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#### COURSE GUIDE FOR EPCE 5371

Counseling Diverse Populations

**Phase I Course**

6:00-8:50 T

Education Building

Room 301

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**MEd –Clinical Mental Health Counseling: Distinctive Product Create, implement, and evaluate the impact of treatment plans and programs that serve the needs of the clients, communities, and agencies where our graduates are employed.**

**The Activity and Evaluation Assignment**

* **Autobiographic Experience**

### Spring 2021

aretha faye marbley, PhD, Professor (Instructor)

**Counseling Diverse Populations**

**EPCE 5371**

**Phase 1**

**3 Credit Hours**

**Spring 2021**

**Instructor:** aretha marbley, Ph.D.

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**Office Hours:** T 2-6 p.m. Virtual hours: 10-12:30 T or by appointment

**Meeting Time/Place:** T 6-8:50pm., Education 303

**a. If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, students will be advised of technical and/or equipment requirements, including remote proctoring software. [Statement currently under review.]**

**b. Policy on absences resulting from illness (see Attachment A.). To avoid students feeling compelled to attend in-person class periods when having symptoms or feeling unwell, a standard policy is provided that holds students harmless for illness-related absences.**

**c. Policy statement on positive test (see 2.b.v above).**

**d. Requesting accommodations as a result of personal health concerns (see Attachment B.). It is important to enable students who have immunocompromising health conditions or concerns for family or other live-in individuals’ health risks reasonable accommodations for fulfilling class attendance and assignment expectations.**

\*\*This course will be taught in a hybrid format of electronic communication including

Blackboard and Skype/FaceTime/Link and in class. The setup is what I would send instructions for and they can be found at IT Help Central’s website: <http://www.depts.ttu.edu/ithelpcentral/solutions/uc/lync/config_for_uc.php>

Any student having trouble setting this up can call IT Help Central at 742-HELP

Participation in the Blackboard classes is asynchronous which means students can work with course materials at the times that are convenient for them. **Technology Support:** IT HelpCentral.

1. **Course Goals**:
2. Become knowledgeable about the social constructions of race, gender, sexual orientation, spirituality, socioeconomic status, and disability within society and resultantly within the context of counseling.
3. Explore their own personal beliefs, values, and attitudes concerning culture, race, ethnic and other identity statuses.
4. Become familiar with knowledge, skills, abilities, and dispositions as well as professional competencies needed for effective counseling and practice in the field.
5. Increase their knowledge of common cultural values in the United States.
6. Be familiar with challenges to effective multicultural interaction

# Conceptual framework

The conceptual framework for this course is captured by the College of Education theme “Leading a Revolution in American Education”. This framework encompasses the college’s nine initiatives for change as follows:

A. CAEP (Council for the Accreditation of Educator Preparation)

1. **NCATE Transformation**

Across the nation there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking how education and helping professionals are prepared. Becoming counselors and counselor educators means we must rethink how we advocate, disseminate knowledge, and conduct research. Doing so will transform Texas Tech counselor preparation programs from maintainers of the status quo to innovative leaders preparing counselors to meet the academic and economic challenges of the 21st Century. As such, this course takes into account both NCATE and CACREP accreditation standards.

“Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.

* You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies you will develop.
* You will learn what is valued by employers and counseling professionals. State and national standards (i.e. *ASCA National Model*, advocacy competencies, codes of ethics), CACREP accreditation standards, professional literature, a variety of focus groups, and counseling supervisors/employers were all involved in determining the learning outcomes for this course.
* Instruction will be connected to improved beneficence within the profession as well as positive outcomes of clients/students you will be counseling.
* This course does not stand alone, but is part of an integrated program that has well-articulated and distinctive outcomes.

1. **Trademark Outcomes:**

Products for both the Master’s degree in School Counseling and the Master’s degree in Clinical Mental Health Counseling listed as follows:

# 1). Distinctive Products: EPCE: Clinical Mental Health and School

# Counseling Programs

* **MEd – School Counseling**
  + **Implement the ASCA National Model, a model whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.**
* **MEd – Clinical Mental Health Counseling**
  + **Create, implement and evaluate the impact of treatment plans and programs that serve the needs of the clients, communities, and agencies where our graduates are employed.**

**2). Distinctive Assessments for Master’s Programs**

* Action Plan Assignment involving three multicultural experiences
* Project illustrating the development and presentation of a diversity status. The project will include diversity resources applying multicultural competencies and advocacy competencies
* Portfolio highlighting the student’s classroom activities and knowledge relating to diversity

**C. Incorporation of Apply and Evaluate (A&E) activities**

This course, EPCE 5371, is a Phase I course. A phase I course is a course in which

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**D. Counselor Education Technology Competencies**

Specific technology skills covered in this course include:

1 Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.

2 Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.

3 Be able to acquire, use and develop multimedia software, (i.e., PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice.

6 Be able to use email.

7 Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

8 Be able to subscribe, participate in, and sign off counseling related listservs or other internet based professional communication application.

1. Be able to access and use counseling-related research databases.

**E. CACREP Standards**

CACREP Standards are integral to this course. The 2016 CACREP Standards can be viewed at <http://www.cacrep.org/for-programs/2016-cacrep-standards/>. Specific standards for this course are listed as follows:

2.F.1.e. advocacy process needed to address institutional and social barriers that impede access, equity, and success for clients;

2.F.2. Social and Cultural Diversity

1. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally;
2. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy;
3. multicultural counseling competencies;
4. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others;
5. the effects of power and privilege for counselors and clients;
6. help-seeking behaviors of diverse clients;
7. the impact of spiritual beliefs on clients’ and counselors’ worldviews; and
8. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

5.C.2.j. cultural factors relevant to clinical mental health counseling.

5.G.2.a school counselor roles as leaders, advocates, and systems change agents in P-12 schools.

5.G.2.f. competencies to advocate for school counseling roles.

# III. Course Purpose

The content of this course is designed to be consistent with the most recent version of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards. According to the 2016 CACREP Standards <http://www.counseling.org/CACREP/2016> standards700.htm, pp. 7-8), a Social and Cultural Diversity course involves:

Studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.

# IV. Course Description

Overview of counseling theory as it applies to diverse groups including gender, geriatric, racial, ethnic, and exceptionality issues.

# Prerequisites

Admission to the counselor education program

# Methods of Instruction

This course utilizes didactic teaching, group discussions, class individual and group assignments, interactive and experiential assignments, computer assignments, role plays, and student generated research presentations. Students are evaluated through written papers, attendance, and participation in the aforementioned assignments.

