EDC 210 ONLINE SacCT COURSE SYLLABUS
Multicultural Counseling Spring 2011

Congratulations on your decision to enroll in this online course! Our "virtual" EDC 210 classroom is an exciting way for you to learn about multicultural counseling, while in the comfort of your own home or office, at hours that are the most convenient for you. The information in this syllabus is designed to familiarize you with the course and my expectations of you. I would like you to keep in mind, unlike the traditional classroom where I would be “the sage-on-stage,” in the virtual classroom, I will be more like “the guide-on-the-side.”

Dr. Susan Wycoff, NCC
Department of Counselor Education California State University Sacramento
Office Hours Wednesday 3:45pm -to- 6:45pm

SacCT: https://online.csus.edu/webct/entryPageIns.dowebct
wycoffs@csus.edu

COURSE DESCRIPTION
This online SacCT course will provide an exploration of similarities & differences that occur within and across cultures, and the conceptual intersection of cultural and social identities for providing multicultural counseling services. Students will become aware of how culture influences behavior by exploring their own cultural & personal attitudes-beliefs-and-biases which may influence cross-cultural interactions that impact the counseling relationship while developing their own theoretical approach as professional counselors.

REQUIRED MATERIALS


Hornet Bookstore: ▲ New: $ 94.75  ▼ Used: $ 71.25  ♦ Rental: $ 46.19

SacCT REQUIRED TECHNOLOGY
- Internet connection (DSL, LAN, or cable connection desirable)
- Access to SacCT

ADDITIONAL REQUIRED MATERIALS
- EDC 210 Syllabus Spring 2011
- Weekly SacCT Learning Modules
- Collateral Readings
  - Article: Destructive Nature of the Term Race
  - Counseling the Euro-American/White Ethnic Client

COURSE STRUCTURE
This section of EDC 210 will be delivered entirely online through the course management system SacCT. You will use your Saclink account to login to the course from the SacCT login page: http://online.csus.edu

SacCT ACCESS
To access this course on SacCT you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the Check Browser from your SacCT course. Refer to the SacCT Browser Tune-up page for instructions.
COURSE OBJECTIVES: STUDENT OUTCOMES

This SacCT online section of EDC 210 meets the standards/learning objectives of the competency based framework for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Upon completion of this course, EDC 210 students will demonstrate the following competencies:

- Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, socioeconomic status, verbal and nonverbal behaviors and personal characteristics, orientations, and skills (CACREP: II.K.5. a. SCHOOL: B I; CCTC 2, 3).
- An awareness and assessment of acculturative experiences in (home, school, and community) and its effect and impact on attitudes, beliefs, and understandings (CACREP: II.K.2. b. II.K.7. f.).
- Counselors’ roles in social justice, advocacy and conflict resolution, cultural awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body (CACREP: II.K.2. d. MFCC: A 6, C 4 COMMUNITY: A 5, C 6; CCTC I4; II.B.23).
- Knowledge of multicultural theory, theories of identity development, and multicultural competencies (CACREP: II.K.2. e.; CCTC 3, 8).
- Knowledge about the history, educational plight, career opportunities, social experiences of the various ethnic and sub cultural groups including characteristics and concerns between and within diverse groups (CACREP: II.K.2. a. COMMUNITY: A I, MFCC: B 3).
- Knowledge of institutional racism, sexism, and other forms of discriminatory practices discussed in class or in the reading (CACREP: II.K.1. g. SCHOOL: A-I, B-9).
- Knowledge of the individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups (CACREP: II.K.2. c. COMMUNITY: C 2 MFCC: B 1, 3, CAREER: A 6).
- Through performance, possession of a significant number of personal qualities, skills and techniques, proven to be effective when counseling with the ethnically/culturally different and economically impoverished client.
- An ability to express knowledge of the above in written APA format (CACREP: II.K.1. c.).
- Ethical considerations as related to cultural competencies (CACREP: II.K.2. f. MFCC: A 3, 6; CCTC I.18).

