



**MAC 618 Social and Cultural Diversity
Saint Martin's University - Master of Arts in Counseling
Impacts Level**

Leticia Nieto, PsyD. LMFT. TEP

SAINT MARTIN'S UNIVERSITY MISSION AND CORE THEMES

Saint Martin's University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor. Saint Martin's students learn to make a positive difference in their lives and in the lives of others through the interaction of faith, reason, and service. The University honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

FAITH	REASON	SERVICE	COMMUNITY
Hope relies on the possibility of communication across significant difference. Faith is fostered when students perceive the possibility of real social change.	Deciphering the world through various social analysis tools allows students to approach the therapeutic task with depth and courage.	Through the study of social roles, most students find, or renew, a commitment to justice and deep compassion.	Building strong coalitions with people who are very different from themselves is a typical outcome of this course. Many students initiate (or resume) volunteer peace and justice endeavors by the end of the semester.

COLLEGE OF EDUCATION AND COUNSELING MISSION STATEMENT

The mission of the College of Education and Counseling is to prepare a dynamic inclusive community of reflective professionals who use their knowledge, skills and dispositions to positively transform the lives of those they serve.

MASTER OF ARTS IN COUNSELING (MAC) PROGRAM MISSION STATEMENT

The Master of Arts in Counseling Program (MAC) prepares professionals in the theoretical foundations and skills necessary for advanced positions in the fields of individual, couple, and family counseling. Built on a philosophy of service, intellectual hunger, fundamental respect, social justice, and a focus on the person of the counselor, the MAC program strives to embody spirit, empathic care, intellect, and wisdom. The MAC program is characterized by personal, social, and professional transformation, liberation, and enrichment.

MAC Faculty areas of interest include: anti-oppression, appreciative inquiry, access and technology, authentic leadership, collaboration, conflict as opportunity, decolonization, depth work, faith and community, indigenous wisdom, love, military families, professional identity, relational approaches to research, social change, spontaneity and creativity, subtle activism, and vulnerability. Our work strives to embody social justice through a continuing cultivation of ethical and culturally relevant methodologies. In resonance with the values of the American Counseling Association, the National Board for Certified Counselors, accrediting organizations for counseling programs, and our Catholic framework, we recognize the dominance of white/eurocentric norms and teach cultural humility by rejecting anti-

immigrant rhetoric and action. We affirm the self-determination of indigenous and native communities by hearing their stories and supporting decolonization. We work to deconstruct the walls of sexism and transphobia by integrating feminist and trans-valuing theories into our practice. We actively counter ageism, ableism, classism, racism and heterosexism in our communities by admitting their pervasiveness and implementing corrective actions. In the spirit of Benedictine sincere hospitality, we extend welcome to members of all faiths and to those who do not identify as having a religious membership.

COURSE DESCRIPTION AND CLASS FORMAT

This course examines the impact of social memberships and privilege/marginalization on the human condition. Spiritual beliefs, heritage, acculturation will be considered. Social justice competence and cultural humility in counseling will be taught. The clinical implications of various memberships, including gender and ethnicity, in counseling will also be examined. It is designed to provide students with a conceptual framework from which to view the complex interplay of cultural forces that impact the theory and practice of counseling. Our focus will be on the analysis of patterns of power and oppression and how they affect the counseling process

STUDENT LEARNING OBJECTIVES AND OUTCOME MEASURES

STUDENT LEARNING OBJECTIVES	LEARNING OUTCOME MEASURES
1. Students will explore diverse groups nationally and internationally.	In written analysis, students will be able to demonstrate discernment between ethnicity, nationality, and cultural identity.
2. Students will learn about cultural identity, social justice.	Students will be able to conduct a self-exploration along nine dimensions of social membership by identifying related quotes in assigned films.
3. Students will acquire social and cultural diversity competencies.	Students will carry out a case study examining indifferent and distancing aspects of dominant social membership.
4. Students will begin to understand the concepts of heritage and acculturation.	Students will prepare questions for a panel on gender violence and integrate their answers in written work.
5. Students will be able to identify power/privilege dynamics in society.	Students will perform role-plays focusing on bias and clinical intervention.
6. Students will begin to understand varieties of help-seeking.	Students will be able to demonstrate recognition or compounded marginalization in client's help-seeking strategies by conducting an interview.
7. Students will recognize that there are many spiritual beliefs on worldviews.	Students will identify the call to mend the world in all ancient traditions by connecting their own traditions to those of others.
8. To recognize barriers, prejudices, intentional and unintentional oppression and discrimination that exist in society.	Students will consider all aspects of social membership in a group discussion concerning families impacted by military service

COURSE CONTENT AREAS

These content areas will be emphasized in this course:

SOCIAL & CULTURAL DIVERSITY

- a. diverse groups nationally and internationally
- b. cultural identity, social justice
- c. competencies
- d. heritage, acculturation
- e. power/privilege
- f. varieties of help - seeking
- g. spiritual beliefs on worldviews
- h. barriers, prejudices, intentional and unintentional oppression and discrimination

LICENSURE REQUIREMENTS

MAC 618 (was 521) will meet WA licensure requirements for behavioral science in a field related to mental health counseling in area (10) Multicultural Concerns, WAC 246-809-221. This course will meet WA licensure requirements for marriage and family therapy in area (8) Electives, WAC 246-809-121.

