

Sul Ross State University
Rio Grande College
Department of Education

MULTICULTURALISM AND DIVERSITY IN COUNSELING

EDUC 6318

3 semester credit hours

Spring Semester 2016

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Course Purpose

This course is based on the premises that all counseling is cross-cultural; occurring in a context influenced by institutional and societal biases and norms, and is a culture-bound profession. Course content will focus on examining one’s own assumptions, values, biases and worldview perspectives; constructing an understanding of the worldview perspectives of culturally different clients; and developing culturally appropriate intervention strategies and techniques.

Course Objectives

Upon successfully completing this course, students will be able to:

1. Identify and discuss their own racial and cultural heritage and how it personally and professionally affects their definitions of and biases about normality/abnormality and the process of counseling. *Assessment of this objective will be conducted by the Mindful Awareness Blog and class participation in the virtual classroom.*
2. Explain how oppression, racism, discrimination, and stereotyping affect them personally and in their work. *Assessment of this objective will be conducted by the Mindful Awareness Blog, the Film Culture Comparison Papers, the Midterm Examination, the Final Examination, and class participation in the virtual classroom.*

3. Recognize and describe their own negative and positive emotional reactions toward other diverse groups that may prove detrimental to the counseling relationship, and willingness to contrast their own beliefs and attitudes with those of their culturally different clients in a nonjudgmental fashion. *Assessment of this objective will be conducted by the Film Culture Comparison Papers, Crash Reaction Paper, Mindful Awareness Blog, and class participation in the virtual classroom.*
4. Identify and discuss the institutional barriers that prevent minorities from using mental health services. *Assessment of this objective will be conducted by the Diversity Curriculum Project, PowerPoint Presentation, the Midterm Examination, and the Final Examination.*
5. Summarize the potential bias in assessment instruments used in the field of counseling. *Assessment of this objective will be conducted by the Mindful Awareness Blog, Diversity Curriculum, PowerPoint Presentation, the Midterm Examination, the Final Examination, and class participation in the virtual classroom.*
6. Describe appropriate testing procedures and interpretation of assessment findings in ways that recognize the cultural and linguistic characteristics of the clients. *Assessment of this objective will be conducted by the Mindful Awareness Blog, the Diversity Curriculum Project, PowerPoint Presentation, the Midterm Examination, the Final Examination, and class participation in the virtual classroom.*
7. Define and analyze oppression, racism, sexism, heterosexism, elitism, classism, ethnocentrism, ageism, ableism, and christocentrism. *Assessment of this objective will be conducted by the Crash Reaction Paper, the Film Culture Comparison Papers, the Diversity Curriculum Project, the Mindful Awareness Blog and class participation in the virtual classroom.*
8. Create and clarify a personal action plan for attending to, as well as eliminating, personal biases, prejudices, and discriminatory contexts in conducting evaluations and counseling interventions. *Assessment of this objective will be conducted by the Crash Reaction Paper, the Film Culture Comparison Papers, the Diversity Curriculum Project, the PowerPoint Presentation, the Midterm Examination, the Final Examination, the Mindful Awareness Blog and class participation in the virtual classroom.*

Readings

There are no required texts in this class. There will be an abundance of required reading that will be posted each week on Blackboard.

Class Sessions

This class will meet in the virtual world online in the Blackboard system as well as through email (reply all) discussions. Students will be expected to log in and participate in presentations, discussions, assignments, and special readings for a minimum of twelve hours per week. (Refer to the *Distance Education Statement* of Rio Grande College near the end of this document.) Additionally, students are expected to regularly monitor email accounts for ongoing dialogues via emails to all. All students must begin the virtual classroom experience by **Sunday, January 24, 2016**. Start in the content area entitled, "Course Information," and view the welcome video. Under the Content Area entitled, "Assignments," you will find each week's lecture notes, audio lectures and presentations, and various assignments in detail.

