I. Course Description
A course designed to familiarize students with the cultural differences of special populations of people. Emphasis on ethical use of appropriate counseling techniques for use with the major racial/ethnic groups and other special populations of people such as those who are physically or emotionally disabled, older, of different genders or of different sexual orientation. Emphasis is placed on the counselors’ roles in social justice, advocacy and conflict resolution.

II. Course Rationale
Practitioners must be exposed to the subgroups present in American society. These subgroups can be based on age, gender, sexual orientation, mental and physical characteristics, education, religious and spiritual values, socio-economic status or other commonalities. Knowledge, awareness, and skills are all necessary to be able to be effective in their ‘helping’ roles. This course will assist practitioners in improving their effectiveness by developing appropriate attitudes, information, and self-understanding.

III. State Adopted Proficiencies for Counselors covered in this class are the following:
Learner-Centered Knowledge:
1. Counseling students understand human developmental patterns and use this knowledge base to create developmentally appropriate guidance and counseling programs.

Learner-Centered Process:
2. Counseling students learn to create an environment that supports and encourages exploring options, sharing new ideas, and innovative problem solving.
3. Counseling students learn to utilize group counseling as a means of utilizing available human resources to provide maximum counseling services.

Learner-Centered Guidance Curriculum:
4. Counseling students learn to create and utilize a guidance curriculum that values diverse others, builds self-confidence, teaches decision-making and problem-solving skills, effective communication, responsible behavior, and increases motivation to achieve.

Learner-Centered Planning:
5. Counseling students learn to help diverse groups of clients set short-term, intermediate, and long-term goals; monitor progress toward their goals; and make necessary adjustments.

Learner-Centered Responsive Services:
6. Counseling students learn to help diverse groups of clients transfer learning to other situations.
7. Counseling students learn to help diverse groups of clients clarify problems and implement change.
8. Counseling students learn to help diverse groups of clients by understanding the referral process and when and where to refer clients.
9. Counseling students learn to help diverse groups of clients to monitor their own progress.

**Learner-Centered System Support:**
10. Counseling diverse groups of students learn to work as part of a collaborative team including learners, administrators, teachers, other school personnel, parents, guardians, and community members.
11. Counseling students learn to survey diverse groups of community members to determine needs that can be addressed by the counseling program and to develop broad goals related to priority needs and measurable objectives related to each goal.

**Learner-Centered Professional Development:**
12. Counseling diverse groups of students learn professional ethics and law related to counseling in public schools and community agencies.
14. Counseling diverse groups of students learn and study case studies related to professional counseling.

**Equity in Excellence for All Learners:**
15. Counseling students learn multicultural sensitivity.
16. Counseling students learn to respect all learners, be sensitive to their needs, and to encourage them to use all their skills and talents.

**Learner-Centered Communication:**
17. Counseling students learn active listening skills, open communication, empathic responding, caring confrontation, and conflict resolution.

**IV. TExES Competencies Covered in this Course**

**Competency 001:** Knowledge of human development in creating a counseling environment that fosters a sense of empowerment and self-determination.

**Competency 002:** Knowledge of a wide range of social, cultural, language, and economic factors in the home, the community, and school that affect clients’ personal growth and success.

**Competency 003:** Multicultural respect, knowledge about respecting beliefs and values of others.

**Competency 006:** Knowledge of a variety of strategies to establish rapport and to develop a trusting relationship.

**Competency 012:** Knowledge of state and national ethical and legal codes, factors that influence one’s professional performance, and the importance of attending workshops, conferences, and of joining professional organizations.

