

EDUCATIONAL PSYCHOLOGY 469K - #10430
PRACTICUM IN FACILITATING INTERGROUP DIALOGUE
SPRING 2015

CLASS TIME: Mondays 3-5 p.m.
LOCATION: SSB 4.452

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|--------------------|--------------------------|---------------|----------------------------|
| INSTRUCTORS | Dr. DeAunderia N. Bowens | 512- 232-2866 | Dnbowens@austin.utexas.edu |
| | Reed Rallojey | 512- 232-2931 | Reed@austin.utexas.edu |

OFFICE HOURS: By appointment

COURSE DESCRIPTION

EDP 469K - PRACTICUM IN FACILITATING INTERGROUP DIALOGUE

This practicum follows the Training Processes in Intergroup Dialogue course (EDP 369K) and requires applied work in facilitating intergroup dialogues. The student facilitators will participate in weekly preparation sessions and instructor consultations:

- To discuss and prepare their work for the group dialogues
- To strengthen their own understanding of intergroup relations
- To further develop the co-facilitation relationship and experience
- To continue their own personal growth and development in the area of facilitation
- To discuss the theory and practice of intergroup communication and community building

Instructors will lead students in a sustained dialogue process involving the following distinct, planned stages of learning:

Stage 1: Group Beginnings: Creating a Shared Meaning of Dialogue

Stage 2: Identity, Social Relations and Conflict

Stage 3: Issues of Equity, Fairness and Inclusion: "Hot Topics"

Stage 4: Alliances and Empowerment

EDP 210 - INTERGROUP DIALOGUE: GENDER IDENTITY & SEXISM

Discussions about issues of conflict and community are needed to facilitate understanding between social/cultural groups. During this course, students will participate in a semester long dialogue about gender identity and sexism. Peer facilitators* will engage their peers through relevant reading material, experiential activities, and course assignments around the topic of sexism. Students in the course will examine narratives and historical, psychological, and sociological materials that address issues of discrimination based upon gender identity within social and institutional contexts in the United States as well as on campus. Students will participate in exercises that will be debriefed in class and through weekly learning journals. The goal is to foster an atmosphere of openness and a setting in which students engage in open and constructive dialogue, learning, and exploration concerning issues of intergroup relations, conflict, and community.

The intergroup dialogue on Gender Identity & Sexism will take place from 3:00 p.m. - 5:00 p.m. on Wednesdays.

*The student facilitators for this class have completed the training processes in intergroup dialogue course. In addition, the student facilitators will receive supervision from the instructor listed above.

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TEXTS

1. Zúñiga, Ximena, Biren (Ratnesh) A. Nagda, Mark Chesler, Adena Cytron-Walker. (2007); Intergroup Dialogue in Higher Education: Meaningful Learning About Social Justice: ASHE Higher Education Report, Volume 32, Number 4. Wiley Periodicals, Inc.
2. Intergroup Dialogue Course Packet – Gender Identity & Sexism: Dr. DeAunderia Bowens & Reed Rallojay, Available at Speedway Copying & Printing & Abel's Copies on the ground floor of University Towers: 715 W. 23rd Street. (512) 478-3334

WEEKLY MEETINGS

Our regular practicum meetings will include the following activities but we are also eager to add other activities that you feel would be useful:

- 30 minutes – We will debrief the previous dialogue session (See Weekly Debriefing Notes for more information.)
- 30-60 minutes – We will talk about the facilitator readings for this week and what best practices we can gain from them as well as any critiques we can make.
- 30-60 minutes – We will finalize curriculum plans for the dialogue session this week and if needed, this time will be spent with one-on-one time with each facilitator to discuss specific issues regarding the students, curriculum, etc.

