



Master of Arts in Counseling

Course Syllabus

Course Information

COUN607 - MULTICULTURAL COUNSELING
Fall 2016
3 Semester Hours

Location/Date/Time

DC101 - Discipleship Ctr
Wednesday, 12:30 - 3:10

INSTRUCTOR'S INFORMATION:

Cheree Hammond, PhD

Email: cheree.hammond@emu.edu
Office Phone: 540.432.4228
Office Hours: by appointment

"There are times when you must speak, not because you are going to change the other person, but because if you don't speak, they have changed you." –Mary Quinn

COURSE DESCRIPTION:

Multiculturalism is both an intellectual movement and an ethical imperative within the counseling and psychology fields. This course provides an introduction to multicultural knowledge, skills and awareness that will support your work with clients. Through activities, discussion, reading and media, you will be exposed to both the theoretical movements in multiculturalism, develop skills for working with clients who differ from you. You will also explore your own values, beliefs and cultural identity and make connections to how these aspects of your personhood influence your relationship and intervention with clients.

COURSE GOALS AND OBJECTIVES:

- 1) Multicultural competencies will be explored that support a **professional counseling orientation and ethical practice** through the exploration of "advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients" (meets CACREP competency 2F.1.e)
- 2) Multicultural competencies covered in this course are designed to provide a **contextual dimension** to cultural factors relevant to clinical mental health counseling (meets CACREP competency 5C.2.j)
- 3) Cultural competencies will be explored that support an understanding of **social and cultural diversity** in the following ways:
 - a. Explorations in "multicultural and pluralistic characteristics within and among diverse groups nationally and internationally" (meets CACREP competency 2F.2.a)
 - b. Exposure to "theories and models of multicultural counseling, cultural identity development, and social justice advocacy" (meets CACREP competency 2F.2.b)
 - c. An exploration of "multicultural competencies" and their history (meets CACREP competency 2F.2.c)
 - d. Gaining proficiency in "the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others" (meets CACREP competency 2F.2.d)
 - e. Understanding "the help-seeking behaviors of diverse groups" (meets CACREP competency 2F.2.f)
 - f. Making sense of "the impact of spiritual beliefs on clients' and counselors' worldviews" (meets CACREP competency 2F.2.g)
 - g. Engaging "strategies for eliminating biases, prejudices and the processes of intentional and unintentional oppression and discrimination" (meets CACREP competency 2F.2.h)

Syllabus Disclaimer:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

Technology:

- **Please turn them off and please do not text during class as it is disruptive and takes away from the focus of the class.** Inadvertently, we all forget to turn them off and that's okay. If for some reason you need to have your cell phone on, please let me know prior to class.
- Students using laptop computers for note taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion) laptop computers should be closed so as to remove the relational barrier they create.

REQUIRED TEXTS AND OTHER RESOURCES:

- **Required Reading:**

Pederson, P. B., Lonner, W.J., Draguns, J.G., Trimble, J.E., Scharron-del Rio, M. R. (2016). *Counseling across cultures, 7th Ed.* Los Angeles, CA: SAGE.

Newman, D. (2016). *Identities & Inequalities: Exploring the intersections of race, class, gender and sexuality.* New York: McGraw Hill.

Additional readings as assigned

- **Required Materials:**

1CDR or something to record your voice that can be turned into me

1 Journal

Professional Behavior

Attendance Your attendance is important not only to your learning but also to other's learning. If you anticipate missing a class, please contact your instructor immediately. If you are delayed or must miss due to an emergency, please contact Amanda.

Courageous Conversation within a Community of Respect:

Multicultural competence is built on personal awareness. Gaining awareness of our own cultural lenses (and how they influence what we see and how we respond) requires that each of us step outside our typical ways of understanding the world and the people in it. Often this can be more challenging than we first imagine. It is important that the classroom environment be one of respect and of honesty, honesty not only with others but with ourselves. Though it is not necessary for all of us to agree with one another on every topic, it *is* important that we are able to share our differing perspectives, first so that others can learn from our ideas and second so that we can learn from others.