# V. Student Learning Outcomes and Assessment of Outcomes:

|  |  |
| --- | --- |
| *Student Learning Outcomes: At the conclusion*  *of the course, students will be able to:* | *Assessments/Evaluation:* |
| Describe pluralistic trends, including concerns between and within diverse groups nationally and globally. (CACREP 2.F.2.a.;2.B) | Class discussions, exams, and group projects, and presentations |
| Examine attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities. (CACREP 2.F.2.d; CMHC 5.C.2.j) | Class discussions, exams, and group projects, and presentations |
| Describe individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups. (CACREP 2.F.2.a, c, f; CMHC 5.2.j) | Class discussions, exams, and group projects, and presentations |
| Describe the counselors' roles in social justice, advocacy, and conflict resolution, cultural self-awareness, addressing biases, prejudices, processes of oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body. (CACREP 2.F.1.e, F.2.b, e, h; SC.5.G.2.a) | Class discussions, exams, and group projects, and presentations |
| Explain theories of multicultural counseling, theories of identity development, and multicultural competencies. (CACREP 2.F.2.b,c; CMHC 5.2.j) | Class discussions, exams, and group projects, and presentations. |
| Describe social justice multicultural ethical and legal considerations. (CACREP 2.F.2.e, h) | Class discussions, exams, and group projects, and presentations |

**Outcomes:**

As a result of this course, students will:

1. Become knowledgeable about the social constructions of race, gender, sexual orientation, spirituality, socioeconomic status, and disability within society and resultantly within the context of counseling.

2. Explore their own personal beliefs, values, and attitudes concerning culture, race, ethnic and other identity statuses.

3. Become familiar with knowledge, skills, abilities, and dispositions as well as

professional competencies needed for effective counseling and practice in the field.

4. Increase their knowledge of common cultural values in the United States.

5. Be familiar with challenges to effective multicultural interaction

# VI. Course Requirements/Methods of Evaluation Employed

**Journal Assignments:** All students must submit a journal to the instructor via Blackboard about their reactions to the classroom learning. Students should use the attachment function. This journal is for you to respond to class discussions, assignments, and other information you will be analyzing over the course of the semester (you must include textbook reflections). Journals will be submitted four times during the semester. Entry length should simply be long enough to reveal that the you are thinking about the materials and correctly understanding related concepts and applications (about a quarter to half of a single spaced typed page (12 point, Times New Roman font; 1 inch margins). You may use the entry below as an example. **(1 point each x 4)**

**Action Plan Assignment 15 pts (5 pts each) (Group Project)**

You are required to select and become involved in three multicultural experiences. These experiences are called Action Plans, and they are designed to enhance your knowledge, attitude, and skills in the area of diversity and multiculturalism. There will be threaded discussions of each action plan. Each action plan will be worth 5 pts (written assignment 4 pts and threaded discussion. (1pt.). The written paper will include all three action plans and must be submitted to the instructor via Blackboard using the attachment function on the due date. Evaluation procedures, types of activities, guidelines, and instructions for the action plans are provided in the **Action Plan** **Appendix.**

Make sure you cover the following **FIVE** required sections and put **HEADING** for each one:

1. Identify and briefly describe the experience.

2. Identify and briefly discuss your personal objectives for each of the experiences (ways

you hope to learn, change, or grow).

3. Discuss your feelings or reactions to the experience.

4. Briefly discuss how your experience was supported or not supported by concepts found in

the literature.

5. Discuss the experiences in terms of implications for diversity multiculturalism in

counselor education.

To allow for students’ discussions of their personal experiences, students may participate in a threaded discussion that requires them to share their experiences and the implication of their activity to multicultural and diversity counseling. For the Action Plan Assignment, the students will do an oral presentation in class or via Blackboard. The Blackboard threaded discussions are asynchronous, which means that during the assigned timeframe, students will post their ideas on their own time. They will enter the discussion board throughout the assigned timeframe to respond to others’ postings. Please complete it action plan in order. Last, write a conclusion that synthesizes and critically analyzes the impact of all of three experiences.

**Collage (5 pts each) (Individual)**

You will present two collages. **Collage 1--**Create a collage based on your own gender, cultural, spiritual, mental, and emotional beliefs about human differences; be prepared to process the meaning and interpretation of the collage in class. **Collage 2--**Create a collage based on your own status identities and other relevant information (e.g., any of the areas included in the CACREP Standards). Include your intellectual and affective beliefs about human similarities and differences. Identify where you would currently place yourself on the appropriate Identity Model (and name the model you feel is most appropriate for you). Be prepared to process the meaning and interpretation of the collage in class.

**Midterm Exam: Autobiographic Experience (10 points) (Group Project)**

**From the supplementary book autobiographic reference list, in small groups, your group will pick** one of the autobiographies (or get approval to use another autobiography of a diverse person) and read **at least** 100 pages by the 3rd class day. As a group, each group member will participate in role playing (**OUTSIDE OF CLASS**) (a) as a client (portraying the author of your autobiography) and (b) as a counselor (for the author of another group’s member autobiographic character). You must video record the sessions (8-10 minutes) and upload to Blackboard.

Each group will submit one paper to the instructor via Blackboard (using the attachment function) about your experiences of **(a)** coming to understand the author and his or her diversity; **(b)** portraying them and their feelings in a counseling situation; and **(c)** trying to understand and work with the diversity issues of your client; (3-5) pages typed**.** Use the above headings in your paper.Be sure to discuss any **diversity, advocacy, and social justice** issues related to the author, your character and your client. Be prepared to portray the subject of your autobiography in a role-play of a counseling situation during class.

**Reading Cards/Newsworthy Items (6 points, 3 pts each) (Individual Assignment)**

In addition to the assigned readings, please select **three** newsworthy items (including the journal articles)--**2 of the 3** Newsworthy Items must *be* from the following areas: racial/ethnic diversity, GLBT, and people with disabilities. In lieu of one of the reading cards, you may write a 1-page reflection on President Trump the State of the Union Speech. You must submit assignment **on an electronic** ***5 X 8 index cards***-**ONE CARD PER SOURCE**- typed. The stated requirements cited in **Appendix**.

**Reading Pop Quizzes (15 pts)**

Brief quizzes will be implemented throughout the semester to stimulate reading, study, and comprehension of the assigned course material. Each quiz will be worth a total of five points and will include objective and subjective items. The quizzes are worth a total of 15 points.

**Diversity Presentation (20 pts, Topic Due: As assigned) (Group Project)**

Each student will participate in the development of a group presentation, including overheads or PowerPoint. Students will be assigned individually or to groups to facilitate class discussion of a selected multicultural topic (See Instructional Units Below). Dates of presentation are listed on the course outline.

You must collect resources of all types that relate to that topic and set up a table on the afternoon of class with these resources (e.g., literature review, interviews). You must also look for both counselor resources (e.g., referral sources) and client resources (e.g., self-help texts).

As part of this presentation, you must select the most appropriate book chapter Sue, Gallardo, & Neville (2013) textbook to integrate in your discussion. You are also expected to consult the required and/or recommended texts and the *Assigned and Suggested Readings Lists* (List is Posted on Blackboard) for those that are relevant to your presentation as part of your discussion. **Briefs should not simply summarize the readings**, but rather should highlight your critical reflections. Briefs should address the following questions, preferably but not necessarily in order:

1. What was the most useful or interesting point you learned from the article/chapter?

2. Did the article/chapter support or refute past class readings and class discussions--if so, how?

3. Did the article/chapter support or refute your personal observations and perspectives on counselor education--if so, how?

4. How might you apply the information articulated in the article/chapter to your work (presently and/or in the future)?

Attention to detail in providing a well-thought out review is critical for engaging class discussion. Classroom presentations of your topic will be facilitated using different formats. Relevant handouts and materials should be provided to class members.

