Syllabus

COUN 5324: Cultural Diversity and Advocacy
Spring 2017
Wednesday 5:00 p.m. – 7:45 p.m. | HPR 135

Instructor: Randall M. Moate, Ph.D.
             Assistant Professor | HPR 212 | office: (903) 565-5747
             rmoate@uttyler.edu

Office hours:  Monday 12:00 – 4:30

Course Description
Examines client diversity with respect to ethnographic, demographic, and status variables, and challenges culturally biased assumptions which influence the provision of mental health services.

Student Learning Outcomes
After Mental health clinicians and clinicians-in-training encounter a wide range of cultures as they practice in diverse societies. This course is an invitation for students to grow in awareness of their own cultural backgrounds and biases as well as to explore other cultural patterns different from their own. Skills that aid in working in a culturally diverse client setting will be surveyed.

Course Structure and Instructor Expectations
In this course class time is largely comprised of lectures, group activities, and discussion. To maximize your in class experience, you should come to class having read assigned readings. You should be actively involved in your own learning by being prepared to discussed assigned readings in class, ask questions, and engage in classroom activities.

CACREP Core Objectives (II.G.1)
Social and Cultural Diversity—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.

b. within and among diverse groups nationally and internationally attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;

c. theories of multicultural counseling, identity development, and social justice;

d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

Clinical Mental Health Counseling Standards
1. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (III.A.3)
2. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling
3. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client. (III.E.1)

4. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (III.E.3)

5. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling. (III.E.4)

6. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare. (III.E.5)

7. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services. (III.E.6)

**Skills (CACREP CMHC Standards)**

1. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (III.D.2)

2. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (III.D.5)

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (III.F.3)

**Knowledge (CACREP School Counseling Standards)**

1. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. (III.A.3)

2. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. (III.E.1)

3. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. (III.E.2)

4. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. (III.E.3)

5. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement. (III.E.4)

**Skills (CACREP School Counseling Standards)**

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (III.D.1)

2. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (III.F.1)

3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (III.F.3)

4. Understands the important role of the school counselor as a system change agent. (III.O.4)

**Required Textbooks**


*Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

**Recommended Textbooks**

**Preparation & Participation**

**Attendance** – While it is strongly recommended that you do not miss any classes, you are permitted to miss one class (2.5 hours) with no penalty. If you are going to miss a class, it is expected that you will notify the professor ahead of time. With a second absence you will receive a one-letter grade deduction from your final grade in the course (e.g., A → B) unless you write a letter to the instructor that explains extenuating circumstances for both absences. The instructor will then decide if both the first and the second absences are excusable. Each subsequent absence will result in the drop of a letter grade.

**Class Punctuality** - Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.

**Participation** - Participation is an essential component of this class. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. In order to receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussion and activities.

**Graded Course Assignments**

**Cultural Food Sharing (25 points)**
Students will sign up to bring a cultural food item from their family of origin one class. A brief presentation about the food item and its origin/cultural significance will be shared with the class. All students are expected to sample the cultural foods brought to the class. If a food allergy does not allow participation in this activity, please speak to the professor about this.

**Video Review (50 points: 40 = Content, 10 = APA/Grammar)**
Students will write a 3-4 page (including title page) reaction paper that gives their impressions of a video depicting a racial/cultural group different from their own (note: you must select a movie that pertains to a culture/race/ethnicity that is different than your own). Papers should include personal reactions to the video that identifies what you learned about the cultural group(s) identified in the video, and will discuss how you can use what they learned to help them better understand the cultural group(s) depicted. Consider the following questions in your movie review (note: you may, but do not have to, respond to all of these):

1. What did you learn about the culture being portrayed?
2. Do you feel this film was an accurate/appropriate portrayal of the culture?
3. What might an individual from the culture portrayed feel/believe/think about the film?
4. What are the strengths and limitations of this film as a means of educating about this culture?
5. What lessons will you take from this experience in your work with members from this culture?

**See Appendix I for a list of approved movies. If you want to select a movie that is not on the list, then you will need to discuss it with the instructor beforehand**
Culture of Origin Paper (100 points: Content = 80, APA/Grammar = 20)

Drawing from your knowledge about yourself and your experiences in our multicultural society, you are to describe your cultural identity development. It is essential for this assignment that you are reflective and can demonstrate honesty and self-awareness in your responses. Your paper should be written in APA format and be 5-7 pages (including a title page) in length. When describing your cultural identity, you should reflect on and explain the following:

1. What are the values, principles, and personal beliefs that you most strongly identify with?
   a. Where does your value system come from (i.e., consider different cultural influences in your life that have been most influential in shaping who you have become → family, friends, organizations, activities)?
   b. Do you see your value system being similar or different than your families?

2. How do you suppose your value system, principles, and personal beliefs will influence your work as a professional counselor?
   a. How might these be strength for you as a counselor, and helpful to your clients?
   b. How might these be a hindrance for you, and get in the way of being helpful to clients?

