

**MFT 225, 1001**  
**Multicultural Issues and Families**  
Fall 2016

**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):**

The purpose of this course is for students not only to learn facts about multicultural issues, but for each of us to develop a greater understanding of the meaning of multicultural issues. Students who successfully complete this course will be able to:

1. Demonstrate knowledge of the physical, psychological, cultural, and relational aspects of multicultural issues.
2. Critically examine research, societal, cultural, religious, and personal attitudes about multicultural issues.
3. Identify multiculturalism as a life-cycle developmental process.
4. Comprehend past and current cultural attitudes and behaviors.
5. Describe their own cultural attitudes and make informed decisions related to diversity and interpersonal relationships.
6. Thoughtfully evaluate and respect individual diversity.
7. Discuss multiculturalism and multicultural issues openly and effectively.
8. Demonstrate knowledge and understanding of multicultural issues.
9. Recognize multicultural issues within the family.
10. Recognize multicultural issues and how they relate to treatments.

**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.

**Required Course Textbook:**

Diller, J.V. (2015). *Cultural diversity: A primer for the human services (5<sup>th</sup> ed)*. Stamford, CT: Cengage Learning.

Additional Readings:

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

- 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.
- Lott, B. (2002). Cognitive and behavioral distancing from the poor. *American Psychologist*, 57(2), 100-110.
- McIntosh, P. (1998). White privilege: *Unpacking the invisible knapsack*. In P.S. Rothenberg (Ed.), *Race, Class, and Gender in the United States: An Integrated Study, 6<sup>th</sup> edition* (pp. 188-192) New York, NY: Worth Publishers.
- Messner, M. A. (2000). Barbie girls versus sea monsters: Children constructing gender. *Gender & Society*, 14(6), 765-784.
- 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.x
- 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 Attendance and Participation:

*Before participating in this course, each student will need to electronically sign an academic integrity agreement, and a rules of respectful engagement agreement.*

As a distance education/web-based course, students are responsible for having access to the Internet in order to complete the required assignments. **WebCampus technical support is available 24 hours a day, 7 days a week: Toll-free number (866) 846-7088, <https://d2.parature.com/ics/support/default.asp?deptID=4314>.** Scheduled WebCampus maintenance typically occurs every Saturday from 12:01-6:00 a.m. PDT and is not available to the public during this time.

Due Dates:

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:

### Discussion Board Participation:

After reading certain chapters/articles, you will critically evaluate issues relating to multicultural issues and consider those implications for you. Each assigned reading will require a **minimum of two postings** (5 pts each) on the discussion board and must be posted **prior to the due date** in order to receive credit. Each 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. Several topics/questions for each chapter will be listed on the discussion board. For each reading, you must write **two different posts** (minimum of 175 words). **One of your posts must be an original thought/reaction** and not just a reply to previous posts. **The second post is responding to a peer who answered a different question than you.** Any information from sources needs to be referenced. Credit will not be granted to students who fail to properly cite information gained from sources. For your learning, it is recommended that you post more than the required amount and become engaged in these very interesting topics. Be sure to indicate which of the topics/questions you are reacting to with a number (e.g., 1, 2, 3, or 4). If you are asked a question, be sure to respond to your peer before the next discussion board due date and time. Students are able to submit additional posts if they desire. Please refer to the grading rubric posted on Webcampus for more information on obtaining credit for discussions.

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. Activities may include, but are not limited to: online and WebCampus videoclips, study of text and supplementary materials, written assignments, opportunities to excel, and discussion boards. In addition, the learning in this course is a cooperative effort between each individual, the instructor, graduate assistant, and the classroom community as a whole. **Please note that the subject matter and assignments may challenge certain values, beliefs and assumptions, which may create some discomfort.**

### Quizzes:

There are 8 quizzes through the semester. Each one is 10 multiple-choice questions and each question is worth one point. The quizzes are based off the corresponding assigned reading. They are not timed and are meant to ensure you are reading the assigned chapters/articles each week.

### Participation Activities:

There are 5 participation activities throughout the semester. Instructions for each are provided on web campus. Each activity is worth 5 points. Each of these written activities are graded on your understanding of the material, thoroughness of answering required questions, grammar and APA (6<sup>th</sup> edition) format.

### Reflections Papers:

There are 2 written reflection papers due this semester. Instructions are provided on web campus. These papers allow you to review the material you have learned and allow the

instructor to assess your understanding and knowledge of the material learned. These are each worth 20 points and are graded on understanding of the material, thoroughness of answering required questions, grammar and APA (6<sup>th</sup> edition) format.

