Course Description
This course is 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.

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.

Major topics to be considered include:
- Cultural self-awareness, enculturation, and acculturation
- Racial/ethnic identity development
- Gender and sexual orientation
- Social justice and advocacy
- Power/privilege/oppression
- Multicultural counseling competencies

Learning Objectives
This course is designed to meet 2016 entry-level core curriculum standards for counseling. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- CACREP Standard II-F-1-e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients [Students will earn an 80% or higher on the chapter 3 quiz and group presentation]
- CACREP Standard II-F-2-a: multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and
Internationally [Students will earn an 80% or higher on the film analysis paper and the group presentation]

- **CACREP Standard II-F-2-b:** theories and models of multicultural counseling, cultural identity development, and social justice and advocacy [Students will earn an 80% or higher on the chapter 1 quiz, chapter 2 quiz, cultural self-narrative paper #2 and the cultural immersion paper]

- **CACREP Standard II-F-2-c:** multicultural counseling competencies [Students will an 80% or higher on the group presentation and cultural immersion paper]

- **CACREP Standard II-F-2-d:** the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others [Students will earn an 80% or higher on the cultural self-narrative paper #1 and cultural self-narrative paper #2]

- **CACREP Standard II-F-2-e:** the effects of power and privilege for counselors and clients [Students will earn an 80% or higher on the cultural immersion paper]

- **CACREP Standard II-F-2-f:** help-seeking behaviors of diverse clients [Students will earn an 80% or higher on the group presentation]

- **CACREP Standard II-F-2-g:** the impact of spiritual beliefs on clients’ and counselors’ worldviews [Students will earn an 80% or higher on the chapter 16 quiz and final exam]

- **CACREP Standard II-F-2-h:** strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination [Students will earn an 80% or higher on the group presentation and cultural immersion paper]

**Major Course Requirements**

1) **Chapter Reading Quizzes (15 points)**

Each week, a brief reading quiz with 10 questions will be posted to assess students’ understanding of chapter reading materials. The quizzes will be made available online and students will need to complete quiz for the chapters discussed in-class prior to attending class. Quizzes must be completed by 4:00PM on the day of class, with the exception of the quiz for Chapter 1. Quiz questions will be presented in multiple choice, true/false, and matching format. The use of notes and textbooks is allowed; however, students must work alone and not seek outside help from fellow classmates or other individuals. Students will have 15 minutes to complete the 10-question quiz, so it is imperative that students read the chapter prior to taking the quiz. Quizzes cannot be made up after the due date and do not qualify for the late attendance policy.

2) **Cultural Self-Narrative Papers (10 points each paper)**

This exercise is designed to help students develop insight and self-awareness as to who they are as a cultural being. Each student will generate two narratives regarding their personal cultural identity: one at the beginning of the semester, and the second at the end of the semester. My expectation is that your narrative will change and evolve during the semester as you grow and gain more understanding and knowledge regarding what culture is and how it affects the life
course of an individual. Each narrative will include the personal life experiences, cultural elements and influences that contribute to one’s cultural identity, and a description of that formed cultural identity. The initial narrative can be 2-3 pages. The final paper should be 3-4 pages in length (double-spaced, Times New Roman 12-point font).

The first narrative is worth a maximum of 10 points, with your grade being determined by the degree to which you have addressed the following:

• How well did you discuss your personal experiences and how they have shaped how you define your culture and/or identity today?
• How well are you able to articulate how your culture and/or identity have influenced different domains of or chapters of your life?
• How well were you able to describe how your culture and/or identity have changed and developed over your life span?
• How creative, well organized, and grammatically correct is your paper?

The second narrative is worth a maximum of 10 points, with your grade being determined by the degree to which you have addressed the following:

• How well did you discuss and relate your personal experiences to important concepts from the literature on multicultural counseling? Were you able to articulate how your personal experiences support and/or challenge these concepts and theories?
• How well are you able to articulate how culture (yours and those of others) has influenced different domains or chapters of your life?
• How well were you able to describe how your cultural identity has changed and developed over your life span?
• How well did you present the cultural identity development models we have learned and relate them to your own life experiences?
• How creative, well organized, and grammatically correct is your paper?