Confidentiality & Equanimity:

As a courtesy to one another and to add to the atmosphere of respect, students are asked to keep their peers' comments, opinions, and personal experiences in confidence. We work to create an environment in which we hold our own and one another's feelings and experiences gently and with compassion.

SCHEDULE AND TOPICS:

Course Schedule

| Date | Subject | Reading/Assignments Due |
|-------|--|--|
| 8/31 | Course Introduction <ul style="list-style-type: none"> Discuss the course outline | <i>No Advanced Readings</i> Journal Prompt: Once you have completed your tape protocol, reflect on your experience of interviewing yourself. What questions were less comfortable to explore than the others? |
| 9/07 | Worldview, Values & Identity in the Counseling Room CACREP Standards: 2.F.2.d; 2.F.2.h.;2.F.1.e. <ul style="list-style-type: none"> A/B Contract Due Self-Interview Recording Due | Pederson Part I: <i>Essential Components of Cross-Cultural Counseling pp. 7-75</i> Newman, chapters 1 & 2 <i>CACREP Standard 2.F.7.m</i> McIntosh: <i>Unpacking the Invisible Knapsack (Available on Moodle)</i> |
| 9/14 | Race & Racism/Privilege & Oppression <ul style="list-style-type: none"> Implicit Associations Test (IAT) (find on Project Implicit at Harvard) CACREP Standards: 2.F.2.d.; 2.F.2.h.; 2.F.1.e. | Newman, Chapters 3 & 5 DiAngelo: White Fragility Journal Prompt: Please reflect on your IAT and include the printout of your results. You will repeat this test close to the end of the semester. A Track: please also respond to the White Fragility Article, available on Moodle |
| 9/21 | Poverty & Social Class in America <ul style="list-style-type: none"> Experiential Activity in class Book Reflections Due CACREP Standards 5.C.2.j.; 2.F.1.e.; 2.F.g. | Pederson Chapter 17: <i>Counseling in the Context of Poverty</i> Newman Chapter 6: Inequalities in Economics & Work Journal Prompt: <i>The American Dream forwards the idea that through hard work anyone can be successful. Do you believe this is true? What do you believe are the implications of this belief for your clients?</i> |
| 9/28 | Gender & Sexuality <ul style="list-style-type: none"> You have no assignment due this week; you might consider attending a community event to meet your community requirement or you might work on your cultural identity project CACREP Standards: 5.C.2.j; 2.F.1.e.;2.F.2.g. | Pederson Chapter 10: <i>Gender, Sexism, Heterosexism, & Privilege Across Cultures</i> Newman Chapters 4, 8, & 9 Day-Vines, 2007 <i>Broaching the Subjects of Race, ...</i> Journal Prompt: Dion & Dion, 2004, point out that the intersection of race, class, gender, sexuality and the physical body intersect and find renewed importance during adolescence. Recall your gendered, sexual and racial identities during adolescence. What expectations did you feel from others and how did those expectations impact the 'performance' of the expression of self at that time. |
| 10/05 | Spirituality <ul style="list-style-type: none"> In class Experiential Activity You have no assignment due this week; you might consider attending a community event to meet your community requirement or you might work on your cultural identity project | Pederson Chapter 22: <i>Religion, Spirituality, & Culture-Oriented Counseling</i> Journal Prompt: <i>Spirituality and religion become an important part of our identities both when a faith is embraced or when faith is</i> |

