

CFT 225

Multicultural Issues and Families

Kirk Kerkorian School of Medicine at UNLV
1001 Shadow Lane Campus

COURSE DESCRIPTION:

This class explores a variety of multicultural topics related to culture, ethnicity, gender, class, sexual orientation, and physical attributes. This class identifies aspects of culture as it relates to internalized beliefs, biases, values, individual and family interactions.

Students will examine these topics in relation to self and others. This class will focus on awareness, knowledge, and skills in working with diverse individuals, families, and groups in a variety of settings.

PREREQUISITES:

The prerequisite for the course includes completion of ENG 101 or ENG 102.

COURSE OBJECTIVES (CO):

- Demonstrate knowledge of the various aspects of diversity.
- Interpret research from a culturally-sensitive lens.
- Summarize present personal attitudes regarding diversity and diverse individuals.
- Generate understanding of individual differences.
- Develop appropriate ways to communicate about diversity in group settings.
- Evaluate how diversity affects family system functioning.

REQUIRED READINGS:

All assigned readings need be read before the assigned date so participation is active, relates to discussion, and so that all relevant coursework is completed. Instructional materials will supplement and extend the readings to provide you with further learning opportunities, so they will not cover every point in the readings. Throughout the semester, readings may be added or deleted.

COURSE TEXTBOOK:

Diller, J.V. (2015). *Cultural Diversity: A Primer for the Human Services* (5th ed.). Stamford, CT: Cengage learning.

ADDITIONAL READINGS:

Additional required readings will be posted on Canvas and include the following:

Appio, L., Chambers, D., & Mao, S. (2013). Listening to the voices of the poor and disrupting the silence about class issues in psychotherapy. *Journal of Clinical Psychology*, 69(2), 152-161.

Doucet, F., & Hamon, R. (2007). A nation of diversity: Demographics of the United States of America and their implications for families. In B. Sherif-Trask & R. Hamon (Eds.), *Cultural diversity and families: Expanding perspectives* (pp. 20- 43). Thousand Oaks, CA: Sage Publications.

Jojic, M., Raj, A., Wilkins, K., Treadwell, R., Caussade-Rodriguez, E., & Blum, J. (2012). Demographics and treatment of the American family. *International Review of Psychiatry*, 24(2), 128-132.

McIntosh, P. (1998). *White privilege: Unpacking the invisible knapsack*.

Messner, M. & Bozada-Deas, S. (2009). Separating the men from the moms: The making of adult gender segregation in youth sports. *Gender & Society*, 23(1), 49-71.

Moore, M. R., & Stambolis-Ruhstorfer, M. (2013). LGBT Sexuality and Families at the Start of the Twenty-First Century. *Annual Review of Sociology*, 39, 491-507. doi:10.1146/annurev-soc-071312-145643

Silverstein, M., & Giarrusso, R. (2010). Aging and family life: A decade review. *Journal of Marriage & Family*, 72(5), 1039-1058. doi:10.1111/j.1741-3737.2010.00749.

Sue, D., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286.

Warf, B., & Vincent, P. (2007). Religious diversity across the globe: A geographic exploration. *Social & Cultural Geography*, 8(4), 597-613.

COURSE PARTICIPATION:

As a distance education/web-based course, students are responsible for having access to

the Internet in order to complete the required assignments. Any student missing any activities like quizzes, discussion boards, and examinations because of days of personal observation (i.e., spiritual, philosophical, religious, etc.) shall be given an opportunity during that semester to make up missed work. The make-up will apply to the day of personal observation absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes of their intention to participate in days of personal observation, which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university, which could have been avoided. For additional information, please visit: [UNLV Catalog](http://catalog.unlv.edu/content.php?catoid=4&navoid=164) <http://catalog.unlv.edu/content.php?catoid=4&navoid=164>.

Completed assignments are to be turned in by 11:59 p.m. (at the latest) on the date they are due. Late assignments will not be accepted except in the case of documented emergency situations. Any situation that may result in the production of late assignments must be discussed with the instructor as soon as possible. If you are experiencing technical difficulties the instructor must be contacted prior to the assignment due date.

ASSIGNMENTS:

Quizzes (10 points each, 7 x 10 = 70 points total):

There are 7 quizzes through the semester. Each quiz has either 5 or 10 multiple-choice questions. The quizzes are based off the corresponding assigned reading, lectures, and videos. You will have 30 minutes to complete each quiz. The quiz will only cover the material for that week of the assigned quiz.

