

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a. Submitted by the College of: <u>Education</u>		Today's Date: <u>11/23/09</u>			
b. Department/Division: <u>EDSRC</u>					
c. Is there a change in "ownership" of the course?		YES <input type="checkbox"/>		NO <input checked="" type="checkbox"/>	
If YES, what college/department will offer the course instead? _____					
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)					
e. Contact Person Name: <u>Ralph Crystal</u>		Email: <u>crystal@uky.edu</u>		Phone: <u>7-8275</u>	
f. Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : _____					
2. Designation and Description of Proposed Course.					
a. Current Prefix and Number: <u>RC 530</u>		Proposed Prefix & Number: _____			
b. Full Title: <u>Cultural diversity in Rehabilitation Counseling</u>		Proposed Title: _____			
c. Current Transcript Title (if full title is more than 40 characters): <u>Cultural Diversity in Rehab Counsel</u>					
c. Proposed Transcript Title (if full title is more than 40 characters): <u>Cultural Diversity in Rehab. Counsel</u>					
d. Current Cross-listing: <input type="checkbox"/> N/A OR <input type="checkbox"/> Currently ³ Cross-listed with (Prefix & Number): _____					
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____					
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.					
Current: <u>2</u> Lecture		____ Laboratory ⁵		____ Recitation	
____ Clinical		____ Colloquium		____ Practicum	
____ Seminar		____ Studio		____ Other – Please explain: <u>change credit hours</u>	
Proposed: <u>3</u> Lecture		____ Laboratory		____ Recitation	
____ Clinical		____ Colloquium		____ Practicum	
____ Seminar		____ Studio		____ Other – Please explain: <u>change credit hours</u>	
____ Discussion		____ Research		____ Indep. Study	
____ Residency					

OLC of the Senate Co. 7/14/09 11:15 AM
Comment: Excerpt from SR 5.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
 a. change in number within the same hundred series⁶;
 b. editorial change in the course title or description which does not imply change in content or emphasis;
 c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
 e. correction of typographical errors.
⁶...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. (RC 1/15/09)

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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f.	Current Grading System:	<input type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail
	Proposed Grading System:	<input type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail
g.	Current number of credit hours:	2	Proposed number of credit hours: 3
h.	Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Proposed to be repeatable for additional credit?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	If YES: Maximum number of credit hours:	_____	
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i.	Current Course Description for Bulletin:	_____	
	Proposed Course Description for Bulletin:	_____	
j.	Current Prerequisites, if any:	_____	
	Proposed Prerequisites, if any:	_____	
k.	Current Distance Learning(DL) Status:	<input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l.	Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
	Proposed Supplementary Teaching Component:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3.	Currently, is this course taught off campus?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	Proposed to be taught off campus?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
4.	Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain and offer brief rationale: _____ _____		
5.	Course Relationship to Program(s).		
a.	Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, identify the depts. and/or pgms: _____		
b.	Will modifying this course result in a new requirement ⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁷ , list the program(s) here: _____		
6.	Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)	

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Signature Routing Log

General Information:

Course Prefix and Number: **RC 530**
 Proposal Contact Person Name: **Ralph Crystal** Phone: **7-8275** Email: **crystal@uky.edu**

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
FDSRC faculty	10/1/09	Debra Harley 17-7199 dharley@uky.edu	<i>Debra Harley</i>
Courses & Curricula	12/3/09	Jeff Reese 7-4909 jeff.reese@uky.edu	<i>Jeff Reese</i>
College of Education	12/8/09	Rosetta Sandigo 7-8847 rosetta.sandigo@uky.edu	<i>Rosetta Sandigo</i>
		Deborah Slaton 17-9775 dslaton@uky.edu	<i>Deborah Slaton</i>
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision*
Undergraduate Council	4/13/2010		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

* Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Current syllabus, 2 credits

RC 530 1

Fall 2009

Course: RC 530: Cultural Diversity in Rehabilitation Counseling
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Class: Thursday 4:30-7:00 p.m.
207 Taylor Education Bldg.

Instructors: Debra A. Harley, Ph.D., CRC, CPC
229 Taylor Education Bldg.
859-257-7199 (office)
859-257-1325 (fax)
Email: DHARL00@email.uky.edu

Office Hours: Available by appointment

Credit Hours: Two (2)

Required Text: Sue, D.W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5th ed.). Hoboken, NJ: John Wiley & Sons.

Additional Readings: Additional required readings are listed in the course calendar and will be made available to you.