Course Requirements and Grading

*active participation in the virtual classroom community	40 points
*counseling program handbook quiz	25 points
* <i>Crash</i> reaction paper	30 points
*psychoeducational curriculum on diversity	50 points
*two film culture comparison papers (@ 50 points)	100 points
*powerpoint presentation on special topic	55 points
*mindful awareness blog	40 points
*midterm examination	100 points
*final examination	100 points

According to this scale, there are 540 total points possible on which your final course grade will be based. A final point total of 480 or greater will earn you a final grade of A, a total of 430-479 will be a final grade of B, and a total of 370-429 will be a C grade. **Due dates are strictly enforced. Regardless of the excuse, late assignments will be discounted in point value at 10% of the total points possible per day of lateness.**

PROPOSED COURSE OUTLINE

WEEK TOPICS, ASSIGNMENTS DUE, and READINGS

Week 1: January 19-24

- *Introduction Video on Blackboard
 - *Review of Syllabus
 - *Course Overview and Expectations
 - *Defining the Scope of Multiculturalism and Diversity
 - **Due 1/24: Launch Mindful Awareness Blog
 - ***Blackboard Assignments and Readings
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Week 2: January 25-31

- *Political Correctness versus Awareness and Sensitivity
 - *Exploring the “*ism*’s”
 - *Xenophobia, Prejudice, and Stereotypes
 - *Cultural Universality and Cultural Relativity
 - *Etic Perspective versus Emic Perspective
 - *Defining Terms: Diversity and Culture
 - *Becoming a Multicultural Competent Counselor
 - **Available 1/28-1/31: Counseling Program Handbook Quiz
 - ***Blackboard Assignments and Readings
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Week 3: February 1-7

- *Gender as Culture
 - *Effect of Gender on Worldview Perspective
 - *The Women’s Movement
 - *The Men’s Movement
 - *Gender Issues in Counseling
 - ***Blackboard Assignments and Readings
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Week 4: February 8-14

- *Sexual Orientation as Culture
 - *Sexual Minorities
 - *Gay, Lesbian and Bisexual Persons
 - *Effect of Sexual Orientation on Worldview Perspective
 - *Transgender Persons
 - *Sexual Orientation and Gender Identity Issues in Counseling
 - **Due by 2/14: *Crash Reaction Paper*
 - ***Blackboard Assignments and Readings
-

Week 5: February 15-21

- *Economics and Social Class as Culture
- *Poverty as the Great Divider
- *Effect of Socioeconomic Class on Worldview Perspective
- *Socioeconomic Issues in Counseling
- *****Blackboard Assignments and Readings**

Week 6: February 22-28

- *Religion as Culture
- *Religious and Spiritual Diversity
- *Effect of Religion and Spirituality on Worldview Perspective
- *Religious and Spirituality Issues in Counseling
- ****Due by 2/28: Film Culture Comparison Paper #1**
- *****Blackboard Assignments and Readings**

Week 7: February 29-March 6

- *Ableness as Culture
- *Persons with Disabilities
- *Effect of Disability on Worldview Perspective
- *Disability Issues in Counseling
- *****Blackboard Assignments and Readings**

Week 8: March 7-13

- *Age as Culture
- *The Generation Gap
- *Effect of Age on Worldview Perspective
- *Age-Related Issues in Counseling
- *Language as Culture
- *Effect of Language on Worldview Perspective
- *Language-Related Issues in Counseling
- ****Available 3/10-3/16: Midterm Examination**
- *****Blackboard Assignments and Readings**

Week 9: March 14-20

- ****Spring Break: No Class**
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Week 10: March 21-27

- *Race as Culture
- *Persons of African American Descent
- *Diversity of Worldview Perspectives Among African Americans
- *Counseling African American Clients
- *Qué pasó amigo: Chicano, Latino, or Hispanic?
- *Racial Classes: Indigenous, Mestizo, or European Descent
- *Persons of Latin American Descent
- *Diversity of Worldview Perspectives Among Latino Americans
- *Counseling Latino American Clients
- **Due by 3/27: Film Culture Comparison Paper #2**
- ***Blackboard Assignments and Readings**

Week 11: March 28-April 3

- *East Meets West: Collectivism versus Individualism
- *Persons of Asian American Descent
- *Diversity of Worldview Perspectives Among Asian Americans
- *Counseling Asian American Clients
- ***Blackboard Assignments and Readings**

Week 12: April 4-10

- *Conquest to Manifest Destiny: The Destruction of Humanity
- *Persons of Native American Descent
- *Reservations and Realities
- *Diversity of Worldview Perspectives Among Native Americans
- *Counseling Native American Clients
- **Due by 4/10: PowerPoint Presentation**
- ***Blackboard Assignments and Readings**

