

C091

UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Education Date 10/15/03
Department/Division offering course EDSRC - Rehabilitation Counseling

2. Changes proposed:
(a) Present prefix & number RC 530 Proposed prefix & number same
(b) Present Title Cultural Diversity in Rehabilitation
New Title same

(c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

(d) Present credits: 2 Proposed credits: same

(e) Current lecture: laboratory ratio no change Proposed: _____

(f) Effective Date of Change: (Semester & Year) Spring 2004

3. To be Cross-listed as: NA
Prefix and Number Signature: Department Chair

4. Proposed change in Bulletin description:
(a) Present description (including prerequisite(s):
No change (see attached pages from the bulletin)

(b) New description:
No change

(c) Prerequisite(s) for course as changed: _____

5. What has prompted this proposal?
Development of a Web based program

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
None

7. What other departments could be affected by the proposed change?
None

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No

9. Will changing this course change the degree requirements in one or more programs? Yes No
If yes, please attach an explanation of the change.*

10. Is this course currently included in the University Studies Program? Yes No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

ORIGINAL

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12. Is this a minor change? Yes No
 (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Dr. Ralph M. Crystal

Phone Extension: 7-3834

Signatures of Approval:

Robert Bott Slator
 Department Chair

1/13/04
Date

Robert Shapiro
 Dean of the College

1/14/04
Date

Date of Notice to the Faculty

**Undergraduate Council

Jeanine Blackwell

Date

**Graduate Council

3-19-04

Date

**Academic Council for the Medical Center

Date

**Senate Council

Date of Notice to University Senate

**If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Rev 8/02

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RC 530
Cultural Diversity in Rehabilitation Counseling
Spring 2003

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Course Syllabus and Tentative Schedule

Rationale and Course Objectives:

This course is designed to assist the student in recognizing, exploring, and addressing issues of diversity and acculturation based on skin color, ethnicity, gender, age, spirituality, class, disability, and sexual orientation. The course will provide an overview of culturally responsive counseling techniques and identify how cultural values, beliefs, attitudes, and "isms" influence consumers and service providers. Emphasis will be placed on debunking cultural myths, images, and stereotypes through various activities and discussions of the implications for rehabilitation services providers, psychologists, and educators in addressing the needs of diverse client populations. In addition, RC 530 offers the student an opportunity for self-exploration, growth, and expansion and sharing of diverse viewpoints. As such, the specific objectives of this course are to:

- (1) heighten the student's awareness of the historical and current dialectical discussions concerning issues of diversity and practice present in multiple forms of media (e.g., journal articles, textbook readings, and videos);
- (2) aid the individual in developing a knowledge base for professional practices and in the realm of professional identity as a means of developing the skills necessary for being a reflective decision maker, creative problem solver, and responsive service provider;
- (3) provide experiences for the reflective application of ideas, concepts, and information gained throughout the course to a variety of professional practice settings.

Textbooks and Required Readings:

Robinson, T. L., & Howard-Hamilton, M. F. (2000). *The convergence of race, ethnicity, and gender: Multiple identities in counseling*. Upper Saddle River, NJ: Prentice Hall.

Tatum, B. D. (1997). *"Why are all the black kids sitting together in the cafeteria?" and other conversations about race*. New York: BasicBooks.

Articles and handouts on electronic reserve or as provided by the course instructor.

Final Grading Calculations:

Final grades in this course will be based on a 450 cumulative point scale:

- A** = 405-450 points
- B** = 360-404 points
- C** = 315-359 points
- D** = 270-314 points
- F** = 269 points or below

Participation:

An important aspect of learning involves sharing one's views and experiences as well as hearing different perspectives from other people. Students are expected to participate in class discussion and activities and will be assessed accordingly during final grading procedures. Therefore, attendance is mandatory and will impact the assessment of a student's participation.

Attendance Policy:

The student is expected to attend all scheduled class meetings and to engage actively in class discussions and group activities. The instructor should be notified in advance of any anticipated absences for the purposes of observing major religious or cultural holidays. More than one unexcused absence will result in a lowering of the final grade.

