

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**COUN 7336-001 Counseling Diverse Populations**

**Spring 2020**

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| **Time:** | Online | **Class Location:** Online |
| **Instructors:** | Alfredo F. Palacios, PhD LPC NCC | **Email:** afp0020@auburn.edu |
|  | Bedarius Bell, MS CRC | **Office Hours:** By Appointment |

**DESCRIPTION:**

Provides fundamentals in multicultural counseling competence useful in human service and settings. Working effectively with diverse individuals and families requires self-awareness,

knowledge of information specific to various cultures and the development of skills for successful therapeutic interaction.

**REQUIRED TEXTS:**

Sue, D., Sue D., Neville, H., Smith L. (2019) *Counseling the Culturally Diverse: Theory and Practice* (8th Ed.). Wiley, NY

**COURSE ASSIGNMENTS / RATIONALE / EXPECTATIONS**

This course is intended to introduce major concepts, models, theories, and research that emanate from the historical and current multicultural counseling and psychology literature. The course will also incorporate a global perspective, and we will devote significant time to developing a better understanding of both the historic and current roles of colonialism, and its continuing impact on the multicultural society of today. We will closely examine issues of social justice, and how these affect our clients and both our conceptualizations and responses. We will look at our own knowledge, preconceptions, understandings and other issues which impact our abilities to work with others who may be very different from ourselves.

This is a critical backdrop to prepare counselors to be multiculturally competent in a global society. As our roles as mental health professionals stretch well beyond the traditional “therapy hour” it is becoming increasingly necessary to meet our clients where they culturally and socially reside. In preparing to do so, this course may challenge your preconceptions about what constitutes “counseling”, and what exactly is the role of the counselor in today’s multicultural society.

It is also fair to say that this course will likely be challenging and uncomfortable at times. It is not really possible to address issues of racism, inequality and social injustice without looking at those issues from both historical and current perspectives. As perceptions of these are both based on our own history and seen through our own cultural lens they are not necessarily universal, nor are they what we commonly assume them to be, and this gap can be disturbing. I would ask that everyone approaches what we do with an open mind, and in the spirit of both learning and kindness.

**Mission Statement**

The Counselor Education (CED) programs at Auburn University offer high quality graduate education programs for counselors and counselor educators. The program includes Master’s level counseling degrees in [Clinical Mental Health Counseling](http://www.education.auburn.edu/graduate-degree-cert/clinical-mental-health-counseling-m-ed), [Clinical Rehabilitation Counseling](http://www.education.auburn.edu/graduate-degree-cert/clinical-rehabilitation-counseling-m-ed-m-s/), and [School Counseling](http://www.education.auburn.edu/graduate-degree-cert/school-counseling-m-ed/). The program also offers a doctoral degree in [Counselor Education](http://www.education.auburn.edu/graduate-degree-cert/counselor-education-ph-d/). The primary mission of the program is to develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area.

To accomplish this mission, the program focuses on the development of competencies necessary to address developmental, emotional, psychological, social and environmental barriers to educational achievement and personal development. Students are provided the opportunity to engage in rigorous and challenging educational experiences focused on enhancing their skills and knowledge. Integrated into these experiences is an emphasis on ethical and legal principles, as well as the enhancement of technological competence. Further, the department seeks to foster a culture in which individual creativity, professional identity, and scholarship are reinforced and nurtured.

A central foundation of the Counselor Education mission is the preparation of counselors and counselor educators to work in an increasingly diverse society. This mission parallels the diversity and inclusion mission of Auburn University. To meet this goal the program focuses on the development of the skills and knowledge needed to work with individuals from diverse backgrounds and abilities. The program believes that meeting this goal requires students and faculty engage in the application of advocacy and social justice principles as counseling professionals within the program, University, communities and schools.