| | | |
|-------|---|--|
| | CACREP Standards: 5.C.2.j.; 2.F.1.g. | <i>rejected. They shape our worldview as well as our values and often our behavior. Reflect on your own spirituality and religious identity and how your beliefs may influence your counseling work. How might your client's faith find its way into your work together?</i> |
| 10/12 | Identity Development Models <ul style="list-style-type: none"> You have no assignment due this week; you might consider attending a community event to meet your community requirement or you might work on your cultural identity project Self-care Day CACREP Standards: 5.C.2.j.; 2.F.2.b.; 2.F.2.f. | Journal Prompt: <i>Drawing from the models discussed in class today, please describe your Identity Development.</i> |
| 10/19 | Latino/a Americans & First Nations Persons <ul style="list-style-type: none"> Journal Due Community Experience Reflection Due CACREP Standards: 2F.2.a; 5.C.2.j.; 2.F.2.f. | Pederson Chapter 5: <i>Counseling North American Indigenous Peoples</i> Pederson Chapter 8: <i>Counseling Latino/a From Guiding Theory to Practice</i> Pederson 15: <i>Counseling Immigrants & Refugees</i> |
| 10/26 | African Americans & Bi-Racial Persons <ul style="list-style-type: none"> You have no assignment due this week; you might consider working on your cultural identity project CACREP Standards: 2F.2.a; 5.C.2.j.; 2.F.2.f. | Pederson Chapter 7: <i>Counseling Person's of Black African Ancestry</i> Journal Prompt: <i>Respond to the text. What stood out for you in the discussion on how to work with this group?</i> |
| 11/02 | Multicultural Interviews with Teresa's Students <ul style="list-style-type: none"> You have no assignment due this week; you might consider working on your cultural identity project CACREP Standards: 2.F.2.e | |
| 11/09 | Asian Americans & Second Generation Persons CACREP Standards: 2F.2.a; 5.C.2.j.; 2.F.2.f. | Pederson Chapter 6: <i>Counseling Asian Americans: Client & Therapist Variables</i> Journal Prompt: |
| 11/16 | Counseling Dyads <ul style="list-style-type: none"> Cultural Interview Reflection Due CACREP Standards: 2.F.2.c; 2.F.2.e | <i>Please be prepared to tape a counseling session with a classmate</i> <i>No journal prompt</i> |
| 11/23 | Thanksgiving Holiday/Fall Break | |
| 11/30 | Advocacy in the Profession <ul style="list-style-type: none"> Session Analysis Due Treatment Plan Due Self Interview Returned Today CACREP Standards: 2.F.1.e.; 2.F.2.b.; 2.F.2.h. | Pederson Chapter 4: <i>Politics of Counseling & Psychotherapy</i> Journal Prompt: <i>What area of advocacy inspires you? What advocacy role can you imagine yourself taking in this area? What would be the first step in taking on a meaningful advocacy role in this area?</i> |
| 12/07 | Advocacy Project Discussions <ul style="list-style-type: none"> Implicit Associations, 2nd take (in journal) Journals Due Final Reflection (Self Interview Pat II) Due CACREP Standards: 2.F.1.e.; 2.F.2.b.; 2.F.2.h. | |
| 12/14 | Final & Celebration of Identity <ul style="list-style-type: none"> We will share our Cultural Identity Projects CACREP Standards: 2.F.2.f | |

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

COURSE EVALUATION:

The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. An A and B track is offered in most classes allowing students to complete assignments and reading commensurate with that grade. Students who complete work for a designated grade are not assured that grade as their work is assessed for competence and completeness by the grading professor. Students should be aware that graduate university policy allows two C grades before being dismissed from the program and insufficient completion of the B track requirements may increase their chances of receiving a lower grade.

Multicultural Competencies are broken down into three primary categories: awareness, knowledge, and skill. In this course, you will be asked to demonstrate growing competency in each of the three areas.

Awareness (3): You have three opportunities to demonstrate your growing multicultural awareness: a class journal, a personal cultural exploration, and a final reflective activity.

Journaling (15%): you are asked to “free write” in response to some aspect of the content of the day’s class or something compelling, happening outside of class related to the course and its content. Your completed journal should contain a response for each class session, but you are welcome to write more. Journal entries are evaluated on the level of thought and thoroughness that goes into each entry and not on the content, positions or opinions contained within. The second aspect of your weekly journal is to note events in the news or in your immediate environment that reflect oppression or bias, either personal or systemic. If you are on the A track, please keep a running ‘table’ with dates of oppressions you observe in the community or the media or include them within your weekly journal entries. The goal is to include everything you notice. *(This assignment meets the requirements of CACREP standards 2.F.1.e; 2.F.2.d; 2.F.g; 2.F.2.h; 5.C.2.j)*

