

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Counseling	College/School	School of Education
Prepared by	Susan L. Renes, Ph.D.	Phone	907-474-7696
Email Contact	slrenes@alaska.edu	Faculty Contact	slrenes@alaska.edu

1. ACTION DESIRED

(CHECK ONE):

Trial Course

☒

New Course

2. COURSE IDENTIFICATION:

Dept

COUN

Course #

694

No. of Credits

3

Justify upper/lower division status & number of credits:

This a graduate level class that will require graduate level reading and graduate level assignments.

3. PROPOSED COURSE TITLE:

Ethnicity and Family Studies

4. To be CROSS LISTED?
YES/NO

No

If yes, Dept:

Course #

(Requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.)

5. To be STACKED?
YES/NO

No

If yes, Dept:

Course #

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING:

Spring Semester

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)

Spring 2014 if approved by deadline.

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT:
(check all that apply)

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☒ 6

6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

Lecture/Small and Large Group Discussion

9. CONTACT HOURS PER WEEK:

3

LECTURE
hours/weeks

☐

LAB
hours/week

☐

PRACTICUM
hours/week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management**3 Credits Offered Spring**

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

COUN Ethnicity and Family Studies**3 credits Offered Spring**

This course is designed to focus on the contribution of ethnic background to family makeup and functioning. Major ethnic groups are studied along with the counseling, social justice, and advocacy approaches appropriate to each. In a similar fashion, the overarching cultural context of relationships, including factors such as age, gender, sexual orientation, religious & spiritual values, mental and physical characteristics, education, family values, socioeconomic status, and within group as well as between group cultural differences are examined.

Theories of multicultural counseling, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized. Prerequisites: COUN 666 or permission of the instructor.

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**

YES:**NO:****X**

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, **Format 6**W = Writing Intensive, **Format 7**

Natural Science, ("X" for Core)

Format 8**11.A Is course content related to northern, arctic or circumpolar studies? If yes, a**
added in the printed Catalog, and flagged in Banner.**"snowflake" symbol will be****YES****NO****X****12. COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES**NO****X**

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS**13. GRADING SYSTEM:** Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.**LETTER:****X****PASS/FAIL:**

RESTRICTIONS ON ENROLLMENT (if any)**14. PREREQUISITES****COUN F666 - Family and Network Therapy**These will be *required* before the student is allowed to enroll in the course.**15. SPECIAL RESTRICTIONS, CONDITIONS****16. PROPOSED COURSE FEES**

\$

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

NO

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This course will be added to an existing professor's workload. An overload may be paid if this takes the professor over the number of units allowed. This class will need a traditional classroom with audio/video connection. The projected enrollment in the course is hoped to generate tuition dollars sufficient to pay for the instructor's time. There should be no further impact on UAF.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

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Yes

Current UAF library references are adequate for this course.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

Students may also use this course as an elective in their current programs. Students who take this class are likely to be UAF, UAA, and APU counseling, social work, or psychology students who wish to seek Marriage and Family Therapy licensure.

21. POSITIVE AND NEGATIVE IMPACTSPlease specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.


This course fits with the joint UAF/UAA counseling, social work, and psychology task force set up to design and offer required courses to obtain a license to practice Marriage and Family Therapy. Currently it is not possible to obtain this license within the State of Alaska. A UAF Faculty member from the Counseling Department will teach this course, with faculty from UAA teaching the other required courses.

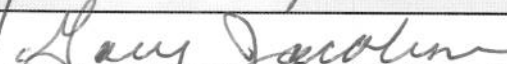
JUSTIFICATION FOR ACTION REQUESTED


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The UAF and UAA joint Marriage and Family Therapy Licensure committee approved this course for inclusion in their joint Marriage and Family Program, housed at UAA. Comprised of Counseling, Psychology, and Social Work faculty from both universities, this committee had to approve all the proposed courses before they could proceed to University level approval.

APPROVALS: Add additional signature lines as needed.