**V. Course Objectives/Learning Outcomes:**

*PLEASE NOTE: The standards shown in bold type are the targeted course objectives that will be assessed throughout the semester.*

**CORE**

Revised 7/12/11 yc
1. CACREP Standard II-G-1-i.: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
2. CACREP Standard II-G-2-a: Multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally, and internationally.
3. CACREP Standard II-G-2-b: Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients.
4. CACREP Standard II-G-2-c: Theories of multicultural counseling, identity development, and social justice.
5. CACREP Standard II-G-2-d: Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.
6. CACREP Standard II-G-2-e: Counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.
7. CACREP Standard II-G-2-f: Counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
8. CACREP Standard II-G-3-d: Theories and models of individual, cultural, couple, family, and community resilience.
9. CACREP Standard II-G-4-d: Interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development.

**CLINICAL MENTAL HEALTH COUNSELING**
10. CACREP Standard III-C-1: Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
11. CACREP Standard III-D-2: Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
12. CACREP Standard III-D-5: Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
13. CACREP Standard III-E-1: Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
14. CACREP Standard III-E-2: Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.
15. CACREP Standard III-E-3: Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
16. CACREP Standard III-E-4: Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
17. CACREP Standard III-E-5: Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
18. CACREP Standard III-F-3: Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
19. CACREP Standard III-K-4: Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.

**MARRIAGE, COUPLE, AND FAMILY COUNSELING**
21. CACREP Standard III-E-3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems.

22. CACREP Standard III-E-4. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and that of the client(s).

23. CACREP Standard III-E-5: Understands the effect of local, state, and national policies, programs, and services on diverse family systems.

24. CACREP Standard III-F-3: Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.

SCHOOL COUNSELING

25. CACREP Standard III-D-1: Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

26. CACREP Standard III-E-1: Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

27. CACREP Standard III-E-4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

28. CACREP Standard III-F-1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

The following Student Learning Outcomes will be met in this course:

1. Students will demonstrate their knowledge of Multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally as evidenced by a rated rubric for Application of the Multicultural Counseling Competencies.

2. Students will express their attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients as evidenced by rated rubric for Application of the Multicultural Counseling Competencies.

3. Students will demonstrate their knowledge of theories of multicultural counseling, identity development, social justice, and individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies as evidenced by a rated rubric for Application of the Multicultural Counseling Competencies.

4. Students will understand counselors’ roles in developing cultural self-awareness, eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body as evidenced by their use of the ADDRESSING model and a rated rubric for the Cultural Autobiography and participation in group discussions and group exercises.

5. Students will apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders and demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling as evidenced by a rated rubric for Application of the Multicultural Counseling Competencies.

6. Students will demonstrate their knowledge of how living in a multicultural society affects clients who are seeking clinical mental health counseling services and the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client as evidenced by a rated rubric on the Film Critique and Analysis.

7. Students will demonstrate their knowledge of current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders as evidenced by a rated rubric for Application of the Multicultural Counseling Competencies.

8. Students will demonstrate their knowledge of the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding
immigration, poverty, and welfare as evidenced by a rated rubric for the Film Critique and Analysis.

9. Students advocate for policies, programs, and services that are equitable and responsive to the unique needs of couples and families as evidenced by the rated rubric for Application of the Multicultural Counseling Competencies.

10. Students will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms as evidenced by a rated rubric for the Cultural Autobiography.

11. Students will demonstrate their knowledge of cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning as evidenced by a rated rubric for Application of the Multicultural Counseling Competencies.

12. Students will demonstrate their knowledge of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients as evidenced by a rated rubric for Application of the Multicultural Counseling Competencies.

VI. Course Topics
Major topics to be covered include: Cultural self-awareness, White racial identity, acculturation, racial/ethnic identity development, gender and sexual orientation, social justice and advocacy, and multicultural counseling competencies. Additional topics described below in the course schedule.

VII. Instructional Methods and Activities
Instruction will be primarily lecture and seminar format supplemented with group discussions, participation, and class exercises. Given the focus on theory and group process, students will be expected to engage in discussion and process.