Discussion Board Participation (10 points each, 7 x 10 = 70 points total):

There are 7 discussion boards through the semester. After reading certain chapters/articles, you will critically evaluate issues relating to multicultural issues and consider those implications for you. Each discussion board will have its own prompt. Further detail can be found on canvas.

Requirements:

Each discussion post will require one original post responding to the prompt (6 points) and at least one response to a peer's post (4 points) on the discussion board and must be posted prior to the due date in order to receive credit.

Your original post must be a minimum of 300 words.

Your original post should be a coherent opinion or argument based on the readings, outside research and your opinion. Partial credit will be given if the post lacks thought, organization, relevance, frequent grammatical errors, academic reference, lack of incorporating knowledge gained from assigned readings, etc.

Any information from sources needs to be referenced. Credit will not be granted to students who fail to properly cite information gained from sources.

Also, please keep in mind that personal/sensitive information shared by members of the class is to be respected as confidential and not to be divulged outside of the class environment. Please note that the subject matter and assignments may challenge certain values, beliefs and assumptions, which may create some discomfort.

Exams (100 points each, 2 x 100 = 200 total):

There will be 2 exams this semester, a midterm exam and a final exam. Each exam has 50 multiple choice questions with each question worth 2 points. The midterm exam will be a comprehensive exam of everything covered in class up to that point. The final exam will cover all material from the midterm to the end of the semester.

Course Work:

Students are expected to spend the necessary time inside and outside the class to complete the course. This course is worth a total of 3 undergraduate credit hours. This is the equivalent of 45 hours of direct engagement. Additionally, the student is expected to spend an additional 105 hours in outside preparation. This means a total of 150 hours this semester is to be devoted to this course.

The format of assignments is primarily individually-based work. For all written assignments, grading is based on content as well as style. Please attend to expression, grammar, and punctuation. More information on the assignments will be provided as they arise during the course. Completed assignments are to be turned in at the expected due date and time. Late assignments will not be accepted except in the case of emergency situations. Any situation that may result in the production of late assignments must be discussed with the instructor as soon as possible.

ADDITIONAL POLICIES:

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

DISABILITY RESOURCE CENTER (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

FINAL EXAMINATIONS

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

IDENTITY VERIFICATION IN ONLINE COURSES

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access

INCOMPLETE GRADES

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

LIBRARY RESOURCES

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries' Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

MISSED CLASSWORK

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

REBELMAIL

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and

announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

TUTORING AND COACHING

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV WRITING CENTER

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

DIVERSITY STATEMENT

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

GRADING SYSTEM:

Completed assignments must be submitted via Canvas by 11:59 p.m. on the date they are due. This is a hard deadline and the submission link on Canvas will automatically close at this time. Late assignments will not be accepted. There are two exams that can include anything covered in the class and it is in objective test format (e.g. true/false, multiple choice). Students who do not complete the exams on the assigned day and time will not be allowed to complete it and a grade of zero will be given for that opportunity. Make-ups for coursework will only be allowed with prior approval, for participation in official intercollegiate activities on behalf of UNLV, jury duty, and/or if extraordinary circumstances should arise during the time of the opportunity making attendance impossible (documentation MUST BE PROVIDED before extension will be allowed). It is recommended that you prepare and submit your assignments with plenty of time in advance in case you encounter any technical difficulties. The instructor must be contacted PRIOR to the assignment due date if you are experiencing technical problems that may result in a late assignment.

Assignments

Quizzes (10 points each, 7 total) = 70 points

Midterm Exam = 100 points

Discussion Board (10 points each, 7 total)= 70 points

Final Exam = 100 points

Total possible points= 34

Grading Scale:

Students will be graded according to their performance on opportunities, all assignments, and class participation. Grades will be calculated by a percentage of points earned in relation to the total points possible in the course. Grades will be based on the following percentages:

90 – 100 = A

60 – 69 = D

80 – 89 = B

Below 60 = F

70 – 79 = C

Note: Any and all scores including exam scores, scores for discussion board participation, and the final course grades will not be given out or discussed over the phone or through e-mail, but will be posted via Canvas and myUNLV. If questions should arise concerning any scores the student will need to follow-up with the instructor in person.