CHEMICAL DEPENDENCY PROFESSIONAL CERTIFICATION

Washington Chemical Dependency Professional Educational Requirements are detailed in WAC 246-811-030 (<http://apps.leg.wa.gov/wac/default.aspx?cite=246-811-030>).

MAC 618 Social and Cultural Diversity 5 MAC 618 (was 521) Social and Cultural Diversity may meet WA Chemical Dependency Professional Certification in area (D) Understanding Addiction Placement, Continuing Care, and Discharge Criteria, Including ASAM Criteria; (E) Cultural Diversity including people with disabilities and its implication for treatment, (F) Chemical Dependency Clinical Evaluation (screening and referral to include comorbidity); (G) HIV/AIDS brief risk intervention for the chemically dependent..

SECTION TWO

INSTRUCTOR: Leticia Nieto, PsyD. LMFT. TEP

CONTACT INFORMATION: 360-438-4567 cuetzpalin@aol.com (best), Lnieto@stmartins.edu

OFFICE HOURS: Appointments available by arrangement.

CLASS DAY AND TIME: TBA

BUILDING AND ROOM: TBA

REQUIRED TEXTS AND READINGS

Note: Selected texts can be found with a savings up to 85%:

http://stmartin.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65052&catalogId=10001&lan_gld=-1

You are welcome to use either paper or electronic versions when electronic version is available.

Beyond Inclusion, Beyond Empowerment, Nieto, et al, Cuetzpalin, 2010

Power, Privilege and Difference, 3rd Edition, Johnson, McGraw-Hill, 2017 (earlier editions OK) *Uprooting Racism*, Kivel, New Society Publishers, 2002

Race, Class, and Gender: An Anthology, Edition: 9, Andersen and Collins, Wadsworth Publishing,

2015 Microaggressions in Everyday Life, Sue, Wiley, 2010

Overcoming Heterosexism and Homophobia, Sears & Williams, Columbia University Press, 1997

Teaching to Transgress, bell hooks, Routledge, 1994

Blink, Gladwell, Back Bay Books, 2007 (recommended, not required)

METHODS OF INSTRUCTION

MAC classes have a significant class-webpage component. Methods include: lectures, dyad and group discussions, student presentations, skills practice in small groups and dyads, observations (outside of class), guest speakers, use of media (films, music, etc.). The MAC program places significant emphasis on role playing to insure skills mastery and self-confidence.

STUDENT EVALUATION AND GRADING POLICY

GRADING SYSTEM: A word about grading of all written and oral projects and final class grades in the MAC program: we do not use the deficiency model of a baseline grade for graduate students being an "A" with a lowered grade representing "something wrong." Rather, the baseline (average) grade for graduate students is a "B." Students performing above the average earn a "B+" and those showing second-mile excellence earn an "A-" (an excellent grade). A grade of "A" will be awarded only in the case of unusual distinction.

A = 95-100 Exceptional. The student has demonstrated a quality of work and outstanding accomplishment well beyond the normal requirements and shows originality of thought and mastery of material. The student's performance exceeds MAC behavioral expectations.

B = 85-94 Excellent. The student's academic achievement exceeds satisfactory accomplishment showing a clear indication of initiative, comprehension of the material, and the ability to work with concepts. The student's performance meets MAC behavioral expectations. This level represents the standard expected of all students.

C = 75-84 Unsatisfactory for Graduate Level. While the student has met the formal requirements, the student has not demonstrated comprehension of the material and the ability to work with concepts. The student's performance does not meet MAC behavioral expectations.

D = 65-74 Not a Passing Grade. The student's accomplishment leaves much to be desired. Requirements may have been cursorily met but without indicating minimal comprehension of the material and the ability to work with concepts. The student's performance does not meet MAC behavioral expectations.

F = Below 65 Failure. The student has not met the minimum requirements. The student's performance does not meet MAC behavioral expectations.

COURSE SCHEDULE

SESSION 1

Please be aware that attendance at the first class is MANDATORY. If you miss the first class, you run the risk of being dropped from the class.

Introductions and Definitions
 Discussion of class agreement
 Overview of Course
 Experiences of Difference
 Sign up for presentations

For Session 2:

- *Beyond Inclusion, Beyond Empowerment*, Nieto et al.
- Please rent, view, and comment on Moodle to the films:
 - *The Matrix* (1999) Directors: [Lana Wachowski](#), [Lilly Wachowski](#)
- “[Uneven playing field](http://www.trendhunter.com/trends/level-playing-field) <http://www.trendhunter.com/trends/level-playing-field>”
- [El Empleo/The Employment](https://www.youtube.com/watch?v=cxUuU1jwMgM) <https://www.youtube.com/watch?v=cxUuU1jwMgM>
- Understanding patriarchy <http://www.filmsforaction.org/articles/understanding-patriarchy/> by bell hooks
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 2

Diverse groups nationally and internationally
 Status, Rank, and Power

For Session 3

- *Uprooting Racism*, Kivel
- Please rent, view, and comment on Moodle to the films:
 - *Losing Isaiah* (1995) Director: Stephen Gyllenhaal AND *Malcolm X* (1992) Director: Spike Lee
- [Nice Off](http://youtu.be/7uB6mFX8H_o) http://youtu.be/7uB6mFX8H_o, Jimmy Kimmel and Ellen DeGeneres
- [RSA's Empathetic Civilisation](https://www.youtube.com/watch?v=l7AWnfFRc7g) <https://www.youtube.com/watch?v=l7AWnfFRc7g>, Jeremy Rifkin
- [The Charitable-Industrial Complex](http://www.nytimes.com/2013/07/27/opinion/the-charitable-industrial-complex.html) <http://www.nytimes.com/2013/07/27/opinion/the-charitable-industrial-complex.html>, Peter Buffett
- *Power, Privilege and Difference*, Johnson (recommended, not required)
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 3