Supplemental Readings: Supplemental readings, which are not required, are listed in the syllabus.

Course Description:

This course is designed to assist students in recognizing acculturative variations and behaviors based on race, ethnicity, gender, disability, age, spirituality and religion, class, sexual orientation, and geography and region. This course will provide an overview of social justice, culturally diverse counseling techniques, and identify how cultural values, beliefs, attitudes, and "isms" influence consumers and service providers. Emphasis will be placed on debunking cultural myths and stereotypes through the use of case studies, examples, and discussion to present implications and best practices for rehabilitation counselors, other human service providers, and educators in addressing the needs of culturally diverse consumers and students. In addition, this course offers students an opportunity for self-exploration, growth, and expansion and sharing of diverse viewpoints. Finally, this course is designed to promote ethical and professional behavior when working with diverse populations.

Course Content and Objectives:

During and upon completion of this course, students will be able to:

- A. Demonstrate increased cultural sensitivity;**
- B. Develop an understanding of cultural pluralism;**

- C. Examine how decision-making is influenced by cultural attributes;
- D. Develop an understanding of multicultural counseling techniques and strategies;
- E. Develop an understanding of culturally diverse groups' perceptions of disability, rehabilitation, and educational services;
- F. Demonstrate effective use of multicultural counseling techniques and strategies.
- G. Construct a resource manual containing course readings, assignments, and additional information distributed in class and from various web sites (this is a non-graded objective, but is designed to assist students organized materials for future use).

Course Format:

This course will be a lecture, discussion, and student participation format; thus, students are expected to come to class prepared, having completed the assigned readings.

Description of Assignments:

There are three written assignments for this course. These assignments are described below:

1. ***Class Log:*** Students are required to keep a log containing a *summary of key points* of each class session. You are also required to include *your personal viewpoints* (e.g., impact it had on you) about each class content and discussion. A log entry will be turned in each week.
2. ***Questions:*** Students will be given a question for each class session (a total of 10) pertaining to the topic for that class session. Responses must be typed. Be sure to respond completely (e.g., answer each part of a question if it has multiple parts) to each question. You will be graded on content and comprehensiveness of your response, not length. A question will be turned in each week.
3. ***Diverse Interaction & Reflection Paper:*** Students are required to identify a diverse activity and engage in an interaction based upon that activity. The diverse activity is one in which the student is required to “step outside” of his/her social *positionality* or *positioanlities* (for example, a student may select a different socioeconomic class, race, religion, gender, sexual orientation, etc., or a combination of these). A 10-page reflection paper is to be written in APA formation in which the student (a) describes the specifics of the activity (what social position was selected, description of variables related to it, how is it different for them, etc), (b) describe what is was like to be in that position (how it made you feel), and (c) in your role as a professional what can you do to change circumstance for someone in that position.

This is a reflection paper, not a research paper.

The Class Log and Question for each session are due the following class session at class time.

The entire assignment must be submitted at the same time. Any assignment submitted partly completed will be graded based on that submission and no additional submission will be accepted.

Each student must submit independent work, which is his/her own work. Students submitting the same or similar work are subject to disciplinary action as specified in the Student Conduct Code for academic infraction.

Class Participation:

Students will be graded on class participation. Therefore, attendance is mandatory in order to get participation points.

Note: University policy requires differential requirements for graduate and undergraduate students enrolled in 500 level courses. Thus, graduate and post bac students are required to complete ALL of these assignments. Undergraduate students are required to complete the class log, class participation, and 5 five questions.

Grading Criteria:

	<u>Graduate Students</u>		<u>Undergraduates</u>	
Reflection paper	50 Points	20%	50	20%
Class participation	10 Points	10%	10	10%
Class Log	50 Points	20%	50	20%
Questions (10 @ 10 pts. Ea.) (undergraduates will do 5 questions)	100 Points	50%	50	50%
Total	210 Points	100%	160 Points	100%

Grading Percentage:

90% and Above	= A
80-89%	= B
70-79%	= C
60-69%	= D
59% and below	= E

Please note that the Questions account for 50% of the grade for the course. In addition, class participation accounts for 10% and class logs for 20%. Therefore, failure to meet the requirements for either of these will adversely affect your grade.

Late Assignments:

Late assignments will be assessed a penalty of 5% per day of the total value points for each assignment. This penalty also includes weekend days. Given that all assignments are due on the last class meeting date, it is critical that you turn your

assignment in on due date. No assignment will be accepted after one week of the due date (unless otherwise approved by the instructor).