STUDENT RESPONSIBILITIES: HOW TO SUCCESSFULLY COMPLETE THIS SacCT ONLINE COURSE

You are responsible for being familiar with the University Policy Manual’s Student Rights and Responsibilities, located at [http://www.csus.edu/umanual/student/UMS16500.htm](http://www.csus.edu/umanual/student/UMS16500.htm)

BUILDING ONLINE RAPPORT

We are in a partnership that involves creating an online atmosphere of learning and where risk-taking is possible and even stimulating! I am pleased to give you feedback and guidance in completing your learning module assignments or understanding the readings. I encourage you to do your best, so don’t hesitate to ask for my assistance. You are expected to demonstrate the personal, academic, and professional standards deemed appropriate for a student at the graduate level, which includes completing assigned readings, logging in online and actively/collaboratively participating and responding to discussion boards, online activities and quizzes as scheduled. In the helping professions, there are also several standards that relate to personality and character traits as well as professional ethical behavior. For example, the empirically documented characteristics of an effective helping professional include (as cited in the EDC Student Handbook, 2011):

- Openness & positive attitude
- Flexibility in novel situations
- Cooperativeness
- Willingness and ability to use feedback
- Awareness of impact on others
- Ability and willingness to deal with conflict
- Willingness to accept personal responsibility
- Willingness and ability to express feelings effectively and appropriately
ONLINE TECHNICAL ASSISTANCE USING SacCT

- Make sure that you are proactive when difficulties arise during the semester. If you need technical assistance at any time during the course - or report a problem, you are responsible for making direct contact with SacCT. Please go to: https://online.csus.edu/webct/entryPageIns.dowebct, email: helpdesk@csus.edu or call their Service Desk at (916) 278-7337

- Visit the SacCT Student Resources Page
- Visit the SacCT Student FAQ's Web Page
- Review SacCT Student Tutorials
- Submit a SacCT Problem Form

LEARNING MODULES & METHOD OF INSTRUCTION
MONITORING SacCT ONLINE COURSE ATTENDANCE, PARTICIPATION, DISCUSSION BOARDS, ACTIVITIES & QUIZZES

In SacCT, you will access one Learning Module per week. Dr. Wycoff will use the SacCT Tracking Tool to monitor, track, and score weekly student attendance, discussion board participation/activities, and online quizzes. The aforementioned will serve to assess subjective applied competence that will include the following: 1) adherence to guidelines, 2) quality and expression of ideas, and 3) applied counseling content. Scheduled online quizzes will serve as objective assessments of knowledge.

ONLINE ATTENDANCE & PARTICIPATION

Students are expected to access our SacCT course a minimum of 3 times per week for each learning module. Failure to access our online course using the following format (see box below), will result in a loss of points for the respective module. Each learning module is worth 10 possible points x 14 learning modules = 140 total points possible toward the final course grade.

<table>
<thead>
<tr>
<th>LOG ON #1</th>
<th>At the beginning of each LEARNING MODULE log on in order to:</th>
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<tbody>
<tr>
<td>1)</td>
<td>Read the learning module lesson and review and respond to any assigned tasks or discussion board questions by the instructor.</td>
</tr>
<tr>
<td><strong>PLEASE GET STARTED ON THE WEEKLY DISCUSSION BOARD EARLY, AS OPPOSED TO WAITING UNTIL THE LAST MINUTE. LOGGING ON AND PARTICIPATING IN THE LAST TWO DAYS OF ANY WEEKLY LEARNING MODULE IS NOT ACCEPTABLE BECAUSE IT DOES NOT ALLOW OTHERS TO INTERACT WITH YOU AND RESPOND TO YOUR THOUGHTS/QUESTIONS/POSITION ON THE MATERIAL.</strong></td>
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<tr>
<th>LOG ON #2</th>
<th>During the middle of each module week, log on in order to:</th>
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<tr>
<td>1)</td>
<td>Check for updates and participate in the discussion board assignment by replying to others’ posts and/or questions.</td>
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<td><strong>REMEMBER, ACTIVE PARTICIPATION IS A LARGE PART OF THIS CLASS. MUCH OF THE LEARNING TAKES PLACE THROUGH SUCH COMMUNICATIONS AND INTERACTIONS WITH ONE ANOTHER. DO FULLY ENGAGE WITH YOUR CLASSMATES, DO NOT JUST RESPOND WITH COMMENTS SUCH AS: “I AGREE” or “I DISAGREE.”</strong></td>
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<tr>
<th>LOG ON #3</th>
<th>1) Log on toward the end of the module week to read and respond to the instructor or other students’ postings where relevant.</th>
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<tr>
<td>WHEN RESPONDING TO YOUR PEERS, EXPLAIN YOUR REACTIONS. THIS PARTICIPATORY PROCESS IS A VALUABLE PART OF THE LEARNING EXPERIENCE FOR STUDENTS.</td>
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10 points = Successful completion of all Learning Module activities (LOG ON #1, #2, #3)