Cultural Identity, Social Justice
 Status Play
 Target and Agent social memberships
 ADDRESSING model

For Session 4

Please rent, view and post comments in Moodle on the films:

- *Crash* (2004) Director: Paul Haggis
- AND *Music Within* (2007) Director: Steven Sawalich
- AND *Prayers for Bobby* (2009) Director: Russell Mulcahy
- Bridging the Divide: Wilcox County High School Students Hold First Integrated Prom <http://abcnews.go.com/blogs/headlines/2013/04/bridging-the-divide-wilcox-county-high-school-students- hold-first-integrated-prom/>
- Geography of Hate: Geotagged Hateful Tweets in the United States http://users.humboldt.edu/mstephens/hate/hate_map.html
- Intersex youth discuss what it's like to be intersex <https://www.youtube.com/watch?v=cAUDKEI4QKI>
- Sex Redefined <https://www.nature.com/news/sex-redefined-1.16943>
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 4

Social and Cultural diversity competencies
Issues of Age and Disability

For Session 5:

Please rent, view and post comments in Moodle on the films:

- *Rabbit–Proof Fence* (2002) Director: Phillip Noyce
- AND *Passion Fish* (1992) Director: John Sayles
- *Race, Class, and Gender*, Andersen
- Nearly No Consequences for Defiant Assaults in Lakota Community-Carimah Townes <http://thinkprogress.org/justice/2015/07/22/3682962/lakota-57/>
- Fatal Distractions: Manhood, Guns, & Violence <http://voicemalemagazine.org/fatal-distraction-manhood-guns-and-violence/>, Allan Johnson
- Students See Many Sights as Racial ‘Microaggressions’ <http://www.nytimes.com/2014/03/22/us/as-diversity-increases-sights-get-subtler-but-still-sting.html>, Tanzina Vega
- What Does it Mean to Be White: The Invisible Whiteness of Being, <https://www.youtube.com/watch?v=VstGx-iSIUI> video, Derald Wing Sue
- *Blink: The Power of Thinking without Thinking* Malcolm Gladwell (recommended, not required)
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 5

Due: Journal, email to the professor

Heritage and acculturation
Prejudice reduction and coalition building in counseling

For Session 6:

Please rent, view and post comments in Moodle on the films:

- *North Country* (2005) Director: Niki Caro
- AND *Get on the Bus* (1996) Director: Spike Lee

- AND *Yes* (2004) Director: Sally Potter
 - AND *Lone Star* (1996) Director: John Sayles
 - AND *Lovely and Amazing* (2001) Director: Nicole Holofcener
 - AND *Incident at Oglala* (1992) Director: Michael Apted –
 - OR – *Smoke Signals* (1998) Director: Chris Eyre
- Editor's Note About the Ableist Discussions around Sandra Bland-Danielle Stevens <https://thisbridgecalledourhealth.wordpress.com/2015/07/22/she-would-never-commit-suicide-a-quick-note-about-the-ableist-discussions-around-sandra-bland/>
 - 'Intersex Gender' Allowed for Newborns in Germany <http://www.newsmax.com/TheWire/germany-third-gender-intersex/2013/11/04/id/534553/>
 - Conversation is Interruption: An Anti-Semitism video <http://www.youtube.com/watch?v=2tcliV-hM>, Rebecca Shine and Anne Galisky
 - Explore site: Understanding Race <http://www.understandingrace.org/>
 - Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 6

Spiritual beliefs on worldviews
Issues of Religion and Ethnicity

For Session 7:

Please rent, view and post comments in Moodle on the films:

- *House of Sand and Fog* (2003) Director: Vadim Perelman
 - AND *Snow Falling on Cedars* (1999) Director: Scott Hicks
- *Microaggressions in Everyday Life*. Derald Sue
 - The Truth About the Economy <https://www.youtube.com/watch?v=JTzMqm2TgwE> (2-minute social class video)
 - Inequality is Most Extreme in Wealth, Not Income <http://economix.blogs.nytimes.com/2011/03/30/inequality-is-most-extreme-in-wealth-not-income/>, Catherine Rampell
 - Wealth Distribution: Inequality in America <http://www.youtube.com/watch?v=QPKKQnijnsM>
 - Capuchin monkeys reject unequal pay <http://www.youtube.com/watch?v=IKhAd0Tyny0>
 - Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 7

Varieties of help-seeking
In Role and Out of Role

For Session 8:

- Please rent, view and post comments in Moodle on the films:
 - *Born Rich* (2003) Director: Jamie Johnson
 - Cultural Appropriation <http://everydayfeminism.com/2015/06/cultural-appropriation-wrong/>
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 8

Power/Privilege
Issues of Sexual Orientation and Social Class

For Session 9:

- Please rent, view and post comments in Moodle on the films:
 - *The Visitor* (2007) Director: Tom McCarthy
 - AND *Twilight of the Golds* (1996) Director: Ross Marks
 - AND *Wish Me Away* (2011) Directors: Bobbie Birleffi, Beverly Kopf
 - OR – *Brokeback Mountain* (2005) Director: Ang Lee
- Native Survivors of Foster Care Return Home
<http://www.npr.org/2011/10/27/141728431/native-survivors-of-foster-care-return-home>
- US hospitals send hundreds of immigrants back home <http://news.yahoo.com/us-hospitals-send-hundreds-immigrants-back-home-070535748.html>, David Pitt
- 8 Important Films That Explore What It Really Means to Be Indigenous, Chelsea Hawkins <http://mic.com/articles/95150/8-important-films-that-explore-what-it-really-means-to-be-indigenous>
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 9