Incomplete Grades:

A grade of "I" may be assigned to a graduate student if part of the work of a course remains undone and there is a reasonable possibility that a passing grade will result from completion of the work. All "I" grades must be replaced with a letter grade within 12 months of the end of the academic term for which the "I" grade was assigned or prior to the student's graduation (whichever comes first). If an "I" grade has not been replaced within the allowable period, the University registrar shall change the "I" grade to a grade of "E" on the student's permanent academic record, unless otherwise approved because of exceptional circumstances by the Dean of the Graduate School or recommendation of the Director of Graduate Studies in the student's program.

General Information:

Students are entitled to an excused absence for the purpose of observing their major religious holidays. However, all assignments must be completed in the allotted time.

Disability Accommodation: If you have a physical, emotional, or learning disability please let me know if you require an accommodation. I welcome students to talk with me about any accommodation that will facilitate and enhance your learning experience. I also recommend contacting the university Disability Resource Center (DRC) (www.uky.edu/StudentAffairs/DisabilityResourceCenter) as this campus resource can also assist you. DRC is located at Alumni Gym, Room 2. The telephone number is It is always best to identify your accommodation requirements as early in the semester as possible.

Any cheating or plagiarism will be addressed in accordance with University guidelines.

Because of their disruption to the class, cellular phones and beepers are not permitted. If you are required by your job to use these devices, please keep them on the lowest possible functional setting and excuse yourself in order to respond.

If assignments need to be revised, students will be informed in a timely manner and the grading criteria will be adjusted accordingly.

Continue on next page for course calendar...

COURSE CALENDAR

August 27

Course Overview & Sensitivity Exercise

September 3

Cultural Diversity & Social Justice Overview

Readings: Text, Chapters 4, 12

September 10

Ethical Issues in Cultural Diversity

Readings: TBA

September 17

Race, Ethnicity, and Culture

Readings: Text, Chapters 14, 15, 16 (supplemental reading chapter 21)

September 24

Race, Ethnicity, and Culture: Adjustment to Disability

Readings: Text, Chapters 17, 18, 19, 20 (supplemental reading chapter 22)

October 1

Rural Culture

Readings: Tice, C. J. (2005). Celebrating rural communities: A strengths assessment. In L. H. Ginsberg (Ed.), *Social work in rural communities* (4th ed., pp. 95-107). Alexandria, VA: Council on Social Work Education.

October 8

Class, Socioeconomic Status, and Privilege

Readings: Lui, W. M., & Pope-Davis, D. B. (2004). Understanding classism to effect personal change. In T.B. Smith (Ed.), *Practicing multiculturalism: Affirming diversity in counseling and psychology* (pp. 295-310). Boston: Pearson.

October 15

Age and Culture

Readings: Text, Chapter 24

October 22

Disability and Culture

Readings: Text, Chapter 26

October 29

Diversity & Counseling

Readings: Text, Chapter 7

November 5

Sexual Orientation

Readings: Text, Chapter 5

November 12

Intersection of Identities

Readings: Text, Chapter 18

November 19

Gender and Culture

Readings: Text, Chapter 25

****Reflection Paper Due***

November 26

No Class – Thanksgiving

December 3

Spirituality, Religion and Cultural Diversity

Readings: Morrison-Orton, D. J. (2004). How rehabilitation professionals define the concepts of spirituality and religion when working with individuals with disabilities. *Journal of Social Work in Disability & Rehabilitation*, 3, 37-55.

December 10

Open Discussion & Sharing of Diverse Interaction Reflection

December 14-18

No Class - Final Exam Week

Supplemental Readings:

Conyers, L. M. (2003). Disability cultures: A cultural model of disability. *Rehabilitation Education*, 17, 139-154.

Gordon, B. O., & Rosenblum, K. E. (2001). Bringing disability into the sociological frame: A comparison of disability with race, sex, and sexual orientation status. *Disability & Society*, 16, 5-19.

Chung, W., & Rubin, S. E. (2008). Women with disabilities: Special issues in rehabilitation. In S. E. Rubin & R. T. Rossler (Eds.), *Foundations of the vocational rehabilitation process* (6th ed., pp. 459-482). Austin, TX: Pro-Ed.

PROPOSED SYLLABUS

Fall 2010

Course: RC 530: Cultural Diversity in Rehabilitation Counseling
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Class: Thursday 4:30-7:00 p.m.
207 Taylor Education Bldg.