Students are also **expected to supplement information from the texts** and the *List* with peer-reviewed articles or book chapters from an independent review of the literature. Additionally, you must invite a person(s) (a) who identifies as a member of that group (b) represents and has knowledge of the massive diversity within that population, (c) can address the issues related to that group and (d) one person must be a license mental health professional with expertise on counseling that population. Groups will be expected to create a power point presentation, provide handouts, and direct a classroom discussion regarding their topic. Your presentation will be between 6:30-8:30pm. Please manage your time and speakers accordingly.

Students are encouraged to be creative (e.g., approaches such as role-plays, mock therapy sessions, invited speakers, small group activities, self-awareness assignments, and videos, among other creative venues, may be used to augment the presentation, given all of the required criteria are met). Students are to move beyond merely reading from an article or book chapter. Students should be familiar enough with their materials to present an integrative summary without reading directly from the materials. Presentations that are read directly from the materials will receive a lower grade for the assignment.

In addition, if a group member is absent on the night of his or her presentation, or if she or he is present and chooses not to participate in a group presentation, then he or she will receive a grade of zero for the assignment. There are no make-up assignments for a missed presentation. Grading will be based on clarity and organization of the discussion as well as the applicability and usefulness of handout materials (**Have Fun and Be Creative).**

**Students must choose from the following topics:**

Counseling White Populations

Sexuality

Diversity of Disability

Diversity by Age

Socioeconomic diversity

Religious Diversity

Ethnic/Racial Diversity

Counseling African American Populations

Counseling Asian Populations

Counseling Hispanic/Latinos Populations

Counseling Native American Indian Populations

Women and Gender Issues

**Students must include other aspects of diversity in their presentation such as:**

Multicultural Counseling: Ethical and Legal Considerations

Race and Mental Health Systems

Statused Identities:

Sex and Gender

Sexual Orientation

Socioeconomic Status

Able-Bodied/"Disabled"

Sociopolitical Perspectives:

Racism

Civil Rights

Affirmative Action

Education

Other (e.g., cultural context of relationships including couples,

families, ethnic groups, and communities; nationality; religious

and spiritual values; acculturation; and other relevant topics

commensurate with CACREP Standards)

**Final Project (Two Parts, 20 points)**

**Part 1:**

**a) Electronic Portfolio** **(4 points)**

You are required to develop a portfolio highlighting your classroom activities, records, and accomplishments. The portfolio should be divided into five sections. **Section one** should contain your multicultural presentation handout materials. **Section two** should contain your autobiographic experience. Collage 1 &2; Section **three** should contain Reading Cards --multicultural newsworthy items (current event critiques) collected over the course of the semester. **Section four** should contain all three Action Plans. **Section five** should contain course summary paper and Reading Cards/Newsworthy critique paper. Others assignments may be made as needed.

**b) Course Reflection Paper (4 points):**

Submit a five to ten page paper to the instructor via Blackboard e-mail (using the attachment function) that synthesizes and critically analyzes the impact of *all* of the experiences you have had in this course. Specifically, discuss how these experiences have impacted or will impact your personal and professional life. Identify the appropriate Identity Model and your current placement on it. Be sure to include any changes in your identity development that have occurred over time. Explain and elaborate.

**c) Reading Cards (Newsworthy Articles) Critique** **Paper (2 points)**

Lasted, compare, and contrast finding in your reading cards.

**Part 2) Final Exam (10 points)**

**Methodology**

**Evaluation Procedures (see also Appendices A-G):**

Assignments are due at the *midnight* of the class on the date assigned and can be uploaded 3 days prior to due date. Assignment must be **submitted electronically using the Assignments Tab in Blackboard.** Late papers and/or presentations not turned in at the beginning of class will be reduced one letter grade for each class late. Students are required to complete all assignments, missing an assignment (regardless of number of points) will reduced your final grade one letter grade. In the case of illness or an emergency, exceptions will be made; however, the student must provide written evidence (doctor’s statement) to verify the illness or the emergency. Students are expected to follow proper APA Publication guidelines for writing assignments and to adhere to ACA ethical standards at all times.

Journal Assignments (1 pts each) 4 points

Action Plans (5 pts each) 15 points

Collage (5 pts each) 10 points

Midterm Exam: Autobiographic Experience 10 points

Reading Cards/Newsworthy Items (2 pts each) 6 points

Reading Quiz 15 points

Multicultural/Diversity Presentation 20 points

Final Project: 20 points

1. Portfolio 4 points
2. Final Exam 10 points
3. Newsworthy Critique (of Reading Cards) 2 points
4. Class Reflection Paper 4 points

**Total Points 100 points**

Grading Policy

Theme

**Grading Scale Points**

93 – 10 A

80 – 92 B

75 – 79 C

70 – 74 D

69 and lower F

**Activity and Evaluation:**

The goal of the A & E Assignment for EPCE 5371 is to gain a firsthand understanding of a culturally diverse person life and experiences and to become more aware and knowledgeable of culturally diverse and people who are marginalized. This assignment includes coming to understand the author and his or her diversity by reading their autobiography; (b) coming to understand their personal struggles of being marginalized by portraying them and their feelings in a roleplaying counseling situation; and (c) coming to understand culturally diverse clients and their experiences by trying to understand and work with the diversity issues of your client in a simulating counseling session. **See Appendix for Scoring Rubric.**

* To pass, students must score a minimum of 3 on the rubric for the *Autobiographic Experience* assignment.

**VII. Class Schedule**

**Week of**

**1/18** - Basic Overview of Course (Class needs and interests, course etiquette [including

potential emotions and reactions to topics], confidentiality, ethics, relevant defense mechanisms)

- Why Study Diversity

(CACREP 2.F.1.e; CMHC 5.C.2.j; SC 5.G.2.a,j**)**

- Results of ongoing Program Evaluation and Assessment

- Group Assignments for Presentation of Diverse Populations

- Watch the Film: The Color of Fear (Mediasite: on your own)

Click on link below:

<http://mediacast.ttu.edu/Mediasite/Play/26d81089f14e44f58756fb998987421b1d>

**1/25** **Multicultural Counseling Competencies** (CACREP 2.F.2.c)

**Multicultural Counseling: Ethical and Legal Considerations**

Test on the Film: The Color of Fear

- Status Identities

-Racial Identity Development

- Privilege Exercise

**Collage I Due**

**2/1** **Counseling Heterosexual and LGBTQIA Populations (Mr. Tony Thornton,& PFlag Guests)** (CACREP 2.F.1.e; 2.F.2.a., b, d, e, f, g, h; CMHC 5.C.2.j; SC 5.G.2.a,j)

Grade Contract Due

**Action Plan Proposal Due**

Autobiographic Experience (Read At Least 100 pages)

**Identity Development: marbley and Huang** (CACREP 2.F.2.b**)**

**2/8** **Counseling White Populations (**Guest Speaker Dr. John Delony & Ms. Leah Vernia-Amend) (CACREP 2.F.1.e; 2.F.2.a., b, d, e, f, g, h; CMHC 5.C.2.j; SC 5.G.2.a,j)

**Journal Assignment; 1st Reading Card Due**

**2/15 Counseling People of the African Diaspora** (Guest Speaker)

(CACREP 2.F.1.e; 2.F.2.a., b, d, e, f, g, h; CMHC 5.C.2.j; SC 5.G.2.a,j**)**

**Action Plan I Due (Threaded Discussion) Group Sharing**

**TBA Winter Roundtable, New York, NY**

**2/22 Counseling Asian Populations** (Huang and others TBA)

(CACREP 2.F.1.e; 2.F.2.a., b, d, e, f, g, h; CMHC 5.C.2.j; SC 5.G.2.a,j**)**

**3/1** **Diversity of Aging**

(CACREP 2.F.1.e; 2.F.2.a., b, d, e, f, g, h; CMHC 5.C.2.j; SC 5.G.2.a,j)