Exams:

There are 2 exams this semester, a midterm opportunity to excel (MOTE) and a final opportunity to excel (FOTE). Each exam is 50 multiple choice questions with each question worth 2 points. The exams are open book and at times I may curve the exam.

**NOTE: Any written activities in this course should conform to APA (6<sup>th</sup> edition) format. If you have questions on this format please visit the following website: <https://owl.english.purdue.edu/owl/resource/560/01/> Additionally proper grammar should be used, as this is a college course.**

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. There is ongoing discussion board writing activities, two reflection papers, ongoing participation activities, and two opportunities to excel in 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, punctuation, American Psychological Association (APA; 6<sup>th</sup> ed.) writing style, etc. Include your full name, date, and title of the assignment on ALL assignments (this information is not included in the page limits). 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.

Academic Misconduct:

Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

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 employee or student 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 information can be found at:  
<http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the

following regular semester for undergraduate courses. 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 time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring and Coaching—The Academic Success Center (ASC) 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, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.**

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling [702-895-3908](tel:702-895-3908). The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Students may consult with a librarian on research needs. For this class, the subject librarian is [Susie Skarl](#). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Personal Assistance:**

In accordance with ethical guidelines of the governing bodies in the field of counseling and marriage and family therapy, the instructor does not see students for personal counseling. If you feel you need assistance in this manner, please contact the UNLV Center for Individual, Couple, and Family Counseling (CICFC) at (702) 895-3106.

**Grading System:**

**Completed assignments must be submitted via WebCampus by 11:59 p.m. on the date they are due.** This is a hard deadline and the submission link on WebCampus will automatically close at this time. **Late assignments will not be accepted.** There are four written activities in this class: 1) WebCampus discussion board exchanges, 2) two class reflection papers, and 3) several participation activities. There are two opportunities to excel that can include anything covered in the class and it is in objective test format (e.g. true/false, short answer/essay, multiple choice). Students who do not complete the opportunities to excel 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 the opportunities and any other 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.

<b><u>Requirement</u></b>	<b><u>Points</u></b>	<b><u>Total</u></b>
<b>Participation Exercises &amp; Activities</b> 10 points each, 5 activities	<b>50</b>	
<b>Discussion Boards</b> 10 points each, 8 discussions	<b>80</b>	
<b>Quizzes</b> 10 points each, 8 quizzes	<b>80</b>	
<b>Reflections Papers</b> 20 points each, 2 papers	<b>40</b>	
<b>Mid-Term Opportunity to Excel</b> 50 questions, 2 points each	<b>100</b>	
<b>Final Opportunity to Excel:</b> 50 questions, 2 points each	<b>100</b>	<b>Total: 450</b>
<b>Extra Credit Cinematic Observation</b>	<b>Up to 10</b>	
<b>Extra Credit Event Attendant</b>	<b>Up to 15</b>	

**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 (+ and – will be given):

93 – 100	= A	73 – 76.99	= C
90 – 92.99	= A-	70 – 72.99	= C-
87 – 89.99	= B+	67 – 69.99	= D+
83 – 86.88	= B	63 – 66.99	= D
80 – 82.99	= B-	60 – 62.99	= D-
77 – 79.99	= C+	Below 60	= F

Note: Any and all scores including ones like opportunity to excel scores, scores for written assignments, and the final course grades will not be given out or discussed over the phone or through e-mail, but will be posted via WebCampus and myUNLV. If questions should arise concerning any scores the student will need to follow-up with the instructor in person. All opportunities to excel, activities, and papers that are not returned to the student will be kept in the instructor’s office for one semester and then will be discarded.

**Extra Credit Opportunities:**

You can earn up to 25 points of extra credit through attending a cultural event/place and for viewing an approved film and then providing a summary of the extra credit activity. Before doing the extra credit please be sure to submit your proposed cultural event and/or film to Justin for approval. This can be done through email. There is no penalty for choosing not to participate in either extra credit opportunity.

Cultural Event/Place (15 pts). You will be given credit for attending one event/place primarily focused on diversity, specifically with the populations included in the course content (to be attended within the time of the current MFT 225 course) and providing a brief summary (2-3 pages) about your experience. **The event/place should involve direct participation and contact with a group culturally different from you.**

Film Review (10 pts). You will be given credit for viewing a film that is focused on diversity topics, specifically with the populations included in the course content and providing a brief summary (2-3 pages) about the film.