Cultural Identity Exploration (15%): The personal cultural exploration is an identity development project. This project should represent a creative exploration of intersections of your cultural identities (ethnicity, gender, ability status, spirituality, and so on.) This might include original art, a photo or video journal, a piece of original music, or other creative project that illustrates who you are across multiple aspects of your identity. We will share these creations on the **last day of class**. Please check in with me with your plan for this activity if you are unsure if your project is appropriate. *(This assignment meets the requirements of CACREP standards 2.F.2.c; 2.F.2.d; 2.F.2.h; 5.C.2.j)*

Self Interview Part I (5%): Included within this syllabus please find the “Self-Interview Tape Protocol.” Before reading any course materials, please find a comfortable space, or make use of one of the counseling rooms, and make an audio or visual recording of your answers to the questions listed in the self-interview. It is important that you answer all questions and that you answer honestly. I will collect these recordings on **9/07** and place them in a “vault”. I will not listen to your tape, it is for you to respond to in the Self-Interview Part II: I will return these to you on **11/30**. You will be given full credit for turning in a recording. *(This assignment meets the requirements of CACREP standard 2.F.2.d)*

Self Interview Part II (10%): For this assignment, you are asked to listen to the tape of your self-interview and reflect on your experience of listening to your tape. What do you notice about your tape now that you have some distance from it? Have your thoughts or ideas changed or grown since your initial interview. What, if anything surprises you as you listen to yourself now. You do not need to share your opinions if you are not comfortable doing so, but I do ask that you offer a thoughtful reflection on the experience of listening to your tape and anything you learned from hearing it. The reflection on the Self-Interview is due **12/07**. *(This assignment meets the requirements of CACREP standards 2.F.2.c; 2.F.2.d)*

Knowledge (2): You will have two opportunities to demonstrate your growing knowledge of multiculturalism in the counseling field.

Book Reflection (5%): Our class will participate in EMU's Common Reads. We will read *Searching for Zion*. To fulfill this requirement you are asked to **write a page to a page and a half** (to earn a B,) **or 3 pages** (to earn an A) describing what you took away from your book and how your reading of the book may help you to be a more culturally competent counselor. A list of suggested books is available on Moodle in the document titled "*The Culturally Competent Counselor's Bookshelf*". Your book reflection is due on **9/21**. *(This assignment meets the requirements of CACREP standard: 2.F.2.a; 2.F.2.d)*

Community Advocacy Project (10%): This project is a group project in which you identify an issue happening on campus, in the local community or within the state of Virginia that affects marginalized clients (any marginalized population). In this project you will identify the concerning issue, investigate how it is understood by the people who experience it and develop an action plan for intervention. We will share these projects on **12/07** but will work on them together in class on **11/30**. *(This assignment meets the requirements of CACREP standards: 5.C.2.j; 2.F.2.b; 2.F.1.e).*

Skill (3): You will have an opportunity to demonstrate your budding skills through three assignments: a) session tape and analysis and b) a written treatment intervention plan and c) a cultural interview with a first year student.

Session (counseling dyads): On **11/16** we will work together in dyads to tape counseling sessions themed on culturally salient aspects of self. These sessions will be comprised of a role-play. This assignment is an opportunity for you to demonstrate broaching skills and other developing multicultural competencies. This session has two required elements that are companion to it:

Session Analysis (5%): this brief reflection, **2-3 pages** (to earn a B, **4-5 to earn an A**), is an analysis of your taped cross-cultural counseling session. Your grade on this assignment will be based on your ability to apply what you have learned as it applies to the counseling setting. This assignment is due **11/30**. *(This assignment meets the requirements of CACREP standards 2.F.2.a; 2.F.2.c; 2.F.2.d; 2.F.2.f; 2.F.2.g)*