4 points = Successful completion of all LOG ON #1 activities

3 points = Successful completion of all LOG ON #2 activities

3 points = Successful completion of all LOG ON #3 activities

ONLINE DISCUSSION BOARDS & LEARNING MODULE ACTIVITIES

- All discussion board activities must be completed electronically through SacCT by the given deadline. Late or missing discussion board tasks will impact the student’s final course grade. No extra-credit or revisions are offered or available for this graduate-level class.
QUIZZES: There will be 3 [open-book] quizzes completed online through SacCT
Students are expected to access SacCT to complete each of the 3 scheduled online quizzes. Failure to complete any of the three scheduled quizzes by their respective deadlines will be recorded as zero (0) points earned. Each quiz is worth 50 possible points x3 quizzes = 150 total points possible toward the final course grade. Each quiz is to be completed in its entirety at one sitting according to the assigned window of time deadline.

Quiz #1 Coverage  Part I: Basic Issues in Cross-Cultural Counseling - Chapters 1, 2, 3, 6, 17, 21, & 24
- Cross-cultural professional ethics & competence
- Multi-ethnic health psychology
- Appraisal & assessment
- Theorizing self-concept structure construal
- Acculturation: counselor implications
- Counseling individuals
- Family counseling w/ ethnic groups

Quiz #2 Coverage  Part II: Counseling in Ethno-Cultural Contexts –Collateral Reading & Chapters 5, 7, 8, 9, 10, 20 & 22
- Cultural confrontation/empathy skills
- Counseling for Euro-American clients
- Counseling for Native American clients
- Counseling Latina/os clients
- Counseling Black/African clients
- Counseling for Asian Americans clients
- Counseling Arab and Muslim client

Quiz #3 Coverage  Part III: Counseling Broadly-Defined Cultural Populations - Chapters 11, 12, 13, 14, 15, & 16
- Updating Gender Issues
- Counseling the Marginalized
- Cross-Cultural Gerontology
- School Counselors
- International Students
- Counseling for LBGT Clients
- Spirituality Across Cultures

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check SacCT for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through SacCT email.

DROPPING THIS ONLINE COURSE
- It is the student’s responsibility to understand when they need to consider dis-enrolling from a course. Refer to the university course schedule for dates and deadlines. After the deadline, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving the student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student’s family.

INCOMPLETE GRADE POLICY
- This policy indicates that a portion of the required course work has not been completed due to unforeseen but fully justified reasons and that there is still a possibility of earning course credit. It is the student’s responsibility to bring pertinent information to the attention of the instructor (no later than 2 weeks before the end of the semester) to determine the remaining course requirements that must be satisfied. Agreement as to the conditions for removal of the “I” must be in writing, signed by the instructor, student, and department chair and placed on file with the EDC Department office until the “I” is removed or the time limit (12 months) has passed.