**Student Learning Objectives**

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| CACREP Standard Achieved | Curriculum Experience | Outcome Assessment |
| 2.F.2.a  Multiculturalism and pluralistic characteristics within and among diverse groups nationally and internationally | * This course is designed to present relevant literature and theories regarding the pluralistic nature of the human condition * Students will be provided many opportunities in class and in assignments to apply these concepts to themselves and dynamics of cross-cultural dialogue | * In class seminar * Weekly individualized journals * Interview assignment |
| 2.F.2.b  Theories and models of multicultural counseling cultural identity development, and social justice and advocacy | * Students will be introduced to numerous theories regarding cross-cultural helping relationships and learn their application in counseling * Students will be encounter a wide variety of theoretical perspectives including both individual and systemic paradigms of helping | * In class seminar * Weekly individualized journals * Cumulative reflection assignment * Interview assignment |
| 2.F.2.c  Multicultural counseling competencies | * Students will be provided an opportunity to learn and apply concepts of multicultural competence * Students will be mindful of and reflect upon aspects of their professional development relevant to these competencies | * Weekly Individualized journals * Group presentations * Interview assignment |
| 2.F.2.d  The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individuals’ view of others | * Students will receive coaching and mentoring regarding ways to engage in productive dialogue about another’s heritage and worldview | * In class seminar * Interview assignment * Instructure and peer feedback * Emersion experience |
| 2.F.2.e  The effects of power and privilege for counselors and clients | * Theories of power and privilege in the helping professions will be discussed * Historical viewpoints will be considered and integrated into course delivery * Students will be challenged to appraised their own status of social privilege and dynamic that creates in therapeutic alliance | * In class seminar * Weekly individualized journals * Interview assignment * Emersion experience |
| 2.F.2.f  Help-seeking behaviors of diverse clients’ | * Students will be provided with detailed case studies illustrating these concepts * Class lecture and seminar discuss the nuances of help-seeking behavior and foster conversations informed in this fashion. | * Group presentations * In class seminar |
| 2.F.2.g  The impact of spiritual beliefs on clients’ and counselors’ worldviews | * Several sections of the course explore spirituality in class lecture and seminar. * Students will be provided an opportunity to encounter different spiritual paradigm in theory and in person * Students will learn to foster dignified dialogue surrounding this topic | * Emersion experience * Interview assignment * In class seminar |
| 2.F.2.h  Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination | * Students will be introduced to theories and techniques that will allow them to identify and address barriers in cross-cultural helping relationships. * Students will encounter detailed case studies as a group and derive tools to carry into professional practice | * Weekly individualized journals * Emersion experience * Interview project * Group presentation |

**Assignments and Projects**

The intention in this class is to not only address what you know asa result of this course, but also on how you’ve grown (in your awareness, knowledge, and skills)throughout the semester. One tenet of cross-cultural learning (and learning generally) is that different people learn best in different modalities. The evaluation and assignments in this course are meant to be dynamic and flexible for all learners.

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| **Course Assignment** | **Due Date** | **Points Available** |
| Interview Project | 4.7.20 | 100 |
| Group Presentation | Varies | 100 |
| Cultural Event | 4.14.20 | 50 |
| Reflective Journals | Bi-Weekly | 120 |
| Journal Summary | 4.21.20 | 50 |
| Discussion Boards | Weekly | 140 |
| **Total** |  | **560** |

**Interview Project (100 Points)** You will be asked to interview an elder family member (including extended family). Trace the origins of your heritage (racial, ethnic, immigration status, geographic etc.). If it is impracticable to do this with a family member, you may interview another elderly close acquaintance of similar ethnicity and culture. You will also interview an elder of a significantly different cultural/ethnic background. You may work with classmates or in pairs to help facilitate this portion of the assignment.

Questions may include but not limited to:

* What were your family member’s earliest experiences?
* What was his/ her life like throughout the years?
* What values were important to him/ her throughout his/ her life?
* How have these values changed over the course of his/ her life?
* How is life different now than when he/ she grew up?

Keep it as conversational as possible. Both interviews should be at least 30 minutes (try not exceed 1 hour). Each interview is to be audio or video recorded and submitted along with reflection paper. If you need access to an audio recording device, please notify my and I will help you acquire what you need for this assignment. Take a critical perspective of your interviewee’s narrative, keeping in mind concepts learned in throughout the course. Students will turn in a 4-8 page summary/conceptualization of the interview with brief transcriptions of important moments. These will only be seen my instructor and TA

**Group Presentation (100 Points)** You will be asked to provide classmates with a PowerPoint presentation and discussion on a multicultural or social justice issue facing a particular population of your choice. The presentation and discussion should be tailored to the context of counseling. The groups will be established by shared topic interest. You will be asked to choose a cultural group, for which you will provide historical context, a current events summary regarding that group (locally, nationally, internationally).