Instructors: Debra A. Harley, Ph.D., CRC, CPC
229 Taylor Education Bldg.
859-257-7199 (office)
859-257-1325 (fax)
Email: DHARL00@email.uky.edu

Office Hours: Available by appointment

Credit Hours: Three (3)

Required Text: Sue, D.W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5th ed.). Hoboken, NJ: John Wiley & Sons.

Additional Readings: Additional required readings are listed in the course calendar and will be made available to you.

Supplemental Readings: Supplemental readings, which are not required, are listed in the syllabus.

Course Description:

This course is designed to assist students in recognizing acculturative variations and behaviors based on race, ethnicity, gender, domestic violence, disability, age, spirituality and religion, class, sexual orientation, and geography and region. This course will provide an overview of social justice, culturally diverse counseling techniques, and identify how cultural values, beliefs, attitudes, and "isms" influence consumers and service providers. Emphasis will be placed on debunking cultural myths and stereotypes through the use of case studies, examples, and discussion to present implications and best practices for rehabilitation counselors, other human service providers, and educators in addressing the needs of culturally diverse consumers and students. In addition, this course offers students an opportunity for self-exploration, growth, and expansion and sharing of diverse viewpoints. Finally, this course is designed to promote ethical and professional behavior when working with diverse populations.

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- A. Demonstrate increased cultural sensitivity;**
- B. Develop an understanding of cultural pluralism;**

- C. Examine how decision-making is influenced by cultural attributes;
- D. Develop an understanding of multicultural counseling techniques and strategies;
- E. Develop an understanding of culturally diverse groups' perceptions of disability, rehabilitation, and educational services;
- F. Demonstrate effective use of multicultural counseling techniques and strategies.
- G. Construct a resource manual containing course readings, assignments, and additional information distributed in class and from various web sites (this is a non-graded objective, but is designed to assist students organized materials for future use).

Course Format:

This course will be a lecture, discussion, and student participation format; thus, students are expected to come to class prepared, having completed the assigned readings.

Description of Assignments:

There are four written assignments for this course. These assignments are described below:

1. *Class Log*: Students are required to keep a log containing a *summary of key points* of each class session. You are also required to include *your personal viewpoints* (e.g., impact it had on you) about each class content and discussion. A log entry will be turned in each week.
2. *Questions*: Students will be given a question for each class session (a total of 10) pertaining to the topic for that class session. Responses must be typed. Be sure to respond completely (e.g., answer each part of a question if it has multiple parts) to each question. You will be graded on content and comprehensiveness of your response, not length. A question will be turned in each week.
3. *Diverse Interaction & Reflection Paper*: Students are required to identify a diverse activity and engage in an interaction based upon that activity. The diverse activity is one in which the student is required to “step outside” of his/her social *positionality* or *positionalities* (for example, a student may select a different socioeconomic class, race, religion, gender, sexual orientation, etc., or a combination of these). A 5-page reflection paper is to be written in APA formation in which the student (a) describes the specifics of the activity (what social position was selected, description of variables related to it, how is it different for them, etc), (b) describe what it was like to be in that position (how it made you feel), and (c) in your role as a professional what can you do to change circumstance for someone in that position.

This is a reflection paper, not a research paper.

4. Research Paper: Students will write a paper on domestic violence against women with disabilities. The paper will be in APA formation and 10-15 pages including references. Students may identify and examine domestic violence from one of numerous approaches (e.g., women who acquire disabilities as a result of domestic violence, protective order outcomes, victimization, family and care providers, laws and legislation, etc).

This is a research paper, which requires students to review current and relevant literature. The paper must contain at least 10 references from referred journals and books.

The Class Log and Question for each session are due the following class session at class time.

The entire assignment *must* be submitted at the same time. Any assignment submitted partly completed will be graded based on that submission and no additional submission will be accepted.

Each student must submit independent work, which is his/her own work. Students submitting the same or similar work are subject to disciplinary action as specified in the Student Conduct Code for academic infraction.

Class Participation:

Students will be graded on class participation. Therefore, attendance is mandatory in order to get participation points.

Note: University policy requires differential requirements for graduate and undergraduate students enrolled in 500 level courses. Thus, graduate and post bac students are required to complete ALL of these assignments. Undergraduate students are required to complete the class log, reflection paper, class participation, and 5 questions and logs .

