

## Get Out Curriculum for Counseling Diverse Populations

**Linda J. M. Holloway\***

*Associate Professor, Program Coordinator of Counseling Education Programs, Department of Instructional Support Programs, Alabama State University, Montgomery, Alabama, USA*

**\*Corresponding Author:** Linda J. M. Holloway, Associate Professor, Program Coordinator of Counseling Education Programs, Department of Instructional Support Programs, Alabama State University, Montgomery, Alabama, USA.

**Received:** October 12, 2019; **Published:** February 07, 2020

Get Out is a movie I selected to teach my students in Counseling Diverse Populations about subtle acts of racism here in the United States of America. This movie displays the effects of trauma racism on a person. Being that racism can take the form of both overt and covert nature, it would be extremely important when watching this movie to ensure your students are familiar with such terms as stereotypes, discrimination, prejudice, microaggressions, overt and covert racism, racial battle fatigue, and post-traumatic stress. This would allow them to pick up on various racial incidents which perhaps would not be obvious to many people.

Get Out is one of those movies you cannot just watch once and say I got what the director is doing. You will need to watch this movie a few times and process it with some close colleagues in order to grasp the full understanding of the movie. Mr. John Peele, the director of this movie, did an extraordinary job of conveying the impact of racism from many angles that would leave your head spinning.

I was so smitten by the depth and breadth of this movie in the summer of 2018. I had my class to answer a survey about how they felt the movie added value to their learning in the Counseling Diverse Populations class. The survey consisted of a total of seven (7) questions. Three of them were Likert scale questions with answers ranging from 1 (strongly disagree) to 4 (strongly agree). The seventh question was an open-ended question where students could provide any additional suggestion or comments for improving the use of movies in the course. The students did not have to provide their names. There anonymity was ensured. I had a total of 10 students in the class. All 10 students participated in the survey.

### **Below are the results of the survey:**

- 9 out of 10 students reported they strongly agreed with the use of a movie as a teaching technique for class because it was enjoyable. Only 1 student reported they disagreed.
- 9 out of 10 students stated they strongly agreed they would recommend the use of movies for future use in this course. Only 1 student reported they disagreed.
- 9 out of 10 students said they strongly agreed they were overall satisfied with the course. Only 1 student reported they disagreed.

5 out of 10 students recorded comments to the question- Please provide any additional suggestions or comments you have for improving the use of movies in this course.

Below are the comments verbatim in their own words:

- Enjoyed the Get Out assignment. This has been one of my favorites.
- Great course! Really enjoyed the content and getting to research various cultures.
- Great course! I really learned a lot and enjoyed the experience.
- Continue doing presentations on movies.

Overall, the summer 2018 Counseling Diverse Populations class was pleased with the movie Get Out. They felt this was an excellent project and basically, all the students with the exception of one, recommended to continue using the movie in the future. Being able to survey your students to get an idea of what they think about the techniques you use, allow you to gain insight into what you might need to change or keep when you are using movies in your classes as a teaching tool. I strongly recommend when possible to take a short survey of your students.

Please be advised the author does not have the rights to the clip art in the curriculum. The clip art is use for training purposes only.

Below is the curriculum guide. Hope you enjoy it.



Figure 1

This study guide is designed to allow you to think strategically about the impact of racism in America and how the trauma of racism impact blacks. This film was directed by Mr. Jordan Peel. Chris (Daniel Kaluuya), a black man, is dating Rose (Allison Williams) and she has

decided to take him home to meet her parents for the weekend. As the weekend progresses, there are a series of events that take place and Chris begins to realize this is not an ordinary weekend getaway.

Please as you view this movie, view in the eyes of counselors, paying close attention to the social psychological impacts that race has in the movie.

Compiled by: Dr. Linda J. M. Holloway, Ed.D, NCC.

Note: Be sure to include movie clips to support your answers.

**Critical debriefing questions: Group 1**



*Figure 2*

1. When you think of the term “Get Out” explain events in today’s society you think we need to get out of as it relates to race relationships? Be sure to explain your answer in detail using theories to support your answer.
2. If you were given the opportunity to rename this movie, what would you name it and why?
3. What three things did you like most about this movie? Explain why.
4. What three things did you like least about this movie?
5. What three characters did you find the most interesting and why?
6. What three characters did you find the least interesting and why?