Week 13: April 11-17

- *Hierarchy of White: Caucasian Subgroup Oppression
 - *Persons of European American Descent
 - *No Jews or Gypsies Allowed! Waps, Micks, and Dogs Need Not Apply!
 - *Diversity of Worldview Perspectives Among European Americans
 - *Counseling European American Clients
 - ***Blackboard Assignments and Readings**
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Week 14: April 18-24

- *Persons of Arab American Descent
- *Religious Diversity Among Arab Americans
- *Diversity of Worldview Perspectives Among Arab Americans
- *Counseling Arab American Clients
- ***Blackboard Assignments and Readings**

Week 15: April 25-May 1

- *Melting Pot or Pluralism
- *Ethnic Identity and Self-Esteem
- *What About Those Half-breeds?
- *Counseling Clients of Mixed Cultural/Ethnic Backgrounds
- **Due by 5/1: Psychoeducational Curriculum**
- ***Blackboard Assignments and Readings**

Week 16: May 2-8

- *Special Issues in Multiculturalism and Diversity
- *Assessing Your Own Awareness Level
- *Integration and Synthesis
- **Available 5/6-5/11: Final Examination**
- ***Blackboard Assignments and Readings**

Week 17: May 9-12

- *Final Exams
 - **Available 5/6-5/11: Final Examination**
 - **Due by 5/12: Mindful Awareness Blog Completed**
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Remember these important dates:

January 19	Classes begin.
January 22	Last day for late registration and schedule changes.
January 24	Mindful Awareness Blog launched on or before this date.
January 28-31	Counseling Program Handbook Quiz is available online.
February 14	<i>Crash</i> Reaction Paper is due.
February 28	Film Culture Comparison Paper #1 is due.
March 8	Mid-Semester.
March 10-16	Midterm Examination is available online.
March 14-20	Spring Break.
March 25	Good Friday Holiday.
March 27	Film Culture Comparison Paper #2 is due.
April 8	Last day to drop a course or withdraw from the University.
April 10	PowerPoint Presentation is due.
May 1	Psychoeducational Curriculum is due.
May 6-11	Final Examination is available online.
May 12	Mindful Awareness Blog is completed.
May 14	Spring Commencement in Eagle Pass at 7:30 p.m.

ASSIGNMENTS AND ACTIVITIES

Participation in Virtual World

All students are expected to participate in the virtual classroom community for a minimum of twelve hours per week. All content of this course is offered online via Blackboard and email assignments and discussions. All students are expected to fully participate in all online experiences and activities. Participation is evaluated by the instructor on a subjective basis and through Blackboard user statistics available to the Instructor. Participation in the virtual world is worth a total of **40 points** toward your final grade in this course.

I will post audio lectures, lecture notes, articles, video clips, video links, web links, and PowerPoint presentations on Blackboard on a week-by-week basis and you are expected to carefully read, review, and study these documents. They will be the primary sources of both the Midterm and the Final Examinations. You are expected to read and respond to the blog postings of other students and participate in the Discussions on Blackboard (some will occur via email). All assignments are due via email *no later* than the dates specified on the course outline. Do not attempt to fax, send, or hand deliver any assignments. Do not post your papers on Blackboard or use the digital drop box. Email all assignments directly to me at trussell@sulross.edu. I will maintain contact with you via email and Blackboard announcements. Beware that if you do not check your various email addresses on a regular basis, you will miss important information. All announcements originating from Blackboard will only be sent to your Sul Ross email account. Therefore, it is important to regularly check your Sul Ross email account or have it forwarded to a more convenient email address. Grades and comments on your papers will be sent to you personally via email.