GRADES/REQUIREMENTS

This practicum is a four-credit, letter-graded course. Attendance, participation and contribution are required. Grades will be based on the following:

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| 1) Attendance/Contribution | 20% |
| * 2 points per each class meeting with instructors 10 X 2 = 20pts. | |
| 2) Classroom Observations | 20% |
| * 5 points for each class observation 4 X 5 = 20 pts. | |
| 3) Weekly Debriefing Notes | |
| * 3 points per each set of debriefing notes 10 X 3 = 30 pts. | |
| 4) Final Summary Report | 30% |
| * 10 points for each component of the report 10 X 3 = 30 pts. | |
| TOTAL PERCENTAGE | 100% |

NOTE: Percentages reflect a portion of the total grade.

GRADE SCALE

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|--------------|--------------|--------------|--------------|--------------------|
| (A) = 100-95 | (B+) = 89-87 | (C+) = 79-77 | (D+) = 69-67 | (F) = 59 and lower |
| (A-) = 94-90 | (B) = 86-84 | (C) = 76-74 | (D) = 66-64 | |
| | (B-) = 83-80 | (C-) = 73-70 | (D-) = 63-60 | |

1. ATTENDANCE/CONTRIBUTION (20%)

Because this course is an extension of your facilitator training experience, we anticipate that you will receive full credit for attendance, participation and contribution. Should an emergency arise that prevents attendance at a specific session (illness, accidents, etc.), it is the responsibility of the facilitator to contact

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the instructor immediately. Given the nature of this course, absences will strongly affect grades. You are allowed one excused absence (out sick *with a doctor's excuse*, a conference with proof of registration, etc.). After two absences you drop one letter grade. After three or more absences, you will receive an "F" in the course. Significantly late arrival or early departure from class will also count as an absence.

NOTE: If you have religious or cultural observations that conflict with meetings or sessions you should let the instructor know by **Monday, February 2, 2015** to make sure you will not be penalized for missing class. we strongly encourage you to honor your cultural and religious holidays. However, if we do not hear from you by **Monday, February 2, 2015**, we will assume that you plan to attend all meetings and sessions, and full attendance will be required.

2. CLASSROOM OBSERVATIONS (20%)

The instructor will observe your dialogue sessions approximately four times during the semester and you will be graded on each of these occasions. You will be observed facilitating dialogue and there will be a maximum of 5 points that you can earn during each classroom observation. The instructor will observe the following: quality of class preparation; execution of the lesson plan; good co-facilitation skills; clarity in delivering the information; ability to discuss theory and practice in the course; conflict intervention and mediation; ability to maximize use of learning opportunities; and facilitation of intergroup communication. We will also typically meet immediately after the observations for debriefing, so please allow additional time for discussion at the end of these sessions.

3. WEEKLY DEBRIEFING NOTES (30%)

Please develop a set of notes that debrief each of the dialogue sessions. In debriefing your notes, please be sure to focus on articulating and expressing your own insights and perspectives about the session in addition to simply summarizing the dialogue session. These debriefing notes should also include some discussion about your thoughts and feeling about the book that you will be reading as part of the practicum, Intergroup Dialogue in Higher Education: Meaningful Learning About Social Justice: ASHE Higher Education Report. Describe how you are making or not making connections between this reading and your experiences in facilitating dialogues in class. Your debriefing notes should be typed, 3-4 pages, 12-point font, double-spaced, with 1" margins on all four sides. There is no particular format for the content of the debriefing notes; however, we do ask that you upload them as a Microsoft Word document to CANVAS by **11am on Monday before our scheduled meeting**. Each facilitator will complete a set of debriefing notes and we will discuss the notes during our weekly practicum meetings.

4. FINAL SUMMARY REPORT (30%)

Length: Approximately 8-10 pages, 12-point font, typed, double-spaced, with 1" margins on all four sides.

Due Date: Monday, May 4, 2015 by noon in SSB 4.452.

Purpose: The main purpose of the final summary report is to give you a forum to solidify your learning and experiences.

In your final summary report, please be sure to address each of the items listed in the section below but of course also feel free to include additional topics and information.

- Certainly some issues will require more or less writing than others. Use your good judgment about this.

