

Psychology, Social Justice, and Public Policy

Psychology 263, January, 2011

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Class hours: Selected from 9-11:30 AM and 1-3 PM Monday-Friday

Overview

The course will introduce students to the theories and methods of psychology (e.g., community, counseling, social psychology), social work, and related social science approaches which emphasize prevention, social justice, advocacy and their implications for public policy. The course will address a variety of issues including health issues (e.g., public health and mental health), human rights issues (e.g., children's rights, aging, concerns relevant to LGBT issues and marriage, ethnic/minority groups), education and its relationship to the community, immigration issues, and other human rights issues. Issues will be explored through the lens of ecological and critical theories, which place emphasis on multiple levels of analysis of microsystems as well as macrosystems. Given the breadth of issues relevant to social justice and public policy, this course will not provide a comprehensive overview of relevant topics, but will explore a sample of topics relevant to health and human rights aspects of social justice and public policy. Guest speakers from Eastern Iowa will describe social justice issues and their involvement in these issues.

A major goal of this course is to apply psychological research findings to social issues and public policy. As noted by James Campbell (1996), "Psychologists are uniquely qualified to conduct and interpret research related to certain public policy issues. Psychological research has contributed to knowledge that may help deal with a broad range of challenges facing society" (pp. 116). A variety of discussion topics will focus on the implications of social science research for social justice and public policy.

The range of issues that students will have the opportunity to investigate through group research projects may include health care policy (e.g., mental health parity), deinstitutionalization and mental health care (impact on psychiatric care, homelessness, incarceration of psychiatric patients in prison systems), disaster assistance practices (national and international), domestic violence and rape, HIV/AIDs and other sexually transmitted infections, substance use/abuse, immigration, work discrimination issues, sexual orientation, gay marriage and parenting, and aging.

Class Requirements

Regular attendance

Completion of readings and submission of discussion questions and journal

Participation in and leadership of discussion

Short analysis/response papers

Applied paper: Public policy letter

Group presentation for symposium & research paper related to individual expertise

Class Readings

Class readings will be selected primarily from journal articles and chapters that explore specific social justice and public policy issues. Class readings will be posted on Moodle.

Description of Selected Class Expectations and Assignments

Attendance

Active, engaged participation is a central aspect of this course. As a result, attendance at all sessions is expected. Please contact the class professors if you are unable to attend a session.

Class Discussion Participation and Journal

Although this course will feature some lecture, we will emphasize the discussion of and critical thinking about topics as we work together to gain a deeper understanding of issues relevant to psychology, social justice, and public policy. Each student is responsible for reading assigned material and reflecting on the issues raised by readings prior to class discussions. Class members will have the opportunity to demonstrate their understanding of and reactions to reading materials by participating in class discussion, submitting at least one question each day (designed to facilitate the deeper understanding of issues), and a journal entry.

Discussion questions may focus on facilitating reflection, promoting critical thinking, building connections between the day's topic and other issues discussed during the class, or considering the implications of the topic or issue. Questions should encourage serious reflection about course material and encourage analytical, engaged discussion (not simply a request for a summary or opinion).

Journal entries should consist of two parts (a pre-post set of observations). Prior to the class session, class members should write a brief response (one paragraph to ½ page) that is relevant to the discussion questions they posed. Following the class discussion but prior to the next day, class members should provide commentary about the discussion. This commentary may focus on what they learned, how and why their positions may have changed, the implications of the issues that were discussed, and/or what questions remain unanswered. This post-discussion commentary should not exceed one page of text.

Journal entries and questions will be collected at regular (but unannounced) intervals during the term.

Discussion Leadership

Due date: Discussions will be scheduled throughout the term and class members will sign up to facilitate discussion leadership

Each class member is responsible for leading class discussion with a small group on one occasion. Discussion leaders should prepare questions and material for approximately 45 minutes to an hour. Class discussion should be used to develop understanding of issues, examine various points of view, critically evaluate issues, and draw connections between various perspectives. Group leaders may also use an activity or provide additional information about the topic of discussion. The following guidelines will be considered in evaluating discussion leadership.

Superior (A): Asks thoughtful questions that engage class members; offers insights that have not been thought of by others. Contributes an appropriate amount to discussion; doesn't dominate, but offers more than simply a few good observations. Redirects a discussion that has strayed from the topic back to critical points.

