

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING

COURSE PREFIX: CNS

COURSE NUMBER: 671

CREDIT HOURS: 3

I. TITLE: Multicultural Counseling

II. COURSE DESCRIPTION:

The purpose of this course is to focus on the role that cultural environment plays in the lives of people and the implications of that role for the helping professions and the helping process. There will be an overview of the different micro-cultures to which individuals belong and the implications for the delivery of counseling services. It is expected that the counseling student will learn how to use the concept of pluralism in the provision of counseling services to multicultural individuals and populations.

III. COURSE OBJECTIVES:

Upon completion of this course, students will (per 2009 CACREP Standards):

1. Assess trends that contribute to pluralistic society and the subsequent needs for culturally skilled counselors (CACREP Section II: G2a).
2. Recognize specific theories that address the process of minority/racial/cultural identity development, multicultural counseling, cross-cultural awareness, and social justice (CACREP Section II: G2b, G2c).
3. Identify cultural factors and characteristics among diverse groups such as, attitudes, beliefs, understandings, acculturative experiences (CACREP Section II: G2b).
4. Develop an awareness regarding the counselor's role in various counseling situations including, but not limited to, issues related to social justice, advocacy, conflict resolution, and other culturally supported behaviors that promote optimal wellness and development (CACREP Section II: G2c, G2d, G2e, G5b).
5. Develop cultural self-awareness in order to eliminate biases, prejudices, and intentional and unintentional oppression and discrimination (CACREP Section II: G2e, G2f, G5b).
6. Identify relevant counseling issues specific to diverse populations and cultures (CACREP Section II: G2a, G2b, G2c, G2d, G2e).
7. Develop strategies for working with and advocating for diverse populations (CACREP Section II: G2b, G2c, G2d, G2e, G5b).
8. Acquire multicultural counseling competencies (CACREP Section II: G2d, G5b).
9. Assess culturally relevant research to inform evidence-based practice (CACREP Section II: G2a, G8e).

Diversity Statement

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:

- A. Defining multiculturalism
- B. Multicultural Counseling Competencies
- C. Racial/Cultural Identity Development
- D. Sociopolitical Trends
- E. Microaggressions
- F. Barriers to Effective Multicultural Counseling

- G. Social Justice
- H. Counseling Specific Populations

V. INSTRUCTIONAL ACTIVITIES:

The design of the course is to expose the learner to a variety of issues and conflicts that impact individuals and groups from societal factors such as culture, race, religion, age, gender, sexual orientation, and so forth. Through lectures, discussion, seminars, readings, group activities, media, quizzes, and preparation of papers, the learner will continue expanding his/her own development as a professional counselor.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Observations and/or Interviews

VII. TEXT AND RESOURCES:

A. Required Text:

Sue, D. W., & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice* (6th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

B. Other Required Selections:

Instructor assigned readings (e.g., journal articles) will be posted on Blackboard

- *Students are expected to read assigned chapters/articles prior to each class*

C. References:

American Counseling Association. (2005). *ACA Code of Ethics 2005*. Alexandria, VA: Author.
American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
Arredondo, P., Toporek, M. S., Brown, S., Jones, J., Locke, D. C., Sanchez, J., & Stadler, H. (1996). *Operationalization of the Multicultural Counseling Competencies*. Alexandria, VA: American Counseling Association.
McGrath, P., & Axelson, J. A. (1999). *Assessing awareness and developing knowledge* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

D. Authorities:

Harold Cheatham, Derald Sue, Allen Ivey, Michael D'Andrea, Judy Daniels, Don Locke, Patricia Arredondo, Courtland Lee, Kelley Kenney, Bea Wehrly, Joe Ponterotto

E. Websites:

Association for Multicultural Counseling & Development (AMCD):
www.multiculturalcounseling.org
American Counseling Association (ACA): www.counseling.org
American Mental Health Counselors Association (AMHCA): www.amhca.org
American School Counselor Association (ASCA): www.schoolcounselor.org
Kentucky Counseling Association (KCA): www.kyca.org