7. Define the term stereotypes. List at least five (5) stereotypes that stood out in the movie. Be sure to explain how this can have an impact on a person's racial identity.
8. Please explain the following terms and give an example to support your answer:
  - a. Racism
  - b. Covert Racism
  - c. Overt Racism
  - d. Institutional Racism
9. How are these issues displayed in current society? Give examples to support your answer. How is interracial dating among black males and white women viewed in today's society? What have been some of challenges? How can these relationships survive? What thoughts do you have as a therapist in training? Can you think of three relationships that have been successful?
  - a. What role does the story of the "Loving" play in interracial dating?
  - b. What role did history play in interracial dating among blacks and whites?
10. You have been contacted by the National Association of Multicultural Education to develop a training model to use the film "Get Out" as a training aid to teach diversity to the local police department. Please explain in detail how you would utilize this film.
11. What ethical concerns did you notice in this movie? Please explain your answer in detail and how it would be a violation of the code of ethics for both ACA and APA.
12. What is high and low context paralanguage? Demonstrate at least three (3) examples of how this was illustrated in the movie.
13. Imagine the characters in this movie are stranded on an island and you are the boat captain, but you can only rescue five people. Which five would you rescue and why?
  - a. What criteria would you use to determine who gets to board the boat?
  - b. Are there others, if you had the opportunity to rescue, you would choose? Pick only three more.
  - c. What was your reasoning for leaving the rest behind?
  - d. How does this type of selection process play out in society (i.e. Corporate America, universities, employment, etc.)?
14. What exactly is "Black Lives Matter" and how do you see this film in support of this movement?
15. What role does police brutality play when it comes to black men in society? As a therapist, what would you recommend to black clients that they do if they are stopped by the police and why?
16. What role does childhood trauma play in adults' lives? How can we as therapists help?
17. What does it mean to "Stay Woke" as related to race relationships in America?

18. Watch Donald Glover/Childish Gambino video. Explain what is actually taken place in the video. Do relate your answer to what is going on in the world today and how it relates to the movie "Get Out".