Very Good (B/B+): Poses questions and discussion comments that are insightful, targeted, and thoughtful; but offers only a few of these to overall discussion. Alternatively, offers good comments and questions but may dominate discussion.

Average (C): Contributes to and is attentive to discussion, but tends to restate the obvious or may ask questions that do not lend themselves effectively to discussion. May reject some viewpoints out-of-hand without considering possible implications.

Below Average (C-/D): May offer a few helpful comments to discussion, but otherwise comments tend to re-state the obvious. Offers personal anecdotes that are tangential to the main topic. Exhibits some periods of disengagement from discussion.

Occasional Analysis and Response Papers

Students will be asked to write brief overnight responses to movies and/or guest presentations. In general, we will use these brief, 1-page papers to facilitate class discussion and reflection. In other words, the papers are designed to prepare students for further consideration of issues. The first “occasional” paper will be due on January 4 (day 2 of class), and is described below:

Exploration American Psychological Association Website: Public Interest Directorate
Due: Tuesday, January 4

The Public Interest Directorate of the American Psychological Association is charged with applying psychology to the “fundamental problems of human welfare and the promotion of equitable and just treatment of all segments of society.” The Public Interest Directorate and the Government Relations Offices of APA devote their attention to specific human rights issues, including the following:

Office on Aging	Lesbian, Gay, Bisexual, and Transgender Concerns
Office on AIDS	Office of Ethnic Minority Affairs
Children, Youth, and Families	Socioeconomic Status Office
Disabilities	Violence Prevention Office
Women’s Programs Office	Work, Stress, and Health Office

Class members may access information about these offices at: www.apa.org/pi/index.aspx. Choose one of these offices and explore the activities and emphases of its programs and agendas. In a short response, briefly describe the priorities of the office, its activities, and related social change activities.

Public Policy Letter

Due date: Wednesday, January 19

Psychologists have a responsibility to the welfare of others that goes beyond service to individuals. As scholars with growing expertise in human behavior, research, and mental health, it is appropriate to consider your responsibility to the larger community. Government policy affects individuals in many ways. Laws and public programs shape nearly every aspect of life: education, criminal justice, housing, health care, urban violence, and mental health policy.

As educated citizens and future leaders of this society, you will at some point have the responsibility to help shape public policy. Your assignment now is to choose a topic related to psychology or mental health, in any setting that interests you, and write a well-written letter to the legislator or other government or institutional official of your choice.

Within your letter, cite research studies to support your position. Advocate for a program or policy that you believe is important to the field of psychology, mental health, or human development. You

may take a position on psychological issues in education, industry, and services for children and families etc. You may focus on levels of funding, the policies of a program, or the need to create, enlarge or abolish a particular project. State clearly what you are asking for.

The letter should be a single-spaced, 1½-2 page document. You will be evaluated on the quality of your argument and the relevance of the research that you cite. The letter should be accompanied by 2-3 pages of commentary in which you apply and elaborate on the psychological concepts and social justice values that inform your letter.

Research Project and Critical Review Paper

Symposium presentations: Friday, January 21

Individual research paper due date: Tuesday, January 25 (10 PM)

Each class member will work with a small group (e.g. 4 students) to present a symposium (approximately ½ hour) that focuses on the relationship between psychology and an area of public policy. In addition, each participant will take responsibility for becoming a specialist on a sub-topic relevant to the group's theme. Each person will provide a short presentation relevant to this theme and will write a paper on this topic. General themes may include topics relevant to psychology and the law, health, education, or human rights. Whenever possible, class members should summarize media reports on the symposium topic as well as relevant academic literature and research on the topic. Additional information will be available in a class handout.

The following description clarifies general standards for grading research papers.

Superior (A): This paper not only fulfills the assignment, but also has something original and important to say and the points it makes are well supported. It is organized effectively, develops smoothly, and it is written clearly and correctly (according to scientific writing standards). It is based on data or a review of the literature that is clearly related to the points it makes. Findings from the literature are integrated into a readable and comprehensive paper. The conclusions suggest that the writer has synthesized the literature and has identified strengths and limitations of the literature as well as future directions for research and theory. The paper is written correctly with regard to mechanics and citation style.