Your routine and regular email correspondence with me is highly encouraged. It is how I know that you are alive, thinking about the course material, and planning on earning a good grade! Moreover, I appreciate students who participate in the “reply all” email discussions which will occur from time to time during the semester. When I receive your email messages and attachments, I will send a confirmation notice to you via return email within two working days. I will rely on email to make special announcements and/or notifications. Please get in the habit of checking your various email accounts regularly each day, **including your Sul Ross account.**

When you email me a document, I will respond within one *working day* and confirm that I have received your email message and attached document. (Usually I will respond within less time than that.) Therefore, if you send me something, and then a couple of days later you have not received a confirmation notice from me, then that means that **I did not receive your email or your attachment.** Remember many things get lost in cyberspace. I hold you entirely accountable for that. Do not call me on the phone to ask if I have received your email or your attached paper. Just simply send it, and within a very reasonable time you should receive a confirmation notice from me. The confirmation notices are sent directly back to the sending email address. Therefore, if you email me from a friend’s email account, then it is your friend who will receive the confirmation notice. All course materials will be distributed to you via the Blackboard. The technology consultant at your site can explain accessing Blackboard to you. You must get in the habit of checking this site on a daily basis for postings from me, and you must schedule a minimum of twelve hours for working on the course requirements online, in addition to your outside research, writing, and studying.

Mindful Awareness Blog

You are expected to create and maintain a Mindful Awareness Blog on Blackboard. Your blog should document, in detail, your personal reactions to the course information, discussions, readings, and experiences. Blogs should not be used as class critiques, but rather thorough demonstrations of personal awareness and professional understanding. Additionally, you should record your own cognitive and affective responses to class topics, activities, and discussions. The primary purpose of the Mindful Awareness Blog is two-fold: 1) To help make sense of what you are learning about yourself, others, the counseling process, and diversity; and 2) To encourage you to interact with one another regarding the sensitive issues of multiculturalism and diversity in counseling.

The blogs should include at least **twice-weekly** entries (150-300 words or more per entry) based on the events and experiences of that week's virtual classroom, and they must reflect a depth of awareness and introspection characteristic of the higher level thinking strategies of graduate students. Therefore, I am expecting to read very scholarly and sophisticated blogs that clearly demonstrate your graduate-level wisdom and experience. The blogs should include individual thoughts, memories, experiences, feelings, and insights. Each entry must be comprehensive, insightful, and analytically in-depth. On our class Blackboard site there is a blog forum entitled, **Mindful Awareness Blog**.

Within Blackboard, under the subheading **Mindful Awareness Blog**, you have the ability to create an individual journal blog. When you open this subheading click on **Create Blog Entry**, this will allow you to create your personal blog for the class. It is important that you keep the same blog throughout the semester. After this initial creation of your blog, you should not have to click on create blog entry again. You can modify your blog entries by clicking the down arrow that is beside the title of your blog. By selecting the **Edit** option the blog will allow you to type your weekly responses to classroom experiences and your individual counseling sessions. Remember to add your new entry prior to your previous blog entry; making sure to date and time each entry. When commenting on your fellow student's blogs simply click on the **Comment** button at the bottom of their blog. At various points throughout the semester, the instructor will provide feedback to individuals regarding the content and depth of the journal blog entries. You are **required** to read and comment on other students' blogs by posting appropriate replies. You are encouraged to respond to the questions and comments of others in the body of your blog, as opposed to posting individual replies to replies.

In your initial blog entry, please tell us about your holiday experiences, your "resolutions" for 2016, and your expectations for this class and your continued professional growth and development. Additionally, upload and post on your blog a recent photo of yourself. Within the first two weeks of the semester your blog entries should describe and discuss your thoughts and experiences working with people of very different sexual orientations, gender identities, religions, and/or races/ethnicities. In accordance with the ***Ethical Standards of the American Counseling Association***, class blogs can only be viewed by fellow classmates and the professor. Your first blog entries must be made by **Sunday, January 24, 2016**. Your blog must be completed by **May 12, 2016** and is worth a total of **40 points** possible.

***Crash* Reaction Paper**

“Art imitates life.” Contemporary films offer intriguing and insightful views, some realistic and some not, of multiculturalism and diversity issues in society. Sometime during the first four weeks of the semester you must watch the movie, *Crash*, and then you will be expected to write a thorough, insightful graduate-level film reaction paper. Do not confuse the full length feature film, *Crash*, with the television series of the same name. I have privately posted this film on the Vimeo website: <https://vimeo.com/86152999>. You will be asked for the access password: MDC5332. This film has been privately posted on my Vimeo account for educational purposes only.