VIII. Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>MEANS OF ASSESSMENT:</th>
<th>Outcomes</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>1, 2, 3, 6, 7, 8</td>
<td>15 points</td>
</tr>
<tr>
<td>Cultural Autobiography</td>
<td>3, 6</td>
<td>15 points</td>
</tr>
<tr>
<td>Film Critique and Analysis (2 Movies)</td>
<td>2, 4, 5</td>
<td>10 pts (each) = 20 pts</td>
</tr>
<tr>
<td>MC Pioneer Profile</td>
<td>1, 2, 3, 6, 9</td>
<td>25 points</td>
</tr>
<tr>
<td>Application of MCC</td>
<td>1, 3, 4, 5, 7, 8, 9</td>
<td>25 points</td>
</tr>
</tbody>
</table>

Class Participation (15 pts)
Students are expected to participate and engage during class. Discussion should be constructive, honest, and informed (based on completed class readings). Participation includes, but is not limited to, participating in in-class assignments, group discussions & group exercises. Participation is also measured in attendance & punctuality to class. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

Cultural Autobiography (15 pts)
Students will write a reflective paper on two cultural aspects of their identity and how these identities have impacted their life and development. The ADDRESSING model outlined in the textbook will serve as the basis for this assignment. Students are also expected to incorporate aspects of class readings and discussions. This assignment is not a recounting of events in the students life. It is a critical examination of particular identities in their lives. This assignment will be 3-5 pages.
Film Critique and Analysis (20 pts)
This assignment will be 3-5 pages for each film analysis. Students will watch and analyze two movies. The movie choices will be distributed. The following should be addressed in your analysis: Level of acculturation, Degree of acculturative stress, Aspects of worldview (individualistic v collectivistic), The role of the family (e.g. family relationships and values), Portrayal of people from different cultural backgrounds portrayed (e.g. ethnicity, sexual orientation, social class, etc.), examples of microaggressions and/or stereotypes, and any important historical considerations. A summary of the movie should not be included.

Multicultural Pioneer Profile (25 pts)
In small groups, students will review the scholarly work of one MC pioneer and make a presentation to the class (15-20 mins). The presentation should show the significance and importance of the pioneer. In other words, the class should have a clear understanding of why this person and his/her work is significant to the field of MC counseling. Some helpful guidelines would be to present some personal information about the person, name and briefly summarize seminal works by the pioneer, and outline the impact she or he has had on the field (this could include leaderships positions, recognitions, number of times cited in the literature, etc.). The presentation should also include a brief knowledge assessment for the class. The modality and/or format will be left up to the presenters. Handouts with important aspects in this person’s life and work should be distributed to the class.

Application of the Multicultural Counseling Competencies (MCC) (25 pts)
In small groups, students will choose a cultural group and, in detail, utilize the MCC to demonstrate some fundamental aspects counselors should be aware of when working with this group. Additional details about this assignment will be provided by the instructor.