Report current research related to that group and discuss implications for counseling. To assist in completing the requirement, you will need to use counseling scholarship and other resources. Please include material from at least **eight** relevant peer-reviewed articles on that cultural group and reference them in your group PowerPoint along with a list of local resources (explanation, location, and contact information). These can include on campus resources or any local contact point for classmates to learn more.

Lastly, during the remaining part of the presentation, the group should discuss their cross-cultural experience, including their expectations prior to the contact and their reactions during and after the experience. In summary, your individual grade will depend on the quality of content, design, delivery, and collaboration. Your group PowerPoint will be distributed to other students for future reference.

**Cultural Event & Reflection Paper (50 Points)**

You will be required to attend one cultural event on or off campus. Please acknowledge the socio-cultural etiquette surrounding the event and ensure that it is ok for an “outsider” to attend when appropriate. You will submit a 3-page summary of the event that includes a personal reflection of your experience. Events can include anything in the Auburn or surrounding communities. This may include attending a practice of faith/spirituality (church, synagogue, Islamic Center, Buddhist temple etc.), LGBTQ+ community event, traditional health fair etc. Think broadly in your search for a cultural event and find something within your range of interest.

**Reflection Journals (120 Points)** Students are asked to write and submit 1-page reflective journal entries every two week. In these issues discussed in class, assignments, and readings. Students can receive a maximum of 20 points for each completed journal entry, based on the quality and depth of the reflections. Consider the following;

1. Identify at least 3 main points/themes of the readings.

2. Identify at least 3 reactions, feelings, and/or questions inspired by the readings.

3. Provide a brief (1 paragraph) reflection as to how the reading may impact your clinical practice, conceptualization of clients, self-awareness, and professional development going forward

Late journals will not be accepted. All journal reflections will remain confidential, although some content expressed in the journals may anonymously supplement class discussion.

**Summary Journal (50 Points)**

At the end of the semester, Students will write a summary (4 page, double**-**spaced) of their reflections throughout the semester. These reflections should include a focus on any changes in understanding themselves (e.g., identity and worldview) and others. The reflection should conclude with a self-appraisal of the student’s strengths and limitations in counseling people representing diverse population.

**Writing Expectations**

Writing assignments need to be typed, double spaced, on 8.5 X 11 paper with 1-inch margins, printed in Times New Roman 12-point font. All citations need to be in APA Style. It is assumed that all students taking this course are familiar with the American Psychological Association

(APA) writing guide and APA style. If not, I will help you. The APA Publication Manual contains extensive guidelines on how to write an academic paper and how to cite references.

American Psychological Association (2010). Publication Manual of the American Psychological Association (Sixth Edition). Washington, DC: American Psychological Association.

The following websites may also be helpful:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.html#apa>

<http://wp.auburn.edu/writing/writing-center/>

**Attendance**

Promptness, attendance, and active participation are requirements for the course. You are expected to attend and participate in every seminar. These requirements will be strictly enforced. No more than 2 absences are allowed without remediation. If the instructor determines that a student’s attendance

**Excused Absences**

Please email if you must miss class or arrive late (i.e., due to an emergency or serious illness.)

**Make Up Policy**

Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins

**Academic Dishonesty**

Plagiarism is representing someone else’s work as your own and is not acceptable. Plagiarism generally will result in course failure. Students are required to comply with the Auburn University’s Policy on Academic Dishonesty.

**Student Accessibility Services**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours an alternative time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Course Contingency**

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Professionalism**

Students are encouraged to share intellectual views and freely discuss the principles and applications of the course materials. This course operates under the Auburn University’s student code of conduct. It is important for each person to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of other students and the professor. Diversity means the fair representation of all groups of individuals, the inclusion of diverse perspectives and voices, and appreciation of different cultural and socioeconomic group practices. I aspire to foster and maintain a classroom atmosphere that is free from discrimination, harassment, exploitation, or intimidation; however, this is not possible without students also working toward this goal.