Due: Journal, email to the professor

Barriers and prejudices

Issues of Indigenous Background and National Origin

For Session 10:

- *Overcoming Heterosexism and Homophobia*, Sears and Williams
- This American Life, Harper High School: Part One <http://www.thisamericanlife.org/radio-archives/episode/487/harper-high-school-part-one> AND Part Two
<http://www.thisamericanlife.org/radio-archives/episode/488/harper-high-school-part-two> --

SESSION 10

Due: Informal Field Study (requirement #6), email to the professor

Intentional and unintentional oppression and discrimination

Issues of Gender

- Please rent, view and post comments in Moodle on the films:
 - *Focus* (2001) Director: Neal Slavin, With: William H. Macy
- When The Bough Breaks
- Why We Need to Talk About Race in Adoption <http://bitchmagazine.org/post/why-we-need-to-talk-about-race-in-adoption> – Bitch Media, Nicole Soojung
- Major New Study Finds Kids Raised By Same-Sex Couples Are ‘Healthier And Happier’
<http://thinkprogress.org/lgbt/2014/07/05/3456717/kids-raised-by-same-sex-couples-are-healthier-and-happier/>, Judd Legum
- Meet with your reading partner (in person, email, phone, Skype, etc.)

For Session 11:

- *Teaching to Transgress* Bell Hooks
- Please rent, view, and comment on Moodle to the films:
 - *Transamerica* (2005) Director: Duncan Tucker
- Embracing Otherness http://www.ted.com/talks/thandie_newton_embracing_otherness_embracing_myself.html, Thandie Newton
- What Does Modern Prejudice Look Like? <http://www.npr.org/blogs/codeswitch/2013/04/22/177455764/What-Does-Modern-Prejudice-Look-Like>, Shankar Vedantam
- Poet against rape, "Piñata" <http://www.youtube.com/watch?v=zgQRkHcEyq8>, Pages Matam
- Please watch the trailer for documentary, American Revolutionary <http://americanrevolutionaryfilm.com/> with Grace Lee
- Bisexuality article <http://mic.com/profiles/188974/camille-beredjick>
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 11

Due: Journal, email to the professor

Insights into the Target Experience Barriers and Strategies

For Session 12:

- Please rent, view, and comment on Moodle to the films:
 - *Mi Familia (My Family)* (1995) Director: Gregory Nava
 - OR – *Real Women Have Curves* (2002) Director: Patricia Cardoso
- Military Culture in a Family: For Soldiers at War, A Rewiring of Their Sense of Right and Wrong <http://www.wbur.org/2013/06/27/moral-injury-family>, Samara Freemark
- Moral Injury: Defining The Deep Pain PTSD Doesn't Capture <http://www.wbur.org/2013/06/24/moral-injury-tyler-boudreau>, Martha Bebinger
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 12

Movie: *Color of Fear*

For Session 13:

- Please rent, view and post comments in Moodle on the films:
 - *XXY* (2007) Director: Lucía Puenzo
 - AND *Boys Don't Cry* (1999) Director: Kimberly Peirce
 - OR – *The Brandon Tina Story* (1998) Directors: Susan Muska, Gréta Olafsdóttir
- Girl Scouts allyship move <http://www.seattlemet.com/articles/2015/6/29/donor-says-girl-scouts-can-t-use-100k-gift-for-transgender-girls>
- 23 Quotes that Perfectly Explain Racism (To People Who Don't "See Color") <http://thoughtcatalog.com/erin-cossetta/2014/04/quotes-that-perfectly-explain-racism-to-people-who-dont-see-color/>, Erin Cossetta
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 13

Review

For Session 14:

- Violence Against Women: A Men's Issue
<https://www.youtube.com/watch?v=KTvSfeCRxe8>, video, Jackson Katz
- Police and White LGBTQIA Alliance <http://everydayfeminism.com/2015/12/alliance-police-white-lgbtqia/>
- 'Trans Bodies, Trans Selves': A Modern Manual By And For Trans People <http://www.npr.org/2014/07/17/332051691/trans-bodies-trans-selves-a-modern-manual-by-and-for-trans-people>, Laura Erickson-schroth
- Director of 'The Matrix' Came Out As Transgender for One Reason and One Reason Only, <http://www.upworthy.com/the-director-of-the-matrix-came-out-as-transgender-for-one-reason-and-one-reason-only> Rafael Casal
- Transmormon - Eri's Story <http://www.upworthy.com/she-grew-up-mormon-and-carried-a-big-secret-for-most-of-her-life>, Alana Karsch
- 30+ Examples of Cisgender Privileges <http://itspronouncedmetrosexual.com/2011/11/list-of-cisgender-privileges/>, Sam Killermann
- Police and White LGBTQIA Alliance <http://everydayfeminism.com/2015/12/alliance-police-white-lgbtqia/>
- A Guide to Allyship <http://transwhat.org/allyship/>
- Trans Allies <http://everydayfeminism.com/2015/06/6-common-mistakes-trans-allies/>
- Genderbread Person <http://www.prisonplanet.com/nebraska-schools-ban-term-boys-and-girls-trains-teachers-to-avoid-gendered-expressions.html>
- Meet with your reading partner (in person, email, phone, Skype, etc.)

