

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2010

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: RH 410

Course Title: Cultural Diversity in Rehabilitation and Human Services

Reason for initiating, revising, or canceling:

This course is being created to assist students in developing an understanding of race/ethnicity, gender, disability, age, and sexual orientation as they relate to rehabilitation and human services. This is a required course for the Bachelor of Science degree in Education-Rehabilitation and Human Services.

Melena A. Slaven

Proposer


Date

Melena A. Slaven

Department Chair/Program Director


Date


Dean of Academic Programs and Services

8.4.10
Date

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Course Guide

Course: RH 410 Cultural Diversity in Human Services

1. **Department**

School of Education

2. **Purpose**

This course is designed to assist students in developing an understanding of race/ethnicity, gender, disability, age, and sexual orientation as they relate to rehabilitation and human services. The target population is all students pursuing a Bachelor of Science degree in Education-Rehabilitation and Human Services, and teachers, parents, administrators, and anyone else with an interest in cultural diversity.

3. **Description**

A. **Required/Recommended Textbook(s) and Related Materials**

Required Textbooks

Leung, Paul, Carl R. Flowers, and William R. Sanderson, *Multicultural Issues in Rehabilitation and Allied Health*. Linn Creek, MO: Aspen Professional Services, 2007.

Readability Level: Grade 12

Diller, Jerry V. *Cultural Diversity: A Primer for the Human Services*. 3rd ed. Belmont, CA: Brooks Cole, 2007.

Readability Level: 12

Handouts on specific topics will also be distributed.

B. **Contact Hours**

1. **Lecture:** 3 hours per week/45 hours per semester
2. **Lab:** None
3. **Other:** None

C. **Credits**

1. **Number:** 3
2. **Type:** Regular degree credits

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D. Catalogue Course Description

This course is designed to assist students in developing an understanding of race/ethnicity, gender, disability, age, and sexual orientation as they relate to human services. This course emphasizes the recognition of cultural myths and stereotypes. Case studies and illustrations for helping persons from culturally diverse backgrounds will be presented. Prerequisite(s): RH 310, RH 320, and RH 330 with a "C" grade or higher. Additionally, program students must be at Advanced Candidacy Status before taking this course.

English Placement Level: EN 202 Math Placement Level: MA 161

E. Degree or Certificate Requirements Met by Course

This course is required for the B.S. degree in Education-Rehabilitation and Human Services.

F. Course Activities and Design

The course activities and design incorporate lectures, problem-based learning, review and role play of case studies, small group projects, on-line research for class discussions, guest speakers, audiovisual presentations, review of selected articles or books for class sharing/presentation, appropriate subject films viewing, and oral and written reports (individual and group).

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisite(s): RH 310, RH 320, and RH 330 with a "C" grade or higher. Additionally, program students must be at Advanced Candidacy Status before taking this course. English Placement Level: EN 202 Math Placement Level: MA 161

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for the course and the cost of the textbook.

To the College: Salary of instructor. Instructional resources for the course include books (to be identified by the instructor), films, overhead projector, TV, VCR/DVD player, blank videocassettes, laptop computer, LCD projector, extension cords, duplicating supplies and materials.

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6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed:

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7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Definitions, Concepts and Paradigms
 - 1.1 Diversity, Culture, Multiplurality, Disability, and Rehabilitation
 - 1.2 Values and Beliefs
 - 1.3 Prejudices and Attitudes
- 2.0 Historical Perspectives
 - 2.1 Diversity in America and the Struggles of Minorities
 - 2.2 Forms of Discrimination: Individual, Institutional, and Structural
 - 2.3 Oppressions Experienced by Minorities in the United States
- 3.0 Movements, Laws, and Reforms: Recognition, Protection, and Equality
 - 3.1 Socio-Political Movements for Equality
 - 3.2 Demonstrations by African-Americans
 - 3.3 Women's Liberation Movement
 - 3.4 Gay/Lesbian Rights
 - 3.5 Disability Rights Movements
 - 3.6 Independent Living Movements
 - 3.7 Other Social Movements: Self-Help and Consumerism
 - 3.8 Federal Laws: Civil Rights Acts, ADA and other Disability Rights Laws
 - 3.9 Rehabilitation and Human Services Programs and Services
- 4.0 The Complexities of Culture and Diversity in Practice
 - 4.1 Traditions, Beliefs, and Practices
 - 4.2 Spirituality and Religion
 - 4.3 Ethical Issues in Diversity Counseling
- 5.0 Self-Assessment
 - 5.1 Cultural Self-Assessment: Beliefs, Values, Prejudices, & Biases
 - 5.2 Becoming a Culturally Responsive Therapist
- 6.0 Connecting with the Consumer (Client)
 - 6.1 Understanding Consumers' (Clients') Identities and Contexts
 - 6.2 Establishing and Maintaining Respect and Rapport
 - 6.3 Partnering with Families for Successful Rehabilitation Outcomes

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- 7.0 Advocacy and Empowerment
 - 7.1 Definition
 - 7.2 Understanding Advocacy
 - 7.3 Key Elements of Advocacy: Strategies and Tactics
 - 7.4 Types of Advocacy
 - 7.5 Issues, Dilemmas, and Challenges

- 8.0 Counselor's Roles in Understanding Diversity, Fighting Oppression, and Requisite Preparation
 - 8.1 Necessary Skills and Values
 - 8.2 Ethical Issues
 - 8.3 Multicultural Perspectives and Diversity Issues
 - 8.4 Helping the Consumer (Client) Reach Self-Determination and Self-Advocacy
 - 8.5 Preparing Culturally Competent Counselors and Practitioners

8. Instructional Goals

This course will introduce the student to:

- 1.0 Definitions and concepts as they relate to cultural diversity;
- 2.0 Historical perspectives as they relate to discrimination and oppression;
- 3.0 Major civil rights movements, laws, and reforms;
- 4.0 The complexity of culture and diversity;
- 5.0 Self-assessment techniques to assess values, beliefs, prejudices and biases;
- 6.0 Strategies to connect with the consumer (client);
- 7.0 Advocacy and empowerment; and
- 8.0 The knowledge and skills necessary to be a culturally competent service provider (understand, interact with, and effectively assist culturally diverse populations).

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9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Define key words and concepts as they relate to cultural diversity;
- 2.0 Summarize the historical perspectives regarding discrimination and oppression of minority groups;
- 3.0 Describe the impact of various civil rights movements, laws, and reforms;
- 4.0 Identify the attitudinal barriers that may limit the opportunities of consumers (clients) to fully participate in society;
- 5.0 Reflect on their personal values, beliefs, prejudices and biases;
- 6.0 Implement strategies to foster connection with the consumer (client);
- 7.0 Discuss the importance of advocacy and empowerment; and
- 8.0 Apply the knowledge and skills necessary to be a culturally competent service provider (understand, interact with, and effectively assist culturally diverse populations).

10. Assessment Measures

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Class attendance and participation.
- 2.0 Written and oral reports.
- 3.0 Individual and group presentations.
- 4.0 Reflective/reaction essays.
- 5.0 Web/library database assignments.
- 6.0 Quizzes and exams.
- 7.0 Journal entries.