	Date	9-3-13
Signature, Chair, Program/Department of: Education, Graduate Program, Maureen Hogan		

	Date	9/6/13
Signature, Chair, College/School Curriculum Council for: Education, Gary Jacobson		

	Date	9/6/13
Signature, Dean, College/School of: Education, Allan Morotti		

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
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Signature, Chair

Faculty Senate Review Committee: ☐ Curriculum Review ☐ GAAC

☐ Core Review ☐ SADAC

Ethnicity and Family Studies

Course Syllabus **Ethnicity and Family Studies**

Instructor: Susan L. Renes, Ph.D.
E-Mail: slrenes@alaska.edu
Telephone: 907-474-7696 (office)
907-750-3235 (cell)
Office: 709B Gruening Building
Office Hours: Monday 1:00-3:00 PM & Wednesday 9:00 AM-11:00 AM
Audio Call In: 800-570-3591; Participant PIN: 3473461; Presenter PIN: 3473808
Video Conference: (800) 910-9601 / (907) 450-8390

Prerequisite: Counseling F666 – Family and Network Therapy

Course Description: Ethnicity and Family Studies is designed to focus on the contribution of ethnic background to family makeup and functioning. Major ethnic groups are studied along with the counseling, social justice, and advocacy approaches appropriate to each. In a similar fashion, the overarching cultural context of relationships, including factors such as age, gender, sexual orientation, religious & spiritual values, mental and physical characteristics, education, family values, socioeconomic status, and within group as well as between group cultural differences are examined. Theories of multicultural counseling, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.

The course requires participating in a number of self-exploration exercises. In order to become proficient as a family therapist, it is essential for to explore one's family of origin, ethnic background, and cultural and contextual influences. Students are encouraged to explore these issues honestly and with openness. The exercises might initially seem intimidating and intrusive, but they are often the most educational and useful aspects of the course. Students are free to refrain from discussing issues that will cause feelings of being exposed and vulnerable. This is a graduate course and not intended to be a therapy experience.

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 Objectives: upon completion of this course, students will be able to identify, utilize, and explain the following objectives of Ethnicity and Family Studies based on an understanding of:

- Multicultural trends, including characteristics and concerns within and among diverse groups in U.S. and international society.

- Personal cultural background, attitudes, beliefs, understandings, and acculturative experiences with those of persons from other cultural groups.
- Theories of multicultural counseling and social justice.
- Ethical issues in diverse families.
- Individual, couple, family, group, and community strategies for working with and advocating for diverse populations.
- Essential basic multicultural counseling competencies.
- 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.
- Various counselor roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination into a professional practice framework.
- How diverse sexual orientation lifestyle perspectives and identity development processes affect a client's life.
- How age, mental, and physical characteristics affect client experience and influence treatment.
- 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 promote 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.
7. We will assume that all of us, regardless of our racial identity, nationality, sex, class, or cultural background, have been influenced by the racism of our society and that individuals can actively change.
8. We will create a safe atmosphere for open discussion. At times, members of the class may wish to make comments that they do not want repeated outside of the classroom. If so, the student will preface his or her remarks with a request and the class will agree not to repeat the remarks.
9. We will try to see the world through the experiences of people who have different perspectives than our own. This will mean not assuming that one's own perspective is the only or the best way to see and think.

Required Texts:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3rd ed.). New York, NY: Guilford Press.

Required Readings:

- Ariel, J., & McPherson, D. W. (2000). Therapy with lesbian and gay parents and their children. *Journal Of Marital & Family Therapy*, 26(4), 421-432.
- Arnold, C. M., Shephard, J., & Van Sell, S. (2011). The coming of the blessing: A successful cross-cultural collaborative effort for American Indian/Alaska Native families. *Family Community Health*, 34(3), 196-201. doi:JO.1097/FCHOb013e3182196279
- Arredondo, P., Aviles, R., Zalaquett, C. P., Grazioso, M., Bordes, V., Hita, L., & Lopez, B. J. (2006). The psychohistorical approach in family counseling with Mestizo/Latino immigrants: A continuum and synergy of worldviews. *Family Journal: Counseling And Therapy For Couples & Families*, 14(1), 13-27.
- Bepko, C., & Johnson, T. (2000). Gay and lesbian couples in therapy: Perspectives for the contemporary family therapist. *Journal Of Marital & Family Therapy*, 26(4), 409-419.
- Bernstein, A. C. (2000). Straight therapists working with lesbians and gays in family therapy. *Journal Of Marital & Family Therapy*, 26(4), 443-454.
- Blaisure, K.R., Saathoff-Well, T., Pereira, A., Wadworth, S.M., & Dombro, A.L. (2012). *Serving military families in the 21st century*. New York, NY: Routledge [First Three Chapters]
- Brubaker, M. D., Puig, A., Reese, R. F., & Young, J. (2010). Integrating social justice into counseling theories pedagogy: A case example. *Counselor Education And Supervision*, 50(2), 88-102.
- Cole, E. (2008). Navigating the dialectic: Following ethical rules versus culturally appropriate practices. *The American Journal of Family Therapy*, 36, 425-436.
- David, E. R. (2010). Cultural mistrust and mental health help-seeking attitudes among Filipino Americans. *Asian American Journal Of Psychology*, 1(1), 57-66. doi:10.1037/a0018814
- Denham, A. R. (2008). Rethinking historical trauma: Narratives of resilience. *Transcultural Psychiatry*, 45(3), 391-414. doi:10.1177/1363461508094673
- Foreman, S. (2012). *First generation Filipino Americans*. Unpublished manuscript, Counseling Department of the School of Education, University of Alaska Fairbanks, Fairbanks, Alaska.
- Evans-Campbell, T. (2008). Historical trauma in American Indian/Native Alaska communities: A multilevel framework for exploring impacts on individuals, families, and communities. *Journal Of Interpersonal Violence*, 23(3), 316-338.
- Goldenberg, I., & Goldenberg, H. (2008). *Family therapy: An overview* (7th ed.). Belmont, CA: Brooks Cole/Thomason Learning. [Chapter 6]
- Hays, P. (2006). Cognitive behavior therapy with Alaska Native people. In P. Hays, & G. Iwamasa, *Culturally responsive cognitive-behavioral therapy: Assessment, practice, and supervision* (pp. 47-71).
- Ivey, D. C., Wieling, E., & Harris, S. M. (2000). Save the young--the elderly have lived their lives: Ageism in marriage and family therapy. *Family Process*, 39(2), 163-175.
- Marbley, A., Wimberly, C., Berg, R., Rouson, L., & Wilkins, E. (2011). Case studies of African American families: Self-reports of ethnically diverse practitioners. *Family Journal: Counseling And Therapy For Couples And Families*, 19(2), 174-181.
- Penaloza, A. (2011). *Cultural family assessment of two Tibetan refugees entering family therapy*. Unpublished manuscript, Counseling Department of the School of Education, University of Alaska Fairbanks, Fairbanks, Alaska.

- Sanchez, A. R. (2001). Multicultural family counseling: Toward cultural sensibility. In J.G. Ponterotto, J. M. Casas, L.A. Suzuki, & C.M. Alexander. (Eds), *Handbook of multicultural counseling* (2nd ed.), (pp. 672-700). Thousand Oaks, CA, US: Sage Publications.
- Sellin, J. (2012). *Improving professional counselor preparation to meet the mental health needs of Alaska Native clients*. (Unpublished master's thesis). University of Alaska Fairbanks, Fairbanks, Alaska.
- Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Education Review*, 79(3), 409-427.
- Warde, B. (2012): The cultural genogram: Enhancing the cultural competency of social work students, social work education: *The International Journal*, 31(5), 570-586.
doi:10.1080/02615479.2011.593623

(All required readings are in the dated File Folders under Session Resources on Blackboard, or available on the web.)