Written Treatment Plan (5%): in this assignment you will examine the primary concern in your session and are asked to make appropriate assessment and intervention recommendations for this client. You should explain why you are making the treatment decisions you propose. You also need to discuss any special considerations for intervention given your client's cultural context and any issues that might arise given your own cultural heritage. This assignment is due **11/30**. *(This assignment meets the requirements of CACREP standards 2.F.2.c; 2.F.2.d; 2.F.2.f; 2.F.2.g)*

Cultural Interview (15%): You will be paired with a first year student and you will conduct a cultural interview. You will find ideas for questions to use in this interview in this syllabus. You are then asked to write a reflection on this experience. Again, you will find guidelines for the written portion of this assignment in this syllabus. This assignment is due **11/16**. *(This assignment meets the requirements of CACREP standards 2.F.2.c; 2.F.2.d; 2.F.2.g)*

"It is certain, in any case, that ignorance, allied with power, is the most ferocious enemy justice can have."—James Baldwin

Grading Rubric For those Working For an A:

| Assignment | Weight | Due | Your Grade |
|--|--------------------|-----------|------------|
| Frequent thoughtful classroom participation | 5% = 25 | Each Week | |
| Cultural Interview | 20% = 100 | 11/16 | |
| Journaling: weekly + 3 Entries of your topic choice; include list of observed oppressions weekly | 15% = 75 | Each Week | |
| Self-Interview Part I | 5% = 25 | 9/07 | |
| Self-Interview Part II (Final Reflection) | 10% = 50 | 12/07 | |
| Community Experience: 3 hrs/3 page reflection | 10% = 50 | 10/19 | |
| Book Reflection | 10% = 50 | 9/21 | |
| Session Analysis: 4-5 page analysis | 5% = 25 5% = 25 | 11/30 | |
| Treatment Plan: 2 page discussion | 5% = 25 | 11/30 | |
| Cultural Identity Exploration: All Identities Included | 15% = 75 | 12/14 | |
| Total: | 100% = 500 | | |

Grading Rubric For those Working For an B:

| Assignment | Weight | Due | Your Grade |
|--|------------|-----------|------------|
| Evidence of respectful Classroom Participation | 5% = 20 | Each Week | |
| Cultural Interview | 20% = 80 | 11/16 | |
| Journaling: weekly; Also include list of observed oppressions weekly | 15% = 60 | Each Week | |
| Cultural Identity Exploration: Four Identities Included | 15% = 60 | 12/14 | |
| Self-Interview Part I | 5% = 20 | 9/07 | |
| Self-Interview Part II (Final Reflection) | 10% = 40 | 12/07 | |
| Book Reflection | 10% = 40 | 9/21 | |
| Community Experience: 1 ½ hrs/ 1 ½ page reflection | 10% = 40 | 10/19 | |
| Session Session Analysis: 2-3 page analysis | 5% = 20 | 11/30 | |
| Treatment Plan: 1 ½ page discussion | 5% = 20 | 11/30 | |
| Total: | 100% = 400 | | |

Note: Simply completing the assignments does not guarantee the preferred track grade (For instance, completion of all work in 'B' track does not guarantee a final grade of 'B'). All work must demonstrate competency in the related area and **reflect graduate level work in critical thinking, effort and writing**. However, in this class we will honor a collaborative grading model. **You are encouraged to submit a self-evaluation (grade) with each assignment.** Together we can meet to discuss differences that emerge in the evaluation of your work.

- **Writing Guidelines:**

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a "good" level with 60% writing at an "excellent" level. All written work must conform to APA writing style standards.

- **Academic Integrity Policy (AIP):**

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

- **Turnitin:**

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: http://turnitin.com/en_us/features/demos.

- **Moodle:**

Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

- **Academic Support Center**

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

- **Institutional Review Board:**

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal."

