader to consider their own story.

## Course specific information

I am the liaison from the California Psychological Association to the APA's Ethics Committee Task Force, which is responsible for a complete revision of our profession's ethics code. One area that is very clear in the deliberations of the task force is that social justice has a prominent place in the ongoing discussions about how the aspirational principles section of the code will reflect the importance of social justice to our profession. This importance is also reflected here at California Northstate University by this course being part of the required coursework for the PsyD degree, and the inclusion of social justice concepts throughout the curriculum.

My own professional training was in safety net public hospitals in the Mission District in San Francisco and in Spanish Harlem in Manhattan. It was in those settings that I saw patients negatively impacted by decisions made on the institutional, governmental, and cultural levels...and often without the input of the communities most affected. These large-scale entities would miss (or ignore) how the richness of intersectionality was not reflected in policies, legal decisions, or respect for varieties of cultural expression. I also experienced first-hand how these lapses affected me in my professional as well as personal life. At that point—in my mid-20s—I came to this awareness later in life than many other people (mostly because of my own set of privileges). The impact, however, was profound. I hope that during this semester you'll learn how social justice is a topic of study...and a profound influence on the day to day lives of the people to whom you provide care, the colleagues with whom you work, the larger social system...and how it *affects you* as well.



In this course you'll learn how dimensions of diversity are understood as the intersectionality of multiple factors including (but not limited to) age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. As a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. You'll also explore ways that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Additionally, I hope that you will come to see that, as these are rights of persons, these are also rights of peoples, and that these basic human rights are to be distributed equitably and without prejudice. Advocating for these rights puts you into the realm of social justice

I know – it sounds like a lot, and it is. But the first step is awareness, the second step is critical self-reflection, the third step is listening and being in dialogues with those who are experiencing injustice, and the fourth step is pairing awareness and self-reflection with what you have learned from others about what matters most to them, and taking all this to collaboratively advocate in the world.

## **CNU policies**

### Academic dishonesty

In accord with University Policy, academic dishonesty, including cheating, plagiarism, misrepresentation, second-hand papers retrieved via internet or other sources, or other dishonest practices will result in an "F" for the course and the student will be referred to the Assistant Dean of Student Affairs and Admissions.

### Behavioral expectations

You may fail the course by reason of difficulty in demonstrating professional behaviors or meeting the requirements of the class, such as timely completion of assignments, attendance, or for violations of ethical and professional standards of care. Demonstration of professional behavior (professionalism) includes following the APA Ethical Principles for Psychologists and Code of Conduct; adhering to school guidelines as listed in the Student Handbook, and complying with other directives from the CNU administration. In addition, professionalism includes respectful and responsible speech and actions, communicating directly should issues or problems arise, and maintaining professional boundaries, such as the confidentiality of patients and the privacy of classmates.

### Technology proficiency required

Web-based course management (*Canvas*)  
Presentation program (e.g., Keynote, Power Point, Prezi)  
Word processing program

### Copyright notice

Class meetings and course materials, including instructions, presentations, assessments, content outlines, and similar materials are the intellectual property of the course instructor and protected by legal copyright. You may take notes and make copies of course materials for your own personal use. You may not, nor may you allow others to, distribute lecture notes and course materials publicly whether or not a fee is charged without the express written consent of the instructor. Similarly, you own copyright in any work products that you create for this course. If I am interested in sharing your work with others, I will ask for your written permission. Copyright violations may result in academic and/or civil penalties under State and Federal law: [www.copyright.gov/title17](http://www.copyright.gov/title17)

## Grading

The courses leading to the PsyD are designed to provide students with preparation for practice at the entry level of the profession. All classes integrate empirical evidence into the practice of psychology, focus on the latest scientific research, and foster respect and understanding for cultural and individual differences.

The College of Psychology uses the following rubric when determining which letter grades are awarded on assignments and in courses. This table applies to all academic and didactic courses in the PsyD program. Practicums are graded as Pass/Fail.

Percentage Score in Course	Letter Grade in Course	Grade Points
90.00-100%	A	4.0
80.00-89.99%	B	3.0
70.00-79.99%	C	2.0
60.00-69.99%	D	1.0
0.00-59.99%	F	0.0

**Y** - This designation on the transcript is a preliminary, non-permanent notation indicating that the student has not reached the minimal level of achievement expected by the professor with regard to discipline specific knowledge or profession-wide competencies. Remediation is necessary, but this level of performance does not require repeating the course. Students have until they begin their internship to successfully meet the minimum levels of achievement necessary to remove the Y from their transcript.

**I** - An incomplete on the transcript is a preliminary, non-permanent notation indicating that work in the course was satisfactory but not completed by the time grades were due. The course with the incomplete grade must be completed successfully in the time frame as defined by the student's Academic Advisor.

**W** - With the written permission of the instructor, it is possible to withdraw from a course until the last day of class in each semester. There is no penalty for withdrawal, however, there is no refund for tuition for courses from which a student has withdrawn for any reason. The course will appear on the student's transcript with the grade of W which stands for Withdrawal. Unless on approved leave of absence, the student must retake the class within one academic year. Students may only receive one W for any given course.

To remain in good standing in the College of Psychology a student must have a minimum cumulative grade point average (GPA) of 3.0. At different points during the program they must also pass their first year readiness for practicum screening, receive satisfactory evaluations from their practicum sites and Academic Advisor, reach minimum level of achievement in all areas assessed for discipline-specific knowledge and profession-wide competencies, pass the Integrative Case Presentation and Oral Examination, finish internship successfully, and have completed dissertation paperwork and submittals within appropriate timeframes. Students must also act in a manner that is consistent with the professional standards established by the American Psychological Association.