INFORM YOUR INSTRUCTOR OF ANY ACCOMMODATIONS NEEDED
- If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

COMMITMENT TO INTEGRITY
- Integrity is integrity, whether it is online -or- in a traditional classroom. As a graduate student in this online university course, you are expected to maintain a high degree of professionalism, commitment to active learning and participation in this class; including integrity in your student behavior in and out of the classroom.
CSUS ACADEMIC HONESTY POLICY & PROCEDURES

- “The principles of truth and honesty are recognized as fundamental to a community of scholars and students. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” In addition, the American Counseling Association expects that both counseling professionals and counseling students will honor the integrity of these principles. Read more about Sac State’s Academic Honesty Policy & Procedures and/or refer to http://library.csus.edu/content2.asp?pageID=353 for a student tutorial on how avoid plagiarism.

DEFINITIONS

- At CSUS, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.”
- “Plagiarism is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.”
- Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

“Be the change you want to see in the world.”
Gandhi

EDC 210 Semester Schedule: Readings, Discussion Boards, Activities & Quizzes

<table>
<thead>
<tr>
<th>POINTS POSSIBLE</th>
<th>EDC 210 Semester Schedule: Readings, Discussion Boards, Activities &amp; Quizzes</th>
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<tbody>
<tr>
<td>10</td>
<td>Meet in Classroom for Overview of Course &amp; Gaining Insight Into Your Theoretical Preferences</td>
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<tr>
<td></td>
<td>LEARNING MODULE 1: Opens Jan 26 &amp; Closes Feb 1st @ 11:59pm</td>
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<tr>
<td></td>
<td>1. Read Ch. 1: Ethics, Competence &amp; Professional Issues; Ch 21: Multi-Ethnic Health</td>
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<td>2. Participate in 1st online discussion board-Respond to learning module assignment #1</td>
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<td>10</td>
<td>LEARNING MODULE 2: Opens Feb 2 &amp; Closes Feb 8 @ 11:59pm</td>
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<td></td>
<td>1. Read for this week Ch. 3. Appraisal and Assessment in Cross-Cultural Counseling</td>
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<td>2. Participate in online discussion board by responding to learning module assignment #2</td>
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<td>10</td>
<td>LEARNING MODULE 3: Opens Feb 9 &amp; Closes Feb 15 @ 11:59pm</td>
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<td>1. Read for this week Ch 5. The Big Picture: Theorizing Self-Concept Structure and Construal</td>
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<td>2. Participate in online discussion board by responding to learning module assignment #3</td>
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<td>10</td>
<td>LEARNING MODULE 4: Opens Feb 16 &amp; Closes Feb 22 @ 11:59pm</td>
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<td>1. Read for this week Ch 17. The ABCs of Acculturation: Implications for Counselors</td>
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<td>2. Participate in online discussion board by responding to learning module assignment #4</td>
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<td>50</td>
<td>QUIZ 1: Covers Chapters 1, 2, 3, 6, 17, 21 &amp; 24 / Online quiz DUE no later than March 1 by 11:59pm</td>
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<td>10</td>
<td>LEARNING MODULE 5: Opens Feb 23 &amp; Closes March 1 @ 11:59pm</td>
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<td>1. Read for this week Chps 2 &amp; 24: Universal/Cultural Threads- Counseling Individuals &amp; Families</td>
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<td>2. Participate in online discussion board by responding to learning module assignment #5</td>
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<td>10</td>
<td>LEARNING MODULE 6: Opens March 2 &amp; Closes March 8 @ 11:59pm</td>
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<td>1. Read for this week Ch 22: Cultural Confrontation: Advanced Cultural Empathy Skills &amp; Collateral Readings: JCD Article- Destructive Nature of the Term Race &amp; Counseling the Euro-American/White Ethnic Client</td>
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<td>2. Participate in online discussion board by responding to learning module assignment #6</td>
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<td>10</td>
<td>LEARNING MODULE 7: Opens March 9 &amp; Closes March 15 @ 11:59pm</td>
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<td>1. Read for this week Ch 6: Cultural Considerations for Counseling for Native American Indians &amp; Ch 8: Counseling Latina/os From Guiding Theory to Practice</td>
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<td>2. Participate in online discussion board by responding to learning module assignment #7</td>
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<td>10</td>
<td>LEARNING MODULE 8: Opens March 16 &amp; Closes March 22 @ 11:59pm</td>
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<td>1. Read for this week Ch 10: Counseling Persons of Black African Ancestry</td>
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<td>2. Participate in online discussion board by responding to learning module assignment #8</td>
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### LEARNING MODULE 9: Opens March 30 & Closes April 5 @ 11:59pm
1. Read for this week Ch 7: Counseling Asian Americans: Client and Therapist Variables
2. Participate in online discussion board by responding to learning module assignment #9