**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.

**MODULE I**

<b>Due Date (All online tasks due by 11:59 pm on due date)</b>	<b>Reading &amp; Preparation</b>	<b>Task Due</b>
Sep 2	Syllabus & Course Outline Academic Integrity Statement Rules of engagement Webcampus/Course Orientation Instructor Introduction: Justin Smith	<b>Agreement for academic integrity Agreement to rules of engagement Quiz 1</b>
Sept 2	Introductions	<b>Discussion Board 1: Introductions</b>
Sep 6	Diller, J. (2015). Chapter 2: What it means to be culturally competent.	<b>Discussion Board 2</b>
Sept 13	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 <a href="http://www.youtube.com/watch?v=YQ5u2tV1DtY">http://www.youtube.com/watch?v=YQ5u2tV1DtY</a>	<b>Quiz 2</b>
Sept 16	Diller, J. (2015). Chapter 4: Understanding racism, prejudice and white privilege.	<b>Discussion Board 3</b>
Sept 20	McIntosh, P. (1998). White privilege: <i>Unpacking the invisible knapsack</i> .	<b>Participation Activity – White Privilege Exercise</b>
Sept 23	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.	<b>Participation Activity – Racial Micro Aggressions</b>

**MODULE II**

<b>Due Date (All online tasks due by 11pm on due date)</b>	<b>Reading &amp; Preparation</b>	<b>Task Due</b>
Sept 27	Diller, J. (2015). Chapter 11: Working with Latino/a clients: An interview with Roberto Almanzan.	<b>Quiz 3</b>
Oct 4	Diller, J. (2015). Chapter 12: Working with Native American clients: An interview with Jack Lawson.	<b>Discussion Board 4</b>
Oct 7	Diller, J. (2015). Chapter 13: Working with African American clients: An interview with Veronique Thompson.	<b>Quiz 4</b>
Oct 11	Diller, J. (2015). Chapter 14: Working with Asian American clients: An interview with Dan Hocoy.	<b>Discussion Board 5</b>
Oct 14	Diller, J. (2015). Chapter 15: Working with Arab and Muslim American clients: An interview with Marwan Dwairy.	<b>Quiz 5</b>
Oct 18		<b>Reflection Paper 1</b>
Oct 21	Mid-Term Opportunity to Excel (MOTE)	<b>MOTE covers Modules I &amp; II</b>

### **MODULE III**

<b>Due Date (All online tasks due by 11pm on due date)</b>	<b>Reading &amp; Preparation</b>	<b>Task Due</b>
Oct 25	Moore, M. R., & Stambolis-Ruhstorfer, M. (2013). LGBT Sexuality and Families at the Start of the Twenty-First Century	<b>Discussion Board 6</b>
Nov 1	Daily Effects of Straight Privilege handout	<b>Participation Activity – LGBT</b>
Nov 4	Diller, J. (2015). Chapter 6: Working with culturally diverse parents and families.	<b>Quiz 6</b>
Nov 8	Messner, M. A. (2000). Barbie girls versus sea monsters: Children constructing gender.	<b>Discussion Board 7</b>
Nov 15	Lott, B. (2002). Cognitive and behavioral distancing from the poor.	<b>Quiz 7</b>

#### MODULE IV

<b>Due Date (All online tasks due by 11pm on due date)</b>	<b>Reading &amp; Preparation</b>	<b>Task Due</b>
Nov 18	YouTube: Ableism <a href="http://www.youtube.com/watch?v=7QEKcFsFqlA&amp;feature=related">http://www.youtube.com/watch?v=7QEKcFsFqlA&amp;feature=related</a>  YouTube: End the R-word	<b>Participation Activity – Disability Awareness</b>

	<a href="http://www.youtube.com/watch?v=T549VoLca_Q">http://www.youtube.com/watch?v=T549VoLca_Q</a>	
Nov 22	Warf, B., & Vincent, P. (2007). Religious diversity across the globe: A geographic exploration	<b>Participation Activity-- Religion</b>
Nov 29	Silverstein, M., & Giarrusso, R. (2010). Aging and Family Life: A Decade Review.  YouTube: Say no to ageism <a href="http://www.youtube.com/watch?v=irCS2_27ytl">http://www.youtube.com/watch?v=irCS2_27ytl</a>	<b>Discussion Board 8</b>
Dec 2	Diller, J. (2015). Chapter 18: Some closing thoughts	<b>Quiz 8</b>
Dec 9		<b>Reflection Paper 2</b>
Dec 16	Final Opportunity to Excel (FOTE)	<b>FOTE covers modules 3 &amp; 4</b>