3) Film Critique and Analysis (15 points)

Students will watch and analyze a cinematic movie. Students are free to choose their own movie; however, suggestions will be provided for those who may not be film fans. For their selected movie, students are to write a 3-5 page analysis addressing the following components: level of acculturation of the identified character, degree of acculturative stress the character experiences, aspects of the character’s worldview (individualistic or collectivistic), the role of the family (e.g., family relationships, roles, values) in the movie, description of how people from different cultural backgrounds (e.g. ethnicity, religion/spirituality, sexual orientation, social class) are portrayed in the movie, examples of any microaggressions and/or stereotypes observed, and any important historical considerations of note. Students will give an oral presentation of their analysis to their peers using the presentation template file located on the course Blackboard page.

4) Cultural Immersion Experience (15 points)

This assignment provides students the opportunity to experience a culture different from their
own. The objective is to increase students’ awareness and understanding of that individual/group and their culture. Students may choose to interact with either an individual or group for this experience, and plan to meet between three and five times with this person/group to sufficiently address the objectives of this assignment. After meeting with the identified individual or group, students will write 8-10 pages (not including title page or references) addressing the following:

**Counselor Awareness of Own Cultural Values and Biases**

- What prior knowledge and/or preconceived expectations or ideas did you have previously?
- What did you find compelling about this experience?
- What changed in your thinking (if anything) based on this experience?
- Are there now any behavioral changes that you can anticipate for yourself?
- What was learned from the experience, and how does this fit in with your overall development as a counselor-in-training?

**Counselor Awareness of Client Worldview**

- Describe how this event might be different from a similar event within your own culture.
- If you were seeing a client from this culture, how might your experience help you to better understand his/her worldview?
- How might intersections of identity impact their worldview?

**Culturally Appropriate Intervention Strategies**

- Based on what you learned during this experience, and from your readings and learnings in class, what themes might you want to explore in working with clients of this culture?
- Discusses the fundamental aspects counselors should be aware of when working with this specific subpopulation.
- Make a list of community resources available to the cultural group (e.g., associations, counseling services, foundations, community clinics, community outreach groups).

5) **Group Presentation on Specific Multicultural Populations (15 points)**

During the first class meeting, students will have the opportunity to choose a particular multicultural population for which they must research and develop a group presentation informing class members on the group selected and how multicultural counseling competencies come into play when working with clients who identify with this group of individuals. Each group will have 30 minutes to present its findings utilizing MS PowerPoint software and demonstrating professional presentation skills. Students may use the primary text for this class as a resource and starting point, however information from at least five additional peer-reviewed sources also must be used. Additional details regarding this assignment will be discussed during the first class meeting.

6) **Final Exam (20 points)**

Students will be given a final exam during the exam period that will cover book chapters, articles, class discussions/activities, and other relevant materials from the entire semester. The final exam could be a combination of multiple choice, true/false, matching, and/or short
answer/essay response. Students will receive more information about the format of the final exam prior to the exam date.

Point Allocation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Quizzes</td>
<td>15</td>
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<tr>
<td>Cultural Self-Narrative Papers</td>
<td>20</td>
</tr>
<tr>
<td>Film Critique and Analysis</td>
<td>15</td>
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<tr>
<td>Cultural Immersion Project</td>
<td>15</td>
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<td>Group Presentation</td>
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<td>Final Exam</td>
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<td><strong>TOTAL</strong></td>
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Grade Distribution

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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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Required or Recommended Readings

**Textbook:**


**Recommended or supplemental readings:**


**State Adopted Proficiencies for School Counselors**

**Standard I. Learner-Centered Knowledge:**
The certified school counselor has a broad knowledge base.

**Standard IV. Learner-Centered Equity and Excellence for All Learners:**
The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

**Standard V. Learner-Centered Communications:**
The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

**Standard VI. Learner-Centered Professional Development:**
The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

**TExES Competencies**

**Competency 001 (Human Development):** The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

**Competency 002 (Student Diversity):** The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

**Competency 003 (Factors Affecting Students):** The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote
students' ability to achieve their potential.