3. Based on your biases and worldview (i.e., values, principles, personal beliefs) what client populations and/or topics do you anticipate may be difficult for you to work with?
   a. What is it about this client population/topic that you are concerned about?
   b. What are your previous experiences with this population and/or issue?

4. What do you need to do in terms of personal growth during your experience in the master’s program at UTT to ensure that you are ready to ethically work with clients of diverse genders, races, ethnicities, sexual orientations, religions, and worldviews as a professional counselor?

Midterm Exam (50 points)
The midterm will be an in-class examination that will consist of multiple choice questions.

Cultural and Advocacy Digital Story (100 points)
Create a digital movie using your computer, which should cover one or more of the major topics discussed in this course (i.e., your experience of people of color, personal areas of cultural awareness, your family history and personal development, multicultural competence, etc.). These stories can be personal, reflective, and should be related to the material covered in the text, handouts, and in class. In addition, use the digital stories as an opportunity to describe your experience with advocacy and social justice. The digital story should be between 7-10 minutes in length. For resources on how to create a digital story see Appendix II.

Students will be provided time to show their digital story in class and to discuss it with their classmates. While students are encouraged to show their digital story in class they are not required to do so, in which case they will submit it to the instructor. Students who decide to not show their digital story in class will instead do a brief presentation (7-10 minutes) on their experience of diversity, personal areas of cultural awareness, their family history and personal development, multicultural competence, or other related topics covered in the course.
Final Exam (100 points)
The final exam will be an in-class comprehensive exam.

Participation & Attendance (50 points)
A portion of your grade will depend on your level of participation during class each week. Attendance means arriving for class on time and staying for the duration of the class and remaining focused on the class for the duration of the class meeting. Participation means preparing for class by reading required texts/materials, periodically entering into class discussions with informed and relevant comments/questions, and participating in class activities. A student who rarely or never participates in class discussions/activities may receive a grade reduction despite attendance.

Requirements/Grading
During the semester, you will have opportunities to earn up to 500 points. Grading is on the following scale: 100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% or less = F. You must receive an A or a B to receive credit for passing this course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Food Sharing</td>
<td>25</td>
</tr>
<tr>
<td>Culture of Origin Paper</td>
<td>100</td>
</tr>
<tr>
<td>Online Discussion: The Color of Fear</td>
<td>25</td>
</tr>
<tr>
<td>Video Review</td>
<td>50</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50</td>
</tr>
<tr>
<td>Digital Story</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
</tr>
<tr>
<td>Class Participation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

Late Policy
Assignments are due when class begins on the assigned date. Assignments submitted after class begins will be considered late. Late assignments will be reduced by 10% (one letter grade) for each day the assignment is submitted late. After three days past the due date, late assignments will no longer be accepted and the student will receive a zero for the assignment.

APA Format and Writing Tips
All papers must be presented professionally. Unless otherwise instructed they should be prepared in Microsoft Word (or compatible format), double spaced on 8.5 x 11 paper, using 12 point Times New Roman font, following the writing style, formatting, and referencing guidelines of the American Psychological Association (APA) Manual, 6th edition. Copies of the manual are available in the university bookstore and library.
University Policies

Student Standards of Academic Conduct

Students submitting assignments should only submit work that is their own. When completing written assignments students must properly cite sources that they have referenced (e.g., an idea, direct quotes), and make sure that their work is significantly different than the source they are citing. Students who have questions about what constitutes plagiarism should consult the Graduate Catalog and the ACA 6th edition Manual. Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
- Copying from another student’s test paper;
- Using during a test, materials not authorized by the person giving the test;
- Failure to comply with instructions given by the person administering the test;
- Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test; using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- Collaborating with or seeking aid from another student during a test or other assignment without authority;
- Discussing the contents of an examination with another student who will take the examination;
- Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- Paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- Falsifying research data, laboratory reports, and/or other academic work offered for credit;
- Taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- Misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to
commit a violation of any section of the rules on scholastic dishonesty.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.utttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.utttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
Schedule adjustments (section changes, adding a new class, dropping without a “W” grade) Being reinstated or re-enrolled in classes after being dropped for non-payment
Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.
Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

College of Education and Psychology Mission Statement

Vision:
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission:
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

Clinical Mental Health Counseling Program:
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized
through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

Clinical Mental Health Counseling M.A. Program Learning Outcomes may be found in the CMHC Student Handbook.

Diversity Statement
Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee’s 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Additional Class Policies
Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your pants, purse, backpack, etc. If you are experiencing an emergency or extenuating circumstance where you need to check your phone during class, please inform me of this before class begins. Please be respectful and DO NOT TEXT MESSAGE, work on other assignments, send emails, or surf the Internet during class time.