Work turned in on the last day of class will not receive any comments. If you wish to receive comments, submit all work by **SESSION 13**

SESSION 14

Due: Skill Set 20 Film Examples, email to the professor

Due: Social Membership Self Exploration Paper (use ADDRESSING and Agent Skills Model, 3 pages), email to the professor

Due: Self and Dyad Evaluation, as well as Course and Instructor Evaluation, email to the professor at cuetzpalin@aol.com (best), Lnieto@smartin.edu

Please turn in work on time to avoid an impact on your grade. I will not accept any work after the last day of class.

Working with Value
Conflicts Skills Practice
Discussion of Social Membership Self Exploration
Papers Closure and Celebration

SMU ACADEMIC CALENDAR

Classes Begin	January 14, Monday
Martin Luther King Day (University Closed)	January 21, Monday
Add/Drop Deadline (No Notation) <i>Attendance Accounting Due</i>	January 25, Friday
Presidents Day (University Closed)	February 18, Monday
Spring Break: No Classes, University Offices Open	March 11-15, Monday-Friday
<i>Mid-Term Grades Due to Registrar</i>	March 11, Monday
Saint Benedict's Day: University Closed	March 21, Thursday
Advising Week: Classes Meet Students Encouraged to Schedule Meeting with Advisors	March 25-29, Monday-Friday
Priority Registration Begins for Summer/Fall 2019	April 08, Monday
Last Day for Withdrawal (W grade)	April 12, Friday
Good Friday (University Closed)	April 19, Friday
Easter Monday (University Closed)	April 22, Monday
Honors Convocation and Scholars Day	April 30, Tuesday
STUDY WEEK – No University-Sponsored Social or Club Activities	April 29 – May 03, Monday-Friday
Senior Commencement Fair	May 02, Thursday
Saint Thomas Aquinas Study Day – No Lacey Campus Classes	May 03, Friday
Final Examinations	May 06-09, Monday – Thursday
Chancellor's Baccalaureate Mass & Hooding Ceremony	May 10, Friday
Commencement	May 11, Saturday
<i>Grades Due to Registrar</i>	May 13, Monday

COURSE AGREEMENT

Please fill this out completely before our first class.

Name _____ Course Name, Semester, Year _____

Preferred Pronoun (optional) _____ Age (optional) _____ Ethnicity (optional) _____

Address _____ Zip _____ Email _____

Phone Numbers: work _____ home _____
 (Please indicate which numbers can be placed on a class list for students in this class.)

Relational Status (optional) _____ Children _____ Ages _____

Presently employed? _____ Place of Employment _____

B.A. Degree from _____ Major _____

1. What do you hope this course will help you accomplish? What is your curricular /learning agenda? What are your learning goals? Please be specific.
2. Please describe yourself as a learner. How do you learn best? What is your learning style? Have you taken the Myers-Briggs test? (If so, please list type.)
3. Please describe your previous exposure, training or education in issues of social memberships, privilege, marginalization, power and oppression.
4. How will you know, at the end of this semester, if you have reached your goals for this course? (Please be as specific as you can.)
5. What do you bring to this course? What will you contribute?
6. Self-care is an important part of a good learning experience. Are you prepared to monitor your levels of challenge and support? How? (Please be as specific as you can.)
7. Are you willing to commit to being a supportive learning partner with all of us in this class? How will you do that?
8. There may be a class assistant offering support in this class. Will you take the opportunity to talk with them and the faculty about any concerns, challenges, or support that you might need? Is there anything you want faculty to know?
9. I have read the syllabus and schedule. I understand it to be a contractual agreement.

Signed: _____ Date: _____

Please review and return week two

Ground Rules and Agreement

1. We want to create an atmosphere that lends itself to open discussion. Respect and confidentiality support the creation of a space where open discussion can happen.
2. Acknowledge that racism and sexism, as well as other forms of oppression, exist.
3. We cannot be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
4. We will assume that people are always doing the best they can.
5. We will share information about our groups with other members of the class and we will never demean, devalue, or in any way “put down” people for their experiences.
6. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.

(Note: These guidelines are adapted from guidelines initially developed by Lynn Weber Cannon, Professor of Sociology, Memphis State University)

Please answer and discuss the following:

1. What three values do you think it is most important for us to uphold as a group?
2. What behaviors will support these values?
3. What behaviors will detract from these values? What behaviors would you see as unacceptable in the context of this class?
4. How do you think conflict should be handled in this class?
5. What does respect mean to you? What has characterized your best classroom experience?

SECTION THREE**Psychodrama Credential:**

The Certified Practitioner (CP) credential in Psychodrama is granted by the American Board of Examiners in Psychodrama, Sociometry and Group Psychotherapy (psychodramacertification.org). Their training and certification model involves 780 hours of training, written examination and an on-site examination. Leticia Nieto currently holds the credential Trainer, Educator, Practitioner (TEP) credential in Psychodrama. In MAC 618, there will be 6 hours of training relevant for the CP, and the following topics will be reviewed: Act hunger, Sociodrama, Co-conscious and Co-unconscious, Role cluster, Role lock, Role fatigue, Encounter, Sociodynamic effect, Sociostasis, Law of social gravitation, Open tension systems, Therapeutic factors.