**Course Content Outline (Subject to Change)**

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| **Course Schedule** | **Topics** | **Due Today** | **CACREP Standards** |
| Week 1  1.7.20 | Introduction to Course | Course Syllabus | 2. F.2.a; 2. F.2.c |
| Week 2  1.14.20 | Contemporary Issues in Mental Culture  Cultural Humility: Understanding Resistance to Multicultural Training | Sue Chapter 1  Hansen (2017)  **Discussion Board** | 2. F.2.a; 2. F.2.b; 2.  F.2.c; 2. F.2.d; 2. F.2.e; 5. C.2.j |
| Week 3  1.21.20 | Multicultural Counseling and Therapy    Multicultural Competence for Counselors and Therapists of Marginalized groups | Sue Chapter  2 & 3  **Discussion Board**  **Reflective Journal 1 Due** | 2. F.2.a; 2. F.2.b; 2.  F.2.d; 2. F.2.g; 5.  C.2.j |
| Week 4  1.28.20 | Political and Social Justice Implications of Counseling and Psychotherapy  The Impact of Systemic Oppression Within the Counseling Process: Client Worldviews and Counselor Credibility | Sue Chapter  4 & 5  **Discussion Board** | 2. F.2.a; 2. F.2.b; 2. F.2.c; 2. F.2.e; 2.  F.2.h; 5. C.2.j |
| Week 5  2.4.20 | Microaggressions in Counseling and Psychotherapy  Multicultural Barriers and the Helping Professional: The Individual Interplay of Cultural Perspectives | Sue Chapter  6 & 7  **Discussion Board**  **Reflective Journal 2 Due** | 2. F.2.a; 2. F.2.e; 5.  C.2.j |
| Week 6  2.11.20 | Communication Style and Its Impact on Counseling and Psychotherapy  Multicultural Evidence-Based Practice (EBP) | Sue Chapter  8 & 9  **Discussion Board** | 2. F.2.a; 2. F.2.f; 5.  C.2.j |
| Week 7  2.18.20 | Western Indigenous Methods of Healing: Implications for Multicultural Counseling and Therapy  Racial, Ethnic, Cultural Identity Attitudes in People of Color | Sue Chapter  10 & 11  **Discussion Board**  **Group 1**  **Reflective Journal 3 Due** | 2. F.2.a; 2. F.2.f; 5.  C.2.j |
| Week 8  2.25.20 | White Racial Identity Development  Culturally Competent Assessment | Sue Chapter  12 & 13  **Discussion Board**  **Group 2** | 2. F.2.a; 2. F.2.e; 2.  F.2.f; 5. C.2.j |
| Week 9  3.3.20 | Counseling African Americans  Counseling American Indians/Native Americans and Alaska Natives | Sue Chapter  14 & 15  **Discussion Board**  **Group 3**  **Reflective Journal 4 Due** | 2. F.2.a; 2. F.2.f; 5.  C.2.j |
| Week 10  3.10.20 | Counseling Asian Americans and Pacific Islanders  Counseling Latinx, Chicanx, and Hispanic Populations | Sue Chapter  16 & 17  **\*\*spring break\*\*** | 2. F.2.a; 2. F.2.f; 5.  C.2.j |
| Week 11  3.17.20 | Counseling Multiracial Populations  Counseling Arab Americans and Muslim Americans  Counseling Immigrants and Refugees | Sue Chapter  18, 19, 20  **Discussion Board**  **Group 4**  **Reflective Journal 5 Due** | 2. F.2.a; 2. F.2.f; 5.  C.2.j |
| Week 12  3.24.20 | Counseling Jewish Americans  Counseling Individuals with Disabilities | Sue Chapter  21 & 22  **Discussion Board**  **Group 5** | 2. F.2.a; 2. F.2.f; 5.  C.2.j |
| Week 13  3.31.20 | Counseling LGBTQ+ Populations  Counseling Older Adults | Sue Chapter  23 & 24  **Discussion Board**  **Interview Projects Due**  **Reflective Journal 6 Due** | 2. F.2.a; 2. F.2.b; 2.  F.2.f; 5. C.2.j |
| Week 14  4.7.20 | Counseling Individuals Living in Poverty  Counseling Women | Sue Chapter  25 & 26  **Discussion Board**  **Cultural event write-up due** | 2. F.2.a; 2. F.2.f; 5.  C.2.j |
| Week 15  4.14.20 | Concluding Discussion Boards | **Discussion Board**  **Journal Summary Paper Due** |  |

**Bibliography**

Comas-Diaz, L. (2012). Humanism and Multiculturalism: An Evolutionary Alliance. *Psychotherapy*. 40 (4). 437-441.