- **Graduate Writing Center:**

Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

- **Course Extensions and Outstanding Grades:**

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

Academic Program Policies:

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>

<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

- **Title IX:**

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Marcy Engle, Title IX Coordinator, can be reached at 540-432-4148 or marcy.engle@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

Writing Standards – Graduate Level (revised Spring 2012)

| Criteria | A excellent | B good | C minimal expectations | Comments |
|--|---|---|---|-----------------|
| Content (quality of the information, ideas and supporting details.) | - shows clarity of purpose - offers depth of content - applies insight and represents original thinking | - shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking | - shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking | |
| Structure (logical order or sequence of the writing) | - is coherent and logically developed -uses very effective transitions | -is coherent and logically developed -uses smooth transitions | -is coherent and logically (but not fully) developed -has some awkward transitions | |
| Rhetoric and Style (appropriate attention to audience) | - is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read | - displays concern for careful expression - uses some variation in sentence structure -may be wordy in places | - displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose | |
| Information Literacy (locating, evaluating, and using effectively the needed information as appropriate to assignment) | - uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully | - uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas | -uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper | |
| Source Integrity (appropriate acknowledgment of sources used in research) | - cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style | - cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style | - has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style. | |
| Conventions (adherence to grammar rules: usage, mechanics) | - uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices | - almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices | - usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader | |
| The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators). | | | | Grade |

Self-Interview Tape Protocol

(This assignment meets the requirements of CACREP standards 2.F.2.c; 2.F.2.d)

For this assignment you will need an audio recording device (video is ok, too) and something to store your recording on (Tape, CD, DVD, etc.) **Before you read anything assigned for class** and without talking with others in advance, please make an audio recording of your responses to the following questions. You will need to bring this recording to class with you to next Wednesday's class.

I will hold your recording for you but I will not listen to your tape. Because I will not listen to your tape, this is an opportunity for you to be completely honest with yourself about your feelings (positive and negative), fears, excitement, anticipation and hopes, etc. Your tape will be returned to you near the end of the semester in order for you to be able to complete your final reflection activity. Your honest responses will give you a much better sense of what you have learned as the semester progressed, what you have brought to the class, insight into any attitude changes or realizations that develop over the course of the semester, and will provide you with a unique opportunity to reflect on what next steps you would like to take in your multicultural competency.

If possible, please make this tape in one sitting.

1. Describe your racial or ethnic identity.
 - a. What does it mean to you?
 - b. What role do you think your racial or ethnic identity plays in your total identity and why? (Is it important/central, unexplored or peripheral? Explain.)
2. *In your experience*, what role do you feel racism plays in the world today? How about sexism? Is this a real problem in 2013? Do you feel that the GLBT community (Gay, Lesbian, Bisexual, and Transgendered) has adequate rights in the United States today? Do people still discriminate against the disabled?
3. How prepared do you feel (**today, in this moment**) to work with people with vastly different backgrounds than your own?
4. When you think about your role in the mental health profession, what do you think will be your biggest challenge in working with those who are culturally different from you?
 - a. Do you feel less comfortable with or less knowledgeable about a particular group?
 - b. Do you feel you may be more tolerant of any particular group?
5. How important do you think *your* race, ethnicity, gender, age, sexual orientation or physical ability will be to *your clients*?
6. How comfortable are you with talking with people of a different sexual orientation from your own about issues concerning sex and sexuality, or about issues that affect the GLBT community For example, how might it be different for you to talk openly about sexuality and relationships with a person or couple who are straight vs. gay or lesbian?
7. What will be the biggest hurdle for you as we discuss sensitive topics related to privilege and oppression?
8. What strength, knowledge or experience do you bring to our class that will help to forward our cultural competencies?
9. What traits or tendencies do you have that might impair others from growing or feeling comfortable in our classroom (sometimes argumentative/defensive, tendency to interrupt others, etc.)? How might you work to transform these traits?
10. What fears or concerns do you have as we enter the semester? What do you hope to take away from the class?

This activity should take between 30 & 60 minutes.

Due: 9/07

Cultural Interview Question Pool

(This assignment meets the requirements of CACREP standards 2.F.2.c; 2.F.2.d; 2.F.2.g)

We will interview a first year student about cultural identity in order to give you an opportunity to practice broaching and to support another student in better understanding him or herself as a cultural being.

You may want to remind this student that you will write a paper about your own experience of your time together but that the content of what is said will be held in confidence. Please keep this promise.