F. Journals:

Journal of Multicultural Counseling & Development
Multicultural Perspectives
Journal of Counseling & Development

G. Library Resources:

MSU Library: www.murraystate.edu/MSML

MSU College of Education Librarian: Katherine Farmer – (270) 809-6180 /
kfarmer10@murraystate.edu

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements:

Quizzes	10%
Personal Cultural Analysis	10%
Cultural Exposure	20%
Group Paper & Presentation	30%
Exam	20%
Attendance & Participation	10%
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Total	100%

B. Grading Scale:

A = 90 – 100

B = 80 – 89

C = 70 – 79

E = Below 70

It is important to note that students who demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective, will not receive instructor endorsement to continue in clinical courses.

In addition, it is important to note that due to the sensitive and challenging nature of the material discussed in class (e.g., racism, sexism, homophobia, ageism, etc.), it is imperative that there be an atmosphere of trust and safety in the classroom. I will do my best to provide an environment in which we are able to hear and respect each other, and it is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom is particularly troubling. Some students find it helpful to journal their thoughts and feelings as they explore these sensitive issues.

C. Assignments:

1. **Quizzes (10%)**

Quizzes will be given throughout the duration of the semester and will cover material from assigned readings. No makeup quizzes will be given; as such, students must be present and on-time to take the quiz. The ten highest quiz scores will count towards the final grade.

2. **Personal Cultural Analysis (10%)** (CACREP Standards Section II: G2e, G2f; CACREP CACREP Section III School Counseling Objectives: D1; CAEP: D2d)

All people are products of the dynamics of their own cultural background. In addition, our present attitudes, behaviors, and values have been shaped by our past learning and experiences.

You are to conduct an analysis of your own cultural heritage. This presentation will explore the nature of your own personal values, cultural identity, family history, and current lifestyle. This should be a representation that addresses the constructs that are most salient to your self-definition/identity (e.g. ethnicity, race, culture, spirituality, class, gender, sexual identity, disability, etc.). You are to present your self-analysis from a multigenerational perspective and should address how your familial, ethnic, cultural influences, and life experiences have led to your current sense of self, your work as a counselor, and your ability to work with different groups in counseling. In addition, you are required to submit a detailed outline of your poster/ or multi-media presentation. In your outline and poster presentation, it is essential that you integrate a cultural identity development model discussed in class or learned through your own research to trace this development. *The evaluation of this project will be based on the relevance to course content (i.e. discussion of cultural identity developmental model, implications of microaggressions, etc.), not on the quality of your life experiences.*

When creating your presentations, please use the following questions as a guide (*Your presentation must be inclusive of letters "A - D" and may include any other points below you believe helps share your story/journey*):

- a) **Trace your heritage back minimally three generations (e.g. great grandparents)**
- b) **With what racial, cultural and/or ethnic group do you identify?**
- c) **Describe other self-identifications (e.g. linguistic, dialect, religious, gender, sexual orientation, social class, geographic residence, etc.).**
- d) **Describe the cultural practices and customs that your family observes.**
- e) Discuss what messages (explicit and implicit; positive and negative) you received about your racial, cultural or ethnic background and what childhood experiences reinforced them.
- f) Describe the childhood and adolescent messages, experiences, and relationships that shaped your view of people who are culturally different than you. What is your current view of people who are culturally different than you (be sure to discuss both positive and negative views)?
- g) To what extent do you regularly interact with members of other ethnic or cultural groups? Professionally? Socially? Do you worship with members of other ethnic groups? Do you live in an ethnically diverse community?
- h) How did you first come to understand that racism, heterosexism, or other isms existed? What did you learn from this experience?
- i) How would your parents have responded if, while in your undergraduate years, you had invited a member of a different ethnic group, sexual orientation, or some other non-dominant group home with you for Thanksgiving?
- j) What was your parents' main advice to you about people from other ethnic groups or non-dominant groups (be sure to discuss both positive and negative advice)?
- k) How would your parents have responded if, while in college, you announced that you were in a significant romantic relationship with a member of a different ethnic group or some other non-dominant group?
- l) How would you respond, or have you responded, if your college-age son or daughter announced plans to marry a member of a different ethnic group? A member of the same sex?
- m) Describe some personal experiences that may have influenced you to change the way that you view people that are culturally different than you.
- n) What gender assumptions/biases are common in your cultural group? Religious group? How is sexual orientation regarded by you? Members of your family? Within your culture?