Fedelina, A., C., Florence, G., & Sherry L, M. (2003). Learning to Value the 'Other': A Framework of Individual Diversity Development. *Journal of Student Development*. (4), 453. doi:10.1353/csd.2003.0038.

Hanna, F., Bemak, F., Chung, R. (1999). Toward a New Paradigm for Multicultural Counseling. *Journal of Counseling and Development.* 77. 125-135.

Hansen, J. T. (2013). What does it mean to know a client? Personal and theoretical reflections. *Self & Society: An International Journal of Humanistic Psychology*, 40, 40-47.

Hansen, J. T. (2017). Psychological Suffering as Message or Malady: Ideological and cultural Contributions of Humanism. *Journal of Humanistic Counseling*. 56. 1-16.

Krueger, M., Hanna, F. (1997). Why Adoptees Search: An Existential Treatment Perspective. *Journal of Counseling and Development*. 75. 195-205.

Ratts, M., Singh, A., Nassar-McMillan, S., Butler, K., McCullough, J. R. (2015). Multicultural and Social Justice Counseling Competencies: Guidelines for the counseling Profession. *Journal of Multicultural Counseling and Development*. 44. 28-50.

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| **Description:**  You will be asked to interview an elder family member (including extended family). Trace the origins of your heritage (racial, ethnic, immigration status, geographic etc). If it is impracticable to do this with a family member, you may interview another elderly close acquaintance of similar ethnicity and culture. You will also interview an elder of a significantly different cultural/ethnic background. You may work with classmates or in pairs to help facilitate this portion of the assignment.  Questions may include but not limited to:   * What were your family member’s earliest experiences? * What was his/ her life like throughout the years? * What values were important to him/ her throughout his/ her life? * How have these values changed over the course of his/ her life? * How is life different now than when he/ she grew up?   Keep it as conversational as possible. Both interviews should be at least 30 minutes (try not to exceed 1 hour). Each interview is to be audio recorded and submitted along with reflection paper. Take a critical perspective of your interviewee’s narrative, keeping in mind concepts learned in throughout the course. Students will turn in a 4-8 page summary/conceptualization of the interview with brief transcriptions of important moments. This is due anytime throughout the semester with the final deadline 11/21/18. | | | | | |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Audio Recorded Interview**  **Score\_\_\_\_\_\_\_\_** | 25% | * Interview was recorded with clear audio * Clear consent was given for permission to record. * Consent included project details and expectations | * Interview was recorded with clear audio * Person interviewed is appropriate for topic * Clear consent by participant to record | * Audio is mostly audible but has sections that are inaudible * Person interviewed is poor choice for this topic | * Poor participant consent * Person interviewed is not an appropriate choice for this topic |
| **Interview Summary**  **Score\_\_\_\_\_\_\_\_** | 25% | * Shows in-depth understanding of topic * 3-4 underlying concepts presented * Excellent conceptualization of interview | * Shows understanding but lacks depth * 2 underlying concepts presented * Acceptable conceptualization of interview | * Shows basic understanding of topic * One underlying concept presented * Conceptualization skills need work | * Shows little understanding of topic * No underlying concepts presented * No conceptualization of interview experience |
| **Interview reflection**  **Score\_\_\_\_\_\_\_\_** | 25% | * Reflection demonstrates exceptional self-awareness * Students connects experience to their development as a counselor and course content | * Reflection demonstrates acceptable self-awareness * Students connects experience to their development as a counselor and course content | * Reflection demonstrates little self-awareness * Students minimally connects experience to their development as a counselor and course content | * Reflection demonstrates no self-awareness * Students minimally connects experience to their development as a counselor and course content. |
| **Interview Skills/Facilitation**  **Score\_\_\_\_\_\_\_\_** | 15% | * Conversation facilitated intentionally * Thorough use of open-ended questions * Questions designed to draw out information from person interviewed | * Conversation mostly facilitated intentionally * Some open ended questions * Some questions were designed to draw out information from person interviewed | * Little intention in facilitation * Few questions were open ended * Few questions were designed to draw out information from person interviewed | * Questions are not in logical order * Questions were not designed to draw out information from person interviewed |
| **APA Format**  **Score\_\_\_\_\_\_\_\_\_\_** | 10% | * Double-spaced 1” margins * 12 Times New Roman * Correct running head Page number * Correct Title Page * Length sufficient to properly explicate with respect to the main content ideas | * Adheres to APA format but lacks 1-2 elements | * Adheres to APA format but lacks more than 2 elements | * Does not adhere to APA format |
| **CACREP STANDARDS ACHIEVED:** 2. F.2.a; 2. F.2.b; 2. F.2.c; 2. F.2.d; 2. F.2.e; 2. F.2.f; 5. C.2.j | | | | | |

