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**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**CLP #6XXX: Cultural Humility in Clinical & Health Psychology (3 credit hours)**  
Spring 2022; Mondays 12:50-3:50pm  
Delivery Format: On-Campus

Instructor Name: Zully A. Rivera Ramos, PhD  
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Office Hours: Mondays 9-10am or by appointment  
Teaching Assistants: N/A  
Preferred Course Communications: Canvas

**Prerequisites:**

Admission to Clinical & Health Psychology graduate program and having taken CLP 4302: *Intro to Clinical Psychology* and CLP 6527: *Research Design, Measurement and Statistics I*.

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**PURPOSE AND OUTCOME**

**Course Overview**

This course is designed to introduce you to the theory, research, and practice of cultural humility, multiculturalism, and social justice in psychology. We will discuss topics related to identity, intersectionality, culture, power, privilege, and oppression. This course is experiential; therefore, we will reflect and articulate our personal values to support our professional identity development.

**Relation to Program Outcomes**

This course meets APA accreditation standards related to promoting an understanding of cultural differences and individual diversity. This is an experiential and interactive course that incorporates presentations, dialogues, and case examples to support the ongoing development of cultural humility, awareness, knowledge, and skills. We will explore the implications of cultural humility across your research, clinical practice, teaching, training, advocacy, activism, and other professional work.

**Course Objectives and/or Goals**

Upon completion of the course, you will be able to:

1. Analyze and critically evaluate diverse cultural perspectives and experiences.

2. Identify systems of privilege and oppression and your participation in these systems.
3. Articulate the psychosocial and political realities of people from marginalized and privileged groups based on race, social class, gender, sexual orientation, ability, worldview, among other social identity groups.
4. Practice self-reflection and cultural humility in service of others.
5. Engage in a life-long process of exploring and examining your awareness, knowledge, and skills related to multicultural psychology across your research, clinical practice, advocacy, activism, teaching, training, and other professional work.
6. Conceptualize clients' concerns from a multicultural and social justice lens.
7. Develop critical awareness of your lived experiences, social locations, biases, assumptions, and values.
8. Demonstrate empathy, appreciation, and respect for cultural differences.

### **Instructional Methods**

This is an experiential course where we will engage in intellectual and affective (emotional) learning. Understanding systems of power, privilege, and oppression, as well as our positionality within these systems are critical aspects of the course. Therefore, we will also critically examine and challenge dominant narratives that define "reality." I try to facilitate an active learning process of co-constructing knowledge where your engagement and participation is crucial, and my lectures are supplementary. I hope that we can create a brave and safe space where we can actively participate and learn through supporting and respectfully challenging each other in our growth. To be inclusive and accommodate different learning styles, instructional methods will include video, live demonstrations, experiential activities, small and large group dialogues, and student reflections and presentations.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in active learning and participation during class. Your participation fosters a rich course experience for you and your peers that facilitates attaining the course objectives.

### **Collective Wisdom**

This syllabus and the corresponding course are based on the collective knowledge and wisdom of multicultural counseling courses by Drs. Della Mosley, Helen Neville, & Gizem Toska. Modeling after Dr. Mosley, I hope to co-create with students our learning experience by encouraging students to share ideas, topics, and readings for the course, as well as their lived cultural experiences. This can facilitate dialogue and discussion of areas that this syllabus may not cover.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

The due dates and the course schedule are provided to give the course structure. Changes may be made at the discretion of the instructor during the semester. You will be advised of any changes via e-mail and/or in class.

| Date/Week (14) | Date | Topic   | Readings/Resources   | Assignments Due                           |
|----------------|------|---|--|---|
| 1              | 1/10 | Land acknowledgement<br>Introductions, syllabus review, and guidelines of engagement<br>Understanding your Social Identities<br>Multicultural Guidelines<br>Intersectionality | <u>Land Acknowledgment</u><br><u>Brené Brown</u><br><u>BAM! Understanding your Identities</u><br><u>Crenshaw</u><br><br>APA Multicultural Guidelines<br><u>Ecological Model of MC Guidelines</u> |   |
| 2              | 1/24 | Intersectionality<br>Power, Privilege, Oppression, and Liberation   | Adames et al. (2018)<br>Moradi & Grzanka (2017)<br>Prilleltensky (2008)<br>Singh (2020)  |   |
| 3              | 1/31 | Social Bias<br>Microaggressions<br>Internalized Oppression<br>Minority Stress   | Daumeyer et al. (2019)<br>Nadal et al. (2021)<br>Pierce (1986)<br>Sue et al. (2019)<br>English et al. (2018)   | Facilitators (2):<br>Case Presenters (2): |