Good (B): This paper fulfills the assignment. Its general ideas are clear and it is presented effectively. It handles sources clearly, and includes no serious errors of fact or interpretation. Although it may not represent substantial new insight into the issues, it provides an adequate and appropriate report about data or literature. Generally, the paper is correct with regard to usage, is appropriate in style, and uses correct standards of writing, including bibliographic citations.

Average (C): This paper fulfills the assignment adequately, but it might be better described as an annotated bibliography. Points may be hard to follow and the paper may be poorly organized (e.g., unbroken narrative with no headings or clear relationships; literature review that summarizes sources merely in sequence without synthesizing points). There may be errors of fact or interpretation. Sources or data may be poorly chosen – insufficient in number, of inappropriate types, too old, lacking in authority, etc. There may be errors in usage, the style may be inappropriate for the assignment, or there may be errors in mechanics of writing or citation.

Marginal (D/F): This paper does not fulfill the assignment. It may fail to focus on a single topic or subject. It omits important material or makes repeated errors of fact or interpretation.

Approximate Values Assigned to Class Components

Participation/attendance	20%
Discussion leadership & group symposium presentation	18%
Journal and discussion questions	22%
Public policy letter	14%
Research Paper	26%

Grading Scale

A=94%	C+=77%
A-=90%	C=73%
B+=87%	C-=70%
B=83%	D+=67%
B-=80%	D=63%
	D-=60%
	F=59% and below

Late Papers and Responses

Occasionally students become ill shortly before the due date of a paper. Students who wish to request extensions because of illness or personal crises must notify a professor in a timely fashion (e.g., before the day the assignment is due). In other cases, papers that are submitted after the deadline will be considered late and will be penalized 1/2 grade for every 24 hour period after the stated deadline.

Computers and Electronic Communication

You may bring computers to class if the purpose of doing so is to take notes. It is not acceptable to use class time to check e-mail or “surf” the internet or to complete other class assignments. Similarly, texting during class time is not acceptable. Discussion will be a primary emphasis throughout this class, and the presence of computers often detracts from one’s ability to be “fully present” in class discussion. As a result, computers should not be used during discussion.

Accommodations for Disabilities

Cornell College is committed to providing equal opportunities to all students. If you have a documented learning disability and will need any accommodation in this course, you must request the accommodation(s) from the instructor of the course within the first three days of the term. Additional information about the policies and procedures for accommodation of learning disabilities is available on the Cornell website at http://cornellcollege.edu/student_affairs/compass/academic-policies.shtml.

Academic Honesty

The College considers Cornell students to be responsible persons who maturity will develop in a community that encourages free inquiry. The College expects the highest degree of personal integrity in all relationships. Any form of dishonesty is a violation of this spirit and of College rules. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. Dishonesty in academic work includes both cheating and plagiarism. For more information, see http://cornellcollege.edu/student_affairs/compass/academic-policies.shtml.

Class Schedule and List of Readings

Notes:

Class readings for a specific date should be completed prior to attending class.

Class schedules and readings may be modified in response to class priorities/interest, and adjustments that are made necessary due to the schedules of guest speakers.

Monday, January 3 (PM class)

1 PM: Introduction and class overview

Tuesday, January 4 (AM & PM class)

Foundations of social justice and public policy in the social sciences

Ethical foundations relevant to social justice and public policy

Readings:

Rationale for Social Justice Work in Psychology

Goodman, L.A., Liang, B., Helms, J. E., Latta, R.E., Sparks, E., & Weintraub, S. R. (2004). Training counseling psychologists as social justice agents: Feminist and multicultural principles in action. *The Counseling Psychology, 32*, 793-837. (Read pp. 793-807)

Sanborne, E. (2002). A value framework for community psychology.

Smith, L., Chambers, D., & Bratini, L. (2009). When oppression is the pathogen: The participatory development of socially just mental health practice. *American Journal of Orthopsychiatry, 79*, 159-168. (emphasize case examples)

Ethical Foundations

Toporek, R. L., & Williams, R. A. (2006). Ethics and professional issues related to the practice of social justice in counseling psychology. In R.L. Toporek, L.H. Gerstein, N. A. Fouad, G. Roysircar, & T. Israel (Eds.), *Handbook for social justice in counseling psychology: Leadership, vision, and action* (pp. 17-34). Thousand Oaks, CA: Sage.