**Action Plan II Due (Threaded Discussion) Group Sharing**

**Journal Assignment due**

**2nd Reading Card Due**

**3/8** **Counseling American Indian/Native American Populations** (CACREP 2.F.1.e; 2.F.2.a., b, d, e, f, g, h; CMHC 5.C.2.j; SC 5.G.2.a,j**)**

**Action Plan III Due (Threaded Discussion) Group Sharing**

**Spring Break: March 13-21\***

**3/18-3/21 ACA Conference, Orlando, Florida**

**3/22 Action Plan Assignment Due (Group Sharing)**

**Autobiographic Experience--Written Due (Midterm) Oral Reports**

**3/29 Counseling Hispanic/Latina(o) Populations** (Guest Speaker)

(CACREP 2.F.1.e; 2.F.2.a.,b, d, e, f, g, h; CMHC 5.C.2.j; SC 5.G.2.a,j**)**

**4/5 Spirituality/Religious Diversity (Rex Boyles and Tasha Humphries)**

(CACREP 2.F.1.e; 2.F.2.a., b, d, e, f, g, h; CMHC 5.C.2.j SC 5.G.2.a,j**)**

**4/12 Women & Gender Issues (In lieu of class, you will attend the conference on 4/17)**

(CACREP 2.F.1.e; 2.F.2.a., b, d, e, f, g, h; CMHC 5.C.2.j; SC 5.G.2.a,j**)**

**Journal Assignment**

**3rd Reading Card Due**

**4/19 Diversity of Disabilities/Able-Bodied/"Disabled**

(CACREP 2.F.1.e; 2.F.2.a., b, d, e, f, g, h; CMHC 5.C.2.j; SC 5.G.2.a,j**)**

**4/26 Diversity of Socioeconomic Status**

CACREP 2.F.1.e; 2.F.2.a., b, d, e, f, g, h; CMHC 5.C.2.j; SC 5.G.2.a,j)

MCT, Advocacy, & Multicultural Counseling Competencies (Marbley & Huang)

Journal Assignment

**Course Reflection & Reading Cards Critique Papers due**

**5/3 Wrap-up Course Reflection**

**Exam/ Final Project Due**

**Electronic Portfolio Due**

**Collage 2**

**FOOD, FOOD, FOOD**

**May 6-11 Final Examination Period**

**May 14-15** **Commencement**

For exam schedules see [www.depts.ttu.edu/officialpublications/ClassSchedule/FinalExams.php](http://www.depts.ttu.edu/officialpublications/ClassSchedule/FinalExams.php).

**Note:** Topics may change when necessary and assignment due dates/schedule may be subject to change based on class need.

**VIII. Required Text(s)**

**Required**

Marbley, A. F. (2011) *Multicultural Counseling: Perspectives from Counselors as Clients of*

*Color.* New York: Routledge **ISBN:** 978041595686

Robinson, T. L. (2017). The convergence of race, ethnicity, and gender: Multiple

identities in counseling (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Sue, D. W., Gallardo, M. E., & Neville, H. A. (Eds.) (2013). *Case studies in multicultural*

*counseling and therapy*. Hoboken, NJ: John Wiley & Sons.

**ISBN-13: 978-1118487556**

**Optional (Reserved--Insstructor)**

Vontress, Johnson, & Lawrence (1999) *Cross-cultural counseling: A casebook*. VA: ACA.

**Adams,** M. (2013). Readings for Diversity and Social Justice: New York: Routledge.

Grove, CA: Wadsworth.

Required (Assigned) Reading list. Finding the articles is the responsibility of students. Most, if not all of the articles are located on the Blackboard course. **\* Students are responsible for the textbooks materials**. \*Journal articles may be assigned in class. Some of the articles are in Blackboard.

**VIX. Course Policies**

1. Attendance: Students are expected to attend all scheduled classes during the semester.
2. Absences: Students are allowed one excused absence during the semester without proof of the reason for the absence. However, if assignments are due on the day absent, the student must arrange for the assignments to be turned in by the due date. For other absences, it is the responsibility of the student to inform the instructor before the absence, if possible. The student must provide proof of illness or emergency (doctor’s excuse, photo of flat tire, etc.).
3. Make-up: Course assignments may be completed and turned in for full credit with proof of illness or emergency.
4. On-line behavior: Class discussions on-line are to be conducted with civility and respect for other students. Students who fail to be civil and respectful will be banned from the discussion forum and receive a 0 for the remaining assignments.

Additional information is available in OP 34.04

Other Class Policies:

LGBTQIA Support

I am committed to the practice of ‘allyship’ towards the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech.  Please note that additional resources are available through the Office of LGBTQIA Education & Engagement as part of Student Affairs and the Division of Diversity, Equity & Inclusion, Student Union Building Room 201, [www.lgbtqia.ttu.edu](http://www.lgbtqia.ttu.edu)

LGBTQIA Support

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner.  I can assist you in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech.  Please note that additional resources are available through the Office of the LGBTQIA within the Center for Campus Life, Student Union Building Room 201, [www.lgbtqia.gu.edu](http://www.lgbtqia.gu.edu), 806-742-5433.

**Electronic Devices**

Electronic device includes cell phones (including smartphones), computers (laptops, notebooks, netbooks, tablets, and handhelds), mp3 and other digital audio and video players (including DVD players), and analog and digital audio and video recording devices (still and movie cameras).

1. A student may not use an electronic device during class time without the express permission of the instructor. Use of cell/smartphones during class time is always prohibited, as is leaving the room to answer or make a call.
2. A student may not record at any time without written permission from the instructor. This includes class lectures, discussions, and activities.
3. A student with a diagnosed disability must present to the course instructor the appropriate paperwork from the Office of Disability Services in order to work out an accommodation for the use of otherwise prohibited electronic devices.
4. A student violating an instructor’s classroom policy or individual instructions on the use electronic devices in the classroom shall be subject to any or all of the following actions:

- Confiscation of the device by the instructor for the remainder of the class period

- Dismissal from the class for the day on which the offense occurs

Students are expected to adhere to ACA ethical standards at all times.

**Class Attendance** will be taken. Material covered in class is critical to the student’s learning, therefore, students are expected to attend all classes and participate in class discussions. Students are expected to attend all classes and participate in class discussions. You will be graded 5 points lower for every class missed after 2 days (one for personal reasons and the other for necessary meetings, work duties, conferences, etc.) for a total of 25 pts). However, you may see instructor for a make-up assignment related to the topic presented on the day you were absent. Students who **have not** signed the daily attendance will be counted absent.