Requirements:

Each item below has a number value (**Maximum points: 100**)

In all of your written work, please include *quotes* from the required reading as well as other sources. In order to receive credit, please use Levels of Learning 4, 5, and 6. (See Levels of Learning later in the syllabus.) In all of your writing please explicitly apply the ADRESSING, Agent Skills, and Target Skills models as much as possible.

Please turn in work on time to avoid an impact on your grade. I will not accept any work after the last day of class. Work turned in on the last day of class will not receive any comments. If you would like comments on your work, submit it all by class Session 14.

Please work on these assignments in order. If certain competencies are demonstrated, some later assignments may be cancelled. Your best use of time is to focus on writing reflectively every week. That will provide material that you can then "harvest" into posts, journals, or other assignments.

1. Participation in learning activities: (15 points)

- Complete all assigned reading.
- Attend class sessions and participate in class. Class participation also involves adequate self-monitoring: if your tendency is to speak in class, make room for others' voices and vice-versa. Students will be evaluated on their verbal and non-verbal expressions of engagement.
- View films as listed on the syllabus and participate in Moodle sessions (9 hours of Moodle participation required – equivalent to two to three film comment preparations and postings for each hour, for a total of **25 posts**). In the Film Forum on Moodle, read all previous posts to ensure that you are not repeating a point that was already made. You have the following options (in descending order of value) in what you post:
 - Connect the film with a quote from the readings (This is an especially good choice for the first two weeks of class) --- AND --- after the second week of class, add one (only one) of the following to your quote from the readings:
 - Use the ADRESSING model by selecting only ONE channel and identify the Rank roles and skill sets you observe in the scene you are discussing. Or you may comment on Status play, or Power dimensions, or a lecture, or a panel (or other class activity), or a film viewed in class.
 - Keep your post short (these are not meant to be paper-length posts)
 - As always, make sure your Moodle work is at Levels of Learning 4, 5, or 6.

2. Participate in weekly reading discussion dyads. (5 points)

Schedule to meet in your dyad once a week for one hour. You can meet in person, by Skype, by phone, or via email. You will need to schedule this outside of class time. Be prepared to individually report on your learning by bringing selected quotes to share and comment on each week. You can use dyad time in many ways, for example: Discuss readings, share insights from your journal, find quotes to share in class or to add to your quote outline; review, create, or discuss Moodle activities. At the end of the semester, write a paragraph evaluating your reading partner including attendance, participation, and Level of Learning with a suggested point-value. (SEE requirement 9, below.)

3. Prepare a weekly guided journal entry and two Synthesis Journals Due Sessions 6 & 11 (10 points/ 5 each)

Use the Guided Journal Entry form (included on Moodle) to write and submit a 1 to 2-page journal every week. For sessions 6 and 11, submit a Synthesis Journal (7 to 10 pages) "harvesting" the best material from the previous weeks each time.

The guided entry will have thoughtful questions, reactions, and responses to the reading material, experiences, and class discussions. In both Synthesis Journals, include insights from exercises in the Kivel book. If Kivel is not assigned yet, please write about any of the "questions and actions". Please try to generalize your learning to all of your Agent memberships by replacing the references from "ethnicity" and "racism" to "target" and "oppression". In this way you will be able to practice working with different aspects of the ADRESSING model.

Make sure you edit for clarity, conciseness, and specificity. I strongly suggest using the Writing Center on campus to make sure your papers are the best that they can be. Also, please proofread and give editorial support to your reading partner.

Use this assignment for introspection, rather than critique by using levels of learning 4, 5, and 6.

5 points = Excellent (specific, focused on course content, well edited, no errors, mostly level 5 work, evidence of level 6)

4 points = Very Good (specific, focused on course content, well edited, nothing below level 4)

3 points = Good (could be more specific or more focused on course content, needs editing, some level 3 content)

2 points = Below standard (general, disconnected from course content, writing issues, much level 3 content, level 2)

1 point = Failed (general, disconnected from course content, serious writing issues, much level 2 content)

4. Social Membership Self Exploration Due Session 14 (10 points)

Using the models complete a focused, three-page *Social Membership Self Exploration* examining:

- an overview of your rank memberships,
- one aspect of Agent rank,
- one aspect of Target rank,
- implications for yourself as a counselor on all of the above.

Please examine all of the ADRESSING categories in your overview. When working with one area of Agent rank, look at your perceptions of "others and otherness". Describe the process of exposure to various groups and your experiences with forms of oppression when you carried agent rank. How have you dealt with ideas of **power**, **benefit**, **entitlement**, and **privilege**? What were you taught passively or actively about groups, yourself, and others? What target groups have you had limited exposure to? Please think about the way unconscious benefit,

privilege, and entitlement intertwine with your style and sense of self and how they might affect your clinical work.

In your area of Target rank, please look at your empowerment history. What were you taught passively or actively about groups, yourself, and others? How has **internalized oppression** affected your consciousness of your target memberships? What experiences have resulted in significant strengthening of your voice and sense of identity under your target membership? Please examine how **unconscious conformity** and internalized oppression intertwine with your therapeutic style and sense of self and how they might affect your clinical work.

Note: There is a possibility that this assignment may take the shape of an in-class activity.

5. In-Class Presentations Sign up at first class for when you present. (5 points)

Collaborate with others on in-class presentations. Class presentations include a brief selection from a film, a therapeutic strategy **experiential** demonstration, and a brief debriefing with the class. Please use the ADRESSING, Agent Skills, and Target Skills models. Use a film previously viewed by the class as homework for that week or a prior week. Note that the films all contain material that is useful in looking at various aspects of the ADRESSING model.