| Date/Week<br>(14)   | Date | Topic                                    | Readings/Resources  | Assignments Due   |
|---------------------|------|--|---|---|
| 4                   | 2/7  | Legacy of<br>Colonization<br>Immigration | Burnette & Figley (2017)<br>Capielo Rosario et al. (2019)<br>de Arellano et al. (2018)<br><br><u>Apology to the Native American,<br/>Alaska Native, and Native<br/>Hawaiian People (2016)</u><br><br><u>Hickling (2020)</u> | Facilitators (2):<br>Case Presenters (2):<br><br>Positionality<br>Dialogues                                 |
| 5                   | 2/14 | Age                                      | APA Guidelines: Older Adults<br><br>Liang et al. (2016)<br>Nelson (2016)<br>Smith et al. (2017)   | Facilitators (2):<br>Case Presenters (2):<br><br>Positionality<br>Dialogues<br><br><i>Guided Inquiry #1</i> |
| 6                   | 2/21 | (Dis)ability &<br>Ableism                | APA Guidelines: Persons with<br>Disabilities (2012)<br>APA Resolution on Support of<br>Universal Design and<br>Accessibility (2019)<br><br>Artman & Daniels (2010)<br>Dunn & Andrews (2015)<br>Gaskin (2015)                | Facilitators (2):<br>Case Presenters (2):<br><br>Positionality<br>Dialogues                                 |
| 7                   | 2/28 | Social Class                             | APA Guidelines: Low Income &<br>Economic Marginalization<br><br>Duffy et al. (2021)<br>Estrada-Villalta & Adams (2018)<br>Smith et al. (2019)   | Facilitators (2):<br>Case Presenters (2):<br><br>Positionality<br>Dialogues                                 |
| <b>SPRING BREAK</b> |      |  |   |   |

| Date/Week (14) | Date | Topic              | Readings/Resources  | Assignments Due   |
|----------------|------|--------------------|---|---|
| 8              | 3/14 | Race and Ethnicity | Spanierman & Smith (2017)<br>Lee et al. (2021)<br>Lewis et al. (2020)   | Facilitators (2):<br>Case Presenters (2):<br><br>Positionality<br>Dialogues<br><br><b>Multicultural Proposal Draft (optional)</b> |
| 9              | 3/21 | Race and Ethnicity | Mosley et al. (2021)<br>Adames et al. (2021)<br>French et al. (2020)  | Facilitators (2):<br>Case Presenters (2):<br><br>Positionality<br>Dialogues   |
| 10             | 3/28 | Gender             | APA Guidelines: (a) TGNC, (b) Women, (c) Men<br><br>Abreu et al. (2021)<br>Beel et al. (2018)<br>hooks (n.d.)<br><br><u>When We Fight, We Win! Black Trans Intersectional Liberation Movements (2020)</u> | Facilitators (2):<br>Case Presenters (2):<br><br>Positionality<br>Dialogues<br><br><b>Guided Inquiry #2</b>                       |
| 11             | 4/4  | Sexual Orientation | APA Guidelines: LGB<br><br>Abreu et al. (2020)<br>Mosley et al. (2019)<br>Rivera Ramos et al. (2020)<br>Singh & Moss (2016)   | Facilitators (2):<br>Case Presenters (2):<br><br>Positionality<br>Dialogues   |

| Date/Week (14) | Date | Topic  | Readings/Resources  | Assignments Due   |
|----------------|------|--|---|---|
| 12             | 4/11 | Worldview & Pluralism                                | Blumenfeld & Jaekel (2012)<br>Schlosser et al. (2009)<br>van der Kooij (2017)<br>Vieten (2013)                      | Facilitators (2):<br>Case Presenters (2):<br><br>Positionality<br>Dialogues<br><br><b>Multicultural<br/>Research Proposal</b> |
| 13             | 4/18 | Empowerment and Action<br><br>Reflections & wrap up! | DeBlaere et al. (2019)<br>Melton (2018)<br>Suzuki et al. (2019)<br>Vera & Speight (2003)<br><br><u>Della Mosley</u> | Facilitators (2):<br>Case Presenters (2):<br><br>Positionality<br>Dialogues<br><br>Closing Dialogue                           |