- o) How do you plan to manage value conflicts with your client?
- p) With what groups do you think you will have the most difficulty working? The least difficulty? Why?
- q) What are the implications of these answers for your work with clients from both similar and dissimilar cultural backgrounds?

3. **Cultural Exposure (20%)** (CACREP Standards Section II: G2b, G2d; CACREP Section III Clinical Mental Health Counseling Objectives: E2; CAEP: D2b, D2c)

Each student will interview TWO adults (the interviews must be conducted face to face) who are culturally or ethnically different from him/herself. Sample questions will be given in class. Alter these questions to suit the interview situation, and feel free to add additional questions which will enhance the interview. The 3 to 5 page submitted reflection should be written in the first-person, narrative form, and in APA (6th ed.) format (see rubric). Your reactions to your feelings, thoughts, actions, and learnings prior to, during, and after the interviews should be the major focus of the assignment.

4. **Group Research Paper and Presentation (30%)** (CACREP Standards Section II: G2a, G2c; CACREP Section III Clinical Mental Health Counseling Objectives: E1, E3, E5; CAEP: D2a, D2e)

Each student group is required to write a 10 to 15 page, theory-supported, research paper on counseling a specific population, and then communicate to the class what was learned through the research activity and what each group member learned about him/herself in the process of completing the assignment (rubrics for the paper and the presentation will be provided in class at a later date). Groups and special populations to be researched will be assigned by the instructor.

Papers must include a component that addresses clinical mental health counseling or school counseling issues, and issues that counselors may face in working with the assigned population. The paper must reference at least 15 resources from the literature (not including the class textbook). The entire paper must be written in APA (6th ed.) format. Additionally, each student group will prepare and present a 60 to 90 minute presentation based on their respective paper. A power-point (or similar) presentation with handouts (students are encouraged to be creative) is required. A detailed outline of the presentation must be submitted to the instructor no later than the week prior to the presentation date.

Lastly, groups will submit a proposal based on the paper/presentation for consideration at the annual Kentucky Counseling Association conference. Groups will be graded according to the scoring rubric. Participation points will be assigned based on peer evaluation. Each group member will send the instructor an email prior to the presentation date with a numerical grade for each group member's level of participation.

For the presentation, I encourage you to be creative! Feel free to use multimedia, role-plays, and any interactive method to present a quality/entertaining presentation. For instance, standout presentation in the past included:

- a) a reading and discussion of culturally relevant children books
- b) the distribution of a reference list of local mental health professionals who provide services for the specific population

- c) identifying local and national resources utilized by the assigned population (radio and television stations, churches, civic and social organization, etc.)
- d) a presentation of cultural artifacts / dressing in traditional attire from the assigned population
- e) interviewing a person from the assigned population and discussing the experience of the interview

5. **Exam (20%)**

At the end of the semester, a final exam will be given. This in-class exam will be a multiple-choice/true-false assessment. This exam is cumulative and will cover material from the entire course to include, lectures, student presentations, guest lectures, as well as information from the text and journals.

6. **Attendance & Participation (10%)**

Given the interactive nature of this course, attendance is necessary and mandatory in order to develop knowledge and skills to be ethical and effective professional counselors.