The Reaction Papers must include thorough analyses and discussions of the diversity issues (racism, ethnocentrism, christocentrism, sexism, etc.) depicted in the film. The papers will not be critiques of the film, but rather demonstrations of awareness of and sensitivity to multiculturalism and diversity issues. Do not spend valuable writing time describing the film plot line or character development. Construct your paper as if the film was an accurate video of real people and real events. The Crash Reaction Papers are usually about ten (10) pages in length, although size is significantly less important than analytical depth. This assignment is worth a total of **30 points** and is due on or before **February 14, 2016**. You are highly encouraged to discuss the film with several other students prior to writing the Reaction Paper. Furthermore, you might want to schedule a “movie night” with other members of the class. Please remember to have at least three other people “proof read” your Crash Reaction Paper before submitting it to me. I am insulted by poorly written graduate-level papers.

While viewing the film, *Crash*, consider the following questions and your immediate emotional, cognitive, and physiological responses. Only use these questions as guidelines for viewing the film and for outlining the content of your paper. Your well written and integrated analytical narrative will most likely address these questions in some fashion. Do not write your paper in a question-and-answer format.

- What does the title, *Crash*, mean? How does it relate to the storyline of the film? How does it relate to the broader topic of multiculturalism and diversity? What does it mean to you as a counselor?
- What are your most prominent emotional responses to this film? Which scenes elicit the strongest emotional responses for you?
- Are the characters in this film realistic or unrealistic? Is any person totally free of prejudice and bigotry? Are you free of prejudice and bigotry? How do old stereotypes (i.e., ones from your early years) influence your awareness today? Can a counselor ever be totally free of all stereotypes?
- In what ways does the storyline of this film relate to your life? In what ways does the storyline of this film relate to your practice of counseling?
- What was a recent experience you had in which you became aware of your own xenophobia? What facilitated your awareness that your experience or reaction was xenophobic?
- What type of client might you have a tendency to feel the greatest level of comfort and confidence? What type of client raises your xenophobic anxieties?
- Which of the following “isms” were depicted in the film, *Crash*?
Racism Ethnocentrism Classism Colorism Sexism Heterosexism Agism
Christocentrism Ablism
- What are the differences between a beginning counselor who is politically correct and one who has developed a pluralistic and responsive worldview perspective?

Diversity Curriculum

All students are expected to design and create the entire curriculum for a five-hour training on some particular aspect of multiculturalism and diversity. This curriculum should consist of five therapeutic training experiences for a specific target group. Each of the five experiences should be prepared much like a standard lesson plan, each reflecting the goals of the particular diversity training and the specific target population. You will determine both the focus of the training experience and the target population. Each “lesson” (experience or activity) must include the following information:

GOALS

Concise statements of the specific goals of this activity as related to the overall therapeutic and educational goals of the training.

OBJECTIVES

Action-oriented statements of the specific behavioral objectives of this activity as related to the overall therapeutic and educational goals of the training.

MATERIALS

Clear listing of all materials required for this experience or activity.

DIRECTIONS

Step by step procedures for effectively implementing this activity or experience. Instructions should be clear and specific so that the experience can be easily and accurately replicated by another professional.

EVALUATION

Suggested procedures for evaluating the effectiveness of the experience with the specific target population.

The final Diversity Curriculum product must be in PDF format. However, your preliminary format could be a mixture of Word, PowerPoint, Publisher, Adobe Illustrator, and/or Adobe Photoshop. Converting your completed Diversity Curriculum from any of these platforms to a pdf file is an easy procedure. Your completed Diversity Curriculum must include absolutely everything that would be needed for someone else to implement your five lessons/experiences.

Here are a couple of examples of Diversity Curriculum projects that have been submitted in previous years. Let’s imagine that you aspire to be a high school counselor and your target population consists of typical adolescents within your particular community. Perhaps you have overheard these kids promoting various hurtful stereotypes of gay, lesbian, bisexual and transgender youth. (“*Dude, that is so freaking gay. Be careful man, or everyone will think you are a fag.*”) So you might create a five-hour (five session) training (classroom intervention) on eliminating stereotypes and social marginalization of sexual minorities among high school students in a rural South Texas community. How would you conduct that training? What activities and experiences would you include? In another example, let’s imagine that you are an agency or private-practice counselor in one of our South Texas communities and you’ve been hired as a consultant to conduct a training of community law enforcement personnel. The sheriff and police chief were recently informed by several different oil companies that several Houston-based employees, and their families, would be relocating to your community for the next few years of the Eagle Ford play. Although it is not openly stated, the implication is very clear that most of these “Houston-based employees” are African American. There are projections that estimate as many as 200 African American men, women and children will be residents of your community by summer of this year. Law enforcement administrators are deeply concerned about the reactions of their employees who are 75% Mexican American and 25% Anglo American. How will you prepare these professionals for interfacing and interacting with the large influx of African Americans? How would you conduct the five-hour training? What activities and experiences would you include? The Diversity Curriculum projects are due on or before **May 1, 2016** and are worth a total of **50 points** toward your final grade. The final products will be graded on originality, creativity, cohesiveness, potential effectiveness, and overall presentation. All Diversity Curriculum projects (PDF files) will be shared with the entire class via Blackboard.