## Academic alert

If a student's cumulative score in a course drops below 80%, they will be placed on Academic Alert. The professor for the course will fill out an Academic Alert form and send it to the student's Academic Advisor. The professor will then meet with the student so that a plan for academic support can be created. Depending on the reason and quantity of Academic Alerts for a given student, the Academic Advisor may also send the form to the Office of Academics and/or the Office of Student Affairs and Admissions. Either office may then request an additional meeting with the student.

### Academic probation

A student with an aggregate score of between 79%-70% in a course will receive a Y on the transcript. This indicates that the student has not reached the minimal level of achievement expected by the professor with regard to discipline specific knowledge or profession-wide competencies. Remediation is necessary, but this level of performance does not require repeating the course. The student must take a subsequent exam or complete an assignment prepared by the course instructor and receive a score of 80% or above. This indicates that they have gained subsequent knowledge or competency at the minimum level of achievement. The Y is then removed from their transcript and replaced by a B with an asterisk. This grade will be used in determining their cumulative GPA and the asterisk indicates that the current grade reflects a change from initial performance. Students may only have two Ys on their transcript at any given time. If a student has more than two Ys on their transcript, they will be recommended for dismissal from the program. The student must remove all Ys from their transcript by the start of their internship. When all Ys have been removed, the student is no longer on probation.

If a student receives an aggregate score in a course of between 69%-60% they must retake the class the following academic year, unless on an approved leave of absence. The grade initially received in the course will not be included in the cumulative GPA calculation. The grades received in retaken classes will be used in determining their cumulative GPA and marked on the transcript with an asterisk to indicate that the current grade reflects a change from initial performance. Each course may be repeated only once.

Academic probation formally begins when written notification is given to the student by their Academic Advisor through the Probation Plan form. The Academic Advisor has one week after semester grades are finalized to produce a Probation Plan for the student. A copy of the form is also submitted to the Office of Academics. Once students have fulfilled the conditions of the Probation Plan, they will be removed from probation.

A student may be terminated from the program if they fail to meet the conditions detailed in the Probation Plan, if they are acting in a manner that violates the ethical and professional standards of the APA as determined by faculty vote, if they fail to return from a leave of absence by the date specified, or if their academic or professional actions have created a situation for which a warning or probation is inappropriate or impossible.

For procedures related to dismissal from the PsyD program, please refer to the College of Psychology Student Rights and Responsibilities and Code of Conduct document.

Unless given written approval by the Dean, a student must complete the program within seven (7) years (84 calendar months) from the time they initially register for and attend their first course in the PsyD program.

### Attendance

The curriculum for the doctorate degree in psychology provides a broad, generalist education by imparting knowledge that is sequential, cumulative, graded in complexity, and provides a basis for further professional growth. This requires students to attend all classes and complete all practicum and internship requirements.

Regular class attendance is important and expected of all students. Unless stated otherwise in course syllabi, students are generally allowed two absences per semester for each course. If a student knows they will need to miss a class, the student should contact the professor in advance. Students are permitted to make up missed work for excused absences (see the section on excused absences below). They may make up missed work for unexcused absences at the discretion of the course instructor.

Students are considered tardy if they arrive to class more than 15 minutes late. Tardiness counts as one hour of missed class and is added to the running tally of total missed class time for each course. *Additional specific tardiness policies and consequences are at the discretion of the individual professor of each class.* Students who are habitually tardy to class may also receive a conduct warning or conduct probation from the Assistant Dean of Student Affairs and Admissions.

A student cannot miss more than 30% of any given course. Attendance is included as part of the overall course grade and if a student misses more than 30%, the student will not receive a passing grade.

### Excused absences

The College of Psychology recognizes that circumstances may cause a student to miss an occasional class. The student must make up the work missed if the absence is excused. A student may request an excused absence for the following circumstances:

- medical (self or immediate family)
- military duty
- immigration or naturalization
- emergency
- jury duty or legal/court mandated appearance
- bereavement (immediate family)
- professional conference (requires verification of academic standing)
- involvement in traffic accident documented by a law enforcement report

Except where provided by state or federal law, absences in excess of ten consecutive academic days in a semester require the student to request a leave of absence from the Psy.D. program. Students are encouraged to contact the Office of Academic Affairs for further information.

A student seeking an excused absence should complete the Excused Absence Request Form and seek the course instructor's signature for each missed class within three business days upon return to campus. The course instructor will determine if the absence is excused or unexcused according to the above policy and the completed form should be submitted to the Office of Academic Affairs.

### Accommodations

If you need disability-related accommodations in this course, please contact your instructors privately, and ideally before the first class. Please note that accommodations are never provided retroactively. Thus, to ensure effective implementation, all accommodations must be requested in a timely manner (at least within the first two weeks of the semester). You will need to contact the Office of Student Affairs and Admissions and bring each professor a letter from that office indicating the accommodations required for your support.

### HIPAA regulations and privacy

Any personal information shared with the class/instructor is private, within the limits defined by the Code of Ethics and state guidelines.

The Health Insurance Portability and Accountability Act (HIPAA) requires that any protected health information (PHI) that may identify a patient must be removed to protect confidentiality. Confidentiality applies to patient information in both classroom discussions and to written work.

## References

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