6. Informal Field Study Due: Session 10 (10 points)

PART A: Choose one Rank category on the ADRESSING Model where you are assigned Agent group membership. Over a period of at least three weeks, conduct a field observation of a group of people who are also Agent group members in that Rank category. Identify two examples of each of the first three Agent skills in this group.

PART B: Conduct an interview with a person who is a Target group member in the same Rank category you selected for Part A. Identify one example of each of the first three Agent skill sets in yourself at any time from when you begin to consider the interview through the interview and reflections following the interview.

PART C: Complete a written summary of your observations. In your writing include the six examples from Part A (two for each of the first three Agent skills), and the three examples from Part B (one for each of the first three Agent skills). Examine the implications if the person you interviewed were to be in the role of your client.

Consider the following information about formal field studies to inform your work.

<http://study.com/academy/lesson/field-study-definition-research-quiz.html>

7. Prepare and present a report of required readings. You will be assigned (10 points)

The task is to identify what the author is trying to say. What truth are they stating? This report is a selection of quotes from the book, to be used as a springboard for discussion. Include page numbers. Please post your quotes on Moodle. You may be responsible to lead a small group discussion and then participate in a fishbowl.

8. Generate 20 examples from the films assigned. Due: Session 14 (10 points)

Offer two examples for each skill set (five Agent Skills and five Target Skills). For each example, include:

1. Skill set name (in order);
2. Scene name, scene number, scene description, or minute cue;
3. ADRESSING category;
4. Character name (Agent or Target); and
5. Rationale

9. Complete Evaluations Due Session 14 (5 points)

- Use the self-evaluation worksheet to create a final, written self-evaluation including a suggested grade with a rationale for it based on the syllabus and grading system. Using the MAC 618 Social and Cultural Diversity 9 syllabus and the self-evaluation worksheet, write about the significant areas of learning, challenge, risk, and future work. This is your final, integration paper.
- Write an evaluation of your reading partner and group members- all on 1 page. In addition, write a brief evaluation of the course & instructor on a separate sheet of paper.
- Email these to the professor at cuetzpalin@aol.com (best), Lnieto@stmartin.edu

10. Student's Professionalism: (10 points)

Please refer to the Student's Professionalism Evaluation form at the end of your syllabus. Do a self-assessment at the start and at the end of class. Do not turn this in. Use this rubric to craft element G. 9 of your self-evaluation.

You are required to join either American Counseling Association (ACA) Counseling.org or American Association for Marriage and Family Therapy (AAMFT) AAMFT.org

11. Person of the Counselor: (10 points)

Please refer to the Person of the Counselor Evaluation form at the end of your syllabus. Do a self-assessment at the start and at the end of class. Do not turn this in. Use this rubric to craft element G. 10 of your self-evaluation.

Levels of Learning (please try to use levels 4, 5, and 6 as much as possible).

- I did it (i.e. completed the assignment)/I didn't do it.
- I liked it/I didn't like it. I can react with attraction or repulsion to the material but cannot substantiate my opinions.
- I can personally relate to it by noticing what it reminds me of in my personal life or by noticing emotions that come up for me.
- I can make a thoughtful statement about it. I can use critical thinking skills to engage meaningfully with the material. I can use a quotation from the text and use it to support or contrast with my argument. I can integrate feelings and opinions with observations about what is valuable in the material.
- I can show comprehension of the material. In my own words, I can synthesize the main points or key ideas in the material. I can use examples, metaphors, and illustrations to effectively explain the content to someone else.
- I can demonstrate mastery of the material. I am able to elicit the biases and theoretical principles in the material and apply them to other course content. For example, I can use one theory to analyze another theory.

Be aware that unethical, inappropriate, or other behavior unbecoming to the person of the counselor will also be considered in assessing the grade. Also, the following will have a definite and significant impact on final grades:

- Whether work is submitted in a timely manner – submitting work late (after due date).
- Failure to check SMU email (be aware that you can arrange for email to be forwarded)
- Degree of professionalism in demeanor and self-presentation
- Attendance at all class sessions - especially with non-excused absences
- Involvement in out-of-class events (such as dyad meetings, group participation, Moodle)

- Degree of promptness to class either at the beginning of class or coming back from breaks, etc.
- Extent of enthusiastic and positive exchange with fellow students and the teacher
- Ability to ask questions and offer comments that further class discussions
- Degree to which work is edited, proofread, free of style errors, and fully meets the standards of a graduate program. Please view the Common Style Errors to Avoid listed in the MAC Handbook. <https://www.stmartin.edu/sites/default/files/smu-files/education-counseling/mac-handbook-final-2-24-16.pdf>

For more details on grading policies and professionalism expectations of the MAC program, please visit the MAC website and utilize your Student Handbook.

SMU AND MAC POLICIES

GRADE REQUIREMENT

MAC students are expected to maintain a grade point average of 3.0 ("B") or better in their coursework and to receive a grade of at least a "C+" in any MAC course. Students whose cumulative grade point average falls below 3.0, or who receive a grade of "C" in any single class, will be placed on immediate academic probation and their candidacy reviewed by the core MAC faculty. A student who: 1) fails to return the grade point average to a 3.0 by the end of the next semester, or 2) receives two grades of "C," or 3) receives any grade lower than a "C" in any class may be withdrawn from the MAC Program and from Saint Martin's University.