Students will be contacted via their UTT student email account or through Blackboard. If you want to contact me I can be emailed at rmoate@utttyler.edu. Typically, I will be able to respond to your emails within 24 hours Monday – Thursday.
<table>
<thead>
<tr>
<th>Date:</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1.18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Discuss syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>1.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- MC Journey to Cultural Competence: Personal Narratives</td>
<td>Ch. 1, 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What is Multicultural Counseling?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>2.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- MC Counseling Competence for Minority Group</td>
<td>Ch. 3, 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Social Justice in Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In class: Extra credit activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Systemic Oppression: Trust, Mistrust Credibility, and Worldviews</td>
<td>Ch. 5 &amp; McIntosh (1988) article</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Privilege</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>2.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Microaggressions in Counseling and Psychotherapy</td>
<td>Ch. 6</td>
<td>- Cultural Food Sharing Activity</td>
</tr>
<tr>
<td></td>
<td>In class movie: The Color of Fear</td>
<td></td>
<td>- Cultural Origins Paper</td>
</tr>
<tr>
<td>Week 6</td>
<td>2.23</td>
<td></td>
<td>Discussion responses must be posted by 7:45 pm on 2.23</td>
</tr>
<tr>
<td></td>
<td>Online Class</td>
<td>Ch. 7, 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Barriers to MC and Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Counseling African Americans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>2.29</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Culturally Appropriate Intervention Strategies</td>
<td>Ch. 8, 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Counseling American Indians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>3.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Midterm Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>3.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>3.22</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Non-Western Methods of Healing</td>
<td>Ch. 10, 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Counseling Asian Americans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>3.29</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cultural Development in People of Color</td>
<td>Ch. 11, 17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Counseling Latinos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>4.5</td>
<td></td>
<td>Video Review Reaction Paper</td>
</tr>
<tr>
<td></td>
<td>- White Racial Identity Development</td>
<td>Ch. 12, 18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Counseling Individuals of Multiracial Descent</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>- Counseling Latinos</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>Week 13</td>
<td>4.12</td>
<td></td>
<td>Digital Story:</td>
</tr>
<tr>
<td></td>
<td>Counseling LGBT Individuals</td>
<td>Ch. 22 &amp; 24</td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>- Counseling Women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>4.19</td>
<td></td>
<td>Digital Story:</td>
</tr>
<tr>
<td></td>
<td>- Counseling and Poverty</td>
<td>Ch. 25 &amp; 26</td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td>- Counseling Persons with Disabilities</td>
<td></td>
<td>5.</td>
</tr>
<tr>
<td>Week 15</td>
<td>4.26</td>
<td></td>
<td>6.</td>
</tr>
<tr>
<td></td>
<td>- Counseling Arab and Muslim Americans</td>
<td>Ch. 19 &amp; 20</td>
<td>7.</td>
</tr>
<tr>
<td></td>
<td>- Counseling Jewish Americans</td>
<td></td>
<td>8.</td>
</tr>
<tr>
<td></td>
<td>- Counseling Jewish Americans</td>
<td></td>
<td>9.</td>
</tr>
<tr>
<td></td>
<td>- Counseling Jewish Americans</td>
<td></td>
<td>10.</td>
</tr>
<tr>
<td></td>
<td>- Counseling and Poverty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Counseling Persons with Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Counseling Arab and Muslim Americans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Counseling Jewish Americans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Counseling Jewish Americans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Counseling Jewish Americans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Counseling Jewish Americans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Counseling Jewish Americans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is a tentative schedule of activities/assignments. Contents of the course are subject to change based on the unique characteristics of the class. Any changes will be announced in class or through your UT Tyler email.
APPENDIX I

Approved Movies

12 Years a Slave
A Raisin in the Sun
A Time to Kill
American Blackout
American History X
Amistad
Babel
Boys Don’t Cry
Brokeback Mountain
Chasing Amy
Children of Heaven
Crash
Dances With Wolves
Far From Heaven
Flags of Our Fathers
Freedom Writers
Frida
Fruitvale Station
Glory
Gods and Monsters
Gray Matters
Home of the Brave
Hotel Rwanda
Imagine Me and You
In America
In the Land of Blood and Honey
John Q
Journey From the Fall
Last of the Mohicans
Letters from Iwo Jima
Life is Beautiful
Mississippi Burning
Munich
North Country
Osama
Philadelphia
Real Women Have Curves
Selma
Silver Linings Playbook
Slumdog Millionaire
Something the Lord Made
Strawberry and Chocolate
Syriana
The Butler
The Cider House Rules
The Constant Gardner
The Last King of Scotland
The Mistress of Spices
The Motorcycle Diaries
The Namesake
The Pianist
The Pursuit of Happiness
The Wind that Shakes the Barley
To Kill a Mockingbird
APPENDIX II

Digital Story Resources

This website was created several years ago and provides numerous digital story resources.
http://dst.counseloreducation.org

This is a demo of how to create a digital story using iMovie on a Mac:
https://www.youtube.com/watch?v=xFujMri3Xp4

This is a demo of how to create a digital story using Powerpoint on a PC:
https://www.youtube.com/watch?v=PihHZF732BY

This is a demo of how to create a digital story using Windows Movie Maker:
https://www.youtube.com/watch?v=bhCdQDszyUA