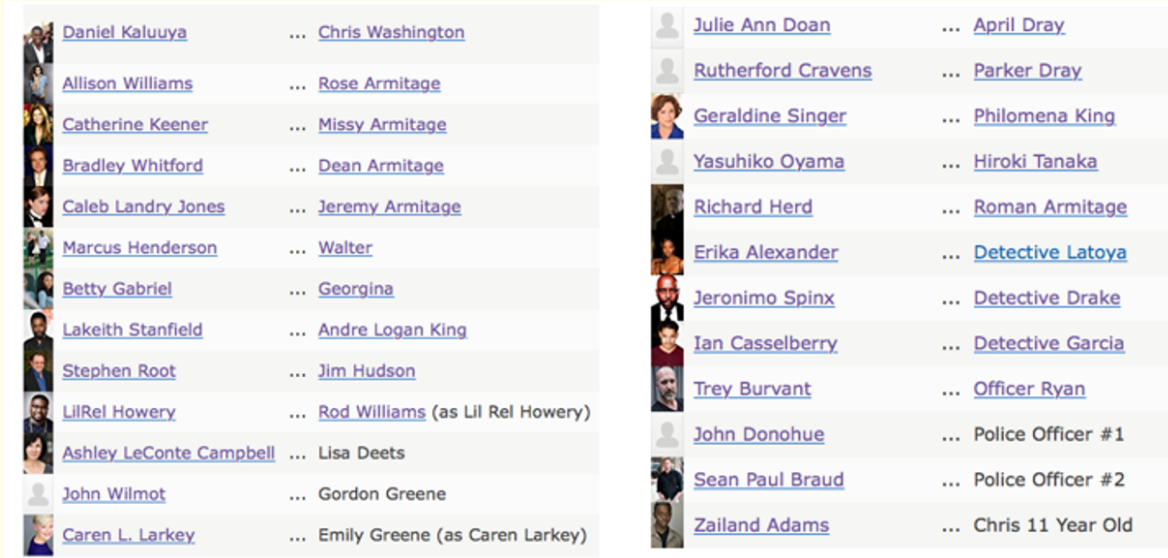


Figure 3



Figure 4

Critical debriefing questions: Group 2

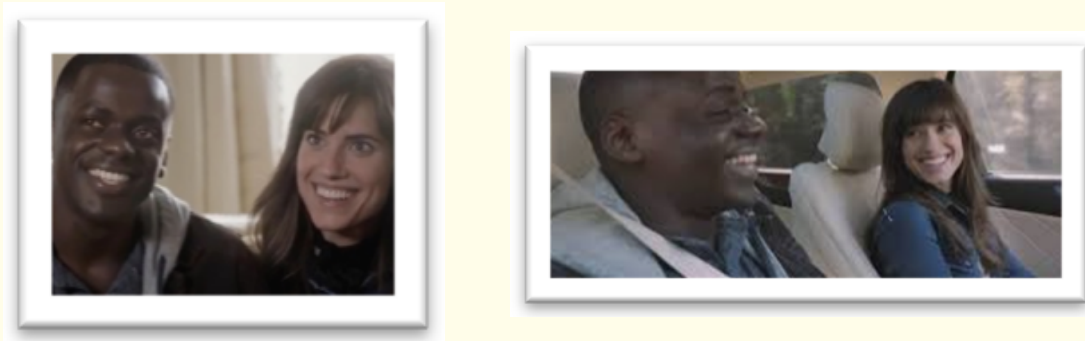


Figure 5

1. There were several symbolisms that were displayed throughout this movie. List and explain the ones that stood out to you and explain why. What role have these symbols played in black history and today?
2. After viewing this movie, what social psychological term come to your mind and why? Explain in detail and support your answer with racial theories.
3. What three characters in the movie taught you the most about racism and why?
4. Explain the Black racial identity model. As you review the black characters in this movie please explain what stage of racial identity you think they are currently in. Why is this important to therapists?
5. Explain the White Racial Identity Model. As you take a look at the main white character in the movie please explain what stage you would say she is in and why? Why would this be beneficial to a therapist?
6. Define, describe, and give examples of the following terms:

- a. Microaggressions
- b. Micro assault
- c. Micro invalidations
- d. Compile a list of microaggressions you witness in the movie.

How and why is it important for a therapist to understand the psychological impact of microaggressions? Explain the role of the aggressor and the impact it has on the victim.

7. When you take a look at the list of “White Protestant Cultural Values and Beliefs”, how do you see them playing a role in this movie and in today’s society as well? How does this impact people of color beliefs and values?

8. Define multicultural counseling. How can it be useful for following characters?
  - a. Chris
  - b. Georgina
  - c. Walter

Please provide treatment plan for each client.

9. What is meant by the “Sunken Place”? Give examples of how people in today’s society can find themselves in the sunken place? How would you as a therapist treat someone with this diagnosis?
10. What role does hypnotism play in therapy? How was it used in the film? What ethical violations did you notice?
11. Why are Blacks least likely to seek out professional counseling? What can we do to make Blacks more aware of mental health? What month is Mental Health Awareness Month?
12. How did the police respond when Rod reported Chris, his black friend, was missing? What do you think motivated them to act this way? How are missing black people cases treated in society? Tell about a case of a missing black person and how it was handled by the police.
13. Give facts and stories concerning people being captured so that their body parts are used. How prevalent is this? (Organ Harvest)
14. What is meant by “White Privilege?” Taking a look at the film, give a few examples as to how you see white privilege being displayed. Take a look at Ms. Peggy McIntosh’s article on “white privilege” and relate it to scenes from the movie.
15. What is Social Justice? How is it applicable in the movie?
16. What do you think life would be like for Chris after this traumatic racial event he experienced? What is racial trauma and what impact does it have on people’s lives? How can we as therapists help them get through this process?
17. What were your thoughts concerning the ending of the movie? Please explain from a multicultural view point. If Mr. Jordan Peels gave you the opportunity to write a different ending what would it be and why?
18. Give a brief overview of the “Atlanta Murders of 1979-1981”, sometimes referred to as the “Atlanta Child Murders” even though there were adults involved. How would you relate this to racial trauma of the black community?



Figure 6

Critical debriefing questions: Group 3



Figure 7

1. Please define the following terms and explain what role they played in the movie?
  - a. Oppression
  - b. Marginalized
  - c. Color Blind
  - d. Genocide
  - e. Bigotry
  - f. Assimilation
  - g. Acculturation
  - h. Race
  - i. White Supremacy
  - j. Worldview
2. What role has social media played in exposing racism both historically and currently? Please give vivid details examples to support your answer. What impact did it have in this movie?
3. Describe and explain the Georgian character. Be sure to explain her character slave/servant house person worldview (i.e. when she says "No, No, No" and you destroyed my family).



