

**COUN 535-79A1-Online:
Multicultural Counseling
Fall 2022: August 22-October 14
Chadron State College**



Please monitor the Chadron State College COVID-19 website (<https://www.csc.edu/covid19/index.csc>) for continuing updates.

Part 1: Course Information

Instructor:

Instructor: Dr. Branis Knezevic

Office: Distance Faculty

e-mail: Bknezevic@csc.edu

Office Hours: Virtual by appointment via ZOOM video conference

CSC Online Address: <https://online.csc.edu/>

Facebook: <https://www.facebook.com/groups/cscounseling>

Credit Hours: 3

Course Description:

Topics include issues of diversity, cultural characteristics, culturally appropriate and sensitive interventions imperative for those entering the counseling profession (CSC Graduate Catalog, 2022-2023).

Textbook & Course Materials:

Required Texts:

1. **Diller, J. V. (2019) Cultural Diversity:** A primer for the Human Services (6th Ed.) MindTap ISBN 9781337563413. You must purchase MindTap access for this course.
2. **Tevera:** Over the next few weeks you will receive an email from Tevera inviting you to register for this service. The Counseling Program has recently adopted Tevera software system for Practicum and Internship paperwork (e.g., site agreements, time logs, skill evaluations, etc.) and Student Key Assignments. You will gain access to this system by paying a one-time program fee and will have access to Tevera during your time in the program and beyond graduation. This helpful resource also allows you to have access to your clinical records after graduation and log clinical hours post-graduation to ease licensure/certification processes. Your invitation will direct you to register and make your one-time purchase

through the CSC Bookstore or directly from [Tevera](#). **Though you will see this requirement in all your syllabi, you will purchase Tevera only once.** Tevera License +CCS-R© Assessment, ISBN# 978-0-9992321-5-6.

3. **ASCA School Counselor and Cultural Diversity Position Statement:** <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Cultural-Diversity#:~:text=ASCA%20Position,effective%2C%20culturally%20competent%20school%20counselor.>
4. **AMCD Multicultural and Social Justice Counseling Competencies** <https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>
5. **AMCD Multicultural Competencies (1996)** https://www.counseling.org/Resources/Competencies/Multicultural_Competencies.pdf

Method of Instruction:

Course methodology is web-based. For assistance with technical questions, contact helpdesk@csc.edu or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams organized. **Each week typically begins at 1:00 AM Mountain Time, Monday, and closes 9 PM Mountain Time, Sunday. The notable exception is the final week of class when all assignments close at 5pm Mountain Time, Friday.** All dates and assignments can be found in the course schedule.

Course Connection to Program Portfolio (Degree-Seeking Students):

A completed, approved, e-portfolio is a requirement for graduation. It is a visual showcase of your work that demonstrates professional growth, achievement, and competence in the field of counseling. The portfolio is used to document your philosophy of education and central concepts of student development. Your portfolio must include a syllabus and key assignment from each of your completed courses. **For this course, your portfolio must include a copy of your completed Multicultural Interview Paper.**

Course Requirements:

It is intended that all courses at the graduate level will require greater intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate levels of instruction. Requirements include: active participation, and completion of all assigned work on time. **Unless otherwise indicated, all written assignments must follow APA formatting guidelines:** <http://owl.english.purdue.edu/owl/resource/560/1/> Each weekly activity includes: MindTap assignments, forums, readings, and exams.

1. **Forums:** Each week you will have many opportunities to share your ideas. I will provide the topic and you will provide amazing reflection, insight, and discussion. Please see rubric at the end of this syllabus.