Recommended Movies:

- Akil, S. (2011). *Jump the broom*. United States: TriStar Pictures. [Two African American families from different socio-economic backgrounds come together for a wedding with family secrets, family shame, and family histories revealed.]
- Eyre, C. (Director). (1998). *Smoke signals*. United States: Miramax Films. [The story centers around two young men on the Coeur D'Alene Indian Reservation near Plummer, Idaho.]
- Lawrence, R. (Director). (2006). *Jindabyne*. United States: Roadshow Pictures. [Four Australian fishermen find an Aboriginal girl's body. Too late in the day to hike back and report their find, they spend the next day fishing. They become subject to much consternation by their families and the community upon their return.]
- Redford, R. (Director). (1980). *Ordinary people*. United States: Paramount Pictures. [The accidental death of the older son of an affluent family deeply strains the relationships among the bitter mother, the good-natured father, and the guilt-ridden younger son.]

Course Evaluation: Students will be evaluated based on four criteria: (a) class attendance and class participation, (b) Paper on Cultural Family Background (c) Assignments for the Cultural Immersion Project, and (d) the Cultural Family Assessment, including the outline and presentation.

Class attendance and class participation: Attending class, reading all required assignments, and participating in class discussions is expected. One of the primary goals of the course is for you to be comfortable and confident in your ability to discuss the course topics. Therefore, you are expected to actively participate in class discussions each week. The quality of your involvement in class is worth a maximum of 50 points toward your final grade. Please speak out and share your perspectives; it enriches the class experience for all of us.

Students are expected to come to class prepared with assignments turned in before arrival. Be ready to begin promptly at 4:10 PM. If missing class is unavoidable, I must be notified before the class session. 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-word 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.

Written papers and presentations: Students are expected to complete three big assignments during the semester: (a) a paper addressing cultural family background, (b) cultural immersion project questions and Blackboard responses, and (c) a cultural family assessment. All papers are to be typed, double-spaced, well written, and grammatically correct. Writing should conform to APA style (written in third person), and include citations and references.

Cultural Family Background: Students will complete a cultural background paper describing the background of parents or primary caregivers in regards to family culture and how this background affects the student both personally and professionally. If there is a multiracial background, pick the two most predominant cultures in their background. The students will research the people from their background using the following: (a) at least 7 scholarly sources (the McGoldrick is acceptable as one source); (b) interviews with their parents/caregivers and other significant family members; and (c) a basic genogram outlining 3 generations of family history. There are websites that might be useful in this endeavor. This paper must be 10–12 pages in length (not including the title page or references) and must be written in APA format. This paper can be written in first person.

Cultural Immersion Project: Students will select a cultural group with whom they have little or no experience. This group may differ from the student in ethnicity, religion, or culture or have other significantly different cultural features (e.g., the elderly in nursing homes, disabled children, disabled adults, the homeless, etc.). Students may not use previous cultural experiences for this assignment. This project involves 3 parts. Below is a brief description of each part of the project.

Part 1: Distant Encounter: 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 Part 1 Forum on Blackboard, and comment on the posts of at least two other students.

Part 2, Group Encounter: Students will attend and actively participate in two events related to their selected group. These can be events such as church services or meetings, community organization meetings, volunteer work at homeless shelters or food kitchens, attendance at support group meetings, fund-raising events, a school-related meeting or activity, etc. These activities must be sponsored by or provided for the particular group. Students will then complete 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 then post their most interesting findings in the Cultural Immersion Project Part 2 Forum on Blackboard, and comment on the posts of at least two other students.

Part 3, Individual Encounter and Synthesis: Students will conduct an in-depth 1-hour interview with an individual or married couple from their group to develop an understanding of the cultural factors that helped to shape that individual's (or couple's)

cultural identity. A variety of issues may be explored in the interview. Once the interview is done, students will 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. Students will consider the interview and synthesize their distant, group, and individual experiences with this cultural group. Students will then share key discoveries in the Cultural Immersion Project Part 3 Forum on Blackboard, and comment on the posts of at least two other students.

