**SYLLABUS**

**1. Course Number:** COUN 7330-D02

**Course Title:** Counseling Diverse Populations

**Credit Hours:** 3 Semester hours

 Online – Asynchronous

**Prerequisites:** None

**Course Instructor:**  Sarah Flint, PhD, LPC

**Semester/Year:** Spring 2022

**2. Date Syllabus Prepared:**

August 2006; revised August 2007, revised Fall 2008, revised Summer 2009; July 2011;

August 2012; August 2014; August 2015; August 2016; revised August 2018; revised December 2019; revised December 2020; revised December 2021

**3. Required Text**(s):

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

**4. Course Description:**  This online course focuses on addressing the cultural context of relationships, issues and trends in a multicultural and diverse society. Examination of personal values and understanding the interrelationship between and/or among factors such as race, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities are accomplished via readings, in-depth reflections, activities, and group discussions. The course material is presented for students’ development in *foundational* competencies necessary for working with diverse individuals, regardless of students’ and their clients’ backgrounds and the contexts in which the students will work.

**5.** **Student Learning Outcomes:**

a)      Multicultural and pluralistic trends, including characteristics and concernsbetween and within diverse groups nationally and internationally (CACREP.II.F.2.a.)

b)      Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities (CACREP.II.F.2.d.)

c)     Individual, family, group, and community strategies for working with diverse populations and ethnic groups (CACREP.II.F.2.h)

d)     Counselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body (CACREP.II.F.2.h).

e)      Theories of multicultural counseling, theories of identity development, and multicultural competencies (CACREP.II.F.2.b.)

f)       Ethical and legal considerations (CACREP.II.F.1.i.)

g)      Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP.II.F.1.e.)

h)      The role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, gender, sexual orientation, religious, and spiritual beliefs, occupation, and physical and mental status, and equity issues in help seeking behaviors within community counseling (CACREP.II.F.2.f)

**Course Philosophy**

As future counselors, it is expected for students to strive for moral and ethical responsibility by preparing themselves to work effectively with clients from diverse worldviews and backgrounds. First and most important step of becoming the effective multicultural professionals is in-depth self-reflection, self-analysis, and sharing of feelings and personal experiences. Because we all come from own cultural background, diversity education is personal to all of us, and exposing oneself to these topics may be emotionally and psychologically challenging process. Also, it is a lifelong journey to develop multicultural competencies, which begins with exploration of one’s own privileged and oppressed identities. Such continued self-exploration and consistent exposure to literature, discussions, and other diversity materials will enable counselor and psychologist to gain cultural sensitivity when managing her/his/their many roles (i.e. conducting research, teaching, evaluation, or client interactions). Interestingly, it is essential to sometimes feel uncomfortable and even feel vulnerable in this journey because such experiences lead to the most significant growths toward multicultural competence. This is because the uncomfortableness many times indicate that the topic is being experienced in relation to the self by the individual, and we learn the most from these personal experiences. So, the process and outcome of this class will depend on each of our contributions. It is expected for students to be ready and committed to explore your own personal and professional selves through class discussions, in-class activities, and class assignments. Your active participation during each class session will contribute to the learning process for all involved, including yourself. The more each of us gives to the class, the richer the experience will be for all of us.

**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 Outcomes:**

a)      Multicultural and pluralistic trends, including characteristics and concernsbetween and within diverse groups nationally and internationally (CACREP.II.F.2.a.)

b)      Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities (CACREP.II.F.2.d.)

c)     Individual, family, group, and community strategies for working with diverse populations and ethnic groups (CACREP.II.F.2.h)

d)     Counselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body (CACREP.II.F.2.h).

e)      Theories of multicultural counseling, theories of identity development, and multicultural competencies (CACREP.II.F.2.b.)

f)       Ethical and legal considerations (CACREP.II.F.1.i.)

g)      Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP.II.F.1.e.)

h)      The role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, gender, sexual orientation, religious, and spiritual beliefs, occupation, and physical and mental status, and equity issues in help seeking behaviors within community counseling (CACREP.II.F.2.f)

**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. Assignments in this course are due by ***Tuesday by midnight***, unless otherwise noted.