IX. Course Schedule and Policies

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Activities Due</th>
<th>Assigned Readings</th>
</tr>
</thead>
</table>
| Day 1  | Introduction to Course  
Syllabus Review  
Overview of Multicultural Counseling & Competencies  
Introduction to ethical mandates related to diversity - ACA Code of ethics |                                    |
| Day 2  | Holiday                                                                                |                                    |
| Day 3  | Awareness:  
History of Mental Health Profession Toward Culture  
The Multicultural Counseling Competencies | Text: 1-2  
Handout: The Social Construction of Race (Pope-Davis & Liu); Multicultural Counseling Competencies & Operationalization |
| Day 4  | Awareness:  
Self-Assessment                                                                           | Text: 3  
Handout: Body Ritual of the Nacirema; The Fabulous Story of X |
| Day 5  | Awareness:  
Acculturation; Microaggressions;  
It’s Elementary                                                                            | Handout: Microaggressions; Impact of Acculturation and Moderator Variables on the Intervention and Treatment of Ethnic Groups (Aponte & Barnes) |
| Day 6  | Awareness:  
Identity Development  
DUE: Cultural Autobiography                                                             | Text: Chap 4  
Minority Identity Development Models, White Identity Models (Sue & Sue) |
| Day 7 | Knowledge: History of Ethnic Minority Psychology Counseling Ethnic Minority Populations  
**A Class Divided** | **Handout**: Cultural Diversity & Ethnic Minority Special Issue; Mestizo Psychology (Ramirez); Counseling Ethnic Minorities – TBA |
| Day 8 | Knowledge: Specific Cultural Groups  
**DUE: MC Pioneer Presentations** | **Handout**: Counseling Psychology Research on Sexual (Orientation) Minority Issues; TBA |
| Day 9 | Knowledge: Specific Cultural Groups  
**DUE: MC Pioneer Presentations** | **Handout**: TBA Gender |
| Day 10 | Knowledge: Intersecting Groups and Issues  
**DUE: MC Pioneer Presentations** | **Handout**: Counseling Individuals of Multiracial Descent, Counseling Individuals with Disabilities (Sue & Sue) |
| Day 11 | Knowledge: Intersecting Groups and Issues  
**DUE: MC Pioneer Presentations** | **Handout**: Gender & Spirituality, Toward a Meaningful Spirituality for People of Color (Parham & Cervantes); Interface of Feminism and Multiculturalism (Bowman et al) |
| Day 12 | Skills: Culturally Responsive Counseling  
**DUE: Film Analysis** | **Text**: Chap 5  
**Handout**: Broaching the Subjects of Race; Relationship of Culture & Empathy |
| Day 13 | Skills: Multicultural Theories Approaches | **Text**: Chap 9  
**Handout**: MC emerging theories |
| Day 14 | Skills: Contemporary Approaches | **Handout**: Multicultural Counseling: A Social Constructionist Perspective; Solution Focused & Narrative Therapy, TBA |
| Day 15 | Skills: Assessment & Ethics revisited | **Text**: Chap 6 & 8  
**Handout**: Social Justice TBA |
| Day 16 | Integration  
**DUE: Application of MCC** |  |

All assignments should be typed. No handwritten work will be accepted. No late work will be accepted.

Attendance and punctuality are mandatory and the responsibility of the student. More than one absence will result in the lowering of a letter grade. More than 3 lapses in punctuality will be equivalent to an absence. Any excused absence is left to the discretion of the instructor.

**All cell phones must be turned off and remain off during class.**

Syllabus Statement on Disabilities:
Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made.

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

Revised 7/12/11 yc
Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

X. Textbook(s)

XI. Bibliography


**XII. Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the appeal.
process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
CULTURAL AUTOBIOGRAPHY RUBRIC (15 Pts.)

Students will write a reflective paper on two cultural aspects of their identity and how these identities have impacted their life and development. The ADDRESSING model outlined in the textbook will serve as the basis for this assignment. Students are also expected to incorporate aspects of class readings and discussions. This assignment is not a recounting of events in the students life. It is a critical examination of particular identities in their lives. This assignment will be 3-5 pages.

The ADDRESSING Framework: Summary of Cultural Influences and Related Minority Groups.

<table>
<thead>
<tr>
<th>Cultural Influences</th>
<th>Minority Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age and generational influences</td>
<td>Children, adolescents, elders</td>
</tr>
<tr>
<td>Developmental disabilities</td>
<td>People with developmental disabilities</td>
</tr>
<tr>
<td>Disabilities acquired later in life</td>
<td>People with disabilities acquired later in life</td>
</tr>
<tr>
<td>Religion and spiritual orientation</td>
<td>Religious minority cultures</td>
</tr>
<tr>
<td>Ethnic and racial identity</td>
<td>Ethnic and racial minority cultures</td>
</tr>
<tr>
<td>Socioeconomic status</td>
<td>People of lower status because of class, education, occupation, income, or rural habitat</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>Gay, lesbian, and bisexual people</td>
</tr>
<tr>
<td>Indigenous heritage</td>
<td>Indigenous, Aboriginal, and Native people</td>
</tr>
<tr>
<td>National origin</td>
<td>Refugees, immigrants, international students</td>
</tr>
<tr>
<td>Gender</td>
<td>Women, transgender people</td>
</tr>
</tbody>
</table>