Accommodations:

Any student in need of special accommodations in order to meet the requirements of the course should inform the instructor at the beginning of the semester.

Course Requirements and Evaluations:

1. Dialogue Journal Responses (25 points each, 100 points total)

(Course objective #3)

The student will maintain a dialogue with the instructor via a written journal by responding to short prompts. These dialogue responses are informal and will be completed outside of class. (See tentative course calendar for due dates, as well as the assignment criteria page in this syllabus for the specifics of the assignment).

2. Article Critiques (25 points each, 50 points total)

(Course objective #'s 1, 2, 3)

The student will engage in self-selected readings from professional journals and submit critiques of two articles. This is a formal writing assignment and should be treated as such with the appropriate form. The student should be prepared for periodic class discussion of the articles they read as deemed appropriate by the course instructor. (See tentative course calendar for the due dates, as well as the assignment criteria page in this syllabus for the specifics of the assignment).

3. Book Review and Critique (100 points)

(Course objective #'s 1, 2, 3)

The student will complete a book review and critique of the Tatum text with a maximum of 10 pages, typed, double-spaced according to *American Psychological Association* (5th edition) criteria. This is a formal writing assignment that should contain an introduction, summary, discussion, and implications. (See tentative course calendar for the due date, as well as the assignment criteria page in this syllabus for the specifics of the assignment).

4. **Autobiography and Beliefs Essay (100 points)**
(Course objective #'s 1, 2, 3)

The student will discover how biography shapes beliefs and practices in working with a diverse client population by developing a formal autobiographical antecedents essay that includes any change(s) that may occur in those beliefs throughout the semester. This reflective activity outlines the view expressed by Banks (1991) that professionals must be engaged in a proactive knowledge construction process that illuminates the degree to which their values and assumptions about culture align with those of the people whom they serve (e.g., clients, families, students). (See tentative course calendar for the due date, as well as the assignment criteria page in this syllabus for the specifics of the assignment).

5. **Portfolio (100 points)**
(Course objective #3)

The student will assemble a portfolio using the products generated for class, accompanied by an introduction and a reflection piece that summarizes what the student has learned in this class through the course of the semester and how she or he can and will apply that knowledge to the professional setting (e.g., clinics). The student should be prepared to present and discuss the portfolio in class. (See tentative course calendar for the due date, as well as the assignment criteria page in this syllabus for the specifics of the assignment).

TENTATIVE SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS

DATE	TOPIC	READINGS	DUE
1/21	Introduction to course		
1/28	Issues of culture, power, and privilege	McIntosh article	Journal #1
2/4	Diversity, Culture, & Identity	R&HH, Chapters 1, 2, &3	Journal #2
2/11	Skin Color & Ethnicity	R&HH, Chapter 4	Article #1
2/18	Spirituality	Havranek article Langman article	
2/25	Gender	R&HH, Chapter 5 Lorde chapters	Article #2
3/4	Intelligence	Oaks & Lipton chapters Gardner chapters	Journal #3
3/11	Ability & Disability	R&HH, Chapter 7	Book Review
3/18	SPRING BREAK – NO CLASS		
3/25	Age	Chubon & Bowe article Reio & Sanders-Reio article Smith & Kampfe article	
4/1	Socioeconomic Status & Class	R&HH, Chapter 8 Payne chapters	
4/8	NO CLASS – Dr. Todd presenting at the NASP conference in Toronto		

DATE	TOPIC	READINGS	DUE
4/15	Sexual Orientation	R&HH, Chapter 6 Harley, Hall, & Savage article Chen-Hayes article	Autobiography
4/22	Issues of Professional Ethics	APA Code of Ethics (Draft #7)	Journal #4
4/29	Portfolio presentations		Portfolio

****Topics may change depending on issues that may arise in class and the needs of the community of learners.***

ASSIGNMENT CRITERIA FOR GRADING
Dialogue Journal Responses (25 points each, 100 points total)

The student is expected to respond to prompts, comments, or questions as posed by the instructor in written dialogue. However, she or he is not limited to writing only about these issues. The student may wish to comment or address anything discussed in present or previous classes, assigned readings, discussions with other classmates, previous life experiences, or personal thoughts. **The student will prepare each prompt response in Word and submit the document as an email attachment to the instructor at darkirish7@aol.com**

Journal responses must:

1. Be reflective of learning experiences rather than restating information gleaned from various sources.
2. Demonstrate open-mindedness to multiple or alternative perspectives.
3. Communicate and support stated viewpoints and scholarly perceptions.
4. Respond to dialogue initiated by the instructor in writing, when appropriate.