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| **Description:** You will be asked to give a 1-hour (total) PowerPoint presentation and discussion on a multicultural or social justice issue facing a particular population of your choice. The presentation and discussion should be tailored to the context of counseling. The groups will be established by shared topic interest. You will be asked to choose a cultural group, for which you will provide historical context, a current events summary regarding that group (locally, nationally, internationally).  Report current research related to that group and discuss implications for counseling. To assist in completing the requirement, you will need to use counseling scholarship and other resources. Please include material from at least **eight** relevant peer-reviewed articles on that cultural group and reference them in your group PowerPoint along with a list of local resources (explanation, location, and contact information). These can include on campus resources or any local contact point for classmates to learn more.  Lastly, during the remaining part of the presentation, the group should discuss their cross-cultural experience, including their expectations prior to the contact and their reactions during and after the experience. In summary, your individual grade will depend on the quality of content, design, delivery, and collaboration. Your group PowerPoint will be distributed to other students for future reference | | | | | |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Constructive Team Climate**  **Score\_\_\_\_\_\_\_\_** | 20% | * Students demonstrate professional timely group practices * Group delegated project tasks effectively * All members made quality contributions | * Students demonstrate professional timely group practices * Group task delegation was effective for most members * All members made quality contributions | * Students lacking professional and timely group practices * Group needs improvement delegating tasks * Most members made quality contributions | * Students demonstrate poor professional and timely group practices * Group demonstrates poor task delegation skills * Member contribution of poor quality |
| **Introduction: Topic and socio-cultural context**  **Score\_\_\_\_\_\_\_\_** | 20% | * Group articulated a relevant topic with a clear socio-cultural context * Group provided reliable accurate information | * Group articulated a relevant topic with a mostly clear socio-cultural context * Group provided mostly reliable and accurate information | * Group articulated a relevant topic with a somewhat unclear socio-cultural context * Group provided information lacking in reliability and accuracy | * Group articulated a relevant topic with an unclear socio-cultural context * Group provided unreliable and inaccurate information |
| **Use of Current Counseling Literature**  **Score\_\_\_\_\_\_\_\_** | 20% | * Group used at least 8 peer-reviewed articles * Group demonstrated a thorough understanding of selected research * Group effectively communicated relevance to class | * Group used at least 8 peer-reviewed articles * Group demonstrated an acceptable understanding of selected research * Group mostly effective at communicating relevance to class | * Group used less than 8 peer-reviewed articles * Group demonstrated a lacking understanding of selected research * Group ineffective at communicating relevance to class | * Group used less than 8 peer reviewed articles * Group demonstrated little to no understanding of selected research * Group ineffective at communicating relevance to class |
| **Use of Community Resources**  **Score\_\_\_\_\_\_\_\_** | 20% | * Group thoroughly utilized local resources in researching topic * Group provided useful resources for classmates | * Group utilized an acceptable amount of local resources in researching topic * Group provided mostly useful resources for classmates | * Group utilized few local resources in researching topic * Group provided few useful resources for classmates | * Group utilized no local resources in researching topic * Group provided no useful resources for classmates |
| **Group Reflection & Discussion**  **Score\_\_\_\_\_\_\_\_\_\_** | 20% | * Group successfully connect project experience to counselor skill development * Group facilitated an effective class discussion relevant to topic and course content | * Group mostly connected project experience to counselor skill development * Group facilitated an acceptable class discussion relevant to topic and course content | * Group lacking in connection of project experience to counselor skill development * Group facilitated a less than effective class discussion relevant to topic and course content | * Group provided no connection of project experience to counselor skill development * Group facilitated an ineffective class discussion relevant to topic and course content |
| **CACREP STANDARDS ACHIEVED**2. F.2.a; 2. F.2.b; 2. F.2.c; 2.; 2. F.2.f; 5. C.2.j | | | | | |