- a. **Attendance:** Due to the seminar format of the course, discussions, readings, and lectures, it is required that students regularly attend class. If for any reason you find that you are unable to attend a class session, it will be your responsibility to personally contact the instructor prior to the scheduled class meeting. Students can only be absent from **ONE (1)** class meeting (*if he or she contacts instructor prior to class meeting*) without incurring 5 percentage points being subtracted from their final grade for EACH absence after one. More than **three (3)** absences will result in a failing grade for CNS 671: *Multicultural Counseling* regardless of academic good standing. Therefore, a student absent from two class meetings or one class meeting without prior notification to the instructor will have five percentage points (5%) subtracted from his or her final grade. You may contact the instructor if you know you will be absent from a class through a meeting, e-mail, or telephone message. Above all, I want to know you are safe and okay.
- b. **Participation:** Participation in CNS 671: *Multicultural Counseling* includes (a) having completed readings prior to class, (b) having completed all assigned work prior to class, and (c) participation in class discussions. The following criterion will be used to evaluate your participation grade:

- (97%)** Attended all class meetings and was a leader & facilitator of class discussion.
- (94%)** Attended all class meetings and was actively involved in class discussion (*consistently*).
- (90%)** Attended all class meetings & participated **or** missed one class meeting, but was actively involved in class.
- (87%)** Missed one class meeting (or was late/left early from one class meeting) and participated in class discussions.
- (84%)** Missed two classes meetings (or was late/left early from two class meetings) and was actively involved in class discussions.
- (80%)** Missed two class meetings (or was late/left early from two class meetings) and participated in class discussions.
- (74%)** Overall, student was not actively engaged in the course & his or her learning experience, regardless of attendance
- (0%)** Missed three or more classes (or was late/left early from three or more class meetings)

**Being present in class & doing other activities (e.g., drawing, playing on computer, talking) is not considered being actively involved*

ALL ASSIGNMENTS MUST BE TYPED & IN APA (6th ed.) FORMAT

Please note: Any assignment not turned in at the designated classroom due date & time will result in ONE letter grade reduction for each day late. Assignments not turned in within three days after the designated classroom due date & time will NOT BE ACCEPTED and result in a failing grade for the assignment.

IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS &/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY.

IX. ATTENDANCE POLICY:

This course adheres to the attendance policy published in the current MSU *Graduate Bulletin*.

Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.

3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).

Course Specifics for CNS 671 (Spring 2014)

Instructor: Samir Patel, Ph.D.
Telephone: Office: (270) 809-6123
Office: Alexander Hall, Room 3218
E-Mail: spatel4@murraystate.edu

Office Hours: Mondays & Tuesdays: 11:30 am – 2:30 pm
 Wednesdays & Thursdays: 12:30 pm – 2:30 pm

Meeting Days: Tuesday Evenings
Meeting Times: 5:00 PM – 8:00 PM
Location: Madisonville, John H. Gray 303

CACREP Counseling Program Specifics for CNS 671

Clinical Mental Health Counseling Objectives		Assessment
Diversity and Advocacy E1	Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	Group Research Paper & Presentation
Diversity and Advocacy E2	Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	Cultural Exposure
Diversity and Advocacy E3	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.	Group Research Paper & Presentation
Diversity and Advocacy E5	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.	Group Research Paper & Presentation
School Counseling Objectives		Assessment
Counseling, Prevention, and Intervention D1	Demonstrates self-awareness, sensitivity to others, and skills needed to relate to diverse individuals, groups, and classrooms.	Cultural Analysis

Course Schedule and Assignments

Class	Date	Topic	Assignments / Readings Due at Start of Class	Assessed Standards
1	01/14/14	Introductions Syllabus Review, Course Expectations Introduction to Multicultural Counseling		
2	01/21/14	Multicultural Journey to Cultural Competence	Chapter 1 (Sue & Sue, 2013)	
3	01/28/14	The Nature of Multicultural Counseling and Therapy	Chapter 2 (Sue & Sue, 2013) Quiz 1	
4	02/04/14	Racial/Cultural Identity Development	Chapters 11 & 12 (Sue & Sue, 2013) Quiz 2	