Grading: 21-25 points	Meets and/or exceeds all stated criteria in an effective manner
	1. Reflective responses rather than summary statements
	2. Open to multiple or alternative perspectives
	3. Communicates and supports scholarly viewpoints and scholarly perceptions
	4. Constructs meaning from messages communicated in a variety of ways
	5. Responds to questions and statements initiated by the instructor
16-20 points	Meets most stated criteria in an effective manner
11-15 points	Meets some stated criteria in an effective manner
0-10 points	Meets few stated criteria in an effective manner

Prompts for Dialogue Journal Responses

#1 – Due January 28, 2003

RC 530 serves as a survey course addressing issues of culture and diversity as they impact professional counseling and psychological practice. Discuss what you believe culture to be and how it is defined at the level of the personal, professional, local, regional, national, and global. What are the implications of these definitions for you, as a future counselor or psychologist, particularly in a demographically changing environment? What are the resulting implications for your potential consumers, clients, and/or students? What learning issues do you recognize secondary to this reflective process?

#2 – Due February 4, 2003

Reflect on issues of culture, power, and privilege as presented in class. What unearned advantages do you have because of who you are based on ethnicity, skin color, sexual orientation, gender, and physical ability? What unearned disadvantages have you experienced because of any of these traits? How do you think your own issues of power and privilege are impacting your current emerging professional outlook? What are the implications for the consumers, clients, families, and/or students you will serve or with whom you will collaborate in the future? Describe some ways you can dismantle some of the consequences of power and privilege in your work with these various stakeholders in the therapeutic or educational process.

#3 – Due March 4, 2003

Based on class discussions and integrating information from various sources, compare and contrast traditional and contemporary views of intelligence. Which view or views have been most prevalent throughout your own schooling and professional preparation? How have your own views of intelligence have been shaped through such exposure? What are the resulting implications for you and the people with whom you interact and serve? Are there views that seem more culturally sensitive, relevant, and responsive to you? How are they so and why? What does this mean for you, in your future role as a counselor or psychologist?

#4 – Due April 22, 2003

Review your definition(s) of culture as written at the beginning of the semester. Compare and contrast your own viewpoints over time. How have experiences, readings, discussions, and dialogue changed or enriched your previous assumptions? Be specific in your explanations.

-If your previous assumptions are unchanged, explain why they remained the same. How do you think they can be enriched?

-In what ways have you learned to be more reflective as a professional psychologist? Which way was most useful to you? How could you use your experiences in this course to assist or empower your consumers, clients, and/or students to be more reflective or metacognitive in their own work, learning, or therapeutic processing?

ASSIGNMENT CRITERIA FOR GRADING
Article Critiques (25 points each, 50 points total)

The student will read and critique two (2) articles pertaining to issues of multiculturalism, psychology, and professional practice with clients from diverse backgrounds. These articles are to be retrieved from current (i.e., 1990-present) rehabilitation psychology, counseling psychology, school psychology, educational psychology, or clinical psychology journals. The critiques are to be cited and referenced according to *American Psychological Association* (5th edition) criteria, typed, double-spaced and limited to no more than five (5) pages in length. Coversheets are not necessary. In the development of these critiques, the student should:

1. Summarize and synthesize the contents of each article in a concise manner (~1-1 _ pages).
2. Share personal reactions to the article using examples where needed.
3. Discuss how one may perceive applying the information read to practice settings.
4. Attach a hard copy of the article to the critique.