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- We need to know what you thought was effective and useful this semester but please note that we do not expect you to share only positive things about the practicum. We also need to know what you found to be ineffective or not useful. We assure you that sharing the negative experiences you had with the practicum will not adversely impact your grade. The more we know about what needs to be changed, the better we can improve the program.
- Please spend some time in your paper reflecting on your thoughts and reactions to the book and other readings that you read as part of the practicum and how they were either helpful or not helpful in your experiences as a facilitator.
- Please also feel free to refer back to issues raised previously or elements of your weekly debriefing notes in this report.

Assignment: You should answer the following questions in your final summary report:

1. Summary of Your Dialogue Experience
What worked and didn't work within the classroom dialogues? How well were your goals met? What would you do to improve the experience for dialogue participants? Be specific with your answer.
2. Summary of Your Facilitation Experience
What worked well between you and your co-facilitator? What would you do to improve your experience as a co-facilitator? Be specific about the co-facilitation development process. Also be specific by sharing examples.
3. Summary of Salient points that you identified from the book (or other readings as a facilitator)
What were your overall impressions and reactions to the book? What were some of the most important points of the book in your facilitation experience? How did the book aid you or not aid you in becoming a more effective facilitator? Discuss your favorite article and how it impacted your thoughts about facilitating an intergroup dialogue.
4. Summary of Your Practicum Experience
What were the most effective and least effective aspects of the practicum? Did you experience yourself as both a teacher as well as a learner in the practicum? Please give specific examples. What suggestions do you have for the instructor to improve the experience for co-facilitators in the future?

Note: Be sure to save copies of your lesson plans and weekly debriefing notes as they may be the basis for much of your final summary report.

END OF THE SEMESTER MEETING

Please plan to meet with me on **Monday, April 28th** regarding your course scores and grades.

WEEKLY CHECKLIST

1. Immediately after your dialogue sessions and before you leave the classroom:
 - Complete record keeping items such as assigning attendance and participation points, etc. For safety, both you and your co-facilitator should keep separate records in case one is lost, but please make sure that your separate records are identical in terms of the scores earned by students.
2. After each dialogue session:

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- Read and respond to the journals written by the students in your dialogue (half and half to each facilitator). Record the points you assign for their journals and compare your record of these points with your co-facilitator based upon low and high scores so that you can both be consistent in grading.
3. In the next day or two but far enough in advance of our practicum meetings to allow for second thoughts:
 - Meet with your co-facilitator to debrief the previous week's dialogue and to prepare for the next dialogue session. This is a very important meeting! The meeting should happen at a regularly scheduled time each week and it must be face-to-face (not by email, telephone, etc.).
 - One of the first things you and your co-facilitator should do this semester is decide on a convenient weekly time for this meeting and hold it in your appointment book. You should be prepared to meet for as long as it takes to discuss the needs of the students, to share your co-facilitation strengths and challenges, and to plan accordingly for the next dialogue session. Please be forewarned that especially at the beginning of the semester, this may take a lot more time than you may expect. Set aside a sizeable chunk of time for these meetings! My suggestion is 2 hours.
 - At the meeting, prepare a dialogue-planning sheet that will serve as your lesson plan giving special attention to the rationale for the various things you intend to cover. How does each activity advance the group? How is each item relevant to the dialogue? What media is necessary for the class and who will be responsible for each aspect of the dialogue that week?
 4. Prior to practicum meetings and dialogue sessions:
 - Submit your weekly debriefing notes via CANVAS, no later than 11 am on Monday.
 - Do any reading or preparation necessary for your practicum and your upcoming dialogue session. Regularly check your email for announcements or information concerning the dialogue and other related matters. Make sure that you coordinate your grades and have them posted on CANVAS at the same time. (Maybe trade off on this duty each week or month.)
 5. Attend the practicum meeting and share your insights, concerns, learning moments, and needs.
 - Although our interactions are informal and collegial, please do not be late or absent. We need to make good use of our time to help, support and learn from each other.
 - At the beginning of the practicum meeting, give your instructor your dialogue planning sheet prepared jointly by you and your co-facilitator.
 - Your instructor will respond to your lesson plan, giving you feedback that may be useful prior to the dialogue session.
 - The instructor will also respond to your weekly debriefing notes at this time for you to review after the meeting.
 6. Collect materials that you will need for your dialogue. Avoid rushing at the last minute to organize.
 7. Attend your dialogue and give your focused attention and effort to the participants and expect to receive one from them as well.