Martel, M.M. (2009). The ethics of psychology's role in politics and the development and institution of social policy. *Ethics and Behavior, 19*, 103-111.

Examples of ethical issues:

Skloot, R. (2010, January 22). The miracle woman (from Oprah.com)

U.S. apologizes for syphilis experiment. (2010, October 1). *New York Times*.

Wednesday, January 5 (AM & PM class)

Health issues and pregnancy

9 AM: Guest speaker: Natoshia M. Askelson, MPH, PhD.,

College of Public Health, University of Iowa

Topic: Unintended pregnancy

Read before AM class:

Boonstra, H. D. (2008, Summer). The impact of government programs on reproductive health disparities: Three case studies. *Guttmacher Policy Review, 11*(3), 6-12.

1 PM: Group discussion on abortion, health effects, and psychology's role in public policy

Readings for group discussion:

- Major, B., Appelbaum, M., Beckman, L., Dutton, M. A., Russo, N. F., & West, C. (2009). Abortion and mental health: Evaluating the evidence. *American Psychologist, 64*, 863-890.
- Adler, N. E., Ozer, E. J., & Tschann, J. (2003). Abortion among adolescents. *American Psychologist, 58*, 211-217.
- Major, B. (2010, November 7). The big lie about abortion and mental health. *Washington Post*.
- Cohen, S. A. (2006, Summer). Abortion and mental health: Myths and realities. *Guttmacher Policy Review, 9*(3), 8-16.

Recommended reading:

- Steinberg, J.R., & Finer, L. B. (2010). Examining the association of abortion history and current mental health: A reanalysis of the National Comorbidity Survey using a common-risk-factors model. *Social Science and Medicine, 72*(1), 72-82.

Thursday, January 6 (AM & PM class)

Medical care issues in the 21st century

9 AM: Guest speaker Mary Kemen, M.D.

1 PM: Movie

Readings:

- Mahar, M. (2006). *Money-driven medicine: The real reason health care costs so much*. New York: HarperCollins Publishers. (Chapter 4, Not-for-profit hospitals: “No margin, no mission”?)
- Adler, N.E. (2009). Health disparities through a psychological lens. *American Psychologist, 64*, 663-673.

Friday, January 7 (AM class)

Health disparities and health issues

9-11:30 AM:

Topic: Health and health care issues continued

Group discussion on health care and health disparities

Readings for group discussion:

- Adler, N.E. (2009). Health disparities through a psychological lens. *American Psychologist, 64*, 663-673. (also listed under Thursday reading)
- McGuire, T. G., & Miranda, J. (2008). New evidence regarding racial and ethnic disparities in mental health: Policy implications. *Health Affairs, 27*, 393-403.
- Miranda, J., McGuire, T. G., Williams, D. R., & Wong, P. (2008). Mental health in the context of health disparities. *American Journal of Psychiatry, 165*, 1102-1108.
- Jones, C.M. (2010). Why should we eliminate health disparities? The moral problem of health disparities. *American Journal of Public Health, 100*(S1), S47-S51.
- American Psychological Association (2007). *Report of the APA Task Force on Socioeconomic Status*. (browse briefly and see page 14)

Relevant websites (recommended):

- Dartmouthatlas.org (Dartmouth Atlas of Health Care) Click on key issues, then racial disparities.
- Healthypeople.gov (Healthy People 2020) Browse section on health care disparities.

Recommended readings:

- Lee, R. E., & Cubbin, C. (2009). Striding toward social justice: The ecologic milieu of physical activity. *Exercise Sport Science Review*, 37 10-17. (applies an ecological framework to physical health, which is a topic for Friday, January 7)
- Hopps, J.A., & Liu, W. M. (2006). Working for social justice from within the health care system: The role of social class in psychology. In R.L. Toporek, L.H. Gerstein, N. A. Fouad, G. Roysircar, & T. Israel (Eds.), *Handbook for social justice in counseling psychology: Leadership, vision, and action* (pp. 318-337). Thousand Oaks, CA: Sage.

Monday, January 10 (AM & PM class)

Multiple Oppressions and their Dynamics: Racism, Poverty, and Socioeconomic Class

Prior to class session: Complete an implicit association test (IAT) at implicit.harvard.edu/implicit/
(You may choose one or more “demonstration” tasks or a “research” task. Either is acceptable.