Suggested journals:

Journal of Applied Rehabilitation Counseling
Journal of Rehabilitation
Journal of Rehabilitation Administration
Rehabilitation Counseling Bulletin
Rehabilitation Education
Journal of Job Placement and Development
Journal of Counseling Psychology
Journal of Multicultural Counseling and Development
Journal of School Psychology
School Psychology Quarterly
School Psychology Review
Journal of Educational Psychology
Contemporary Educational Psychology
American Educational Research Journal
Journal of Clinical Psychology
Clinical Psychology Review
Consulting Psychology Journal

Grading: 21-25 points	Meets and/or exceeds all stated criteria in an effective manner
	<ol style="list-style-type: none">1. Summary and synthesis of the article2. Personal reactions to the article3. Perceived application of the article4. Hardcopy of the article attached to critique5. Appropriate grammar, spelling, and mechanics of writing6. Typed and double-spaced7. Maximum of five pages
16-20 points	Meets most stated criteria in an effective manner
11-15 points	Meets some stated criteria in an effective manner
0-10 points	Meets few stated criteria in an effective manner

ASSIGNMENT CRITERIA FOR GRADING
Book Review and Critique (100 points total)

In order to provide the student an opportunity to demonstrate her or his ability to become a more reflective psychologist, to apply skills of culturally responsive professional process, recognize alternative viewpoints or multiple perspectives, and to construct meaning from messages communicated in the writings of a researcher and author, students will complete a book review and critique of the text, "*Why Are All the Black Kids Sitting Together in the Cafeteria?*" and *Other Conversations About Race*, by Beverly Daniel Tatum, Ph.D.

The book review and critique should be cited and referenced according to *American Psychological Association* (5th edition) criteria, typed, and double-spaced. The text of the paper should be limited to no more than 10 pages in length. The format should include a cover sheet, abstract, introduction, summary, discussion, implications, and reference page. In the development of the critique, the student should incorporate the following:

- An examination of common themes, topics, and ideas
- Relevance to graduate psychology preparation programs
- Reactions and reflections from you, the book reviewer
- Implications and conclusions of text related to you and your professional development
- A discussion of how the ideas posited by the author relate to the material presented in class

Grading: 90-100 points	Meets and/or exceeds all stated criteria in an effective manner
	1. Summary discussion of text themes, topics, ideas
	2. Examines links to shaping of professional development
	3. Discusses relevance to fields within psychology
	4. Presents reactions and reflections, and implications for practice
	5. APA format, typed, double-spaced
	6. Uses correct grammar, spelling, and mechanics of writing
80-89 points	Meets most stated criteria in an effective manner
70-79 points	Meets some stated criteria in an effective manner
0-69 points	Meets few stated criteria in an effective manner

ASSIGNMENT CRITERIA FOR GRADING
Autobiography and Beliefs Essay (100 points total)

As a means of providing the student with an opportunity to heighten her or his awareness, construct a knowledge base, and begin to apply information about culture, power, and privileges related to the course objectives, the student will construct an autobiography and beliefs essay. The items below will help you begin crafting your autobiography. Think about how your personal history and experiences shape your emerging professional “self” and, in turn, how this “self” influences your interaction with others. As you think carefully about the list of items, you will undoubtedly develop additional insights into your background and beliefs that are not listed below. Be sure to record these, too. For each of the items below, write how your future professional conduct and practices might be influenced.

Nature of Neighborhoods, Houses of Worship, and Schools Attended

- *Composition of the neighborhoods in which you lived, the places of worship you may have attended, and the schools you attended, including socioeconomic status (SES)
- *Significant positive and negative adult role models present in these institutions
- *Composition of the peers and student bodies comprising these institutions including cultural, racial, religious, academic, gender, and social class diversity

Family Values Toward Diversity and Education

- *Ethnic and cultural background of your parents, guardians, grandparents, and extended family
- *Attitudes of the people who raised you toward diversity, education, and schooling
- *Values that the people who raised you had for diversity, education, and schooling
- *Support provided by the people who raised you for valuing diversity and schooling

Using the information and insights you recorded about yourself, write your autobiography. As you develop your autobiography, consider the events that were most salient in shaping your beliefs about diversity, education, and human behavior, in general, and about the education and behaviors of culturally diverse students, in particular. As you include any present-day experiences, discuss any changes in your thinking and why. What direction would you like your emerging professional understanding and practices to take and why? Examine your beliefs and learning in relation to what you are learning in this course and readings. How might these translate into applications in your role as a professional psychologist? This assignment does not have a page limit but quality of writing determines the essence of the grade.