- A. A new forum will be available **Monday through Sunday** of each week. **To receive full points, you must participate with at least 1 original post and 2 replies, 3 of the 7 days the forum is open. I will not grade a post/reply when submitted after the forum closes.**
 - B. You **MUST** read a majority of your classmates replies and posts. Points will be subtracted if you read less than 50%.
 - C. **Each post must be a minimum of 250 words, and each reply must be a minimum of 200 words.** Additional posts and replies over the minimum can be any length. I recommend you **NOT** rely on MSWord's word count. It tends to result in a lower count than CSCOnline.
 - D. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.
 - E. Your first forum is the CSC Online Profile. Please upload a photo of yourself! Not a photo of your family, or favorite park, or pet. The purpose of the photo is so that we can recognize each others face. You will not write any posts for this particular forum.
 - F. Please also take the time to review the Discussion Forum Rubric found linked to your Course Home Page.
2. **MindTap Assignments** are found in your Cengage MindTap course. Once completed, you will automatically receive a grade and feedback for some assignments, while others will be manually graded and require you to view assignment feedback from within your Progress tab. Please follow the video link for further explanation on how to view assignment feedback in your Progress tab <https://play.vidyard.com/i3sc5XyJMUqoogvyCBkqrr> .
 3. **Syllabus Quiz:** You will find this quiz in CSC Online-Week 1.
 4. **MindTap Exams:** You will complete chapter exams/quizzes in MindTap.
 5. **Privilege Aptitude Survey & Paper Assignment:** You will complete the Privilege Aptitude Test and reflection paper. Submit the paper to CSC Online. See the instructions at end of the syllabus.
 6. **Multicultural Interview Paper & Rubric**
This assignment will be submitted to TK20 and added to your Counseling Program e-Portfolio as the key assignment for this course. You will interview an individual who is culturally different than you. In other words, someone who is not of your own cultural or ethnic background (this may include individuals who differ ethnically and/or identify as LGBTQ). Interviews will be between 1-2 hours. I strongly encourage conducting your interview virtually during the pandemic. Should you meet in person, please adhere to COVID-19 guidelines for appropriate mask-wearing and social distancing. You will then complete the interview paper following the guidelines listed below. To ensure confidentiality, do not provide identifying information and use a pseudonym for the interviewee. You will adhere to APA style with a minimum of 4 pages. Please see instructions and rubric at the end of this syllabus.

For a 1-hour credit course, [Nebraska State College Board Policy 4141](http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) (<http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf>) suggests that you spend at least 45 hours per credit hour in learning activities. In this 3-credit hour course, you should plan to spend a minimum of 135 hours in learning activities. A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below. Actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student. ****Disclaimer:** The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

<i>Learning Activity</i>	<i>Hours Per Week</i>	<i>Total for Course</i>
Direct Online Instruction	3 X 8 weeks	24
Reading & Interactive Multimedia	5 X 8 weeks	40
Assignments	4 X 8 weeks	32
Weekly Forum Postings and Discussions	3 X 8 weeks	24
Exams	3 X 8 weeks	24
Total		184

Part 2: Student Learning Outcomes

In addition to the following learning outcomes, the School Counseling Program also meets the *CSC Education Unit Intended Program Outcomes*:

- **Visionary Leader Model Components:** Communication, Thinking Skills, Methodology, Leadership, Assessment, Inclusive Learning Environment, Professionalism.
- **InTASC Outcomes:** Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration.

	<i>Knowledge/Skill Outcomes</i>	<i>CACREP 2016, ASCA, CSC SLO.</i>	<i>Related Assign/Assessment</i>
1	Recognize the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	2.F.2.a; SLO-2	• Readings and Ch Exams 11-17
2	Recognize theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	2.F.2.b; SLO-2	• Readings and Ch Exams 2, 4, 5
3	Identify multicultural counseling competencies	2.F.2.c; SLO-2	• Readings and Ch Exams 1 & 2