When the class meets online, an electronic e-mail is required from each student to the instructor by the end of the drop/add period to confirm the student is attending this online course. Your instructor in this course counts attendance as emails to the instructor, taking of online quizzes, submissions of homework assignments, and discussion board postings. One such contact per day is the *minimum* requirement to be considered present. Much more contact will probably be necessary to pass the course. The end of the week is defined as 11:59 p.m. of the Monday following the beginning of the semester, and each Monday thereafter. Students not meeting the minimum attendance requirement prior to midterm will be administratively withdrawn and have a “W” placed on the transcript. Students who violate the course attendance policy after mid-term may earn a grade of "F." The university OP for attendance can be found at: <http://www.depts.ttu.edu/opmanual/OP34.04.pdf>

**Medical Absences:**

Medical Absences with proper documentation are excused (includes both students & immediate family). Yet, you are still required to complete assignments and to make-up for the absence.

**Tardiness:**

Tardiness beyond 15 minutes is counted as an absence unless due to an emergency (car trouble, accident, etc.) Must be accompanied by documentation.

**Assignments:**

Assignments are due at the beginning of the class on the date assigned. Late papers and/or presentations not turned in at the beginning of class will be reduced one letter grade for each class late. In the case of illness or an emergency, exceptions will be made; however, the student must provide written evidence (doctor’s statement) to verify the illness or the emergency. **If you want feedback on your work you must submit a draft one week before the assignment is due.** Students are expected to follow proper APA Publication guidelines for writing assignments and to adhere to ACA ethical standards at all times.

**Resubmits** \*\*Resubmits are at the discretion of the instructor.

**Incomplete Grades**:

Please note that I do not give a grade of incomplete for any assignment or exam missed or final grade at the end of the course except (as per University policy) in the case of definite extenuating circumstance(s) (illness, death of immediate family, accident, etc.). In this case, the student must provide definite proof (doctor’s letter for illness, etc.). Being enrolled in too many classes, overworked at home/job, too much responsibility at job, too busy to attend class, etc. does not constitute valid reasons for a grade of incomplete.

**Email Policy**

In this class our official mode of communication is through email (using the **Course Messages** function) located inside Blackboard. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "Announcement" tool frequently. On weekdays, I check my Blackboard email once -- in the mid-morning. If you send me an e-mail after 6 p.m., do NOT expect an answer until the next day. I do NOT check my mail at all on weekends. So if you send me a message any time after 6 p.m. on Friday, you will not get an answer until Monday morning.

If you have questions about the program or anything not directly related to the class, email me at my Texas Tech account. Emails that do not have EPCE 5371 in subject field will not be read. I do not open emails with attachments. I do not open emails without subject lines. I do not open emails written in languages I cannot read.

**Unclaimed Materials**:

Unclaimed assignments may be pick-up (the 3rd week of the next semester) in the Learning Resource Center (LRC) (Rm 253)**.** Materials not claimed in one year, may be destroyed.

##### Inclement Weather:

Class will be held if the University is open. However, each student is encouraged to use personal good judgment and monitor weather conditions to ensure safety.

**Diversity:** Each of the students taking this course brings an array of different experiences and knowledge to the course. It is the course instructor’s expectation that within each class session students conduct themselves in a manner that is respectful of diversity, gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. If you feel that in some way that respect has been violated or you have recommendations on how to better fulfill this expectation, you are encouraged to meet with the course instructor.

**Emergency Alert Notification System:**

Texas Tech University has implemented an Emergency Alert Notification System to inform students, faculty and staff of important alerts and emergency response information. The system is the official campus emergency communications system and will only be used in critical situations. The system enables TECH to send voice messages to up to four phone numbers, one of which can be designated as text-enabled. In addition, TTY/TDD messaging can be enabled for the hearing impaired. E-mail alerts will be sent to all active e-raider addresses automatically.

**Social Media**

Due to the privacy and confidentiality laws and ethics and ethical issues relating to social media and students, as a counselor educator and instructor, I will not befriend students on any personal social media accounts.

## X. Scholastic Dishonesty

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. Counselor Education students are expected to exhibit ethical conduct at all times.

**XI.** **Handicapping Conditions**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405. Additional information is available in OP 34.22

**XII. Religious Observances**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.　Additional information is available in OP 34.19.

**XIII. ADA Compliance**

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.　Additional information is available in OP 34.22

**XIV. Violence and Sexual Harassment**

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

The full description of the University’s policy on violence and sexual harassment can be found in OP 40.03.

**XV. Classroom Civility/Etiquette**

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

**XVI. Title IX**

TTU Resources for Discrimination, Harassment, and Sexual Violence Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Student Resolution Center, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: **TTU Student Counseling Center,**806-742-3674, https://www.depts.ttu.edu/scc/*(Provides confidential support on campus.)***TTU Student Counseling Center 24-hour Helpline**,806-742-5555,*(Assists**students who are experiencing a mental health or interpersonal violence crisis.  If you call the helpline, you will speak with a mental health counselor.)***Voice of Hope Lubbock Rape Crisis Center**, 806-763-7273,voice ofhopelubbock.org *(24-hour hotline that provides support for survivors of sexual violence.)***The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, rise.ttu.edu *(Provides a range of resources and support options focused on prevention education and student wellness.)***Texas Tech Police Department**, 806-742-3931, http://www.depts.ttu.edu/ttpd/ *(To report criminal activity that occurs on or near Texas Tech campus*.)

**XVII. Resources for Safe Campus**

Safety is important at Texas Tech. There is an Emergency system across the campus that allows contact with the Campus Police. One is on 18th Street between the Education Building and the Parking Garage. Other resources, including student safety, disability resources, student conduct, and student health services, can be found at <http://www.depts.ttu.edu/dos/bit/available-resources.php>

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**XIX. Rubrics**

**APPENDIX**

EPSY 5371, Spring 2020

Name:

I plan to read the following book for my autobiographic experience: (Provide bibliographic entry and brief synopsis)

**APPENDIX**

CONTRACT: EPSY 5371, Spring 2020

Check the box, which indicates the grade for which you are contracting in this course: \*

\_ I am contracting for a grade of “A” and understand that I shall complete satisfactorily and on time all course assignments.

\_ I am contracting for a grade of “B” and understand that I shall not be held responsible for (1) the 2nd Book Review and (2) the summary paper.

Further, I understand that if assignments are not turned in on time and/or if there are excessive absences, I may need to lower my contract grade.

\*NOTE: Any student, who, because of disability, may require some special arrangements in order to meet course requirements, should contact the instructor as soon as possible to make necessary accommodations.

Signed: Date:

Please note that it is the quantity of work, which is the variable, not the quality. Should the quality drop below graduate standards, a grade lower than a “B” may be assigned.

**Appendix**

**Diversity Presentation**

**CACREP Standards Addressed:**

II.F.1. e. advocacy process needed to address institutional and social barriers that impede access, equity, and success for clients;

II.F.2. a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally;

II.F.2.b. multicultural counseling competencies;

II.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others;

II.F.2.e. the effects of power and privilege for counselors and clients;

II.F.2.f. help-seeking behaviors of diverse clients;

II.F.2.g. the impact of spiritual beliefs on clients’ and counselors’ worldviews; and

II.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

**Clinical Mental Health Counseling**

CMHC.2.j. cultural factors relevant to clinical mental health counseling.

**School Counseling**

SC.G.2.a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools.