Grading: 90-100 points	Meets and/or exceeds all stated criteria in an effective manner
	1. Summary discussion of personal history
	2. Examines links to shaping professional “self”
	3. Discusses influence of “self” with interaction with students
	4. Discusses changes in thinking with emerging practices
	5. Able to make appropriate applications
	6. Typed, doubled-spaced, and numbered pages
	7. Uses correct grammar, spelling, and mechanics of writing
80-89 points	Meets most stated criteria in an effective manner
70-79 points	Meets some stated criteria in an effective manner
0-69 points	Meets few stated criteria in an effective manner

ASSIGNMENT CRITERIA FOR GRADING

Portfolio (100 points total)

The culminating student-generated product for the course is the portfolio containing her or his work submitted for the class throughout the semester, accompanied by introductory and reflective writing pieces. The introduction should be placed at the front of the portfolio and spell-out for the reader its contents and overall purpose. The reflective writing piece serves as a summary and synthesis of the student's learning as a result of engaging in the course and completing the required assignments. This piece should comprise the final section of the portfolio. New pieces written exclusively for the portfolio must be typed, double-spaced. The student should be prepared to present and discuss her or his portfolio and reflective writing piece at the final class meeting.

In the development of the portfolio, the student will:

- Write an introductory statement (1-2 pages)
- Include examples of her or his work in each assignment area outlined in the syllabus, set-off in the portfolio with dividers for each section
- Compose a self-reflective written product that summarizes and synthesizes her or his learning related to culturally diversity in rehabilitation counseling.

Grading: 90-100 points	Meets and/or exceeds all stated criteria in an effective manner
	1. Written introductory statement
	2. Examples of work in each assignment area, set-off with dividers
	3. Reflective summary statement
	4. Presentation and discussion of portfolio during last class
	5. Uses correct grammar, spelling, and mechanics of writing
80-89 points	Meets most stated criteria in an effective manner
70-79 points	Meets some stated criteria in an effective manner
0-69 points	Meets few stated criteria in an effective manner

Scoring Rubric for RC 530 Portfolio

***Written introductory statement (1-2 pages)**

- Provides brief personal background information.
- Outlines the instructor's and the student's expectations and objectives for the course.
- Sets-up the portfolio for the reader and how it relates to the course content, expectations, and objectives.

***Examples of student work**

- Provides examples of work in each assignment area outlined in the course syllabus.
- Each section set-off with dividers.

***Summative reflective statement (2+ pages)**

- Summarizes personal learning throughout the course of the semester, referring to individual pieces of work or particular assignment areas to support this learning.
- Identifies areas of strength that emerged or evolved as a result of engaging in the course and completing the assigned work.
- Identifies learning issues that emerged or evolved as a result of engaging in the course and completing assigned work.
- Outlines personal goals and objectives for continued personal and professional growth related to the identified strengths and learning issues, as well as specific activities in which the student will engage to meet these goals and objectives.

***Curriculum vitae or resume**

***In-class presentation and discussion of portfolio**

Grading:	90-100 points	Meets and/or exceeds all stated criteria in effective manner.
	80-89 points	Meets most stated criteria in an effective manner.
	70-79 points	Meets some stated criteria in an effective manner.
	0-69 points	Meets few stated criteria in an effective manner.

Total _____/100 points

Comments: _____

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From: Debra A. Harley
To: crystal@uky.edu
CC:
Date: 01/13/04 01:47 pm
Subject: Re: Re: 500 level classes
Attachments:

>For RC 558 - graduate student requirements: 2 exams, a paper, and 3
>article critiques. Undergraduates will not do the sticle critiques.

For RC 530 - graduate students will respond to 10 questions, maintain
a reflective log, and conduct a marked counseling session.
Undergraduates will not do the counseling session.

For RC 540 - graduate students will write a paper, complete 4 article
critiques, respond to five questions, and do a presentation.
Undergraduates will not do the 4 critiques.