5	02/11/14	Sociopolitical Implications of Oppression	Chapters 4 & 5 (Sue & Sue, 2013) Quiz 3	
6	02/18/14	Microaggressions and their Implications	Chapter 6 (Sue & Sue, 2013) Cultural Exposure Quiz 4	CACREP Section II: G2b, G2d; Clinical Mental Health Counseling: E2; CAEP: D2b, D2c
7	02/25/14	Barriers to Multicultural Counseling & Appropriate Interventions	Chapters 7 & 8 (Sue & Sue, 2013) Quiz 5	
8	03/04/14	Social Justice and Multicultural EBPs	Chapter 9 (Sue & Sue, 2013) Personal Cultural Analysis Quiz 6	CACREP Section II: G2e, G2f; School Counseling: D1; CAEP: D2d
9	03/11/14	No Class (Time off to Work on Projects)		
10	03/18/14	No Class (Spring Break)		
11	03/25/14	Counseling African Americans & Counseling Native Americans	Chapters 14 & 15 (Sue & Sue, 2013) Journal Articles on BB Quiz 7	
12	04/01/14	Counseling Asian Americans & Counseling Individuals with Disabilities	Chapters 16 & 26 (Sue & Sue, 2013) Journal Articles on BB Group Paper Quiz 8	CACREP Section II: G2a, G2c; Clinical Mental Health Counseling: E1, E3, E5; CAEP: D2a, D2e
13	04/08/14	Counseling Hispanic Americans & Counseling Older Adults	Chapters 17 & 23 (Sue & Sue, 2013) Journal Articles on BB Group Presentation Quiz 9	CACREP Section II: G2a, G2c; Clinical Mental Health Counseling: E1, E3, E5; CAEP: D2a, D2e
14	04/15/14	Counseling Arab & Muslim Americans	Chapter 19 (Sue & Sue, 2013) Journal Articles on BB Group Presentation Quiz 10	CACREP Section II: G2a, G2c; Clinical Mental Health Counseling: E1, E3, E5; CAEP: D2a, D2e
15	04/22/14	Counseling Sexual Minorities	Chapter 22 (Sue & Sue, 2013) Journal Articles on BB Group Presentation Quiz 11	CACREP Section II: G2a, G2c; Clinical Mental Health Counseling: E1, E3, E5; CAEP: D2a, D2e
16	04/29/14	Exam	Exam	

Cultural Analysis Rubric

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Identity Development & Self Awareness (CACREP Section II: G2e; SC: D1)	Thoroughly addresses all of the following: (a) discussion of cultural identity development; (b) description of self-identities; (c) description of group identification, (d) description of cultural practices; (e) discussion of one's ability to work with different groups; (f) limitations of self as counselor	Thoroughly addresses most of the following: (a) discussion of cultural identity development; (b) description of self-identities; (c) description of group identification, (d) description of cultural practices; (e) discussion of one's ability to work with different groups; (f) limitations of self as counselor	Addresses most of the following, but not in striking manner: (a) discussion of cultural identity development; (b) description of self-identities; (c) description of group identification, (d) description of cultural practices; (e) discussion of one's ability to work with different groups; (f) limitations of self as counselor	Fails to address half or more of the following: (a) discussion of cultural identity development; (b) description of self-identities; (c) description of group identification, (d) description of cultural practices; (e) discussion of one's ability to work with different groups; (f) limitations of self as counselor	
Becoming aware of intentional and unintentional oppression and discrimination (CACREP Section II: G2f; CAEP: D2d)	Thoroughly addresses all of the following: (a) discussion of how cultural influences and life experiences helped shape worldview; (b) reflection of instances when one oppressed / discriminated; and (c) discussion of how self-awareness will effect counseling identity and work with clients	Addresses all of the following, but not in a striking manner: (a) discussion of how cultural influences and life experiences helped shape worldview; (b) reflection of instances when one oppressed / discriminated; and (c) discussion of how self-awareness will effect counseling identity and work with clients	Addresses most of the following: (a) discussion of how cultural influences and life experiences helped shape worldview; (b) reflection of instances when one oppressed / discriminated; and (c) discussion of how self-awareness will effect counseling identity and work with clients	Fails to address two or more of the following: (a) discussion of how cultural influences and life experiences helped shape worldview; (b) reflection of instances when one oppressed / discriminated; and (c) discussion of how self-awareness will effect counseling identity and work with clients	
Effects of oppression (CAEP; D2d)	Thoroughly addresses the following: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system	Addresses the following, but not in a striking manner: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system	Addresses at least one of the following: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system	Fails to addresses at least one of the following: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system	
Possible Points	94% - 100%	85% - 93%	70% - 84%	Less than 70%	
Total					/100