**Presentation Evaluation Form Spring 2020**

\*Use this form (as well as the syllabus) as a checklist to make sure that you have covered every area that will be graded.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your Contrubution:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### Preparation

* Group activity is organized
* Flow of group activity is logical
* PowerPoint or overheads are clear, succinct, and readable
* Adheres to time limitation

###### Content

# Covers all required content as outlined in the syllabus

* Clearly demonstrates appropriate level of familiarity with topic
* Involves clear understanding of topic
* Involves *critical analysis* of topic
* At least 10 current peer-reviewed articles/book chapters relevant to the theme of the

presentation are clearly integrated into the presentation. References and citations are included. Handout is provided.

###### Presentation Style

* Clearly articulates information ***without*** reading directly from materials
* Presents materials in an integrative manner
* Stimulates and leads class interaction relevant to the topic
* Mediates debate (if necessary)
* Works well with others

###### Overall Quality of Presentation

Points earned: \_\_\_\_\_\_\_\_\_\_/20

**APPENDIX**: **Autobiographic Assignment References**

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New York: Arbor House.

Mankiller, W., & Wallis, M. (1993). *Mankiller: A chief and her people*,(Chapter 3-end). New

York: St. Martin’s Press.

Momaday, N. S. (1976). *The names: A memoir.* New York: Harper & Row.

Monette, P. (1992). *Becoming a man: Half a life story*. San Francisco: Harper Collins.

Njeri, I. (1991). *Every good-bye ain’t gone.* New York: Random House.

Siko, Leslie (1981). *Storyteller*. New York: Seaver Books.

Sone, Monica (1953). *Niseir daughter*. Boston: Little Brown.

Swann, B. & Krupat, A. (Eds.) (1987).  *I tell you now: Autobiographical essays by Native*

*American writers*. Lincoln: University of Nebraska Press.

**APPENDIX: Multicultural Reading Lists: Book Review**

You may also select from the following list of readings (or with the permission of the instructor you may choose a book not on this list):

**Supplementary Book List—**

# Asian/ Asian American Perspectives

Chu, L. Eat A Bowl of Tea

Endo, S. Silence

Kikumura, A. Through Harsh Winters

Kim, R.A. Lost Names

Kingston, M.H. The Woman Warrior

Lee, J.F.J. Asian American Experience in the United States

Okada, J. No-No Boy

Lin, Y.T. Moment in Peking

Ronyoung, K. Clay Walls

Steward, M. Ambitious Violence

Takaki, R. Strangers from a Different Shore

Tan, A. The Joy Luck Club, The Kithchen God’s Wife, or The Seven Secret Senses

Wachtel, P.S. & McNeeley, J. Soul of the Tiger

# African American Perspectives

Angelou, M. I Know Why the Caged Bird Sings

Angelou, M. The Heart of a Woman

Chestnut, J. L. Black in Selman: The Uncommon Life of J. L. Chestnut Jr.

Delpit, Other People’ s Children

Dyson, M.E. Race Rules

Gaines, E. A Lesson Before Dying

Harris, E.L. This Too Shall Pass, Just As I Am, or Invisible Life

hooks, b. A Killing Rage, Black Looks: Race and Representation

Hurston, Z.N. Their Eyes Were Watching God

King, M.L. Where Do We Go From Here? Chaos or Community

Haley, A. The Autobiography of Malcolm X

Morrison, T. The Bluest Eye

Giovanni, N. Racism 101

Walker, A. Possessing the Secret of Joy

McMillan, T. Mama

West, C. Race Matters

Woodson, C.G. The Mis-education of the Negro

# Hispanic Perspectives

Baker, H.A. Three American Literatures

Moraga, C. & Anzaldua, G. This Bridge Called My Back: Writings By Radical Women of Color

Steinbeck, J. Tortilla Flat

Esquivel, L. Like Water for Chocolate

# Native American Indian Perspectives

Arden, H. Wisdom Keepers

Brown, D. Buried My Heart at Wounded Knee

Clements, S. In the Moon When the Deer Lose Their Horns

Crow Dog, M. & Erdoes, R. Lakota Woman

Edmonds, M. Voices of the Wind

Kroeber, T. Ishi in Two Worlds

Kupferer, H. Ancient Drums, Other Moccasins

Lerner, A. Dancing of the Rim of the World

Moon, W.L.H. Blue Highways: Journey into America

Neihardt, J.G. Black Elk Speaks

Seals, D. Sweet Medicine

Storm, H. Seven Arrows

Swann, B. Smoothing the Ground

Herbert, Soul Catcher

Carter,F. The Education of Little Tree

# Latin American Perspectives

Alvarez, J. How the Garcia Girls Lost Their Accents

Cisneros, S. My Wicked Wicked Ways of House on Mango Street

Llosa, M.V. Aunt Julia and the Script Writer

Munoz, C. Youth, Identity, Power

Romo, R. History of a Barrio: East Los Angeles

Thomas, P. Down These Mean Streets

Yarmas, M. The Hispanic World of John Steinbeck

# Feminist and Other

Alexander, M. (1993). *Fault lines*

Dewes, (1995). *This fine place so far from home.*

Erdrich, L. (1994) (Ed). *Skin deep: Women writing on race and color in America.*

Karmel, I. (1969). *An estate of memory.*

Moraga, C., & Anzaldua, G. (1981) (Eds.). *This bridge called my back.*

Sexton, M., & Howe, F. *With wings: An anthology of literature by and about women with disabilities*.

**APPENDIX: Guidelines for Preparation of Action Plans**

The Action Plan proposal is a mechanism through which students training to be community, mental health, and school counselors identify personal, social, or educational growth goals relative to multiculturalism and develop specific objectives and activities designed to achieve those goals. Each student should identify one overall goal and should develop at least three objectives for each of the three action plans. For example, your goal could be to achieve a higher level of comfort with African-Americans. Your first objective might be to gain knowledge about African-Americans through reading about their history. Your second objective might be to achieve a deeper level of comfort and understanding through involvement in more personal-social activities.

An Action Plan proposal is a blueprint of goals, objectives, and activities to be achieved in the future. The overarching purpose of the Plan is to provide you with experiences that will assist you to become more culturally skilled/effective as a student affairs practitioner.

The first step in multicultural action planning is the development of the proposal. The proposal is designed to help you maximize your effort by thinking through and outlining your plan prior to initiating your plan. Your Action Plan proposal should consist of the following criteria:

1. The overall goal for the plan (a statement about personal growth or personal learning outcome).

2. Action Plan One – Observation

1. proposed objective (specific outcome)

b. proposed activity

3. Action Plan Two – Investigation

1. proposed objective (specific outcome)

b. proposed activity

4. Action Plan Three - Personal Involvement

1. proposed objective (specific outcome)

b. proposed activity

Notice: Action Plans are experiential in nature and often require involvement with strangers causing some degree of anxiety for those with limited cross-cultural interactions or relations. Therefore, I encourage you to select experiences based on your own level of interracial and intercultural comfort. I will be available to discuss or assist with the development and implementation of your plans.

To meet the objectives of the action plan experiences, you will be required to move from a passive to an active state of affiliation with your selected multicultural experience. The first Action Plan experience should be observational, the second should be information seeking, and the third should involve more direct participation.

**ACTION PLAN ONE**: (Awareness) OBSERVATION (learning from a safe distance). The following are some suggested ideas:

1. Attend a lecture that focuses on diversity issues and concerns.

2. Make a tour of a community of color and give a description of the community’s environment

including quality of homes, condition of lawns, streets, sidewalks, and behaviors of people.