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| **Course Assignment** | **Due Date** | **Points Available** |
| Interview Project | 4/12/22 | 50 |
| Group Presentation | Varies | 60 |
| Class Participation | Varies | 10 |
| Reflective Journals | Varies | 100 |
| Self-Reflection Paper  | 4/26/22 | 40 |
| **Total** |  | **250** |
| **Extra Credit** | 4/26/22 | **+10** |

**Assignments/Projects:**

\*\*\* All assignments are expected to follow the APA writing format (Times New Roman, 12 font, 1” margins, double-spaced) \*\*\*

1. **Participation:**(Total 60 pts) – The course requires active participation to learn from each other. It is expected that you watch each week’s recorded lecture via Panopto and that you meaningfully engage with one another on discussion boards throughout the semester. In order to fully earn these participation points, students are expected to meaningfully respond to the initial discussion board post and respond to a minimum of two classmates for each discussion board related to group presentations. Discussion posts are due by the following Monday by 11:59pm from the week the topic is presented.
2. **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.
You will also be responsible for leading a group discussion on a discussion board during the week of your group presentation topic. You will prompt your classmates with a minimum of TWO thought-provoking questions related to your population and presentation. Students are expected to post their initial response to the questions presented by each group and respond to at least two classmates by the Monday following the topic presented by 11:59pm.
3. **Reflection Journals:**

(100 pts; 20 pts each) – Students are asked to write and submit **five** reflection journals. ***Five journals should not overlap in their topics. In addition, group chosen to reflect on should be different from population you chose for your presentation and social justice/advocacy paper.*** Entries should be double-spaced, 12pt font, Times New Roman and 2 pages in length. Students can receive a maximum of 20 points for each journal, based on the quality and depth of the reflections. **Late reflections will not be accepted.** All portions of reflections will remain confidential, although some contents may anonymously be included into class discussion.

In these reflections, please include the following:

1. Personal reactions, thoughts, feelings regarding a specific population (or topic) or in conjunction with another population (specify which population(s) you are reflecting on, on the head of the paper, e.g., Socio-Economic Status & Native American) (5 pts)
2. Any biases/stereotypes you noticed regarding your chosen population(s) (5 pts)
3. Insights you earned from the assigned readings, discussions in class, or any assignments regarding the topic(s) (5 pts)
4. How you are planning to embody the insights you earned in your personal and professional space (e.g., process about uncomfortable emotions in certain situations involving the chosen population(s); process how these emotions could be hindering the clinical relationship with the client, from the particular cultural group) (5 pts)
5. **Interview Project (50 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 recorded and submitted along with reflection paper. If you need access to an audio recording device, please notify me, 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 5-8 page summary/conceptualization of the interview with brief transcriptions of important moments.

1. **Self-Reflection Paper:**

(40 pts.) – At the end of the semester, students will write a self-reflection paper (3-4 pages, double spaced). Genuine self-exploration is essential for the journey in developing multicultural competencies. These reflections should include in-depth reflection on changes in understanding themselves, specifically regarding their identity and/or worldview, as one monitored oneself through out the semester (20 pts). The reflection should conclude with a self-appraisal of one’s strengths and limitations in counseling people representing diverse populations. In regards to the limitations, students should also include how they plan to address the limitation in the future to gain multicultural competence in that area (20 pts). Students should submit the Self-Reflection paper via Canvas **on the due date indicated in the course schedule. See the rubric for this at the end of the syllabus.**

1. **EXTRA CREDIT: Social Justice/Advocacy Paper**

(10 pts.) – Students may elect to write a social justice/advocacy paper for a selected cultural group. The population you chose for this assignment should be different from a group you are a member of and different from the population chosen for your Group Presentation. The paper must be 2-3 pages in length (excluding reference and cover page), double spaced, and in Times New Roman font. *No partial credit will be given on this assignment.* The paper should include the following contents:

1. Identify the cultural group you are interested in engaging in for social justice/advocacy project and state your reasons for personal and professional interest in this group (2 pts)
2. Specific plans of social justice/advocacy project (e.g., community level mental health ***workshop*** to educate the members on certain cultural groups, creating a ***website*** to educate the public) (2 pts)
3. Supporting evidence (a minimum of 2 peer-reviewed sources) for the need for your social justice/advocacy project (2 points)
4. The expected impact of your project on the population (2 points)
5. Plans and strategies to protect the group members, especially who are considered to be in vulnerable situation should be provided. This is highly pertinent if the student is planning to propose for providing clinical services to those clients (e.g., Some of the examples that could create harm include providing clinical work without supervision from a licensed mental health clinician and temporary engagement and withdrawing from the group members, without proper steps.) (2 pts)

**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 log in each week to review course materials in Canvas. These requirements will be strictly enforced. No more than 2 absences are allowed without remediation.