4	Recognize the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2.F.2.d; SLO-2	<ul style="list-style-type: none"> • Readings and Ch Exam 5 • Multicultural Interview Paper
5	Recall the effects of power and privilege for counselors and clients	2.F.2.e; SLO-2	<ul style="list-style-type: none"> • Readings and Ch 4 Exam • Privilege Assignment
6	Identify help-seeking behaviors of diverse clients	2.F.2.f; SLO-2	<ul style="list-style-type: none"> • Readings and Ch 11-19 Exam
7	Recognize the impact of spiritual beliefs on clients' and counselors' worldviews	2.F.2.g; SLO-2	<ul style="list-style-type: none"> • Readings and Ch Exam 2 & 5
8	Recall strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	2.F.2.h; SLO-2	<ul style="list-style-type: none"> • Readings and Ch Exam 3 & 4 • Privilege Assignment
9	Recognize cultural factors relevant to clinical mental health counseling	5.C.2.j. SLO-2 & 9	<ul style="list-style-type: none"> • Readings and Ch 9 Exam • Multicultural Interview Paper

Part 3: Course Topic Schedule/Outline

Week	Dates	Chapters	Assignments
1	Aug 22-28	1 & 2	<ul style="list-style-type: none"> • MindTap reading, practice exercises, quizzes • CSC Online Forum 1 • Syllabus Quiz-Due Aug 28
2	Aug 29-Sept 4	3, 4, & 5	<ul style="list-style-type: none"> • MindTap reading, practice exercises, quizzes • CSC Online Forum 2 • Privilege Aptitude Test-Due Sept 4
3	Sept 5-11	6, 7, & 8	<ul style="list-style-type: none"> • MindTap reading, practice exercises, quizzes • CSC Online Forum 3
4	Sept 12-18	9 & 10	<ul style="list-style-type: none"> • MindTap reading, practice exercises, quizzes • CSC Online Forum 4
5	Sept 19-25	11, 12, & 13	<ul style="list-style-type: none"> • MindTap reading, practice exercises, quizzes • CSC Online Forum 5
6	Sept 26-Oct 2	14, 15, & 16	<ul style="list-style-type: none"> • MindTap reading, practice exercises, quizzes • CSC Online Forum 6
7	Oct 3-9	17 & 18	<ul style="list-style-type: none"> • MindTap reading, practice exercises, quizzes • CSC Online Forum 7
8	Oct 10-14	19 & 20	<ul style="list-style-type: none"> • MindTap reading, practice exercises, quizzes • Multicultural Interview Paper-Due Wednesday Oct 12

Part 4: Grading Policy

Graded Course Activities and Letter Grade Assignment

As graduate students, you will be expected to manage your time so that you can make the most

<i>Assignment</i>	<i>Percentage of Course Grade</i>
Multicultural Interview Paper	30
Privilege Assignment	15
MindTap Quizzes	20
Forums	20
MindTap Assignments	15
Total	100

<i>Letter Grade</i>	<i>Point Percentage</i>
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

of the student learning process and deliver your course assignments by the agreed-upon due-dates. The issue of time-management is therefore crucial to your successful completion of any assignments in this class. Course assignments are weighted accordingly. To find out more about each of the assignments listed below, complete details can be found in the CSC Online site associated with this course.

Grades will be based on a weighted scale, with final grades determined by the following percentages:

Late Work Policy: I do not accept late submissions for assignments, forums or exams. Late work due to extreme emergency conditions will be considered on an individual basis with supportive documentation such as a doctor's note or obituary. You must contact the instructor in a timely manner to determine if work is acceptable and if you will be granted a late exception. It is the student's responsibility to check the CSC online grade book to determine whether the instructor has graded assignments.

Viewing Grades: I will update grades in Cengage MindTap each time a grading session has been completed—typically within **1-week** following the completion of an activity.