### Required Readings

- Abreu, R. L., Gonzalez, K. A., Capielo Rosario, C., Lockett, G. M., Lindley, L., & Lane, S. (2021). "We are our own community": Immigrant Latinx transgender people community experiences. *Journal of counseling psychology*. <https://doi.org/10.1037/cou0000546>
- Abreu, R. L., Riggle, E. D. B., & Rostosky, S. S. (2020). Expressive writing intervention with Cuban-American and Puerto Rican parents of LGBTQ individuals. *The Counseling Psychologist*, 48(1), 106–134. <https://doi.org/10.1177/0011000019853240>
- Adames, H. Y., Chavez-Dueñas, N. Y., & Jernigan, M. M. (2021). The fallacy of a raceless Latinidad: Action guidelines for centering Blackness in Latinx psychology. *Journal of Latinx Psychology*, 9(1), 26–44. <https://doi.org/10.1037/lat0000179>
- Adames, H. Y., Chavez-Dueñas, N. Y., Sharma, S., & La Roche, M. J. (2018). Intersectionality in psychotherapy: The experiences of an AfroLatinx queer immigrant. *Psychotherapy*, 55(1), 73-79.
- Adams, G., Dobles, I., Gómez, L.H., Kurtiş, T., & Molina, L.E. (2015). Decolonizing Psychological Science: Introduction to the Special Thematic Section. *Journal of Social and Political Psychology*, 3, 213-238.
- American Psychological Association. Guidelines for Assessment of and Intervention with Persons with Disabilities. (2012). *American Psychologist*, 67(1), 43-62. doi: 10.1037/a0025892
- American Psychological Association, Boys and Men Guidelines Group. (2018). *APA guidelines for psychological practice with boys and men*. Retrieved from <http://www.apa.org/about/policy/psychological-practice-boys-men-guidelines.pdf>

- American Psychological Association. (2007). Guidelines for psychological practice with girls and women. *The American Psychologist*, 62(9), 949-979.
- American Psychological Association (2012). Guidelines for psychological practice with lesbian, gay, and bisexual clients. *American Psychologist*, 67(1), 10-42. doi:10.1037/a0024659
- American Psychological Association. (2014). Guidelines for psychological practice with older adults. *The American Psychologist*, 69(1), 34.
- American Psychological Association. (2019). *Guidelines for Psychological Practice for People with Low-Income and Economic Marginalization*. Retrieved from [www.apa.org/about/policy/guidelines-lowincome.pdf](http://www.apa.org/about/policy/guidelines-lowincome.pdf).
- American Psychological Association. (2015). *Guidelines for Psychological Practice with Transgender and Gender Nonconforming People*. Retrieved from <http://www.apa.org/practice/guidelines/transgender.pdf>
- 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>
- American Psychological Association. (2019), *APA Resolution on Support of Universal Design and Accessibility in Education, Training and Practice*. Washington, DC. Retrieved from <https://www.apa.org/about/policy/universal-design-accessibility-education>
- Artman, L. K., & Daniels, J. A. (2010). Disability and psychotherapy practice: Cultural competence and practical tips. *Professional Psychology: Research and Practice*, 41(5), 442–448. <https://doi.org/10.1037/a0020864>
- Beel, N., Jeffries, C., Brownlow, C., Winterbotham, S., & du Preez, J. (2018). Recommendations for male-friendly individual counseling with men: A qualitative systematic literature review for the period 1995–2016. *Psychology of Men & Masculinity*, 19(4), 600–611. <https://doi.org/10.1037/men0000137>
- Blumenfeld, W. J., & Jaekel, K. (2012). Exploring levels of Christian privilege awareness among preservice teachers. *Journal of Social Issues*, 68(1), 128-144.
- Burnette, C. E. & Figley, C. R. (2017). Historical Oppression, Resilience, and Transcendence: Can a Holistic Framework Help Explain Violence Experienced by Indigenous People? *Social Work*, 62(1), 37–44. <https://doi.org/10.1093/sw/sww065>
- Capielo Rosario, C., Schaefer, A., Ballesteros, J., Rentería, R., & David, E. J. R. (2019). A caballo regalao no se le mira el colmillo: Colonial mentality and Puerto Rican depression. *Journal of Counseling Psychology*, 66(4), 396–408. <https://doi.org/10.1037/cou0000347>
- Daumeyer, N. M., Onyeador, I. N., Brown, X., Richeson, J. A. (2019). Consequences of attributing discrimination to implicit vs. explicit bias. *Journal of Experimental Social Psychology*, 84, 103812. <https://doi.org/10.1016/j.jesp.2019.04.010>.
- de Arellano, M. A., Andrews, A. R. III, Reid-Quiñones, K., Vasquez, D., Doherty, L. S., Danielson, C. K., & Rheingold, A. (2018). Immigration trauma among Hispanic youth: Missed by trauma assessments and predictive of depression and PTSD symptoms. *Journal of Latina/o Psychology*, 6(3), 159–174. <https://doi.org/10.1037/lat0000090>
- DeBlaere, C., Singh, A. A., Wilcox, M. M., Cokley, K. O., Delgado-Romero, E. A., Scalise, D. A., & Shawahin, L. (2019). Social Justice in Counseling Psychology: Then, Now, and