Cultural Exposure Rubric

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Counselor's role in becoming self-aware & eliminating biases (CACREP Section II: G2f; SC: D1)	Thoroughly describes all of the following: (a) awareness of biases, prejudices, and so forth, which became apparent through the course of this assignment; (b) plan for continued growth and development	Addresses all of the following, but not in a striking manner: (a) awareness of biases, prejudices, and so forth, which became apparent through the course of this assignment; (b) plan for continued growth and development	Addresses just one of the following: (a) awareness of biases, prejudices, and so forth, which became apparent through the course of this assignment; (b) plan for continued growth and development	Fails to address either of the following: (a) awareness of biases, prejudices, and so forth, which became apparent through the course of this assignment; (b) plan for continued growth and development	
Effects of oppression (CACREP Section II: G2b; CAEP: D2b)	Thoroughly addresses all of the following: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system	Addresses all of the following, but not in a striking manner: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system	Addresses just one of the following: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system	Fails to address either of the following: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system	
Advocating for wellness (CACREP Section II: G2d; CMHC E2; CAEP: D2c)	Thoroughly addresses all of the following: (a) description of the potential effects of oppression on the mental health of clients; and (b) description of potential strategies, gleaned from this assignment, to advocate and promote wellness for diverse population	Addresses all of the following, but not in a striking manner: (a) description of the potential effects of oppression on the mental health of clients; and (b) description of potential strategies, gleaned from this assignment, to advocate and promote wellness for diverse population	Addresses just one of the following: (a) description of the potential effects of oppression on the mental health of clients; and (b) description of potential strategies, gleaned from this assignment, to advocate and promote wellness for diverse population	Fails to address either of the following: (a) description of the potential effects of oppression on the mental health of clients; and (b) description of potential strategies, gleaned from this assignment, to advocate and promote wellness for diverse population	
Possible Points	94% - 100%	85% - 93%	70% - 84%	Less than 70%	
Total					/100