NOTE: Important announcements and other information concerning your practicum and the dialogue will be made via email; therefore, it is crucial that you check your email regularly.

UNDERGRADUATE WRITING CENTER

We strongly encourage you to utilize the Undergraduate Writing Center (UWC) for your written assignments. UWC offers free, individualized expert help with writing for any UT undergraduate by appointment or on a drop-in basis. They work with students from any major or academic department on campus, for both academic and non-academic writing. The UWC is located in FAC 211 and their telephone number is 512-471-6222. You can also check out their website for more details and resources at <http://www.uwc.utexas.edu/>

UNIVERSITY POLICIES ON ACCOMMODATIONS

Students with documented disabilities who require academic accommodations should contact Services for Students with Disabilities (SSD) at 512-471-6259 (Voice), 512-410-6644 (Video Phone). This should be done as soon as possible to request an official letter outlining any authorized accommodations to be presented to the course instructors so that the appropriate accommodations can be provided. More information is available online at <http://ddce.utexas.edu/disability/>

UNIVERSITY POLICIES ON SEXUAL HARASSMENT

It is the policy of the University of Texas at Austin to provide an educational and working environment for its students that is free from sex discrimination and sexual harassment. In accordance with federal and state law, the University prohibits discrimination on the basis of sex, including sexual harassment. Sex discrimination and sexual harassment will not be tolerated, and individuals who engage in such conduct will be subject to disciplinary action. The University encourages students to promptly report sex discrimination and sexual harassment.

UNIVERSITY POLICIES ON SCHOLASTIC DISHONESTY

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of course failure and/or institutional dismissal. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services (SJS) web site at <http://deanofstudents.utexas.edu/sjs/>

POLICY ON PROPER CITATION

It is extremely important that you properly cite all written assignments for this class. Many students fail to cite sources altogether, while others take authors' words verbatim and do not quote them properly. Additionally, some students simply paraphrase the authors' words without proper citation. There are a number of citation styles depending on your area of study and academic discipline. We will ask you to use APA for citation style. Please refer to the websites provided below for assistance with APA. There are other online resources that may also provide you with APA citation assistance.