- Looking Forward. *The Counseling Psychologist*, 47(6), 938–962. <https://doi.org/10.1177/0011000019893283>
- Duffy, R. D., Kim, H. J., Boren, S., Pendleton, L., & Perez, G. (2021). Lifetime experiences of economic constraints and marginalization among incoming college students: A latent profile analysis. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000344>
- Dunn, D. S., & Andrews, E. E. (2015). Person-first and identity-first language: Developing psychologists' cultural competence using disability language. *American Psychologist*, 70(3), 255. <http://dx.doi.org/10.1037/a0038636>
- English, D., Rendina, H. J., & Parsons, J. T. (2018). The effects of intersecting stigma: A longitudinal examination of minority stress, mental health, and substance use among Black, Latino, and multiracial gay and bisexual men. *Psychology of Violence*, 8(6), 669-679. <http://dx.doi.org/10.1037/vio0000218>
- Estrada-Villalta, S., & Adams, G. (2018). Decolonizing development: A decolonial approach to the psychology of economic inequality. *Translational Issues in Psychological Science*, 4, 198–209. <http://dx.doi.org/10.1037/tps0000157>
- French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., & Neville, H. A. (2020). Toward a Psychological Framework of Radical Healing in Communities of Color. *The Counseling Psychologist*, 48(1), 14–46. <https://doi.org/10.1177/0011000019843506>
- Gaskin, C. J. (2015). On the potential for psychological researchers and psychologists to promote the social inclusion of people with disability: a review. *Australian Psychologist*, 50(6), 445–454.
- hooks, b. (n.d.). Understanding Patriarchy. Retrieved from <https://imagineborders.org/pdf/zines/UnderstandingPatriarchy.pdf>
- Lee, B. A., Neville, H. A., Schlosser, M., Valgoi, M. J., & Cha-Jua, S. K. (2021). Ethnocultural Empathy and Racial Colorblindness Among White Police Recruits: Do Cross-Racial Friendships Matter? *Race and Justice*. <https://doi.org/10.1177/21533687211021051>
- Lewis, J. A., Cameron, R. P., Kim-Ju, G., & Meyers, L. S. (2020). Examining the relations between racial identity and coping with race-related stress among African American, Asian American, and Latinx college students. *Journal of Multicultural Counseling and Development*, 48, 108-119. <https://doi.org/10.1002/jmcd.12169>
- Liang, J., Matheson, B. E., & Douglas, J. M. (2016). Mental health diagnostic considerations in racial/ethnic minority youth. *Journal of Child and Family Studies*, 25(6), 1926–1940. <https://doi.org/10.1007/s10826-015-0351-z>
- Melton, M. L. (2018). Ally, activist, advocate: Addressing role complexities for the multiculturally competent psychologist. *Professional Psychology: Research and Practice*, 49(1), 83-89. <http://dx.Doi.Org/10.1037/pro0000175>
- Moradi, B., & Grzanka, P. R. (2017). Using intersectionality responsibly: Toward critical epistemology, structural analysis, and social justice activism. *Journal of Counseling Psychology*, 64(5), 500-513.
- Mosley, D. V., Gonzalez, K. A., Abreu, R. L., & Kaivan, N. C. (2019). Unseen and underserved: A content analysis of wellness support services for bi + people of color and indigenous



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<https://doi.org/10.1080/15299716.2019.1617552>
- Mosley, D. V., Hargons, C. N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., & Stevens-Watkins, D. (2021). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. *Journal of counseling psychology*, 68(1), 1–16.  
<https://doi.org/10.1037/cou0000430>
- Nadal, K. L., King, R., Sissoko, D. G., Floyd, N., & Hines, D. (2021). The legacies of systemic and internalized oppression: Experiences of microaggressions, imposter phenomenon, and stereotype threat on historically marginalized groups. *New Ideas in Psychology*, 63, 100895.
- Nelson, T. D. (2016). Promoting healthy aging by confronting ageism. *American Psychologist*, 71(4), 276-282. <http://dx.doi.org/10.1037/a0040221>
- Pierce, C. M. (1986, May 12). *Unity in Diversity: Thirty-Three Years of Stress*. Presented as the Solomon Carter Fuller Lecture. American Psychiatric Association Meeting, Washington, DC. Retrieved from <https://files.eric.ed.gov/fulltext/ED328624.pdf#page=297>
- Prilleltensky, I. (2008). The role of power in wellness, oppression, and liberation: The promise of psychopolitical validity. *Journal of Community Psychology*, 36(2), 116-136.
- Rivera Ramos, Z. A., Lawson-Ross, A., & Hernández, C. (2020). Somos Latinx: Exploring cultural values of sexual and gender diverse Latinx clients. In J. S. Whitman & C. J. Boyd (Eds.), *Homework Assignments and Handouts for LGBTQ+ Clients: A Mental Health and Counseling Handbook*. New York, NY: Harrington Park Press.
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- Singh, A. (2020). Building a Counseling Psychology of Liberation: The Path Behind Us, Under Us, and Before Us. *The Counseling Psychologist*, 48(8), 1109–1130. <https://doi.org/10.1177/0011000020959007>
- Singh, A. A., & Moss, L. (2016). Using Relational-Cultural Theory in LGBTQQ Counseling: Addressing Heterosexism and Enhancing Relational Competencies. *Journal of Counseling & Development*, 94(4), 398-404. doi:10.1002/jcad.12098
- Smith, L., Shenk, M. K., Tran, C., Poon, D. C., Wahba, R., & Voegtli, K. (2017). “There’s not a rug big enough to hide us under”: Participatory action research as anti-ageist psychological practice. *Professional Psychology: Research and Practice*, 48(6), 412.  
<http://dx.doi.org/10.1037/pro0000138>
- Smith, L., Velez, B., Chambers, C. and Baranowski, K. (2019), Economic Disadvantage at the Intersections: Contemporary Stereotypes in the Headlines. *Journal of Multicultural Counseling and Development*, 47: 190-206. <https://doi.org/10.1002/jmcd.12141>
- Spanierman, L. B., & Smith, L. (2017). Roles and responsibilities of White allies: Implications for research, teaching, and practice. *The Counseling Psychologist*, 45(5), 606-617.  
<http://dx.doi.org.ezproxy.stthomas.edu/10.1177/0011000017717712>
- Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist*, 74(1), 128-142. <http://dx.doi.org/10.1037/amp0000296>