4. What role(s) did black women play in the film and relate that to how that is displayed in today's society?
  - a. What role(s) did the white women play in the film? Relate that to the roles they play in today's society.
  - b. What role(s) did the white men play in the film? Relate that to the roles they play in today's society.
5. How might things have been different had Chris spoke up for himself when the police arrived? Relate this to the following scenarios: (i.e. road kill and police genocide)
  - a. Rodney King
  - b. Trayvon Martin
  - c. Michael Brown
  - d. Erica Garner
  - e. Freddie Long
  - f. Stephan Clark
6. Reflect on the character "Rose" and describe her character in different phases of the movie. How does her name "Rose" fit to her character in the movie? How was her name used to her advantage? What stage of racial identity would you say she was in and why?
7. What impact does failure play in people's lives? How can clients get stuck in their failure and how can we as therapists assist them with moving forward? Relate your answer to Mr. Roman Armitige and him losing the race to Mr. Jessie Owen.
8. Describe the function of the slave auction during slavery. What psychological trauma does this have on the black families? Do you see forms of this type auctioning being conducted in today's society? Explain.
9. Discuss the discussion that took place at the dinner table. How was that relevant to what was about to happen to Chris?
10. Explain the following characters. What impact did they have on you and why?
  - a. Jeremy Armitige
  - b. Rod Williams
11. The Armitige family has sought you out for counseling. Please provide a treatment plan for them. What theoretical framework would you use and why?
12. You have been asked by the police department to write a letter on behalf of Mr. Rod Williams. What would your letter say and why?
13. Why do you think Rose did not tell her family she was bringing a black guy home for the weekend? Do you think that was worth discussing, why or why not? How do you think this made Chris feel?

14. What point in the movie did you realize Rose did not have Chris's back? How might this impact black people when they trust people of another race only to find out they were never supportive of them? Please talk about cultural trust and mistrust and how this can be a problem in therapy.
15. Often when you see pictures about the movie "Get Out" you see the picture of Chris crying. What comes to your mind when you see this picture? How and when do we get to see black men cry? (Explain black pain when it comes to racism).
16. In the movie, Chris is a photographer. Mr. Jim Hudson wants his eyes. Explain this from the stand point as to why would black America want white America to be able to look at life through their pair of lens. How can we make this possible, because truly a "Mind is Terrible Thing to Waste?"
17. What is Racial Battle Fatigue? How do you see it being illustrated in this movie?
18. Research the real meaning behind the GAP band Song "You Dropped A Bomb on Me". What exactly does GAP mean? In answering this question, be sure to speak about where they are from and what motivated this song. Can you relate this to current race relationship in today's society?



*Figure 8*

### Recommended Readings

1. Solomon Gary. "Real Therapy: How Movies Inspire You to Overcome Life's Problems". Aslan publishing Fairfield, CT (2001).
2. Solomon, Gary. "The Motion Picture Prescription: Watching This Movie and Call me in the Morning". Aslan Publishing Santa Rosa, California (1995).
3. Hersley John W and Hesley Jan G. "Two Films and Let's Talk in the Morning: Using Popular Movies in Psychotherapy 2<sup>nd</sup> edition". John Wiley and Son, Inc. New York (2001).
4. Wedding Dany, *et al.* Movies and Mental Illness: Using Films to Understand Psychopathology 3<sup>rd</sup> edition. Hogrefe Cambridge, Massachusetts (2009).
5. Wotz, Birgit Emotion, Picture Music, A Movie Lovers Guide: To Healing and Transformation (2005). Glenbridge Publishing centennial Colorado (2005).

6. Ulus Fuat. "Movie Therapy, Moving Therapy". Trafford Publishing St, Victoria Canada (2000).
7. Peske Nancy and West Beverly. "Cinema Therapy for Soul: The Girls Guide to finding inspiration one move at a time". Bantam Dell, New York, New York (2004).
8. Peske Nancy and West Beverly. Cinema Therapy for lovers: The Girls Guide to finding True Love One Movie at a Time: Bantam Dell, New York, New Yourk (1999).
9. Peske Nancy and West Beverly. "Advanced Cinema Therapy: The Girl's Guide to finding Happiness One Movie at a time". Dell Publishing. New York, New York (2002).

**Volume SP1 Issue 5 March 2020**

**©All rights reserved by Linda J. M. Holloway.**