**Competency 006 (Counseling):** The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 010 (Professionalism):** The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

**Course Policies**

**Attendance**

Students are expected to attend each scheduled class session. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, students are asked to communicate with their instructor as soon as possible so the instructor is aware of the situation and can work together with the student to devise a mutually agreeable course of action. Under these circumstances, absences will be considered “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.). Additional excused absences for participation in a religious holy day as outlined in the University catalog may be granted if addressed in advance with the course instructor. Missing class due to work obligations is not considered an excused absence.

For absences that are not excused, the following attendance policies are in place:

- The first **unexcused** absence will result in a 5% reduction in the student’s final grade.
- A second **unexcused** absence will result in a 10% reduction in the student’s final grade.
- Following a third **unexcused** absence, students will either receive a failing grade for the course or be administratively dropped from the course.
- Arriving late or leaving early to class is discouraged. Two such instances will count as an **unexcused absence**.
- Students acting unprofessionally in class will be asked to leave. Should a dismissal result in the student missing more than 50% of the class period, an **unexcused absence** will be issued.

**Communication**

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

**Late Submissions of Student Work**

Late assignments will be accepted up to one week late for a reduced letter grade. After one week late, assignments will not be accepted and you will receive a zero. Chapter reading quizzes and discussion board posts cannot be made up. Most of your assignments will be submitted through Blackboard. It is not an acceptable excuse to say you thought it uploaded when it didn’t. You will be able to see if the assignment attached/uploaded correctly. In the event that there is a glitch and Blackboard is not uploading your assignment properly, it is still your responsibility to
email me with your assignment attached by the assigned due date and time.

Extra Credit
As a rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

Cell Phone/Electronic Device Usage
Cell phones and laptops are not permitted in class unless specifically instructed by Dr. Feldmann. If cell phones or laptops are used during class without explicit instruction from Dr. Feldmann, participation points will be deducted. There will be no courtesy warning.

Academic Integrity and Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also
maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

**Classroom Behavior and Professional Conduct**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Additionally, students are expected to adhere to the 2014 *Code of Ethics* of the American Counseling Association. Any behavior that is deemed unethical may be grounds for Student Review and Retention policy procedures to be initiated or for dismissal from the program.

**Confidentiality**

Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. If you wish to share with others outside the class, *discuss only your own reactions or experiences* and maintain confidentiality regarding other’s input. *This is an ethical issue.*

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. *Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **November 8th, 2019** is the last day to drop a class with an automatic grade of “W” this term.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to
behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 process and the number of days allowed for completing the steps in the process, see 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](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**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 Corpus Christi Hall 116.

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

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or e-mail. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., e-mails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Syllabus Disclaimer**
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any portions of the syllabus. If changes are made to the syllabus, the instructor will inform students regarding such changes. It is also the responsibility of each student to know what changes have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Students are encouraged to ask questions regarding information on the syllabus and course requirements when they receive the syllabus.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Readings</th>
<th>Assignments</th>
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</thead>
</table>
| August 27th  | Syllabus Review and Course Orientation  
|              | APA Formatting  
|              | Group Presentation Topics  
|              | Chapter 1: The Culturally Competent Counselor | Read chapter 1  
|              | DUE: Chapter 1 quiz  
|              | (9/01/19 at 11:59PM) |  
| September 3rd| Chapter 2: Cultural Identity Development | Read chapter 2  
|              | DUE: Chapter 2 quiz  
|              | DUE: Cultural Self-Narrative #1 |  
| September 10th| Chapter 3: Social Justice Counseling | Read chapter 3  
|              | DUE: Chapter 3 quiz |  
| September 17th| Chapter 4: Racism and White Privilege | Read chapter 4  
|              | DUE: Chapter 4 quiz |  
| September 24th| Chapter 5: Gender and Sexism | Read chapter 5  
|              | DUE: Chapter 5 quiz |  
| October 1st  | Chapter 6: Sexual Orientation and Heterosexism | Read chapter 6  
|              | DUE: Chapter 6 quiz |  
| October 8th  | Chapter 7: Social Class and Classism  
|              | Film Analysis Discussions | Read chapter 7  
|              | DUE: Chapter 7 quiz  
|              | DUE: Film Analysis Paper |  
| October 15th | Chapter 8: Disability, Ableism, and Ageism | Read chapter 8  
|              | DUE: Chapter 8 quiz |  
| October 29th | Chapter 9: Individuals and Families of African Descent  
|              | Chapter 10: Individuals and families of Arab Descent | Read chapters 9 and 10  
|              | DUE: Chapter 9 and 10 quizzes |  
| November 5th | Chapter 11: Individuals And Families of Asian Descent  
|              | Chapter 12: Individuals and Families of Latin-American and Latin Descent | Read chapters 11 and 12  
|              | DUE: Chapter 11 and 12 quizzes |  
| November 12th| Chapter 13: Counseling Individuals and Families of Native American Descent  
|              | Chapter 14: Individuals and families of European Descent | Read chapters 13 and 14  
|              | DUE: Chapter 13 and 14 quizzes  
<p>|              | DUE: Cultural Immersion Paper |<br />
| November 19th| Chapter 15: Individuals and Families of Multiracial Descent | Read chapters 15 and 16 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter 16: Spiritual Diversity</th>
<th>DUE: Chapter 15 and 16 quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 26th</td>
<td>Chapter 17: Using Counseling Theories in Multicultural Contexts Chapter 18: Multicultural Diagnosis and Conceptualization</td>
<td>Read chapters 17 and 18 DUE: Chapter 17 and 18 quizzes</td>
</tr>
<tr>
<td>December 3rd</td>
<td>Group Presentations</td>
<td>DUE: Group Presentations</td>
</tr>
<tr>
<td>December 10th</td>
<td>Group Presentations (if needed) Final Exam</td>
<td>DUE: Cultural Self-Narrative #2</td>
</tr>
</tbody>
</table>