Grading Criteria:

	<u>Graduate Students</u>		<u>Undergraduates</u>	
Reflection paper	25 Points	15%	25	10%
Class participation	10 Points	5%	10	5%
Class Log	50 Points	20%	50	20%
Questions (10 @ 10 pts. Ea.)	100 Points		10%	50
	50%			
(undergraduates will do 5 questions)				
Research Paper	100 Points	50%		
Total	285 Points	100%	135 Points	85%

Grading Percentage:

Graduate Students

Undergraduates

90% and Above	= A	90% and Above	= A
80-89%	= B	80-89%	= B
70-79%	= C	70-79%	= C
69% and below	= E	60-69%	= D
		59% and below	= E

Please note that for graduate students the research paper accounts for 50% of the grade for the course. For undergraduate students the questions account for 50% of the grade for the course. Therefore, failure to meet the requirements for either of these will adversely affect your grade.

Late Assignments:

Late assignments will be assessed a penalty of 5% per day of the total value points for each assignment. This penalty also includes weekend days. Given that all assignments are due on the last class meeting date, it is critical that you turn your assignment in on due date. No assignment will be accepted after one week of the due date (unless otherwise approved by the instructor).

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A grade of "I" may be assigned to a graduate student if part of the work of a course remains undone and there is a reasonable possibility that a passing grade will result from completion of the work. All "I" grades must be replaced with a letter grade within 12 months of the end of the academic term for which the "I" grade was assigned or prior to the student's graduation (whichever comes first). If an "I" grade has not been replaced within the allowable period, the University registrar shall change the "I" grade to a grade of "E" on the student's permanent academic record, unless otherwise approved because of exceptional circumstances by the Dean of the Graduate School or recommendation of the Director of Graduate Studies in the student's program.

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Any cheating or plagiarism will be addressed in accordance with University guidelines.

Because of their disruption to the class, cellular phones and beepers are not permitted. If you are required by your job to use these devices, please keep them on the lowest possible functional setting and excuse yourself in order to respond.

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COURSE CALENDAR

August 26

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September 2

Cultural Diversity & Social Justice Overview

Readings: Text, Chapters 4, 12

September 9

Ethical Issues in Cultural Diversity

Readings: TBA

September 16

Race, Ethnicity, and Culture

Readings: Text, Chapters 14, 15, 16 (supplemental reading chapter 21)

September 23

Race, Ethnicity, and Culture: Adjustment to Disability

Readings: Text, Chapters 17, 18, 19, 20 (supplemental reading chapter 22)

September 30

Rural Culture

Readings: Tice, C. J. (2005). Celebrating rural communities: A strengths assessment. In L. H. Ginsberg (Ed.), *Social work in rural communities* (4th ed., pp. 95-107). Alexandria, VA: Council on Social Work Education.

October 7

Class, Socioeconomic Status, and Privilege

Readings: Lui, W. M., & Pope-Davis, D. B. (2004). Understanding classism to effect personal change. In T.B. Smith (Ed.), *Practicing multiculturalism: Affirming diversity in counseling and psychology* (pp. 295-310). Boston: Pearson.

October 14

Age and Culture

Readings: Text, Chapter 24

October 21

Disability and Culture

Readings: Text, Chapter 26

November 4

Diversity & Counseling

Readings: Text, Chapter 7

November 11

Sexual Orientation

Readings: Text, Chapter 5

November 18

Intersection of Identities

Readings: Text, Chapter 18

November 25

No Class – Thanksgiving

December 2

Gender, Culture & Domestic Violence

Readings: Text, Chapter 25

Chang, J.C., et al. (2003). Helping women with disabilities and domestic violence: Strategies, limitations, and challenges of domestic violence programs and services. *Journal of Women's Health, 12*(7), 699-708.

Baylor College of Medicine – Center for Research on Women with Disabilities:
<http://www.bcm.edu/crowd>

****Reflection Paper Due***

December 9

Spirituality, Religion and Cultural Diversity

Readings: Morrison-Orton, D. J. (2004). How rehabilitation professionals define the concepts of spirituality and religion when working with individuals with disabilities. *Journal of Social Work in Disability & Rehabilitation, 3*, 37-55.

****Research Paper Due***

December 16

Open Discussion & Sharing of Diverse Interaction Reflection

December 13-17

Final Exam Week

Supplemental Readings:

Conyers, L. M. (2003). Disability cultures: A cultural model of disability. *Rehabilitation Education, 17*, 139-154.

Gordon, B. O., & Rosenblum, K. E. (2001). Bringing disability into the sociological frame: A comparison of disability with race, sex, and sexual orientation status. *Disability & Society, 16*, 5-19.

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