APA Format: <http://owl.english.purdue.edu/owl/resource/560/01/>

APA electronic references: <http://www.apastyle.org/electref.html>

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CLASS SCHEDULE

| Date | Readings |
|--|---|
| Stage 1: Group Beginnings: Creating a Shared Meaning of Dialogue | |
| January 26 Session 1: Orientation: Introducing and Creating an Environment for Dialogue POSSIBLE ACTIVITIES & HANDOUTS Community Learning Guidelines (Review) Dialogue vs. Debate Hopes and Fears Comfort Zones, Learning Edges, Hot Buttons, Trigger Phraseology FOR NEXT CLASS: Personal and Social Identity Wheels (homework) | Practicum Reading: Executive Summary & Definition, Origins, and Practices (Main Text; 1-8) Design and Practice Principles in Intergroup Dialogue (Main Text; 19-31) |
| February 2 Session 2: Setting a Climate for Dialogue: Normalizing Voicing One's Own Feelings and Perspectives, and Conflict POSSIBLE ACTIVITIES & HANDOUTS Personal and Social Identity Wheels Facilitator Testimonials Assign Co-facilitation Pairs FOR NEXT CLASS: Culture Chest activity description and guidelines. | Practicum Reading: Facilitating Intergroup Dialogues (Main Text; 39-51) Appendix: Educational Resources (Main Text; 91) <i>Review possible activities for future sessions. What do you find of value within this section?</i> <i>Exhibit A1 Facilitator Personal Assessment Chart (We'll give you a handout to fill out for next time.)</i> <i>Exhibit A2 Key Issues of Group Dynamics in Intergroup Dialogues – think about any current issues emerging that inhibit dialogue or trust among students. What solutions can you employ to address these issues?</i> |
| Stage 2: Identity, Social Relations and Conflict | |
| January 9 Session 3: Group Building and Exploring the Centrality and Complexity of Identity POSSIBLE ACTIVITIES & HANDOUTS Culture Chest Activity Student Testimonials Power Shuffle (Cross the Line) | Practicum Reading: Breaking Barriers, Crossing Borders, Building Bridges: Communication Processes in Intergroup Dialogues. Biren (Ratnesh) A. Nagda https://www.amherst.edu/system/files/media/1007/IGD%2520Communication%2520Processes.pdf Intergroup Dialogues: Building Community and Relational Justice (2012) http://trace.tennessee.edu/cgi/viewcontent.cgi?article=1032&context=catalyst |
| February 16 Session 4: The Importance of Narrative, Noticing Commonalities and Differences in Experiences POSSIBLE ACTIVITIES & HANDOUTS Cycle of Socialization What is Gender Role/Expectation Activity Group Discussion on Gender Identity | Practicum Reading: Educational Goals of Intergroup Dialogue (Main Text) |
| February 23 Session 5: Gender Identity & Sexism | Practicum Reading: Discuss handout Exhibit A1. Identity Matters – Forming identity/discovering identity article http://www-personal.umich.edu/~moje/pdf/Journal/IdentityMatters.pdf |

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| <p>March 2 Session 6: Gender Identity & Sexism Continued</p> <p>POSSIBLE ACTIVITIES & HANDOUTS Group Discussion on Gender Identity & Sexism Stand up, Sit down</p> <p>FOR NEXT CLASS: Discuss Hot Topics Assignment</p> | <p>Practicum Reading: Research on Outcomes and Processes of Intergroup Dialogue (Main Text) Final Thoughts (Main Text)</p> |
| Stage 3: Issues of Equity, Fairness and Inclusion: "Hot Topics" | |
| March 13 (Friday) | Gather Hot Topic suggestions from student submissions on CANVAS. |
| <p>March 23 Session 7: Understanding Systems of Oppression & Privilege</p> <p>POSSIBLE ACTIVITIES & HANDOUTS Web of Oppression Privilege Walk</p> <p>FOR NEXT CLASS: Distribute Hot Topic Articles</p> | <p>Practicum Reading: Do Ideologically Intolerant People Benefit From Intergroup Contact? Gordon Hodson: http://cdp.sagepub.com/content/20/3/154.full.pdf</p> |
| <p>March 3 Session 8: Interpersonal Level/ Institutional Level Hot Topic Dialogues</p> | Intergroup Dialogue: A Critical- Dialogic Approach to Learning About Difference, Inequality, and Social Justice. Biren (Ratnesh) A. Nagda, Patricia Gurin. (UT BOX) |
| March 10 (Spring Break) | None |
| Stage 4: Alliances and Empowerment | |
| <p>March 17 Session 9: Envisioning Change and Action Planning</p> <p>POSSIBLE ACTIVITIES & HANDOUTS Panel Discussion</p> | <p>Practicum Reading: "One Nation, Indivisible": The Value of Diversity in Higher Education (2011) http://www.syr.edu/chancellor/speeches/One_Nation_Indivisible.pdf</p> |
| <p>March 24 Session 10: Alliance Building and Action Planning</p> <p>POSSIBLE ACTIVITIES & HANDOUTS Co-Facilitation Pair Check ins</p> | <p>Practicum Reading: TBD</p> |
| March 30 | None |
| April 6 | Co-Facilitations |
| April 13 | Co-Facilitations |
| April 20 | Co-Facilitations |
| April 27 | Co-Facilitations |
| May 4 | Final Papers are due in class by 3pm. |