*** There may be additional readings that may be assigned per the instructor ***
### Cultural Self-Narrative Paper #1 Rubric (10 points)

<table>
<thead>
<tr>
<th>Component</th>
<th>2016 CACREP Standards</th>
<th>Rating/Scoring</th>
</tr>
</thead>
</table>
| **Content:** | 2.F.2.d: The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others. | **Does Not Meet Expectations:** (0-2.5 points)  
- Narrative does not discuss personal experiences, articulate cultural identity, or discuss development of cultural identity.  
- Narrative is not well developed and lacks appropriate details.  

**Meets Expectations:** (>2.5-5 points)  
- Narrative discusses the three elements of personal experiences, cultural identity, and cultural identity development.  
- Narrative is somewhat developed, but lacking depth, detail, thoughtfulness, and/or insight.  

**Exceeds Expectations:** (>5-7.5 points)  
- Narrative thoroughly discusses the three elements of personal experiences, cultural identity, and cultural identity development.  
- Narrative is well developed, provides detail, and shows thoughtfulness and insight. |
| Each narrative will include the personal life experiences, cultural elements and influences that contribute to one’s cultural identity, and a description of that formed cultural identity. Your narrative must thoroughly address the following questions:  
- How well did you discuss your personal experiences and how they have shaped how you define your culture and/or identity today?  
- How well are you able to articulate how your culture and/or identity have influenced different domains of or chapters of your life?  
- How well were you able to describe how your culture and/or identity have changed and developed over your life span? | |
| **Style and Formatting:** |  | **Does not meet expectations (0 points):**  
- There is no adherence to APA format.  
- Paper is rife with spelling, grammatical, and punctuation errors.  
- Paragraph structure, flow, and organization of paper are not evident.  
- Paper does not meet the required guidelines (2-3 pages).  
- Writing is not considered graduate-level work. |
<p>| Narrative should follow APA formatting, be clearly organized, and considered graduate-level writing. | |</p>
<table>
<thead>
<tr>
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<th>Meets expectations (&gt;0-1.5 points):</th>
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<tbody>
<tr>
<td></td>
<td>- There is evidence of adherence to APA format, but still has errors.</td>
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<tr>
<td></td>
<td>- Paper has several spelling, grammatical, and punctuation errors.</td>
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<td></td>
<td>- Paragraphs need more structure.</td>
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<td></td>
<td>- Flow and organization of paper is choppy and hard to follow.</td>
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<tr>
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<td><strong>Exceeds expectations (&gt;1.5-2.5 points):</strong></td>
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<tr>
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<td>- Paper adheres to APA format.</td>
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<td>- There are zero to few spelling, grammatical, and punctuation errors.</td>
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<td>- Each paragraph is well constructed with a topic sentence and supporting sentences.</td>
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<td>- There is a clear and easy “flow” and organization to the overall paper.</td>
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<td>- Paper is no shorter than two pages, but no longer than three pages.</td>
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Cultural Self-Narrative Paper #2 Rubric (10 points)