In addition, make note of the number of telephone booths, recreational facilities, pharmacies,

medical clinics, and any unique aspect of the community you may observe.

3. Attend a movie that depicts cultural practices of marginalized individuals

4. Attend a church service of predominant ethnic minority group.

5. Read and follow newspaper accounts of stories about particular groups of color.

6. Review a book about a particular group of color and discuss with it with someone of that

Ethnic/racial group. See Appendix Section: Multicultural Reading Lists: Book Review

**ACTION PLAN TWO:** (Knowledge) INFORMATION SEEKING (learning from a closer distance).

The following are some suggested ideas:

1. Arrange to meet with community leaders (ministers, politicians, teachers, etc.) from the ethnic

community and try to determine their perceptions of the needs and concerns of the groups of

color they represent.

2. Visit a college or university campus and talk with students of color regarding their needs and

most critical issues.

3. Visit an ethnic community in your city and interview some of the people, finding out about

their concerns, needs, outlooks, etc.

4. Talk with your parents about their attitudes toward groups of color and how they developed

their attitudes.

**ACTION PLAN THREE**: (Knowledge) DIRECT PARTICIPATION (learning from the closest distance). The following are some suggested ideas:

1. Arrange to spend a weekend or a week in the home of an ethnic family in your community and observe life styles, customs, traditions, family practices, disciplinary procedures, roles of family members, needs, concerns, and so forth.
2. Conduct a communications survey involving multicultural groups ascertaining what each group says that causes a breakdown in communication with the other.
3. Become a genuine friend of a person of color from a cultural group different from your own.
4. Invite an individual from a different culture to home for dinner.
5. Select an informant from your community for an experience in oral history.
   1. This individual ideally should be an older, culturally and racially diverse person who has lived in the area for a considerable length of time.
   2. Conduct a brief, informal interview to determine if the experience will be a beneficial one for both parties. If so, set up a time for an in-depth tape-recorded session.
   3. The student's role during each interview is not as a counselor; rather it is as a student learner.
   4. Discussions should focus on race, multiple statused identities, and specific issues that are relevant to the development of multicultural counseling competencies.
   5. All interviews must be conducted face-to-face, in person.
   6. Assure informant interviewee of confidentiality regarding any information provided during the interview.
   7. Names of interviewees should not appear on papers. However, the age (or best estimate), race, and educational and/or employment status of interviewees should be included on each paper.

7. Spend a minimum of five clock hours in contact with school or community mental health agency serving marginalized populations or indigenous institutions

NOTE: Prepare a summary of your experience based on the following guidelines for each of the three ethnic engagements. Your paper should *not exceed four double-spaced typewritten pages* and should follow proper APA Publication guidelines.

1. Identify and briefly describe the experience.

2. Identify and briefly discuss your personal objectives for each of the experiences (ways you

hope to learn, change, or grow).

3. Discuss your feelings or reactions to the experience.

4. Briefly discuss how your experience was supported or not supported by concepts found in the

literature.

5. Discuss the experiences in terms of implications for diversity multiculturalism in counselor

education.

# Evaluation of Action Plans

1. Description of the experience (clarity in the description of the experience): (1 pt.)
2. Linkage between the experience and counseling multicultural issues and concepts (To what extent were the readings and outside research applied): (1 pt.)
3. Implications for multicultural issues in counselor education (To what extent were you able to connect the experiences to multiculturalism in counseling/counselor education): (1 pt.)
4. Organization, structure, and grammatical usage (Was the paper clear; were APA guidelines followed; and did the student use correct grammar, spelling, and punctuation. (1 pt.)
5. Blackboard Threaded Discussion--Personal reactions to the experience (how well were your feelings about the experience expressed and ways you hope to learn, change, or grow in each action plan): (1 pt.)

COMMENTS:

TOTAL SCORE:

**Appendix**

**Multicultural Action Plan**

**CACREP Standards Addressed:**

II.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally;

II.F.2.c. multicultural counseling competencies;

II.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others;

II.F.2.e. the effects of power and privilege for counselors and clients;

II.F.2.g. the impact of spiritual beliefs on clients’ and counselors’ worldviews; and

CMHC.2.j. cultural factors relevant to clinical mental health counseling.

SC.G.2.a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Basic/Beginning**  **0.25 pt** | **Proficient**  **0.5 pt** | **Advanced**  **0.75 pt** | **Exemplary**  **1.0 pt** |
| Description of the experience  **1.0** | Does not describe the experience nor explain the importance | Briefly describes the experience and briefly explains its importance | Describes the experience and explains its importance | Thoroughly describes the experience and thoroughly explains its importance |
| Linkage between the experience and multicultural counseling issues and concepts **1.0** | No Linkage to  multiculturalism,  readings, and outside research | Weak Linkage to  multiculturalism,  readings, and outside research | Good linkage to  multiculturalism,  readings, and outside research | Strong linkage to multiculturalism,  readings, and outside research |
| Personal reactions to the experience  **1.0** | No personal reflections and Unclear association to professional work | Poor and sketchy reflection and weak association to professional work | Good reflection and good association to professional work | In-depth reflection and strong association to professional work |
| Implications for multicultural issues in counselor education **1.0** | No Implications discussed unclear connection to multiculturalism | Weak Implications  and connection to multiculturalism | Good Implications and connection to multiculturalism | Strong Implications and connection to multiculturalism |
| APA  **1.0** | Poor APA  no  organization, structure, and grammatical usage) | Weak APA  (organization, structure, and grammatical usage) | Good APA  (organization, structure, and grammatical usage) | Perfect APA  (excellent organization, structure, and grammatical usage) |

**< 2 pts 3 pts 4 pts 5 pts**

Total **5.0**

**APPENDIX: GUIDELINES FOR READING CARDS**

Please use ***5 X 8 index cards***-**ONE CARD PER SOURCE**- typed. Use the following format:

**Course:**

**Article Title:**   **Your Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Source:** For a journal article, give author, title, name of journal, volume number, date, and page number(s).

**Purpose:** Brief statement of what the author set out to accomplish.

**Method:** If a research study, a statement regarding purpose, sample, instrument, etc., for

other articles, please state how the author arrived at his/her conclusions.