Incorporated two cultural aspects:

(1) _______________________________  (0-5 pts.) _____

(2) _______________________________  (0-5 pts.) _____

Incorporated aspects of class readings and discussions with proper use of grammar and sentence structure  (0-5 pts.) _____

Submitted paper ______ (3-5 typed pgs. required)  (0-5 pts.) _____

Total Score: __________

Revised 7/12/11 yc
FILM CRITIQUE AND ANALYSIS RUBRIC (10 Pts.)

Students will watch and analyze a movie then submit a 3-5 page typed paper, double spaced in Times New Roman, 12 point font. The due date is listed on the course syllabus. A list of movie choices will be distributed; however, if there is another movie not listed that you prefer, please check with the instructor first.

The following should be addressed in your analysis:

_____ Level of acculturation (0-1 pts.)
_____ Degree of acculturative stress (0-1 pts.)
_____ Aspects of worldview (individualistic v collectivistic) (0-1 pts.)
_____ The role of the family (e.g. family relationships and values) (0-2 pts.)
_____ Portrayal of people from different cultural backgrounds portrayed (e.g. ethnicity, sexual orientation, social class, etc.) (0-2 pts.)
_____ Examples of microaggressions and/or stereotypes (0-2 pts.)
_____ Any important historical considerations (0-1 pts.)

Total Score: _____

A summary of the movie should not be included.
MULTICULTURAL PIONEER PROFILE RUBRIC (25 PTS.)

In small groups, students will review the scholarly work of one MC pioneer and make a presentation to the class (15-20 mins). The presentation should show the significance and importance of the pioneer. In other words, the class should have a clear understanding of why this person and his/her work is significant to the field of MC counseling. Some helpful guidelines would be to present some personal information about the person, name and briefly summarize seminal works by the pioneer, and outline the impact she or he has had on the field (this could include leadership positions, recognitions, number of times cited in the literature, etc.). The presentation should also include a brief knowledge assessment for the class. The modality and/or format will be left up to the presenters. Handouts with important aspects in this person’s life and work should be distributed to the class.

_____Presented for 15-20 minutes utilizing Powerpoint (0-5 pts.)
_____Showed significance/importance of pioneer (0-2 pts.)
_____Presented personal information of pioneer (0-2 pts.)
_____Briefly summarized seminal works by pioneer (0-3 pts.)
_____Outlined this person’s impact on field of counseling (0-3 pts.)
_____Provided brief knowledge assessment (0-5 pts.)
_____Provided handouts to class; either hardcopy or via Blackboard (0-5 pts.)

TOTAL SCORE: ________
APPLICATION OF THE MULTICULTURAL COUNSELING COMPETENCIES RUBRIC (MCC) (25 PTS.)

In small groups, students will choose a cultural group and, in detail, utilize the MCC to demonstrate some fundamental aspects counselors should be aware of when working with this group.

_____ Completed presentation within 15 – 20 minutes (0-10 pts.)

_____ Provided handouts for each member of the class including instructor (0-2 pts.)

_____ Provided background and overview of Group or Issue (0-2 pts.)

_____ Discussed relevance to counselors and provided suggestions for counselors working with this specific population/issue (0-2 pts.)

_____ Provided journal article(s) for further information (0-2 pts.)

_____ Provided other helpful resources for working with this specific population/issue (0-2 pts.)

_____ Submitted an evaluation of other team members. This evaluation is based on your perceptions of the contribution of each group member. Please use the grading policy provided to determine each member’s contribution. (0-5 pts.)

Total Score: _____