Counseling Program Orientation Quiz

In an effort to ensure that all counseling students thoroughly read the **Counseling Program Handbook** (most recent edition) and understand the various rules, regulations, and requirements of the Counseling Program of Rio Grande College, a **Counseling Program Handbook Quiz** will be available online from January 28-31, 2016. It will be worth **25 points** toward your final grade in this course. It will be based on the most recent edition of the **Counseling Program Handbook** that all of you should have received from me (numerous times if this is not your first course). This document is available on Blackboard for you to study. The quiz will consist of 25 objective items (multiple-choice/true-false) about **The Three R's** of the **Counseling Program**.

Midterm and Final Examinations

All students are expected to complete the online midterm examination on or before **March 16, 2016**. The midterm exam will be available from March 10, 2016 through March 16, 2016. The online final examination must be completed on or before **May 11, 2016**. It will be available from May 6, 2016 through May 11, 2016. The examinations will consist of objective (multiple choice and true/false) items (in timed-out formats). You will have 100 minutes to complete the 100-item examinations. The exams will cover all Blackboard material such as postings, readings, lectures, presentations, and discussions. It is recommended that students use Mozilla Firefox as the web browser for taking these exams. Firefox seems to be more error-free than Internet Explorer when taking timed tests. Both examinations will be worth a total of **100 points** each toward your final grade in this course.

PowerPoint Presentation on Special Topic

All students are expected to research and create a self-contained PowerPoint presentation (with audio narrative) on a topic **directly** related to the study of multiculturalism and diversity in counseling. The PowerPoint Presentation is due on or before **April 10, 2016**, and is worth a total of **55 points** toward your final grade in this class.

In an effort to assist you in pacing your progress toward successful completion of the **PowerPoint Presentation**, you must obtain my approval of your special topic on or before March 24, 2016. Your selected topic must be highly relevant to our geographic location and service population. Obviously, you are limited to topics that are directly related to multiculturalism and diversity in counseling and psychotherapy. Your PowerPoint Presentation represents your best effort to inform and educate your classmates and colleagues about your particular topic. The PowerPoint Presentations will be evaluated on the following criteria:

- Consists of a minimum of 25 informative content slides
- Includes thorough audio narration
- Incorporates details, references, definitions, and other pertinent information in the speaker notes section so that the presentation stands alone (without presenter)
- Demonstrates creativity and originality
- Utilizes informative and relevant content

Film Culture Comparison Papers

All students are expected to write two Film Culture Comparison Papers. These analytical papers are worth **50 points** each (total of 100 points). The first Film Culture Comparison Paper is due on or before **February 28, 2016** and the second Film Culture Comparison Paper is due on or before **March 27, 2016**. For each paper, you must select and watch two different contemporary films that depict diverse cultures (applying an inclusive and broad definition of culture). After viewing both films, you must write an analysis paper which compares and contrasts the two different and diverse cultures, and then discuss the specific implications for counseling with clients from the represented cultures. Your choice of films must be approved in advance by the instructor.

Reflect upon the “broad” definition of culture when you select your two films. For example, you might decide to watch the films, ***Boys Don’t Cry*** and ***Priscilla, Queen of the Desert***. Your analysis paper would then describe the cultures and worldview perspectives represented in each of the films (e.g., a transgender female and drag queen in a rural American environment and gay and transgender men in a rural Australian environment). You must compare and contrast the various cultures depicted in the films and the effects of such cultures and experiences on the worldview perspectives of the particular individuals. Then you must generalize your findings to the implications for counseling with clients from these represented cultures. Papers will be seriously discounted if the student “replays” or “reviews” the films in the written analysis. Assume that the instructor has seen these films numerous times! Film culture comparison papers are typically about 12-15 pages in length. References are not necessary for these papers. Please remember to have at least three other people “proof read” your Film Culture Comparison Papers before submitting them to the instructor. (I don’t tolerate grammatical or spelling errors; and I don’t suffer fools.)