Cultural Family Assessment: Students will have the opportunity to practice assessing a family by completing a cultural family assessment on a fictional family created for the purpose of this assignment. The student is to assess the fictional family using the cultural assessment on page 757 of the McGoldrick text. Information must be included under four main headings: Basic Demographic Information; Patterns of Individual, Family, and Social Functioning; Potential Problems for the Therapist, and Suggested Models of Family Therapy. Basic Demographic Information might include: (a) family members, (b) identified problem, (c) time of referral (i.e. why now?), (d) history of the problem, (e) life-cycle stages, (f) health history, (g) socioeconomic information, (h) cultural heritage, (i) belief systems, and (j) language and acculturation. Patterns of Individual, Family, and Social Functioning include: (a) family relationship history, (b) family biological factors, (c) individual factors, (d) immediate family, (e) extended family, (f) work and school, (g) sociocultural factors, (h) connection to the community, (i) migration history, (j) stressors and life cycle issues, (k) family resources and vulnerabilities, and (l) hypotheses about the case. Potential Problems for the Therapist should include any difficulty you might have engaging or working with the family members or other institutions associated with the family. 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. The final paper is worth 150 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 paper that includes the following elements: (a) a description of your family, (b) why you selected this family, and (c) four highlights from your paper that are particularly interesting to you. You are expected to practice your talk ahead of time. I want you have you to have fun with this assignment and let your creative minds take over!

Grading: Your course grade will be determined on a point system as follows:

		<u>Grading Scale</u>	
Attendance and Participation	50 points	465 points and up (93%)	A
Cultural Family Background Paper	100 points	400 points to 464 (80%)	B
Cultural Immersion Project Part 1	60 points	350 points to 399 (70%)	C
Cultural Immersion Project Part 2	70 points	300 points to 349 (60%)	D
Cultural Immersion Project Part 3	70 points	Less than 300 points	F
Final Paper (25/outline/25 presentation)	<u>150 points</u>		
Total	500 points		

Disability Services: *Students with a physical or learning disability, who may need academic accommodations, should contact Mary Matthews in the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact me regarding the necessary accommodations.*

Support Services: *Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAF campus should contact the Center for Distance Education for details regarding support services that are available by distance.*

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, take care 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.*

Class Schedule, Required Readings, Assignment Due Dates

Additional work may be assigned to meet course requirements.

DATE		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
DATE		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
DATE		The Role of Historical Trauma	McGoldrick et al.; Ch. 3 Denham. (2008) Rethinking historical trauma... Evans-Campbell (2008). Historical trauma..... Tuck. (2009). Suspending damage...
DATE		American Indian/Alaska Native Families	McGoldrick et al.; Ch. 2 Arnold et al. (2011). The coming of the blessing...
DATE	Cultural Family Background Paper	Alaska Native Families	Sellin. (2012). Improving counselor... Or Hays. (2006). Cognitive behavioral..
DATE		African American Families	McGoldrick et al.; Ch. 5,6 Marbley et al (2011). Case studies of African American families.....
DATE	Cultural Immersion Part 1	Latino Families	McGoldrick et al.; Ch. 11, 17 Arredondo et al. (2006). The psychohistorical approach...
DATE		Spring Break	
DATE		Filipino Families	McGoldrick et al.; Ch. 23 David. (2010). Cultural mistrust.... Foreman. (2012). First generation...
DATE	Cultural Immersion Part 2	Military Families	Blaisure et al. (2012). Chapters 1, 2, 3
DATE	Final Paper Outline	Older Couples	Ivey et al. (2000). Save the young.....
DATE		European American Families	McGoldrick et al.; Ch. 36
DATE	Cultural Immersion Part 3	Lesbian/Gay Families http://front.moveon.org/two-lesbians-raised-a-baby-and-this-is-what-they-got/	Aerial & McPhearson. (2000). Therapy with gay and lesbian parents... Bepko & Johnson. (2000). Gay and lesbian couples... Bernstein. (2000). Straight therapists...
DATE		Professional Issues and Ethical Practices	Goldenberg & Golenberg. (2008). Professional issues...
DATE		Final Paper Presentations by Students (10 minutes)	
DATE	Final Paper Due		