- Suzuki, L. A., O'Shaughnessy, T. A., Roysircar, G., Ponterotto, J. G., & Carter, R. T. (2019). Counseling psychology and the amelioration of oppression: Translating our knowledge into action. *The Counseling Psychologist*, 47(6), 826-872.
- van der Kooij, J. C., de Ruyter, D. J., & Miedema, S. (2017). The merits of using "worldview" in religious education. *Religious Education*, 112(2), 172-184.
- Vera, E. M., & Speight, S. L. (2003). Multicultural Competence, Social Justice, and Counseling Psychology: Expanding Our Roles. *The Counseling Psychologist*, 31(3), 253–272. <https://doi.org/10.1177/0011000003031003001>
- Vieten, C., Scammell, S., Pilato, R., Ammondson, I., Pargament, K. I., & Lukoff, D. (2013). Spiritual and religious competencies for psychologists. *Psychology of Religion and Spirituality*, 5(3), 129-144.

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

An assignment is considered late if you do not turn it in by the class time on the due date. Late assignments will have 10% of their total points deducted per day (including Saturday and Sunday). With that said, however, I realize that circumstances arise that may prevent you from turning an assignment in on time. If you do not wish to be penalized for this, you are responsible for making arrangements with me *before* the due date. Assignments will be accepted via Canvas *only*, NOT as attachments through email or as hard copies in class, except where explicitly noted. Required assignments are described below:

1. **Attendance & Participation.** Regular and punctual attendance is mandatory, given that this course is based on dialogue and in-class activities that cannot be easily made up. Much of the learning in this class will come from group discussions. You should be prepared to contribute your thoughts and reactions to the readings. It is critical that you complete all the readings and viewed all materials for each class, engage in class discussions, are respectful and attentive toward your peers in class, and are well prepared for class. This includes bringing detailed notes about the readings' key concepts, findings, conclusions, contributions, and limitations. *Your grade will be dropped a letter if you miss three or more classes and/or if you are habitually late.* Please inform me in advance through Canvas if you will be absent from class, so that I can plan experiential activities accordingly.

In evaluating your class participation, I will be attending to your level of **preparedness** (e.g., your comments reflect that you read the material) and your level of **engagement** in class discussions (e.g., frequency of contribution, attention to self and others' reactions/comments, relevance and thoughtfulness of participation) (see Appendix A for

general guidelines about how to gauge your own in-class participation). If you have any reservations about speaking up in class, I encourage you to speak with me so that we can devise strategies for you to effectively participate in the class in a personally and culturally fitting manner.

2. ***Class Facilitation.*** To support you in integrating and applying the material from this course into your teaching, you will facilitate a class session based on the topic for the week you sign up. You should facilitate the discussion critically by discussing dynamics of power, privilege, and oppression, as well as the contributions and limitations of the readings. Consider creative ways to engage class members with the topic and practice cultural humility as you interact with the class and explore the topic. Each class facilitation should include the following dimensions of evaluation:
  - A critical overview and analysis of the readings and course materials, including major themes (5 points)
  - Critical questions facilitative of class discussion (5 points)
  - An opportunity for self-reflection to support students' exploration of ways their cultural history, attitudes, and biases impact how they understand and interact with others who are different/similar in relation to the topic (5 points)
  - Culturally informed considerations based on the topic and the varying roles of psychologists (5 points)
  
3. ***Multicultural Case Conceptualization Presentation.*** To support you in integrating and applying the material from this course into your counseling work, you will select a client to present on how you integrate a multicultural and social justice lens. If you are not doing any practicum, you will select a character from a show or movie from a list of suggestions I will provide or one of your choosing if I approve after you consult with me. It would be helpful if you select a client or character who holds multiple identities different from you. You will present for 20 minutes, including discussion with class members. Your professionalism along with the overall quality of the presentation will be part of your grade on this presentation. You are also expected to prepare a handout of the case conceptualization for the class (3-5 pages, double-spaced, Times New Roman 12).