COURSE OUTLINE

Here is our “plan” for the semester. Modifications, additional assignments and special activities may be added or deleted as we move along through the semester. Note all of your assignments will be handed in for credit. The more time and effort put into the course, the stronger student you will become. Our outline will stay flexible and can be adjusted to meet class needs.

Course Schedule

All assignments due by 11:59 pm on Sunday of the Week (Weeks are Monday through Sunday)

WEEK 1

Agenda/Things to do:

Syllabus & Course Outline

Instructor Introduction Video

Student Introductions

Due:

Discussion Board 1

WEEK 2

Agenda/Things to do:

PowerPoint: Culturally Competence

Diller, J. (2015). Chapter 2: What it means to be culturally competent.

Doucet, F., & Hamon, R. (2007). A nation of diversity: Demographics of the United States of America and their implications for families.

YouTube: [Demographic transformation of the U.S](http://www.youtube.com/watch?v=YQ5u2tV1DtY) http://www.youtube.com/watch?v=YQ5u2tV1DtY

Due:

Quiz 1

WEEK 3

Agenda/Things to do:

PowerPoint: Racism and Privilege

Diller, J. (2015). Chapter 4: Understanding racism, prejudice and white privilege.

Due:

Quiz 2

WEEK 4

Agenda/Things to do:

PowerPoint: White Ethnic Groups

McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack.

Due:

Discussion Board 2

WEEK 5

Agenda/Things to do:

PowerPoint: Racial Microaggressions

Sue, D., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice.

Due:

Quiz 3

WEEK 6

Agenda/Things to do:

PowerPoint: Latino

Diller, J. (2015). Chapter 11: Working with Latino/a clients: An interview with Roberto Almanzan.

Due:

Discussion Board 3

WEEK 7

Agenda/Things to do:

PowerPoint: African American

Diller, J. (2015). Chapter 13: Working with African American clients: An interview with Veronique Thompson.

Due:

Quiz 4

WEEK 8

Agenda/Things to do:

Midterm Exam

Opens Monday October 14th at 12:00 am

Closes Sunday October 20th at 11:59 pm

WEEK 9

Agenda/Things to do:

PowerPoint: Asian

Diller, J. (2015). Chapter 14: Working with Asian American clients: An interview with Dan Hocoy.

Diller, J. (2015). Chapter 15: Working with Arab and Muslim American clients: An interview with Marwan Dwairy.

Due:

Discussion Board 4

WEEK 10

Agenda/Things to do:

PowerPoint: Native American

Diller, J. (2015). Chapter 12: Working with Native American clients: An interview with Jack Lawson.

Due:

Quiz 5

WEEK 11

Agenda/Things to do:

PowerPoint: Nation of Diversity

Diller, J. (2015). Chapter 6: Working with culturally diverse parents and families.

Jojic, M., Raj, A., Wilkins, K., Treadwell, R., Caussade- Rodriguez, E., & Blum, J. (2012). Demographics and treatment of the American family. *International Review of Psychiatry*, 24(2), 128-132.

Due:

Discussion Board 5

WEEK 12

Agenda/Things to do:

PowerPoint: Sexism & Gender

PowerPoint: Sexual Orientation

Messner, M. & Bozada-Deas, S. (2009). Separating the Men from the Moms: The Making of Adult Gender Segregation in Youth Sports. *Gender & Society*, 23(1), 49-71.

Moore, M. R., & Stambolis- Ruhstorfer, M. (2013). LGBT Sexuality and Families at the Start of the Twenty-First Century

Due:

Discussion Board 6

WEEK 13

Agenda/Things to do:

PowerPoint: Classism

PowerPoint: Ableism

Appio, L., Chambers, D., & Mao, S. (2012). Listening to the Voices of the Poor and Disrupting the Silence About Class Issues in Psychotherapy. *Journal of Clinical Psychology*, 69(2), 152-161

Due:

Quiz 6

WEEK 14

Agenda/Things to do:

PowerPoint: Religion

Warf, B., & Vincent, P. (2007). Religious diversity across the globe: A geographic exploration

Silverstein, M., & Giarrusso, R. (2010). Aging and Family Life: A Decade Review.

Due:

Quiz 7

WEEK 15

Agenda/Things to do:

PowerPoint: Closing Thoughts

Diller, J. (2015). Chapter 18: Some closing thoughts

Due:

Discussion Board 7

FINAL EXAM

Opens Monday December 9th at 12:00 am

Closes Wednesday December 11th at 11:59 pm