### LEARNING MODULE 10: Opens April 6 & Closes April 12 @ 11:59pm
1. Read for this week Ch 9: Counseling Arab & Muslim Clients; Ch 20: Spirituality in Counseling Across Cultures
2. Participate in online discussion board by responding to learning module assignment #10

#### QUIZ 2: Covers Chapters 5, 7, 8, 9, 10, 20, 22 & Collateral Readings / DUE no later than April 12 by 11:59pm

### LEARNING MODULE 11: Opens April 13 & Closes April 19 @ 11:59pm
1. Read for this week Ch 11: Updating Gender Issues in Multicultural Counseling & Ch 12: Culturally-Appropriate Counseling for LBGT Clients
2. Participate in online discussion board by responding to learning module assignment #11

### LEARNING MODULE 12: Opens April 20 & Closes April 26 @ 11:59pm
1. Read for this week Ch 13 Counseling the Marginalized
2. Participate in online discussion board by responding to learning module assignment #12

### LEARNING MODULE 13: Opens April 27 & Closes May 3 @ 11:59pm
1. Read for this week Ch 14: Cross-Cultural Gerontological Counseling
2. Participate in online discussion board by responding to learning module assignment #13

### LEARNING MODULE 14: Opens May 4 & Closes May 10 @ 11:59pm
1. Read for this week Ch 15: School Counselors: Cross-Cultural Counseling & Ch 16: International Students
2. Participate in online discussion board by responding to learning module assignment #14

#### Online Quiz Available May 11 & Closes May 17 @ 11:59pm

#### QUIZ 3: Covers Chapters 11, 12, 13, 14, 15 & 16 / Online quiz DUE no later than May 17 by 11:59pm

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290-283 = A  
282-275 = A- 
274-267 = B  
266-259 = B+  
258-251 = B-  
250-243 = C
PREPARING FOR QUIZZES: TEST ANXIETY REDUCTION

Quiz items will consist of multiple choice and matching questions. The quiz items were taken from the Counseling Across Cultures’ instructional manual test-bank. Test anxiety is when a student excessively worries about doing well on a test. This can become a major hindrance on overall test performance and cause extreme nervousness and memory lapses among other symptoms. By the time we reach graduate school or studying for a professional exam, our pattern of test-related anxiety is well-established (an automatic/habitual response). However, numerous methods have been used in the Tx of test-related anxiety. Because your frame of mind can either hinder or enhance your exam preparation & performance, your ability to successfully prepare for & take an exam depends not only on your counseling experience and study methods, but also on your attitude. Approach the exam with the attitude that you are going to pass successfully! If you feel anxious, remind yourself to relax using “self-talk” statements such as “I CAN do this,” Compare yourself to an athlete preparing for an event: you must focus your time & intellectual, emotional, & physical resources toward one goal: WINNING! Maintaining a positive attitude toward the exam is crucial. The NBCC recommends you cultivate the following:

“The Test Is Good”
Rather than viewing the test as “the enemy” try to see it in a favorable light: an opportunity to extend & refine your general expertise & knowledge in the counseling field. Developing & maintaining a positive, constructive attitude like this one will help you move toward your goal of passing the exam.