The handout will determine 50% of your case conceptualization grade and your presentation will determine the other 50% of your case conceptualization grade. Dimensions of evaluation for the handout and presentation include (10 points for handout, 10 points for presentation):

- Conceptualizing client's presenting concerns considering how their cultural identities and lived experiences of privilege and oppression influence their

mental wellness. Make sure to include a completed graphic of the *Layered Ecological Model of the Multicultural Guidelines* (2 points for handout, 2 points for presentation).

- Describing your approach(es) in working with this client from a multicultural and social justice lens, including your rationale for using such approach(es), as well as the strengths and limitations in working with the client (1.5 points for handout, 1.5 points for presentation)
- Discussing how current events may impact client lived experiences (1.5 points for handout, 1.5 points for presentation)
- Identifying what advocacy and/or activism you may consider engaging in as part of your work with the client (1.5 points for handout, 1.5 points for presentation)
- Reflecting on your biases as you work with this client and how you address them (2 points for handout, 2 points for presentation)
- Integrating relevant multicultural literature (1.5 points for handout, 1.5 points for presentation)

***Make sure to NOT include any client identifying information on the handout and presentation.***

4. ***Multicultural Positionality & Dialogue.*** *This assignment was originally developed by Dr. Bryana French and modified by Dr. Della Mosley. This assignment aims to improve your awareness of your values, biases, assumptions, and blind spots through personal reflection and group dialogue of your social identity groups and positionality.*

*Personal Reflection.* You will create a work product (e.g., paper, presentation, poster, zine, or audio or video recording) that will serve as an autobiographical account of the critical incidents in your sociocultural development related to social class, gender, sexual/affectional orientation, race, ability, age, nationality, and worldview (spirituality, religion, and other values). *Make sure to discuss your racial identity and at least one privileged identity.* You will submit the work product via Canvas prior to class on the day you sign up. Your product will be evaluated based on the following criteria:

- Brief profile of your immediate family regarding the social identity groups mentioned and when/how did you first realized your social identity group memberships (e.g., cis-het woman) and positionality (e.g., privileged), as well as how these influenced your development (2 points)
- Critical incidents that impacted your cultural awareness (2 points)

- How you experience power, privilege, and oppression based on your intersecting identities (2 points)
- How your cultural development and positionality impact your professional work (2 points)
- How your positionality and that of the people you work with influence one another and the inherent power dynamics (2 points)

The hope is to support self-reflection about your lived experiences and the intersectionality of your social identities.

*Group Dialogue.* You will share your reflections with your classmates through 20-minute dialogues where everyone will rotate being the “sharer” (5 points). *Make sure to discuss your racial identity and at least one privileged identity.* This is an opportunity to be vulnerable and share your sociocultural development, socialization, experiences, and positionality. This experience may be uncomfortable, and it is part of the process of engaging in cultural humility in order to better know yourself, communicate your experiences with others, and receive feedback. Be thoughtful about what you choose to disclose and why.

Classmates will participate in the dialogue through different facilitation roles by asking questions to understand the “sharer’s” experiences and emotional reactions in the moment and/or the time of the event(s), as well as to ask for clarification. Students will rotate among the following facilitation roles:

- “Empathizer:” tries to understand the experiences shared from the sharer’s point of view and offers validation and support (1 point)
- “Challenger:” supports the sharer to think more critically about their experiences through asking challenging questions and/or providing feedback about potential blind spots (1 point)
- “Systemic Observer:” makes observations about the systems of privilege and oppression that may be represented on the sharer’s experiences for the sharer to reflect on (1 point)
- “Curious Inquirer:” asks questions to gather more information or deepen understanding (1 point)
- “Process Observer:” makes observations about the dynamics of the sharer and their process, as well as the group’s responses at the end of the sharing (1 point)

Students in these facilitation roles must remain respectful and considerate. It is important to develop comfort with difficult, personal, and emotionally vulnerable conversations as a psychologist and develop skills facilitating such conversations. All information shared during the group dialogue is confidential and private. You will not discuss any content

outside of class and will not follow-up with anyone about their disclosure. Only the “sharer” may choose to initiate a conversation to follow-up on what they shared outside of class.

5. **Reflection Papers.** You will complete two brief reflections to document your process of (a) understanding sociocultural factors and systems that influence your lived experiences (2 points) and (3) integrating course readings personally and professionally to identify what you are going to do with the awareness and knowledge you have gained (3 points). This also serves to communicate with me about what is going well and what I need to address in class in order to facilitate a brave and safe learning environment.