AM: Group discussion on racism, poverty, and socioeconomic class

- Payne, B. K., & Cameron, C.D. (2010). Divided minds, divided morals: How implicit social cognition underpins and undermines our sense of social justice. In B. Gawronski & B.K. Payne (Eds.), *Handbook of implicit social cognition* (pp. 445-460). New York: Guilford Press. (This chapter is relevant to the IAT test listed above.)
- Sue, D.W., Capodilupo, C.M., & Holder, A.M.B. (2008). Racial microaggressions in the life experience of Black Americans. *Professional Psychology: Research and Practice*, 39, 329-336.
- Smith, L. (2005). Psychotherapy, classism, and the poor: Conspicuous by their absence. *American Psychologist*, 60, 687-696.
- Lott, B. (2002). Cognitive and behavioral distancing from the poor. *American Psychologist*, 57, 100-110.
- APA Fact Sheet. Ethnic and racial minorities and socioeconomic status.

For further browsing, you may explore the following APA Resolutions and Task Force Reports:
American Psychological Association (2000). Resolution on Poverty and SES. (at www.apa.org)
APA (2006). Resolution on Prejudice, Stereotypes, and Discrimination.
APA (2007). Task Force on Socioeconomic Status. (at www.apa.org)

Recommended reading:

- Lott, B., & Bullock, H. E. (2007). *Psychology and economic injustice: Personal, professional, and political intersections*. Washington, DC: American Psychological Association. (Chapter 4)

PM: Movie

Tuesday, January 11 (AM class)

Violence Against Women and Other Gender-Related Human Rights Issues

Readings for group discussion on violence against women:

- Campbell, R. (2008). The psychological impact of rape victims’ experiences with the legal, medical, and mental health systems. *American Psychologist*, 63I, 702-717.
- Koss, M. P. (2000). Blame, shame, and community: Justice responses to violence against women. *American Psychologist*, 55, 1330-1343.
- Lehrner, A., & Allen, N.E. (2008). Social change movements and the struggle over meaning-making: A case study of domestic violence narratives. *American Journal of Community Psychology*, 42, 220-234.

Tuesday, January 11 continued

Recommended reading:

Bell, M. E., & Goodman, L. A. (2006). Seeking social justice for victims of intimate partner violence. In R.L. Toporek, L.H. Gerstein, N. A. Fouad, G. Roysircar, & T. Israel (Eds.), *Handbook for social justice in counseling psychology: Leadership, vision, and action* (pp. 155-169). Thousand Oaks, CA: Sage.

Wednesday, January 12 (AM & PM class)

Human rights Issues in Multiple Contexts

9 AM: Tara Beck, Waypoint

Waypoint provides shelter and support for women and families in crisis due to homelessness, poverty, domestic violence, or sexual assault.

1 PM: Ruth White and Karl Cassel

Dr. White is a retired educator and has served as Director of the Iowa Department of Human Rights. She developed The Academy for Scholastic and Personal Success, a summer program for African American high school students and TPA (Toward Advanced Placement), a curricular choice for minority students which encourages students with untapped potential toward enrollment in AP classes. Karl Cassel is Executive Director of the Cedar Rapids Civil Rights Commission.

Readings:

Please use this day to read ahead and to begin collecting information and articles for your class project. Several short readings may be added at a later date.

Thursday, January 13 (AM & PM class)

Discrimination and the Workplace (emphasis on sexual harassment)

9 AM: Group discussion: Gender discrimination and sexual harassment in the workplace

1 PM: Movie

Readings for group discussion:

Fitzgerald, L.F. (2003). Sexual harassment and social justice: Reflections on the distance yet to go. *American Psychologist*, 58, 913-924.

Riger, S. (1991). Gender dilemmas in sexual harassment: Policies and procedures. *American Psychologist*, 46, 497-505.

Fitzgerald, L. F., & Collinsworth, L.L. (2008). (Un)common knowledge: The legal viability of sexual harassment research. In E. Borgida, & S.T. Fiske (Eds.), *Beyond common sense: Psychological science in the courtroom* (pp. 103-125). Malden, MA: Blackwell Publishing.