Summative Rubric: Group Research Paper

	Poor 1 pt	Fair 2 pts	Good 3 pts	Excellent 4 pts
Statement of Problem (i.e., thesis, the gap in research, why will this paper be relevant)	Poor Group does not provide adequate information as to articulate the need to research the assigned minority group population	Fair Group provides minimal information as to articulate the need to research the assigned minority group population	Good Group provides adequate information as to articulate the need to research the assigned minority group population	Excellent Group provides a thorough explanation as to articulate the need to research the assigned minority group population
Literature Review (i.e., articles that address oppression and discrimination of assigned population)	Poor Group does not review adequate literature that speaks to internalized oppression, institutional racism, and pluralistic trends at the national and international level, and implications of discrimination on mental health	Fair Group provides a minimal review of historic and current literature that addresses: internalized oppression, institutional racism, and pluralistic trends at the national and international level, and implications of discrimination on mental health	Good Group adequately reviews historic and current literature that addresses: internalized oppression, institutional racism, and pluralistic trends at the national and international level, and implications of discrimination on mental health	Excellent Group thoroughly reviews historic and current literature that addresses: internalized oppression, institutional racism, and pluralistic trends at the national and international level, and implications of discrimination on mental health
Interpersonal / Intrapersonal Characteristics and Relationships (e.g., spirituality, communication between non-dominant group and dominant group, family characteristics, etc.)	Poor Group does not adequately address the interpersonal/intrapersonal characteristics of the assigned minority group population	Fair Group addresses the interpersonal/intrapersonal characteristics of the assigned minority group population, but it is briefly addressed	Good Group adequately addresses the interpersonal/intrapersonal characteristics of the assigned minority group population	Excellent Group thoroughly addresses the interpersonal/intrapersonal characteristics of the assigned minority group population
Developmental Models (i.e. racial, ethnic, sexual identity developmental models)	Poor Group does not address research on developmental models of assigned minority group population	Fair Group minimally addresses research on developmental models of assigned minority group population	Good Group adequately addresses research on developmental models of assigned minority group population	Excellent Group thoroughly addresses research on developmental models of assigned minority group population
Effective Interventions (i.e. implications for effective counseling)	Poor Group does not address effective interventions with regards to assigned minority group population	Fair Group minimally addresses effective interventions with regards to assigned minority group population	Good Group adequately addresses effective interventions with regards to assigned minority group population	Excellent Group thoroughly addresses effective interventions with regards to assigned minority group population
Flow and Quality (i.e. paper transitions from the one topic to the next with fluidity, topics and supporting info are related to thesis, etc.)	Poor The paper lacks flow, and topics are unrelated to thesis	Fair The paper flows, but the topics are unrelated to the thesis	Good The paper lacks flow, but the topics are related to the thesis	Excellent The paper has flow and the topics are related to the thesis
APA Format	Poor Submitted paper does not meet minimal APA requirements, and/or is less than 10 pages, and/or critically assess 5 or fewer relevant articles	Fair Submitted paper meets minimal APA requirements, and/or is less than 10 pages, and/or critically assess between 6 and 10 relevant articles	Good Submitted paper adequately meets APA requirements, and/or is at least 10 pages, and/or critically assess between 11 and 14 relevant articles	Excellent Submitted paper sufficiently meets APA requirements, and is at least 15 pages, and critically assess 15 or more relevant articles

A = 32 – 25 points; B = 24 – 17 points; C = 16 – 9 points; F = 8 points or less

Summative Rubric - Student Led Group Presentation

Group Presentation: Each student group is required to research and prepare a 60 to 90-minute presentation on a specific minority group population. The groups will be responsible for researching and thoroughly learning about the assigned group, so as to teach the class about said group. On the designated presentation day, the group must provide their classmates with a comprehensive handout (please send electronic copy of handout to instructor no later than one day prior to the presentation date). **A detailed outline of the presentation must be submitted to the instructor no later than five days prior to the presentation date.**

Presentation Criterion

- 1. Presentation** _____ (25 points)
 - a. Cultural Background
 - b. Implications of Oppression, Racism, & Discrimination
 - c. Developmental Model
 - d. Effective Interventions
 - e. Personal Reflection

- 2. Student Involvement** _____ (10 points)
 - a. Incorporation of work that leads to participant introspection

- 3. PowerPoint and Handouts** _____ (25 points)
 - a. The use of PowerPoint (or something similar) to enhance presentation
 - b. Handouts outline the presentation
 - c. PowerPoint and handouts are clear and grammatically correct (slides abide by the 6x6 rule)
 - d. Minimum of five sources are provided within the handout
 - e. Electronic copy of handout is submitted to instructor prior to presentation

- 4. Overall Quality** _____ (20 points)
 - a. Flow of the presentation (sequencing & continuity)
 - b. Practicality & clarity of information presented
 - c. Student-facilitators presents as clear, professional, and knowledgeable (presenters do not read from the slides)
 - d. Entire presentation fell within the 60 – 75 minute time frame
 - e. Detailed outline of presentation is submitted to instructor prior to presentation