What follows are some questions that you might draw from in your conversation together:

- We generally think about culture as including gender, race, ethnicity, sexual orientation, age, spirituality and religion and ability status. Of these aspects of cultural identity, which feels most important to you personally?
- How does this aspect of your identity play a role in who you are?
- How does it influence how others experience you? How do you think others experience your identity?
- How does it play a role in how you approach challenges in your life? Is this aspect of your identity ever a source of your life challenges?
- How about other aspects of your identity? How do they interplay with this very salient aspect of identity?

Interviews take place in class: 11/02

Cultural Interview Reflection Rubric

(This assignment meets the requirements of CACREP standards 2.F.2.c; 2.F.2.d; 2.F.2.g)

Point of clarification: The cultural interview is the interview you conduct with a first year student and not the role-play session you conduct with your classmate or your interview of yourself.

Please address three main points in your reflection on your time with the first year student. Remember that your discussion with the student is confidential. You don't need to disclose private information about the student you interviewed in order to complete this assignment.

- First, what expectations did you have going into this interview? Any concerns, anticipation or excitement given your experience of being interviewed in your first year?
- Second, describe how you experienced this session. How was this for you? Was your experience similar to your expectations? If so, how? If not, how was it different?
- Third, what did you take away from this experience? What did you learn about yourself? What did you learn about the process of exploring identity issues with another person?

Due: 11/16

SAMPLE

Rubric for Session Analysis

(This assignment meets the requirements of CACREP standards 2.F.2.c; 2.F.2.d; 2.F.2.f; 2.F.2.g and constitutes your multicultural competency assignment and should be placed in your Competency Portfolio)

This assignment has three parts, a Session Analysis, a Case Conceptualization, and a Treatment Plan. This assignment will be due on 12/03 but early submissions are welcome. You may place them in my box.

Session Analysis:

For the session analysis portion of your assignment you will have three primary aims. First please review the tape of your session and describe the strengths of your work with your “client” and explore any skills or interventions you feel you would do differently should you have an opportunity to do this again. This section of your paper will be graded on your ability to accurately reflect on your skills, being neither overly critical nor overly generous in your evaluation.

In the second section of your paper, please describe any broaching that you did. Did you explore any differences between you? How did that feel for you? How did you connect aspects of identity with the “problem” your client described? How did bringing this aspect of identity forward work to flesh out the difficulty your “client” described? Did you feel it was potentially facilitative in supporting your client’s explorations of the concern?

Finally, please describe what you feel will be challenging for you and beneficial in broaching in the cross-cultural counseling environment as you continue as a counseling professional

Case Conceptualization:

For this assignment you will need to develop a case conceptualization of your “client” using your client’s identities and the intersectionality of identities, if you were able to get to those, and how that identity or identities impact the difficulty your client brings.

Remember to avoid using objectifying language and to instead to describe your “client” in terms that would resonate with him or her.

Due: 11/30

Rubric for the Treatment Plan

(This assignment meets the requirements of CACREP standards 2.F.2.c; 2.F.2.d; 2.F.2.f; 2.F.2.g and constitutes your multicultural competency assignment and should be placed in your Competency Portfolio)

Treatment Plan

For this section of the assignment, assume you are going to continue working with this person and that you must develop a treatment plan for your work together.

Elements of your treatment plan should include:

- Statement of the “problem” or difficulty your client has presented. You may choose to use a problem list for this assignment but you are not required to do so.
- A Goal or Goals for your client
- Identify appropriate interventions given your client’s difficulty and cultural identity (make good use of your book and/or outside research to support your selection)
- You may use the treatment plan format of your choice but be sure to identify objectives, or their equivalent, for your goals

Your treatment plan will be graded based on the depth and quality of your ‘problem identification’, and the appropriate selection of interventions given the cultural context your client occupies.

Due: 11/30

Rubric for the Community Advocacy Project

(This assignment meets the requirements of CACREP standards: 5.C.2.j; 2.F.2.b; 2.F.1.e).

The community action project is an opportunity to explore the role of advocate in the counseling profession.