<table>
<thead>
<tr>
<th>Component</th>
<th>2016 CACREP Standards</th>
<th>Rating/Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>Each narrative will include the personal life experiences, cultural elements and influences that contribute to one’s cultural identity, and a description of that formed cultural identity. For this narrative paper, the expectation is that your narrative will change and evolve during the semester as you grow and gain more understanding and knowledge regarding what culture is and how it affects the life course of an individual. Your narrative must thoroughly address the following questions:</td>
<td>Does Not Meet Expectations: (0-2.5 points)</td>
</tr>
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</table>
|           | • How well did you discuss and relate your personal experiences to important concepts from the literature on multicultural counseling? Were you able to articulate how your personal experiences support and/or challenge these concepts and theories?  
• How well are you able to articulate how culture (yours and those of others) has influenced different domains or chapters of your life?  
• How well were you able to describe how your cultural identity has changed and developed over your life span?  
• How well did you present the cultural identity development models we have learned and relate them to your own life experiences? | - There are missing elements from “Exceeds Expectations” section. |
|           | 2.F.2.b.: Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.  
2.F.2.d: The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others. | Meets Expectations: (>2.5-5 points) |
|           | - All of the elements from “Exceeds Expectations” are present.  
- Narrative is considered superficial and somewhat developed.  
- Narrative is lacking depth, detail, thoughtfulness, and/or insight. | Exceeds Expectations: (>5-7.5 points) |
|           | - Narrative thoroughly discusses the three elements of personal experiences, cultural identity, and cultural identity development.  
- Narrative thoroughly discusses evolution of cultural identity and awareness throughout the semester.  
- Narrative discusses how personal experiences relate to and/or challenge concepts and theories in multicultural literature.  
- Narrative thoroughly discusses cultural identity development models and how they relate to your own life experiences.  
- Narrative is well developed, provides detail, and shows thoughtfulness and insight. |
<table>
<thead>
<tr>
<th>Style and Formatting:</th>
<th>Does not meet expectations (0 points):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative should follow APA formatting, be clearly organized, and considered graduate-level writing. The final paper should be 3-4 pages in length (double-spaced, Times New Roman 12-point font). Title page and reference page are not included in the page length. Consider the following question prior to submitting your final paper:</td>
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<td>- How creative, well organized, and grammatically correct is your paper?</td>
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<td>- Paper is rife with spelling, grammatical, and punctuation errors.</td>
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<tr>
<td>- Paragraph structure, flow, and organization of paper are not evident.</td>
<td></td>
</tr>
<tr>
<td>- Paper does not meet the required guidelines (3-4 pages).</td>
<td></td>
</tr>
<tr>
<td>- Writing is not considered graduate-level work.</td>
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</tbody>
</table>

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<tr>
<th>Meets expectations (&gt;0-1.5 points):</th>
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<td>- There is evidence of adherence to APA format, but still has errors.</td>
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<tr>
<td>- Paper has several spelling, grammatical, and punctuation errors.</td>
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<tr>
<td>- Paragraphs need more structure.</td>
</tr>
<tr>
<td>- Flow and organization of paper is choppy and hard to follow.</td>
</tr>
<tr>
<td>- Paper is no shorter than three pages, but no longer than four pages (title page and reference page excluded from page requirements).</td>
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</tbody>
</table>

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<tr>
<th>Exceeds expectations (&gt;1.5-2.5 points):</th>
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<tr>
<td>- Paper adheres to APA format.</td>
</tr>
<tr>
<td>- There are zero to few spelling, grammatical, and punctuation errors.</td>
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<td>- Each paragraph is well constructed with a topic sentence and supporting sentences.</td>
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<td>- There is a clear and easy “flow” and organization to the overall paper.</td>
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<td>- Paper is no shorter than three pages, but no longer than four pages (title page and reference page excluded from page requirements).</td>
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**Film Critique and Analysis (15 points)**