- 5. Participation** _____ (20 points)
 - a. Average score per peer evaluation

Total Points _____ (out of a possible 100 points)

Comments:

Formative Group Research and Presentation Rubric

CATEGORY	3 Exceeds Standards	2 Meets Standards	1 Developing Standards	0 Does Not Meet Standards	Score
Oppression and Racism (CMHC E5)	Thoroughly addresses all of the following regarding the assigned group to research: (a) historical and cultural implications as it relates to internalized oppression and institutional racism, and (b) impact of discrimination on mental health	Addresses all of the following regarding the assigned group to research, but not in a striking manner: (a) historical and cultural implications as it relates to internalized oppression and institutional racism, and (b) impact of discrimination on mental health	Addresses only one of the following regarding the assigned group to research: (a) historical and cultural implications as it relates to internalized oppression and institutional racism, and (b) impact of discrimination on mental health	Fails to address any of the following regarding the assigned group to research: (a) historical and cultural implications as it relates to internalized oppression and institutional racism, and (b) impact of discrimination on mental health	
Pluralistic Trends & Wellness (CACREP Section II: G2a; CMHC: E5; CACEP: D2a)	Thoroughly addresses all of the following regarding the assigned group to research: (a) national and international political implications; and (b) interpersonal and intrapersonal characteristics that promote health and wellness	Addresses all of the following regarding the assigned group to research, but not in a striking manner: (a) national and international political implications; and (b) interpersonal and intrapersonal characteristics that promote health and wellness	Addresses only one of the following regarding the assigned group to research: (a) national and international political implications; and (b) interpersonal and intrapersonal characteristics that promote health and wellness	Fails to address any of the following regarding the assigned group to research: (a) national and international political implications; and (b) interpersonal and intrapersonal characteristics that promote health and wellness	
Research to Inform Multicultural Practice (CACREP Section II: G2c; CAEP D2e)	Thoroughly incorporates all of the following pertaining to the assigned group: (a) seminal and recent research regarding multicultural counseling theories; (b) a cultural developmental model; (c) culturally and developmentally appropriate strategies to promote mental health and wellness	Incorporates all of the following pertaining to the assigned group, but not in a striking manner: (a) seminal and recent research regarding multicultural counseling theories; (b) a cultural developmental model; (c) culturally and developmentally appropriate strategies to promote mental health and wellness	Incorporates at least two of the following pertaining to the assigned group: (a) seminal and recent research regarding multicultural counseling theories; (b) a cultural developmental model; (c) culturally and developmentally appropriate strategies to promote mental health and wellness	Fails to incorporate at least two of the following pertaining to the assigned group: (a) seminal and recent research regarding multicultural counseling theories; (b) a cultural developmental model; (c) culturally and developmentally appropriate strategies to promote mental health and wellness	
Self-Awareness & Reflection (CACREP Section II: G2f)	Thoroughly incorporates all of the following as it relates to this assignment: (a) adjustment of personal counseling tenets to fit with population; (b) personal growth experienced through research, and (c) overall plan for continued growth and development as a multiculturally competent counselor	Incorporates all of the following as it relates to this assignment, but not in a striking manner: (a) adjustment of personal counseling tenets to fit with population; (b) personal growth experienced through research, and (c) overall plan for continued growth and development as a multiculturally competent counselor	Incorporates at least two of the following pertaining as it relates to this assignment: (a) adjustment of personal counseling tenets to fit with population; (b) personal growth experienced through research, and (c) overall plan for continued growth and development as a multiculturally competent counselor	Fails to incorporate at least two of the following as it relates to this assignment: (a) adjustment of personal counseling tenets to fit with population; (b) personal growth experienced through research, and (c) overall plan for continued growth and development as a multiculturally competent counselor	