This assignment is less a demonstration of creativity, and more a demonstration of client conceptualization within cultural context. I want to see how well you understand the various complexities of culture and the roles these play in the behavior, cognitions and affect of your clients and you. How are we affected by our culture(s)? Can we transcend the limitations of our culture(s)? When I’m reading well constructed papers, I’m looking for analytical depth. I want to know that you understand the vastness and profundity of culture and diversity.

Another example involves the films, ***Snow Falling on Cedars*** and ***The Great White Hope***. In ***Snow Falling on Cedars***, Ishmael and Hatsue are childhood sweethearts in rural Washington State. She is of Japanese descent and he is Anglo. With the attack on Pearl Harbor and the onset of WWII, the relationship between the two teens changes forever. The story is multidimensional and unfolds as, 10 years later, a murder happens within the small community in which they both live as adults. ***The Great White Hope*** is the story of a fictional professional boxer, Jack Jefferson, who faces racism, discrimination, and loathing of mid-century white America. Jack is not only the first black heavyweight contender; he is also in love with a beautiful white woman. The two lovers attempt to confront and endure the ostracism and hatred of both the white and black communities. The following are some sample stimulus questions that could be used to construct the Film Culture Comparison Paper:

- In ***Snow Falling on Cedars***, what seemed to be the general consensus of the citizens of San Piedro, both prior to the outbreak of war and in the years following the war, regarding the relationships between the Anglo Americans and the Japanese Americans? What did Ishmael and Hatsue risk by defying the social proscriptions and engaging in a romantic relationship?
- In ***The Great White Hope***, were Jack and Eleanor aware of the social rules regarding “mixed couples?” What did they risk by defying the social proscriptions and engaging in a love affair?

- What examples of racial and ethnic stereotyping did you see and hear in the course of the two films?
- If Eleanor and Jack were a “co-habiting couple” in the year 2007, what stereotypes and prejudices might they encounter in certain parts of the U.S.? How would their union be treated in rural communities in South Texas? If you were working with the two as clients in relationship counseling, what would be your approach?
- If Ishmael and Hatsue were teenagers in the year 2007, what stereotypes and prejudices might they encounter if they were to make their relationship public? If you were counseling these two youths, what would be your approach?
- Immediately following 9/11/01, there was an increase in discussions about racial and ethnic profiling in the national news. In March of 1942, all American citizens of Japanese descent in the western, eastern, and gulf coastal regions of the United States were taken from their homes and incarcerated for the duration of the war. One of the larger concentration camps was in Crystal City, Texas. Could such an event occur again in the United States? How are such sociopolitical actions related to prejudice and bigotry? What can professional counselors do to counteract racial and ethnic prejudice in their communities?

Professional Counseling Identity and Behavior

The **Counseling Program** of Rio Grande College is a professional graduate program designed to meet the standards for Texas school counselor certification and professional state licensure. The **Counseling Program** does not train students for specific job descriptions, but rather provides a comprehensive preparation meeting the national and state standards of professional knowledge and skill in Counseling. The **Counseling Program** has specific policies and procedures which provide students with a sequential, growth-oriented progression of courses to take; students are fully responsible for knowing and following these policies and procedures. This is not a singular academic program to prepare students for advanced levels of teaching or beginning levels of administration, but rather a distinctly different profession entirely. Counseling is not an appropriate career field for all students. In the process of pursuing professional training in Counseling, some students discover (or faculty may advise) that they are not appropriate for the Counseling field, nor is the field of Counseling appropriate for them. Faculty of the **Counseling Program** will provide continuous, honest and pragmatic feedback to each student regarding progress and suitability in this program.

It is the personal and professional responsibility of each and every graduate student in the **Counseling Program** of Rio Grande College to be familiar with the most current issue of the **Counseling Program Handbook**. This document details and describes all aspects of the **Counseling Program**, from taking the first courses to passing the Comprehensive Oral Examination and graduating with the Master's in Counseling.