**Excused Absences**

Please email if you must be absent from class for an extended period of time (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**

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| **Date** | Topic | Reading & Assignments |
| Week 11/18  | Introduction to the Course***Ground Rules*** | Sue & Sue Ch. 1 |
| Week 21/25 | Multicultural Counseling and Therapy Multicultural Competence for Counselors and Therapists of Marginalized groups to Multicultural Training  | Sue & Sue Ch. 2 & 3 |
| Week 32/1 | Political and Social Justice Implications of Counseling and PsychotherapyThe Impact of Systemic Oppression Within the Counseling Process: Client Worldviews and Counselor Credibility | Sue & Sue Ch. 4 & 5**Reflection #1 Due** |
| Week 42/8 | Microaggressions in Counseling and PsychotherapyMulticultural Barriers and the Helping Professional: The Individual Interplay of Cultural Perspectives | Sue & Sue Ch. 6 & 7 |
| Week 52/15 | Communication Style and Its Impact on Counseling and PsychotherapyMulticultural Evidence-Based Practice (EBP)Racial, Ethnic, Cultural Identity Attitudes in People of Color | Sue & Sue Ch. 8, 9, 11**Reflection #2 Due** |
| Week 62/22 | White Racial Identity Development Culturally Competent Assessment | Sue & Sue Ch. 12 & 13 |
| Week 73/1 | Counseling African Americans Counseling Native Americans***Presentation(s)*** | Sue & Sue Ch. 14 & 15**Reflection #3 Due** |
| Week 83/8 | Spring Break – No class meeting  |  |
| Week 93/15 |  Counseling Asian AmericansCounseling Hispanic/Latinx Americans***Presentation(s)*** | Sue & Sue Ch. 16 & 17 |
| Week 103/22 | Counseling Multiracial Populations Counseling Arab Americans and Muslim Americans***Presentation(s)*** | Sue & Sue Chs. 18 & 19 |
| Week 113/29 | Counseling Immigrants and RefugeesCounseling Jewish Americans ***Presentation(s)*** | Sue & Sue Ch. 20 & 21**Reflection #4 Due** |
| Week 124/5 | Counseling Individuals with DisabilitiesCounseling LGBTQ+ Populations***Presentation(s)*** | Sue & Sue Ch. 22 & 23 |
| Week 134/12 | Counseling Older AdultsCounseling Individuals Living in Poverty ***Presentation(s)*** | Sue & Sue Ch. 24 & 25**Interview Project Due**  |
| Week 144/19 | Counseling Women***Presentation*** | Sue & Sue Ch. 26**Reflection #5 Due** |
| Week 154/26 | Course Wrap-Up  | **Self-Reflection Paper Due Extra Credit Due** |

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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 5-8 page summary/conceptualization of the interview with brief transcriptions of important moments. This is due anytime throughout the semester with the final deadline 4/12/22. |
| **Criteria** | **Points** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Audio Recorded Interview** **Score\_\_\_\_\_\_\_\_** | 5 | * 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\_\_\_\_\_\_\_\_** | 10 | * 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\_\_\_\_\_\_\_\_** | 15 | * 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\_\_\_\_\_\_\_\_\_\_** | 5 | * 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** | **Points** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Constructive Team Climate** **Score\_\_\_\_\_\_\_\_** | 10 | * 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\_\_\_\_\_\_\_\_** | 10 | * 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\_\_\_\_\_\_\_\_**  | 10 | * 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\_\_\_\_\_\_\_\_\_\_** | 10 | * 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:**At the end of the semester, Students will write a summary (3-4 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. Due 4/26/22.  |
| **Criteria** | **Points** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Personal Reflection Journal Summary****Score\_\_\_\_\_\_\_\_** | 15 | * 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\_\_\_\_\_\_\_\_** | 15 | * 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\_\_\_\_\_\_\_\_** | 10 | * 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 |