Recommended:

Preventing Sexual Harassment: A Fact Sheet for Employees (browse pp. 1-8)

Excerpt from Bingham, C., & Gansler, L. (2002). *Class action*. New York: Doubleday. (a book that chronicles the sexual harassment suit described by Fitzgerald, 2003).

Gutek, B. A. (2008). Commentary on research relevant to sex discrimination and sexual harassment. In E. Borgida, & S.T. Fiske (Eds.), *Beyond common sense: Psychological science in the courtroom* (pp. 327-339). Malden, MA: Blackwell Publishing.

Friday, January 14 (AM & PM class)

Immigration Issues

9 AM: Group discussion on immigration issues

1 PM: Dorothy Higdon, volunteer, Justice for our Neighbors

Momodu Kamara, Organizer, *Books Without Borders*

Readings for group discussion:

Pumariega, A.J., & Rothe, E. (2010). Leaving no children or families outside: The challenges of immigration. *American Journal of Orthopsychiatry*, 80, 505-515.

Imberti, P. (2008). The immigrant's odyssey: Trauma, loss, and the promise of healing. *Psychotherapy Networker*, 32(3), 34-39, 56.

Yakushko, O. (2009). Xenophobia: Understanding the roots and consequences of negative attitudes toward immigrants. *The Counseling Psychologist*, 37, 36-66. (Read through p. 51. The rest of the article is optional.)

DREAM Act Summary (2 pages) and Just the Facts: Five Things You Should Know About the DREAM Act (2 pages)

To gain additional perspective about psychology and public policy responses, you may consult the following:

APA Resolution on immigrant children, youth, and families.

APA Public Interest Government Relations Office. The impact of immigration and customs enforcement raids on children and families.

Recommended reading:

Yakushko, O., & Chronister, K.M. (2005). Immigrant women and counseling: The invisible others. *Journal of Counseling and Development*, 83, 292-298. (another example of the importance of an ecological perspective)

Deaux, K. (2006). A nation of immigrants: Living our legacy. *Journal of Social Issues*, 62, 633-651.

Website for immigration law: www.nilc.org/immlawpolicy/dream/index.htm#facts.

Monday, January 17

The Role of the Legislature in Supporting Human Development (children's issues & aging)

Civil Rights and the Legacy of Martin Luther King Jr.

9 AM: Guest speaker Ro Foege

11:30 AM: Cornell College celebration of the life & legacy of Martin Luther King, Jr. (Orange Carpet)

5:00 PM: MLK Candlelight Vigil: Commons Information Desk

Reading:

Roysircar, G. (2009). The big picture of advocacy: Counselor, heal society and thyself. *Journal of Counseling and Development*, 87, 288-294. (emphasis on Martin Luther King Jr's leadership)

Read one of the following:

Strickland, T. (1996). Moving psychology toward (self) recognition as a public resource: The views of a congressman psychologist, In R. P. Lorion, I. Iscoe, P.H. De Leon, & G. R. VandenBos (Eds.), *Psychology and public policy: Balancing public service and professional need* (pp. 369-389). Washington, DC: American Psychological Association.

Shullman, S.L., Celeste, B.L., & Strickland, T. (2006). Extending the Parsons legacy: Applications of counseling psychology in pursuit of social justice through the development of public policy. In R.L. Toporek, L.H. Gerstein, N. A. Fouad, G. Roysircar, & T. Israel (Eds.), *Handbook for social justice in counseling psychology: Leadership, vision, and action* (pp. 499-513). Thousand Oaks, CA: Sage.

Tuesday, January 18 (AM & PM)

Human Rights and Advocacy: Lesbian, Gay, Bisexual, and Transgender Rights

9 AM: Group discussion on LGBT issues, marriage, and parenting

1 PM: Guest speaker Liz Bennett, One Iowa

Readings for group discussion:

Herek, G. M. (2010). Sexual orientation differences as deficits: Science and stigma in the history of American psychology. *Perspectives on Psychological Science, 5*, 693-699.

Herek, G.M. (2006). Legal recognition of same-sex relationships in the United States: A social science perspective. *American Psychologist, 61*, 607-621.

Patterson, C. J. (2009). Children of lesbian and gay parents: Psychology, law, and policy. *American Psychologist, 64*, 727-736.