Your reflections are **due February 14 and March 28, 2022 and are to be submitted via Canvas by the class start time.** They should not be longer than *two* pages.

6. **Multicultural Research Proposal.** To support you in integrating and applying the material from this course into your research, you will reflect on the research that you have been involved and consider how you can integrate the themes of multiculturalism and social justice. Your research proposal will include the following elements:
  - Summary and critical evaluation of the *empirical* and *theoretical* literature in your topic area from a multicultural and social justice approach
  - Research question(s), hypotheses, and rationale
  - Methods and appropriate analytic techniques to test your research question(s) and hypotheses
  - Discussion about what your findings may mean and how you intend to disseminate them
  - Implications of this work and directions for future research

You are not asked to write a new proposal for this class. Instead, you are encouraged to use your current research project to identify ways in which you can more fully integrate multicultural and social justice considerations into the research (a) content (e.g., theoretical frame, variables, hypotheses) and (b) process (e.g., methodological decisions and procedures). Please note that conducting group comparisons is not sufficient, I want you to really think about every step of the research process, from formulating questions to analyzing and interpreting data, to disseminating findings, and discuss how you can integrate a multicultural and social justice perspective into your research project.

The first draft of this paper is due on **March 14, 2022 and is to be submitted via Canvas by the class start time.** Turning in a draft is *optional* if you are interested in receiving feedback on your progress. At this stage, it is expected that your proposal is close to be finalized and

you started to critique your work from a multicultural and social justice lens. Make sure that your draft references assigned readings and, if applicable, other multicultural and social justice-oriented literature that may have implications for your study.

Your final research proposal paper is **due April 11, 2022 and is to be submitted via Canvas by the class start time**. It should not be any longer than 10 pages (not including title page, abstract, tables, figures, and references).

Your draft and final paper should be in APA style. The only exception is that you will **use a font color other than black for the critique/integration of the multicultural and social justice lens**. Make clear what is the original paper content and what has been added as you reflected on this research from a multicultural and social justice approach.

Dimensions of evaluation for research proposal:

1. Rationale, including summary and critical evaluation of the most relevant empirical and theoretical literature
2. Construct definitions and hypotheses
3. Participants and procedures (e.g., sample composition, recruitment)
4. Research design and instruments
5. Proposed analyses (since this is a research proposal, results do not need to be described, but proposed analyses should be detailed)
6. Interpretation and dissemination of findings, potential implications of this study

Within domain evaluation criteria:

- 1 point per domain for specificity, detail, clarity, cohesiveness, and logic of the proposed research
- 1.5 points per domain for explicit and logical articulation of ways to integrate a multicultural and social justice lens into research content and process. This includes references to relevant literature.
  - Both content and process do not have to be addressed within each domain, but both content and process should be addressed across domains.
  - In some domains, you may find that the research, as originally conducted, integrated a multicultural and social justice lens. In such situations, you should explicitly explain that with appropriate references to the literature. In such situations, I also encourage you to think whether additional steps could be taken to further integrate a multicultural and social justice lens into that domain.
- 5 points for general writing: spelling, grammar, APA style, etc.

## Grading

Course grades will be based on the following requirements:

| Requirement                            | Due date    | Points or % of final grade (% must sum to 100%)   |
|--|-------------|---|
| 1. Attendance & Participation          | Each class  | 10 points (0.77 each class; 10%)  |
| 2. Class Facilitation                  | Varied      | 20 points (20%)   |
| 3. Case Conceptualization Presentation | Varied      | 20 points (10 points for presentation and 10 points for the corresponding handout; 20%)                                 |
| 4. Positionality & Dialogue            | Varied      | 20 points (10 points for the work product, <i>five</i> points for sharing and <i>five</i> points for facilitating; 20%) |
| 5. Reflection Papers                   | 2/14 & 3/28 | 10 points (5 points each; 10%)  |
| 6. Research Proposal                   | 4/12        | 20 points (20%)   |

The point system used for grading is as follows:



| Percentage Earned | Letter Grade |
|-------------------|--------------|
| 93-100            | A            |
| 90-92             | A-           |
| 87-89             | B+           |
| 83-86             | B            |
| 80-82             | B-           |
| 77-79             | C+           |
| 73-76             | C            |
| 70-72             | C-           |
| 67-69             | D+           |
| 63-66             | D            |
| 60-62             | D-           |
| Below 60          | E            |

A grade of "I" (incomplete) is assigned only for work which has been of a passing quality through the semester and that the student cannot complete within the time frame of the semester due to extenuating circumstances. Students with special circumstances who may warrant an "I" must discuss this matter with me *before* the last day of class.