**Summary:** Brief listing of significant points, each in short sentence form.

**Appraisal:** Give your reactions to the value of the work for counseling.

**Questions:** What questions did the article generate for you, or questions that you think the class should discuss.

**Appendix**

**Reading Card Grading Critique**

**CACREP Standards Addressed:**

II.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally;

II.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy;

II.F.2.c. multicultural counseling competencies;

II.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others;

II.F.2.e. the effects of power and privilege for counselors and clients;

II.F.2.f. help-seeking behaviors of diverse clients;

II.F.2.g. the impact of spiritual beliefs on clients’ and counselors’ worldviews; and

II.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

Name:

< 0.75 pt 1.0-1.5 pts 1.75-2.25 pts 2.5-3.0 pts

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Unacceptable | Developing | Acceptable | Exemplary |
| - Understanding  of article & key points **0.75**  - reflective question  **0.75**  -application to personal work **0.75**  -Citation/Methodology/ APA  **0.75** | Demonstrates (in the purpose, summary, and appraisal statements) little  understanding of the article, no personal observations & perspectives, and no link to professional work  Poor APA | Demonstrates (in the purpose, summary, and appraisal statements) limited understanding of the article; question demonstrates poor and sketchy reflection; unclear link to professional work  Good APA | Demonstrates (in the purpose, summary, and appraisal statements) a basic understanding of the article; question demonstrates adequate and marginal reflection, and weak link to professional work. Great APA | Demonstrates (in the purpose, summary, and appraisal statements) an in-depth understanding of the article; question demonstrates detailed and in-depth reflection, and strong link to professional work.  Perfect APA |

Total  **3.0**

**Appendix: Autobiographic Experience**

**CACREP Standards Addressed:**

II.F.1. e. advocacy process needed to address institutional and social barriers that impede access, equity, and success for clients;

II.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally;

II.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy;

II.F.2.c. multicultural counseling competencies;

II.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others;

II.F.2.e. the effects of power and privilege for counselors and clients;

II.F.2.f. help-seeking behaviors of diverse clients;

II.F.2.g. the impact of spiritual beliefs on clients’ and counselors’ worldviews; and

II.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

**Section 5: Entry-Level Specialty Areas**

**Clinical Mental Health Counseling**

CMHC.C.2.j. cultural factors relevant to clinical mental health counseling.

**School Counseling**

SC.G.2.a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools.

SC.G.2.f. competencies to advocate for school counseling roles.

**A & E Activity: Autobiographic Experience Evaluation Rubric**

Name:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grading Rubric for Autobiographic Experience** | | | | | |
| **Beginning**  **1** | **Basic**  **2** | **Proficient**  **3** | **Advanced**  **4** | **Exceptional**  **5** | Total |
| **Coming to Understand the Author and His or Her Diversity----**  CACREP II.F.2.a, d, e, g) | | | | | |
| Fails to mention cultural background, SJ and multicultural issues. | Some cultural background, SJ and multicultural issues.is offered but are incomplete or inaccurate. | Cultural background, SJ, and multicultural issues mentioned. Minimal integration from course readings | Provide meaningful cultural information about author and scholarly integration from course readings | Gives relevant information about author’s culture positions text in scholarly debate with scholarly integration from course readings |  |
| **Portraying Them and Their Feelings in a Counseling Situation**  (CACREP II F.2.a, d, e, f, g; CMHC.C.2.j; SC.G.2.f. ) | | | | | |
| None or little evidence for understanding client’s diversity | Some evidence of understanding client’s diversity | Evidence for empathy and understanding client’s diversity | Strong evidence of empathy and understanding client, some examples from course readings | Strong evidence for understanding client, multiple and strong examples from course readings |  |
| **Trying to Understand and Work with the Diversity, Advocacy, and Social Justice Issues of Your Client**  (CACREP II.F.1.e., II.F.2.a,.b., c, d, e, f, g, h; CMHC.C.2.j; SC.G.2.a) | | | | | |
| None or little understanding client’s diversity | Mostly ignores diversity, advocacy, & SJ issues, but show empathy for client | Understands the diversity, advocacy, & SJ issues, Shows consideration of client’s culture and diversity | Attentive reflection of\diversity, advocacy, & SJ issues, reference course material that validate the client’s cultural background. | Thorough reflection of\diversity, advocacy, & SJ issues, validate client’s diversity from the literature and course readings |  |
| **Implications to Mental Health Counseling and School Counseling**  (CACREP II.F.1.e., II.F.2.c., h.; CMHC.C.2.j; SC.G.2.a, f) | | | | | |
| Weak Implications and weak significance | Multiple implications, minimal significance to counseling | Multiple implications, significance to counseling | Thoughtful and multiple levels of implications, strong significance to counseling. | Thoughtful and multiple levels of implications, strong significance to counseling, tied to the literature and course readings |  |
| **Mechanics** | | | | | |
| Lacks control over sentence structure, difficult to follow, does not use appropriate transitions; Many grammatical errors with Poor APA | Poor organization; Uses awkward, phrasing. reliant on passive voice; choppy transitions; some grammatical errors; Acceptable APA | Style is competent, though not engaging or inventive. Reasonable phrasing and word choice; Some useful transitions and patterns of reference provide connections in the paper; Minor Error with Good APA | Variations in word choices, sentence lengths, and sentence transitions, writing and mostly smooth; Mostly useful transitions and patterns of reference provide connections in the paper; Edited with Great APA | Student clearly controls the pace, rhythm, and variety of sentences. Words are well chosen and phrasing is precise. Paragraphs and sentences move smoothly from one to the next. Edited with Perfect APA |  |

**Written Grading Rubric for Autobiographic Experience**

(CACREP II.F.1.e, II.F.2.a,b,c,d,e,f, g, h; CMHC.C.2.j; SC.G.2.a,f )

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Written Grading Rubric for Autobiographic Experience*** | | | | | |
| **0.5** | **1** | **1.5** | **2** | **2.5** | 10 |
| **Coming to Understand the Author and His or Her Diversity** | | | | | |
| Fails to mention background information. | Some background information is offered but is incomplete or inaccurate. | Some mention of background information on text and author. | Gives some meaningful information about author and how text fits in scholarly debate. | Gives relevant information about author and intended audience, positions text in scholarly debate. |  |
| **Portraying Them and Their Feelings in a Counseling Situation** | | | | | |
| Limited or no description of the evidence used in the text. | Describes some of the evidence used in the text, but is not able to evaluate relevance and usefulness. | Describes most of the evidence used in the text, and shows some ability to evaluate usefulness and relevance of evidence. | Describes and evaluates the kinds of evidence used to support the claims in the text. | Perceptively describes and evaluates the kinds of evidence used to support the claims in the text, suggesting other potentially useful sources that would tend to confirm or refute argument. |  |
| **Trying to Understand and Work with the Diversity Issues of Your Client** | | | | | |
| None or little support for understanding client’s diversity | Mostly ignores diversity issues | Shows some understanding of strengths and weaknesses of taking into consideration client’s culture and diversity | Thoughtful evaluation of strengths and weaknesses of client’s diversity with some reference to other material that indicate the value of the client cultural background. | Thoughtful evaluation of strengths and weaknesses of client’s diversity, pointing to other evidence or questions that seem to validate client’s diversity. |  |
| **Mechanics** | | | | | |
| Lacks control over sentence structure, difficult to follow, does not use appropriate transitions.  Many mechanical errors (spelling, punctuation, verb tense, capitalization, punctuation, etc.). | Requires the reader to backtrack to make sense of the organization.  Uses awkward, though not necessarily incorrect phrasing.  Overly reliant on passive voice. | Style is competent, though not engaging or inventive.  Shows reasonable command over phrasing and word choice.  Some useful transitions and patterns of reference provide connections in the paper.  Some typical mechanical errors and predictable use of passive voice. | Student uses variation in word choices, sentence lengths, and sentence transitions, but sentences are often wordy and cluttered.  Economy in writing has not yet been developed.  Student refrains from making typical mechanical errors, but errors arise as complexities in writing increase.  Passive voice is used, but not noticeably. | Student clearly controls the pace, rhythm, and variety of sentences.  Sentence style is smooth and efficient.  Words are well chosen and phrasing is precise.  Sentences move smoothly from one to the next.  No mechanical errors and only appropriate use of passive voice. |  |