We will work in teams on this project and the work will be done in class.

Your first step is to identify an issue that concerns you, something that affects the university, local community, the counseling profession or citizens of the Commonwealth of Virginia.

Next, identify a group of class members that share your interest. With your group, develop a plan to take action on this issue. Be prepared to make a 30 minute presentation to the class outlining the issue and how your group might take action in this concern.

Evaluation:

Your presentation will be evaluated based upon how well your group defines the issue or concern.

You will want to address the following:

- Explain the source of the issue and what sustains the problem.
- Please be sure to describe how the people who are directly affected by the problem see this issue.
- Describe the solutions that these people see as possibilities.

You will also be graded on your presentation of your action plan. Questions that you should consider include:

- What steps might be taken to act for and with this group?
- What organizations or bodies need included in these efforts?
- What obstacles to your plan do you foresee?
- What timeline do you propose?

Your group should provide a one page summary. This should answer the above questions and include the role each of your group members played in contributing to the project. Only one summary per group needs to be completed but each group member should sign the summary affirming that the work they are described as having completed was indeed work that each did.

This project is one in which a plan is developed. You do not have to execute this plan.

Due: 12/07

Rubric for the Cultural Identity Exploration

(This assignment meets CACREP standards 2.F.2.d; 2.F.2.c.;2.F.2.g.; 2.F.2.h.; & 5.C.2.j)

This assignment offers a great deal of latitude for creative expression of your personal cultural identity.

What you should include:

For an 'A': In order to earn an 'A' on this project you need to represent all 7 aspects of your identity (gender, sexual orientation, race/ethnicity, spiritual orientation/religion, socio-economic status, ability status, and education)

For a 'B': In order to earn a 'B' please represent four of the 7 identities.

What you should expect to share:

We will share our creations together on the final day in a celebration of who we are. Be prepared to share your project for about 5 minutes. This will give everyone time to either describe all of their project or to showcase some feature of the representation.

How you will be evaluated:

You are being evaluated on the effort and thoughtfulness of your project and not the artistry or expense.

Successful projects have included a range of projects from highly involved projects like the composition of original music, creation of an identity quilt, an identity stained glass piece, a painting, or a painted plate (such as from You Made It Yourself).

Less involved but equally successful projects have included collage, compilations of poetry and/or music, photo-journal.

Please avoid last minute projects such as gluing 7 magazine pictures on poster board. Thoughtfulness is key. Your project should reflect the meaning you have gained from the identities you depict in your project.

I am happy to talk with you about your project and help you cultivate ideas for this project.

Questions you might ask yourself as you explore your options:

- What medium is fun, interesting, inviting or am I curious about working with?
- What would be meaningful to me to take away from this project?
- What aspects of my identity should be featured most prominently? Which can have less importance?
- What symbols inspire me? How might these symbols be linked to aspects of my identity? How might I represent these symbols in my project?

Tip: Do not wait to begin this project and don't hesitate to talk to me about your project if you are unsure about what to do or would like help giving shape to an idea.

Due: 12/14

A/B Contract Form

You need to let me know if you are on the A or B track so that I can grade your work appropriately. Please hand in a copy of this form notifying me of your preference by the second week of class. Thank you!

I _____ am working on the A track and would like to be graded using the **A rubric**. I understand that working from the A rubric does not guarantee me an A for my final grade.

I understand that it is **my responsibility** to gain clarity on all assignments and due dates. If I am unclear on any aspect of my assignments or their due dates I understand that my instructor is available to sit down with me to clarify and that it is my responsibility to seek out clarification.

Sign _____ Date _____

I _____ am working on the B track and would like to be graded using the **B rubric**. I understand that working from the A rubric does not guarantee me an B for my final grade but that I could not earn higher than a B for my final grade.

I understand that it is **my responsibility** to gain clarity on all assignments and due dates. If I am unclear on any aspect of my assignments or their due dates I understand that my instructor is available to sit down with me to clarify and that it is my responsibility to seek out clarification.

Sign _____ Date _____

Due: 9/07