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| **Description:**  You will be required to attend one cultural event on or off campus. Please acknowledge the socio-cultural etiquette surrounding the event and ensure that it is ok for an “outsider” to attend when appropriate. You will submit a 3-page summary of the event that includes a personal reflection of your experience. Events can include anything in the Auburn or surrounding communities. This may include attending a practice of faith/spirituality (church, synagogue, Islamic Center, Buddhist temple etc.), LGBTQ+ community event, traditional health fair etc. Think broadly in your search for a cultural event and find something within your range of interest. | | | | | |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Topic: Event Selection**  **Score\_\_\_\_\_\_\_\_** | 15% | * Student selected an appropriate cultural event to attend * Student followed appropriate etiquette regarding attendance | * Student selected an appropriate cultural event to attend * Student mostly adhered to appropriate etiquette regarding attendance | * Student selected a somewhat off-topic event to attend * Student minimally adhered to appropriate etiquette regarding attendance | * Student selected an irrelevant event to attend * Student did not adhere to appropriate etiquette regarding attendance |
| **Reflection: Connection to Counselor Development**  **Score \_\_\_\_\_\_\_** | 60% | * Student provided a clear summary of the event * Student articulated an exceptional personal reflection of immersion experience * Student related reflection to relevant course content | * Student provided a clear summary of the event * Student articulated an acceptable personal reflection of immersion experience * Student mostly related reflection to relevant course content | * Student provided a somewhat unclear summary of event * Student lacking depth of reflection regarding personal immersion experience * Student related reflection minimally to course content | * Student provided an unclear summary of event * Student provided little depth of reflection regarding personal immersion experience * Student related reflection minimally to course content |
| **APA Format**  **Score \_\_\_\_\_\_\_** | 25% | * 12 Times New Roman * Correct running head Page number * Correct Title Page * Length: 3 pages | * Adheres to APA format but lacks 1-2 elements | * Adheres to APA format but lacks more than 2 elements | * Does not adhere to APA format |
| **CACREP STANDARDS ACHIEVED**2. F.2.a; 2. F.2.b; 2. F.2.c; 2.; 2. F.2.f; 5. C.2.j | | | | | |

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| **Description:**  At the end of the semester, Students will write a summary (5 pages, double**-**spaced) of their reflections throughout the semester. These reflections should include a focus on any changes in understanding themselves (e.g., identity and worldview) and others. The reflection should conclude with a self-appraisal of the student’s strengths and limitations in counseling people representing diverse population. Grades not based on reflection content. Instead, I will appraise journal summary for clarity, depth, and connecting course content to personal experiences as an emerging counselor. | | | | | |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Personal Reflection Journal Summary**  **Score\_\_\_\_\_\_\_\_** | 40% | * Clearly summarized reflection journals * Student articulated cumulative experiences | * Clearly summarized reflective journals * Student mostly reflected on cumulative experiences | * Summary mostly clear * Lacking depth in articulating cumulative experiences | * Lacking clarity in reflection * Lacking depth in articulating cumulative experiences |
| **Self-appraisal with respect to counseling skill development**  **Score\_\_\_\_\_\_\_\_** | 40% | * Demonstrated an awareness to developing counseling skills * Student connected self to course content | * Demonstrated an awareness to developing counseling skills * Student connected self to course content | * Lacking awareness of developing counseling skills * Student connected self to course content | * Little awareness to developing counseling skills * Student made little connections to course content |
| **APA Format**  **Score\_\_\_\_\_\_\_\_** | 20% | * Double-spaced 1” margins * 12 Times New Roman * Correct running head Page number * Correct Title Page * Length sufficient | * Adheres to APA format but lacks 1-2 elements | * Adheres to APA format but lacks more than 2 elements | * Does not adhere to APA format |
| **CACREP STANDARDS ACHIEVED**2. F.2.a; 2. F.2.b; 2. F.2.c; 2.; 2. F.2.f; 5. C.2.j | | | | | |