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<tr>
<th>Component</th>
<th>2016 CACREP Standards</th>
<th>Rating/Scoring</th>
</tr>
</thead>
</table>
| Content:  | 2.F.2.a.: Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.  
2.F.2.d.: The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others. | Does Not Meet Expectations: (0-3 points)  
- There are missing elements from the “Exceeds Expectations” section.  
Meets Expectations: (>3-7 points)  
- All of the elements from “Exceeds Expectations” are present.  
- Paper is considered superficial and somewhat developed.  
- Paper is lacking depth, detail, thoughtfulness, and/or insight.  
Exceeds Expectations: (>7-10 points)  
- Paper thoroughly discusses all of the following information:  
  • level of acculturation of the identified character  
  • degree of acculturative stress the character experiences  
  • aspects of the character’s worldview (individualistic or collectivistic)  
  • the role of the family (e.g., family relationships, roles, values) in the movie  
  • description of how people from different cultural backgrounds (e.g. ethnicity, religion/spirituality, sexual orientation, social class, privilege status) are portrayed in the movie  
  • examples of any microaggressions and/or stereotypes observed  
  • any important historical considerations of note.  
- Paper is well developed, provides detail, and shows thoughtfulness and insight |
| Style and Formatting: | Does not meet expectations (0-1.5 points): |
| Narrative should follow APA formatting, be clearly organized, and considered graduate-level writing. The analysis should be 3-5 pages in length (double-spaced, Times New Roman 12-point font). Consider the following question prior to submitting your final paper:  
  - How creative, well organized, and grammatically correct is your paper? | - There is no adherence to APA format.  
- Paper is rife with spelling, grammatical, and punctuation errors.  
- Paragraph structure, flow, and organization of paper are not evident.  
- Paper does not meet the required guidelines (3-5 pages).  
- Writing is not considered graduate-level work.  

**Meets expectations (>1.5-3 points):**  
- There is evidence of adherence to APA format, but still has errors.  
- Paper has several spelling, grammatical, and punctuation errors.  
- Paragraphs need more structure.  
- Flow and organization of paper is choppy and hard to follow.  
- Paper is no shorter than three pages, but no longer than five pages (title page and reference page excluded from page requirements).  

**Exceeds expectations (>3-5 points):**  
- Paper adheres to APA format.  
- There are zero to few spelling, grammatical, and punctuation errors.  
- Each paragraph is well constructed with a topic sentence and supporting sentences.  
- There is a clear and easy “flow” and organization to the overall paper.  
- Paper is no shorter than three pages, but no longer than five pages (title page and reference page excluded from page requirements). |
## Group Presentation on Multicultural Populations (15 points)

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<th>2016 CACREP Standards</th>
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</table>
| **Content:** Students will choose a particular multicultural population for which they must research and develop a group presentation informing class members on the group selected and how multicultural counseling competencies come into play when working with clients who identify with this group of individuals. Students may use the primary text for this class as a resource and starting point, however information from at least five additional peer-reviewed sources also must be used. | 2.F.1.e.: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients 2.F.2.a.: Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. 2.F.2.c.: Multicultural counseling competencies. 2.F.2.f.: Help-seeking behaviors of diverse clients. 2.F.2.h.: Strategies for identifying and eliminating barriers, prejudices, and processes of intentional/unintentional oppression and discrimination. | **Does Not Meet Expectations: (0-3 points)**  
- There are missing elements from the “Exceeds Expectations” section.  
**Meets Expectations: (>3-7 points)**  
- All of the elements from “Exceeds Expectations” are present.  
- Presentation is considered superficial and somewhat developed.  
- Presentation is lacking depth, detail, thoughtfulness, and/or insight.  
**Exceeds Expectations: (>7-10 points)**  
- Presentation thoroughly discusses all of the following information:  
  - Culture and values of identified group including, but not limited to, race, ethnicity, relevant historical contexts, family influences, gender roles, spirituality and/or religion, sex identity, education, etc.  
  - Examination of stereotypes, oppression, discrimination including strategies to eliminate these barriers  
  - How to advocate for clients who experience institutional and social barriers to access, equity, and success  
  - Help-seeking attitudes of identified group (i.e., view on counseling and access to mental health support)  
  - Relevant counseling approaches, theories, and/or styles that will facilitate a counseling relationship (i.e., integration of MSJCC)  
- Content is derived from a minimum of five peer-reviewed sources |
<table>
<thead>
<tr>
<th><strong>Presentation:</strong> Each group will have 30-40 minutes to present its findings utilizing MS PowerPoint software and demonstrating professional presentation skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does Not Meet Expectations (0-1.5 points):</strong></td>
</tr>
<tr>
<td>- All areas in “Exceeds Expectations” are not included.</td>
</tr>
<tr>
<td><strong>Meets Expectations (&gt;1.5-3 points):</strong></td>
</tr>
<tr>
<td>- All areas in “exceeds expectations” are included, but may be lacking in organization or clarity</td>
</tr>
<tr>
<td>- Presenters demonstrate an over-reliance on slides and/or notes.</td>
</tr>
<tr>
<td><strong>Exceeds Expectations (&gt;3-5 points):</strong></td>
</tr>
<tr>
<td>- Presentation is clearly and logically organized.</td>
</tr>
<tr>
<td>- Each member of the group participates equally in presentation.</td>
</tr>
<tr>
<td>- Each presenting member appropriately engages with audience and does not read straight from the slides or notes</td>
</tr>
<tr>
<td>- No more than 20 slides are used to address content.</td>
</tr>
<tr>
<td>- Slides are easy to read and are not overly crowded or overly animated</td>
</tr>
<tr>
<td>- Presentation is a minimum of 30 minutes, but no longer than 40 minutes.</td>
</tr>
<tr>
<td>- All sources used for content are listed on last slide.</td>
</tr>
</tbody>
</table>
### Cultural Immersion Experience Rubric (15 points)