CONFIDENTIALITY POLICY

Confidentiality is an essential principle in all MAC courses. Because at times we may discuss highly personal material and actual clients, we will hold to standards of strict confidentiality. This means that what is said in class must stay in class.

IN CASE OF EMERGENCY OR SCHOOL CLOSURE

In case of unexpected instructor absence, every attempt will be made to notify you via email or phone call prior to the class session. Please also check my website/Moodle. In case of inclement weather or school closure emergency – please review status on the university website.

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to me. If you have already established accommodations with Disability Support Services for Students (DSS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DSS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DSS at 360-438-4580, dss.testing@stmartin.edu, or smu.dss@stmartin.edu. DSS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DSS. It is the policy and practice of the Saint Martin's University to create inclusive and accessible learning environments consistent with federal and state law.

ACADEMIC INTEGRITY POLICY

Saint Martin's University is a community of faculty, students and staff engaged in the exchange of ideas in the ongoing pursuit of academic excellence. Essential to our mission is a focused commitment to scholarly values, intellectual integrity and a respect for the ideas, beliefs and work of others. This commitment extends to all aspects of academic performance. All members are expected to abide by ethical standards both in their conduct and their exercise of responsibility to themselves and toward other members of the community. As an expression of our shared belief in the Benedictine tradition, we support the intellectual, social, emotional, physical and spiritual nurturing of students.

Acts of academic dishonesty, plagiarism and cheating are considered unethical actions and a violation of university's academic policy. Please make sure you are citing all sources and doing your work individually unless otherwise instructed. Students in the MAC Program are expected to hold the highest ethics which includes ethics in writing. Plagiarism, intentional or unintentional, will result in consequences. Copying another student's paper or helping another student write a paper are examples of academic dishonesty. Consequences will range from a 0 on the assignment to dismissal from the MAC Program.

ATTENDANCE POLICY

Attendance is an important aspect of overall professionalism. In fall and spring semesters, one missed class is equal to an entire week of an undergraduate class. In the summer it is equal to 2 weeks. Of course, illness, family emergencies, and professional opportunities happen. Such problems/opportunities always involve costs and academic grades may be part of that cost. It is unrealistic to hope that

absences, even “legitimate” ones will have no consequences since they represent lost classroom work, missed lectures and group/class process. Nor can absences be made up by extra papers or assignments which would not be fair to other students. We expect students to monitor their own attendance as part of overall professionalism. Please do not shift the burden to the faculty, putting them into the position of police or judges.

Please do not come to class ill, especially if you are contagious. You can arrange with a classmate to skype or facetime in. There may be times that format will have to be turned off.

POLICY ON BABIES IN CLASS

It is the policy of the MAC Program to not have babies or children in classes. We do, however, want to support parents of infants. If you have someone to be on campus with your baby you can leave class to tend to the baby when needed.

SEXUAL MISCONDUCT/SEXUAL HARASSMENT REPORTING

Saint Martin’s University is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence. There are Title IX/sexual harassment posters around campus that include the contact information for confidential reporting and formal reporting. Confidential reporting is where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. Confidential Reporters at Saint Martin’s include – Dr. Emily Coyle, Assistant Professor of Psychology, Angela Carlin, Director of Campus Ministry, and Kelly Simmons, Director of the Counseling Center. This confidential resource can help you without having to report your situation formally unless you request that they make a report. The formal reporting process is through the following individuals: Dean of Students – Ms. Melanie Richardson, Associate VP of Human Resources – Ms. Cynthia Johnson, Director of Public Safety – Mr. Will Stakelin, or the Interim Provost |Vice President of Academic Affairs – Dr. Kate Boyle. Please be aware that in compliance with Title IX and under the Saint Martin’s University policies, all educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, on papers, or to me personally, I am required to report it.

CENTER FOR LEARNING, WRITING, & ADVISING

The Center for Student Learning, Writing and Advising offers free academic services for all Saint Martin’s students at all levels of achievement in pursuit of intellectual growth and academic excellence. The Learning Center is home to the STEM Study Center which provides subject area peer tutoring (science, technology, engineering, and math as well as business/ accounting/economics, and world languages). At the Writing Center, students meet with trained peer readers to discuss their academic, personal and professional writing. The Advising Center works with students with academic advising, connecting with campus support resources, transition and self-exploration guidance, personalized academic improvement plans, learning workshops, and support major change. The Advising Center staff also works closely with the University’s Early Alert Program — a referral system that supports student success. Saint Martin’s Disability Support Services is located in the Center for any student with a disability who is interested in using their accommodations. These students can connect with the Disability Support Services Coordinator who will evaluate the documentation, determine appropriate accommodations, and serve as a learning resource and advocate with assisting students in meeting their academic goals.

<https://www.stmartin.edu/academics/academic-resources/center-student-learning-writing-and-advising>

COUNSELING AND WELLNESS CENTER

The Counseling and Wellness Center (CWC) is committed to helping you meet the challenges of life you may experience during college. The CWC promotes and enhances the health and development of students through professional mental health services, education and training. Integrating faith, reason and service, we empower you to develop self-awareness, knowledge and skills, necessary to make healthy choices and build relationships in a multicultural world. Integrating faith, reason and service, the CWC empowers students to develop self-awareness, knowledge and the skills necessary to make healthy choices and build relationships in a multicultural world. <https://www.stmartin.edu/directory/counseling-and-wellness-center>.