- Being well prepared for the test is the best way to reduce anxiety--space out your studying/prep over a few days and continually review class material, don't wait until the night before.
- If you begin to get nervous take a few deep breaths slowly to relax yourself and then get back to work.
- Read the directions slowly and carefully. Skim through the test so that you have a good idea how to pace yourself.
- Do the simple questions first to help build up your confidence for the harder questions.
- Don't worry about how fast other people finish their test; just concentrate on your own test. If you don't know a question skip it for the time being (come back to it later if you have time), and remember that you don't have to always get every question right to do well on the test.

Multiple Choice Test Tips

- Read the question before you look at the answer. Come up with the answer in your head before looking at the possible answers, this way the choices given on the test won't throw you off or trick you. Read all the choices before choosing your answer.
- Eliminate answers you know aren't right.
- Don't keep on changing your answer, usually your first choice is the right one, unless you miss-read the question.
- In "All of the above" and "None of the above" choices, if you are certain one of the statements is true don't choose "None of the above" or one of the statements are false don't choose "All of the above".
- In a question with an "All of the above" choice, if you see that at least two correct statements, then "All of the above" is probably the correct answer.
- On true/false test items, usually there are more true answers than false answers. A positive choice is more likely to be true than a negative one. Usually the correct answer is the choice with the most information.

Internet Resources: Anxiety, Study Habits & Test Taking Strategies

Managing Test Anxiety
http://www.sdc.uwo.ca/learning/mcanx.html

Study Habits and Test Anxiety
http://ub-counseling.buffalo.edu/stressstudy.shtml
Dutiful 40-something daughter Sabah (Arsinée Khanjian) shocks her conservative Arab family by falling for Stephen (Shawn Doyle), a non-Muslim, in this romantic comedy set in Toronto. The relationship sparks a culture clash, ensnaring Sabah between Stephen and her tight-knit family. Like My Big Fat Greek Wedding, director Ruba Nadda's film reveals what happens when Old World tradition collides with modern love. Setta Keshishian co-stars.

Cast:
Arsinée Khanjian, Shawn Doyle, Fadia Nadda, Jeff Seymour, Kathryn Winslow, David Alpay, Aaron Abrams, Kaylen Christensen, Setta Keshishian, Roula Said

Director:
Ruba Nadda

Genres:
Comedy, Romantic Comedies, Indie Comedies, Indie Dramas

This movie is:
Romantic, Feel-good

Format:
Arranged
2007 NR 90 minutes

When Rochel (Zoe Lister Jones) and Nasira (Francis Benhamou) -- an Orthodox Jew and a Muslim, respectively -- meet as new teachers at a Brooklyn school, co-workers and students expect friction. But the women discover they have a shared expectation of entering into arranged marriages. As they experience tension between their traditional cultures and life in contemporary America, Rochel and Nasira form a special bond.

Cast:
Zoe Lister Jones, Francis Benhamou, John Rothman, Mimi Lieber, Laith Nakli, Doris Belack, Marcia Jean Kurtz, Trevor Braun, Daniel London, Arian Moayed

Our best guess for LYNN:
3.2 stars

Average of 239,061 ratings:
3.7 stars
When he recognizes his son, Tony (Steven Strait), whom he hasn't seen in more than 20 years, among a crop of new inmates in the jail where he works, Vince Rizzo (Andy Garcia) decides to bring the troubled young man home with him, much to the surprise of his wife and kids. Writer-director Raymond De Felitta helms this offbeat comedy that also stars Julianna Margulies, Emily Mortimer, Dominik Garcia-Lorido and Alan Arkin.

Cast:
Andy Garcia, Julianna Margulies, Steven Strait, Dominik Garcia-Lorido, Ezra Miller, Emily Mortimer, Alan Arkin, Jee Young Han, Sharon Angela

Director:
Raymond De Felitta

Genres:
Comedy, Indie Comedies, Indie Dramas, Blu-ray

This movie is:
Quirky, Feel-good

Format:
DVD, Blu-ray and streaming