<table>
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<tbody>
<tr>
<td><strong>Content:</strong></td>
<td>2.F.2.a.: Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.</td>
<td>Does Not Meet Expectations: (0-3 points) - There are missing elements from the “Exceeds Expectations” section.</td>
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<td>2.F.2.b.: Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.</td>
<td>Meets Expectations: (&gt;3-7 points) - All of the elements from “Exceeds Expectations” are present. - Paper is considered superficial and somewhat developed. - Paper is lacking depth, detail, thoughtfulness, and/or insight.</td>
</tr>
<tr>
<td></td>
<td>2.F.2.c: Multicultural counseling competencies.</td>
<td>Exceeds Expectations: (&gt;7-10 points) - Paper thoroughly discusses all of the following information:</td>
</tr>
<tr>
<td></td>
<td>2.F.2.e: the effects of power and privilege for counselors and clients</td>
<td>• Counselor awareness of own cultural values and biases including: prior knowledge or preconceived notions/ideas; what you found compelling about this experience; what changed your thinking (if anything) based on experience; what you learned from this experience and how it fits with your development as a counselor-in-training</td>
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<td>2.F.2.h.: Strategies for identifying and eliminating barriers, prejudices, and processes of intentional/unintentional oppression and discrimination.</td>
<td>• Counselor awareness of client worldview including: describe how this event/interaction might be different from a similar event in your own culture; if you were seeing a client from this culture, describe how this experience helps you better understand their worldview; describe how intersections of identity may impact their worldview</td>
</tr>
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<td>2.F.2.g.: Multicultural counseling competencies.</td>
<td>• Examination of power and privilege in the counseling relationship including: identifying the potential privileges of both the counselor and client, examining how those differences and similarities impact the counseling relationship</td>
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<td>2.F.2.h.: Strategies for identifying and eliminating barriers, prejudices, and processes of intentional/unintentional oppression and discrimination.</td>
<td>• Culturally appropriate intervention strategies including: based on class discussion and reading, describe what</td>
</tr>
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</table>

Students may choose to interact with either an individual or group for this experience, and plan to meet between three and five times with this person/group to sufficiently address the objectives of this assignment. After meeting with the identified individual or group, students will write 8-10 pages (not including title page or references) addressing the following:
- Counselor awareness of own cultural values and biases
- Counselor awareness of client worldview
- Examination of power and privilege in the counseling relationship
- Culturally appropriate intervention strategies
themes you might explore in working with a client from this culture; discuss fundamental aspects counselors should be aware of when working with this culture; provide list of community resources (associations, counseling services, foundations, community clinics, and/or community outreach groups)
- Paper is well developed, provides detail, and shows thoughtfulness and insight

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