Unethical behavior (as defined by the **Code of Ethics and Standards of Practice** of the American Counseling Association) by a student enrolled in any counseling course will result in the exclusion of that student from the Counseling Program of Rio Grande College, and may subject the student to civil penalties as well. Professional behavior is expected of each and every student at all times across all Counseling courses. Failure to maintain professionalism is considered unethical behavior.

Distance Education Statement

Since **Multiculturalism and Diversity in Counseling** (EDUC 6318) is a web-based course, the full experience of this course will take place in our virtual classroom on Blackboard. Required readings, assignments, blogs, presentations, and videos will be posted on Blackboard. All students are expected to regularly access the class site on Blackboard and participate fully in all aspects of this course.

The policy on Distance Education at Rio Grande College is as follows: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Accessibility and Learning Environment

The Counseling Program of Rio Grande College is committed to providing a learning environment that is free from intentional or unintentional sexual harassment, as defined below, or harassment on the basis of any protected classification including, but not limited to race, gender, color, religion, sexual orientation, age, national origin, disability, medical condition, marital status, veteran status or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally unacceptable. All conduct of this nature is expressly prohibited, regardless of whether it violates the law.

The Counseling Program of Rio Grande College supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Rio Grande College on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability.

The Counseling Program is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator assists students with disabilities in gaining opportunities for full participation in programs, services and activities. The Disability Services Coordinator is the Director of Student Services (830-758-5006) in Eagle Pass, Texas. Services available to all students include consultation, information and referral as well as personal counseling and academic advising. A student is eligible for disability services if s/he has been admitted to Rio Grande College and has a documented physical or mental impairment that substantially limits one or more major life activities. Qualified students with disabilities who need academic adjustments, auxiliary aids or services or other accommodations to ensure equal access must register with Disability Services. It is the student's responsibility to bring disability documentation with them to an appointment with the Disability Services Coordinator to discuss their individual needs at this time. Each request is considered on an individualized, case-by-case basis. As considerable time may be involved in obtaining complete and adequate documentation and arranging for qualified service providers, prospective and current students should request services in a timely manner. These services should be requested well in advance of the anticipated need.

Recent disability documentation from appropriate qualified professionals must be provided by the student to establish current functional limitations and the impact of the disability. Any recommendations for specific accommodations may be helpful in making determinations and these will be considered as part of the documentation review process. Documentation of disability status and other related information is handled in a confidential manner and is maintained in files separate from a student's educational record.

In compliance with applicable laws, unless Rio Grande College can demonstrate that an academic requirement is an essential component of a degree or program, the University will make reasonable adjustments to requirements to ensure that the requirements do not discriminate against qualified students with disabilities. A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process.

The student's first point of contact for assistance with this process should be the Disability Services Coordinator. The student should submit:

1. A written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification;
2. Information about the results of previous efforts in the relevant area (transcripts, etc.); and
3. Comprehensive documentation of the disability and the specific aspects of the disability which impair the student's ability to learn or perform in the area in which the student is requesting the

modification. The Disability Services Coordinator will meet with the student, review the documentation and prepare a recommendation on the request.

- a. A diagnostic statement identifying the disability, date of the current diagnostic evaluation (within a 5 year period), and the date of the original diagnosis.
- b. A description of the diagnostic criteria and/or diagnostic test(s) used.
- c. A description of the current functional impact/limitations of the disability.
- d. Treatments, medications, assistive devices/services currently prescribed or used.
- e. A description of the expected progression or stability of the disability over time.
- f. The credentials of the diagnosing professional(s) to include the training and experience which enable the person capable of making the diagnosis(es).

Recommendations for accommodation are helpful and will be given due consideration. If a student feels that s/he has been discriminated against based on disability, it is recommended that the student first attempt to resolve the issue directly with the individual or group suspected of discrimination. If this procedure is non-productive, a second step may be to seek assistance from the Disability Services office. Students may also file a complaint with the appropriate university officer for ADA/504 compliance, the ADA Compliance Officer, according to the student grievance procedure.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive educational environment. Examples of sexual harassment include, but are not limited to: unwanted sexual advances; demands for sexual favors in exchange for favorable treatment; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive, insulting or obscene comments or gestures. The Counseling Program prohibits all conduct of this nature whether or not such conduct violates any applicable laws.