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

### Policy Related to Make up Work

There are **no set times for makeup presentations or discussions**. Missed presentations or discussions need to be accompanied with written verification for why the presentation or discussion was missed (e.g., excuse from doctor, religious holiday, death in the family) in order to coordinate another time to give the presentation or complete the discussion points. Remember that every student is rotating presenting and discussing course work, so it is important to consider the potential impact on the class when you miss any work. Please consult the university guidelines for more information on the makeup policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

We are experiencing a pandemic that is disproportionately impacting socially marginalized groups and there is ongoing violence towards historically marginalized groups in the U.S. and abroad that can be distressing. Therefore, if you have a concern related to the COVID-19 pandemic or social justice issues that impacts your ability to engage with class materials and assignments, please reach out to me during office hours or via Canvas, so that we can discuss a plan that supports you and your participation in the course.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### **Policy Related to Required Class Attendance**

As stated under the 'Assignments' section, attendance is part of the course grade. Your grade will be dropped a letter if you miss three or more classes and/or if you are habitually arriving late and/or leaving early (three times equals one absence). I will verify attendance with a sign-up sheet. Please inform me in advance through Canvas if you will be absent from class.

Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

Students are expected to report to class on time, be prepared for the class by having read assigned material, and to participate in discussions as appropriate. Lecture materials will be available on the Canvas website in advance of each class, so students are encouraged to follow along with the lectures and to take notes by either printing out the materials or by accessing them via a laptop computer during class. Students are asked to silence their cell phones at the beginning of class and to show respect for all other persons while class is in session.

### **Communication Guidelines**

Students are encouraged to ask questions and to respond to my queries during class. If students have special questions or concerns they would prefer to discuss privately with me, they are encouraged to attend office hours or to approach me immediately after class.

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Professionalism and COVID-19**

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of clients, patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, consider getting vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our clients and patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings (HPNP is a Health Science Center building) even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit [coronavirus.UFHealth.org](https://www.cdc.gov/coronavirus/2019-ncov/) and [coronavirus.ufl.edu](https://www.cdc.gov/coronavirus/2019-ncov/) for up-to-date information about COVID-19 and vaccination.

### **COVID-19 Symptoms**

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

### **Policy Related to Recording Class Lectures**

Students are allowed to record video or audio of *class lectures*. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. *All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.*

A “*class lecture*” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and **delivered by any instructor** hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture ***does not*** include lab sessions, student presentations, case presentations (e.g., client history), academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

*Positionality dialogues, student class facilitation, and case presentations are not considered part of “class lecture.” Therefore, recording will not be permitted during these class activities.*

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

### **Policy Related to Guests Attending Class:**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or their designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

### Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>

- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

As instructors, we are committed to affirming the identities, realities, and voices of all students, especially those from historically marginalized or underrepresented backgrounds. This course values the use of person-centered language, affirming gender pronouns, and respect for the experiences of others. We are supportive of, and open to, students making us and others in the

classroom aware of microaggressions (see Sue et al., 2007, Racial microaggressions in everyday life, *American Psychologist*, 62, 271-286) experienced in this context so that these experiences may be processed and discussed.

For further professional and personal growth related to cultural humility, you may consider joining professional organizations, such as the **Association of Black Psychologists (ABPsi)**, **Society of Indian Psychologists (SIP)**, **American Arab, Middle Eastern, and North African Psychological Association (AMENA-Psy)**, **National Latinx Psychological Association (NLPA)**, **Asian American Psychological Association (AAPA)**, and **Society for the Psychological Study of Culture, Ethnicity and Race (APA Div. 45)** and/or attending their conferences or other conferences focused on issues related to social justice, including the **National Multicultural Conference and Summit (NMCS)** and the **Teachers College Winter Roundtable**.

## Technology

For technical support for this class, please contact the UF Help Desk at:

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

## Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)



## Appendix A

### Self-assessment of Participation and Preparedness for Class

To keep track of your own in-class participation and preparedness, for each class you can rate yourself on the following items using the ratings of 0 (poor), 0.38 (average), or 0.77 (excellent):

|          | <i>Prepared for class</i><br>Prepared with all readings and notes/questions about readings or not prepared with readings and notes/questions | <i>Class discussions</i><br>Engaged in class discussions or not engaged in class discussions (e.g., frequency of contribution, attention to self and others' reactions/comments, relevance and thoughtfulness of participation) | <i>Professional demeanor</i><br>Respectful/attentive to colleagues in class or not respectful/attentive |
|----------|--|---|---|
| Class 1  |  |   |   |
| Class 2  |  |   |   |
| Class 3  |  |   |   |
| Class 4  |  |   |   |
| Class 5  |  |   |   |
| Class 6  |  |   |   |
| Class 7  |  |   |   |
| Class 8  |  |   |   |
| Class 9  |  |   |   |
| Class 10 |  |   |   |
| Class 11 |  |   |   |
| Class 12 |  |   |   |
| Class 13 |  |   |   |

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