APA Public Interest Government Relations Office. Marriage Equality and LGBT Health

APA Resolution on Sexual Orientation and Marriage & research summary (2004)

APA Resolution Sexual Orientation, Parents, and Children (2004)

Wednesday, January 19 (PM)

LGBT Issues in the Schools

1 PM: Guest speaker Nate Monson, LGBT programming, Iowa City Schools

Reading:

Espelage, D.L., & Horne, A.M. (2008). School violence and bullying prevention: From research-based explanations to empirically based solutions. In S.D. Brown & R. W. Lent (Eds.), *Handbook of counseling Psychology* (pp. 588-605). Hoboken, NJ: Wiley.

Due: Public policy letter (5 PM)

Thursday, January 20

Activism, Advocacy, Drop-Out Prevention/Outreach, and Community Outreach

9 AM: Ami Madison, Activist, poet, and performing artist

Ami Madison uses creative writing and performance as a form of activism. She explores themes relevant to racism, sexual violence, and homophobia.

1 PM: Betsy Huston, Cedar Rapids Schools, Drop-out prevention and outreach

Isaiah Jones, MAD DADS program (Men Against Destruction Defending Against Drugs and Social Disorder). MAD DADS is a community organization that focuses on social needs, safe neighborhoods, and healthy families.

Readings on advocacy roles within the school system:

Toporek, R. L., Lewis, J. A., & Crethar, H.C. (2009). Promoting systemic change through the ACA advocacy competencies. *Journal of Counseling and Development, 87*, 260-268.

Lopez-Baez, S.I., & Paylo, M.J. (2009). Social justice advocacy: Community collaboration and systems advocacy. *Journal of Counseling and Development, 87*, 276-283.

Friday, January 21 (AM & PM)

Research Symposium: Group Presentations

9-11:30 AM: Symposium Presentations

1-3 PM: Symposium Presentations

Monday, January 24 (AM)

Challenging Issues and the Challenges of Communicating Psychological Research to the Public & Policy Makers

9 AM: Group discussion on challenging topics (e.g., affirmative action, child abuse)

Readings selected from the following:

Crosby, F.J., & Dovidio, J. F. (2008). Discrimination in America and legal strategies for reducing it. (affirmative action etc.) In E. Borgida, E. & S.T. Fiske, S.T. (Eds.), *Beyond common sense: Psychological science in the courtroom* (pp. 23-43). Malden, MA: Blackwell Publishing.

Vasquez, M.J.T., & Jones, J.M. (2006). Increasing the number of psychologists of color: Public policy issues for affirmative diversity. *American Psychologist, 61*, 132-142. (Emphasize 132-138. The first section of the article focuses on general themes/issues relevant to affirmative action.)

Lilienfeld, S.O. (2002). When worlds collide: Social science, politics, and the Rind et al. (1998) child sexual abuse meta-analysis. *American Psychologist, 57*, 176-188.

Garrison, E.G., & Kobor, P.C. (2002). Weathering a political storm: A contextual perspective on a psychological research controversy. *American Psychologist, 57*, 165-175.

Sternberg, R.J. (2002). Everything you need to know to understand the current controversies you learned from psychological research. *American Psychologist, 57*, 193-197.

Tuesday, January 25 (AM)

Skills for Activism and Advocacy

9 AM: Developing skills for influencing public policy

Potential readings:

Caldwell, J.C., & Vera, E.M. (2010). Critical incidents in counseling psychology professionals' and trainees' social justice orientation development. *Training and Education in Professional Psychology, 4*, 163-176.

Klar, M., & Kasser, T. (2009). Some benefits of being an activist: Measuring activism and its role in psychological well-being. *Political Psychology, 30*, 755-777.

Advancing Psychology in the Public Interest: A Psychologist's Guide to Participation in Federal Policymaking.

Howe, L.L.S., Sweet, J.J., & Bauer, R.M. (2009). Advocacy 101: A step beyond complaining. How the individual practitioner can become involved and make a difference. *The Clinical Neuropsychologist, 24*, 373-390.

Lee, C.C., & Rodgers, R.A. (2009). Counselor advocacy: Affecting systemic change in the public arena. *Journal of Counseling and Development, 87*, 284-287.

DUE: Final paper (10 PM)

Wednesday, January 26 (AM)

Paper copies submitted by 9 AM