

Course Syllabus
Ethnicity and Family Studies

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Self-

- x Individual, couple, family, group, and community strategies for working with and advocating for diverse populations.
- x Essential basic multicultural counseling competencies.
- x The counselor's role in developing cultural self-awareness; promoting cultural social justice, advocacy and conflict resolution; and other culturally supported behaviors that promote optimal wellness and holistic growth.
- x Various counselor roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination into a professional practice framework.
- x How diverse sexual orientation lifestyle perspectives and identity development processes affect a client's life.
- x How age, mental, and physical characteristics affect client experience and influence treatment.
- x How culture and worldview assumptions influence clinical assessment, research strategies, and interpretation of data.

Ground Rules (Adapted from those by Margaret Andersen, University of Delaware).

The following rules are intended to create an atmosphere that will facilitate the learning process as well as respect the experiences of different groups in the classroom and the larger society. By the end of the first class all students need to determine if committing to the final set of rules is problematic. These principles will guide our class discussions and interactions.

1. Acknowledge that racial and ethnic oppression exists in our society.
2. Acknowledge that one of the key elements of oppression is that we are all systematically taught misinformation about race and ethnicity. This is true for both majority and minority group members.
3. While we cannot be blamed for the misinformation that we have learned, we can and should be held responsible for repeating misinformation after we have learned otherwise.
4. We will actively pursue information about racial and ethnic groups. However, the basis for this information will not be on societal learned myths or stereotypes about these groups.
5. We will share information and ideas with members of the class and we will never demean, devalue, or "put down" people for their experiences.
6. We each have an obligation to combat actively the myths and stereotypes about race and ethnicity so we can break down the barriers that impede group cooperation.

Instructional Methods: The class will meet once a week for 3 hours. Course material will be presented in a variety of ways in order to meet the needs of different learning styles. Classes will consist of lectures, video presentations, individual activities, small group discussions, and presentations by class participants. Classes are interactive and will require full participation from all participants to help create a vital learning community.

Course Policies

Attendance, tardiness, class participation, and late assignments. Students are expected to come to class prepared with assignments turned in before a break. Be ready to begin promptly at 4:10 PM. If missing class is unavoidable, I must be notified before the class session. **Students lose 5 participation points for every class that is missed without prior notification and two participation points for every late arrival without prior notification.** Absence does not relieve the responsibility for completing all assignments before the due date or for comprehending the material presented during the class session. For any missed class, students are expected to post a 250 response to the discussion question assigned for the week. This assignment is due before the start of the next class session. **Late assignments will not be accepted without prior approval from the instructor.** Excessive absences may result in the student receiving a grade of "Incomplete" for the course.

Plagiarism. Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As work is prepared and submitted to meet course requirements, whether a draft or a final version of a paper or project, it is to distinguish personal ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people. **Students are required to use the plagiarism programs available on Blackboard for each assignment.**

Required Texts:

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American Psychological Association. (2013). *Handbook of multicultural assessment* (2nd ed.). Washington, DC: American Psychological Association.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (2nd ed.). New York: Guilford Press.

Blaisure, K.R., Saathoff, T., Pereira, A., Wadworth, S.M., & Dombro, A.L. (2012). Serving military families in the 21st century. New York, NY: Routledge [First Three Chapters]

Recommended Movies:

Akil, S. (2011). Jump the broom. United States: TriStar Pictures. [Two African American families from different socioeconomic backgrounds come together for a wedding with family secrets, family shame, and family histories revealed]

Part 1: Distant Encounters Students must read at least three scholarly resources on a cultural population of interest (the scholarly resource must be dated 2008 or later). Three significant media resources related to the culture (using the Internet or resources located in their community) must also be reviewed. For example, culturally prominent websites, online newspapers, radio/internet broadcasts, or culturally specific magazine articles may be reviewed online or purchased. Students will then answer a set of questions. This is not a paper. There is no need for a title page, abstract, citations, or a reference page in their submission. First person may be used in the answers. Based on these experiences, students will post their most interesting findings in the Cultural Immersion Project 1 Forum on Blackboard, and comment on the posts of at least two other students.

Part 2, Group Encounters Students will attend and actively participate in two events related to their selected group. These can be events such as church services or meetings, re(e

Suggested Models of Family Therapy should include the model(s) of family therapy that would work best with this family and why the model(s) are likely to be effective. The paper is to be 15-20 pages in length (not including the reference pages), and include at least 10 references formatted according to [APA style, 6th edition](#). The final paper is worth 50 points toward your final grade.

Cultural Family Assessment Outline An outline for the paper, including references is part of the final paper assignment and needs to include enough information to show you have gathered information for each section.

Cultural Family Assessment Presentation Prepare a ten minute presentation on your final

Class Schedule, Required Readings, Assignment Due Dates
Additional work may be assigned to meet course requirements.

<u>Class Date</u>	<u>Assignments Due</u>	<u>Course Topics Addressed</u>	<u>Assignments to prepare for Class</u>
Jan. 21		Course Overview Discussion of useful, meaningful, and relevant education Discussion of Adult Learning in Community http://www.youtube.com/watch?v=tBf62ZkiuuU	McGoldrick et al. :Ch. 1
Jan.28		Theories of Multicultural Counseling Social justice in family therapy Ethical Rules versus Culturally Appropriate Practice	Burbaker et al. (2010). Integrating social justice... Cole. (2008). Navigating the dialectic Penazola(2011).Cultural family assessment.... Sanchez(2001).Multicultural family counseling