Part 5: Course & Institution Policies

Student Behavior:

Academic Honesty: Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension,

or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one’s own original work. The following acts are examples of plagiarism:
 1. Submitting an assignment that someone else has written and claiming the work as one’s own.
 2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
 3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note:

- “Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.
- Appropriation or imitating language, ideas, and thoughts of another author and representing them as one’s own original work is not tolerated. I will use Turn-it-In software to determine originality of your work. The first instance of plagiarism will result in failure of the assignment while more than one instance will result in failure of the course.
- View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Attendance/Participation Policy: The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor. View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

1. **Internet Access:** In the case of a conference, work trip, or family vacation, it is the student's responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.
2. **On Handling Technical Issues:** Our online learning environment is dependent on technology -- sort of like those taking a face-to-face class needing a car or some other means of transportation (or mobility) to get to class. I must also say that humans control technology and we can expect to be able to work through system glitches and failures quickly. Please see On Handling Technical Issues in CSC Online course resources. Please contact helpdesk@csc.edu or 308-432-6311 for assistance should you if you have any additional technical questions.
3. **Communication/Email Etiquette:** Please contact your instructor for all questions and concerns regarding this course. Though I typically respond quickly, please allow up to 24 hours for a reply. Note, I may not be able to respond to an email on the day of, or hours before, an assignment is due or on weekends. Thus, please begin your assignments early. Always **remember when writing professionally to begin with a salutation, provide course information, and a signature. It is important that you address people with the proper title. When you address professors with an earned doctorate (PhD or EdD),** please address them with their academic title. All of the Counseling Program professors at CSC should be addressed with the title Dr. or Professor, rather than Ms, Miss, Mrs, or their first names. Individual professors may not mind if you address them by first name, however, never assume this to be the case. Should you not receive a response to your email, check to ensure that you have met all the above expectations as I may not respond to emails resembling an informal text message. Finally, **check your official CSC Eagle email account often** as all campus communications are sent to your Eagle mail.
4. **Confidentiality:** This course, like other courses in the Counseling Program, requires students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one is found to violate confidentiality the student's ability to continue the program will be in jeopardy.

Dispositional Standards: Please see the [CSC Counseling Website](#) and [Counseling Student Handbook](#) regarding dispositional standards. The standards address a student's affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student's ability to meet the Dispositional Standards is continually reviewed by, and subject to, the academic judgment of campus faculty, staff, and administration.

Civility and Netiquette: Civil behavior enhances the learning environment and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common

courtesy in all communications (including email messages, discussion, and chats). You may find these guidelines helpful:

1. Clearly label posts and emails with a relevant subject heading.
2. Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
3. Forward emails only with a writer's permission.
4. Be considerate of others' feelings and use language carefully.
5. Cite all quotations, references, and sources.
6. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.
7. Use complete sentences and Standard English grammar to compose posts. Write in proper paragraphs. Review work before submitting it.

Writing Style Requirements for All Papers:

1. It is the student's responsibility to submit work in the format required by the class (MSWord, PDF) or another method (cut and paste; rich text format, etc.). CSC cannot open Word Perfect.
2. When writing a thesis, cite all resources using APA Style in both the text of your paper and on a separate reference page (see the APA manual or the APA style guide at <http://owl.english.purdue.edu/owl/resource/560/01/> ; include cover page, reference page, page numbers and headers; paper should be double spaced with 1-inch margins; Use only readable fonts such as Verdana, Times New Roman, Arial, or Courier in 12 point only;
3. Proofread everything you write, checking for grammar and spelling (have someone else read your work).
4. See Criteria for Graduate Level Writing in CSC Online Course Resources.
5. Please note that written assignments for this course are evaluated according to the objective standards of Formal English usage. If the phrase "Formal English" is unfamiliar, please become familiar with it, immediately, before the first written assignment is submitted. Here are a few links to help you get started:
 - <http://www.monash.edu.au/lls/llonline/writing/general/academic/3.xml>
 - <http://www.collegexpress.com/articles-and-advice/grad-school/blog/tips-take-your-writing-graduate-level/>
 - http://prezi.com/ldo1lwx-e_wk/graduate-level-writing-tips/

Equal Education Opportunity Policy/Nondiscrimination Policy

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are

consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided. View the [Equal Employment and Education Opportunity Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website. (<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Equal Access

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu

Personal Emergency & Academic Attendance

In the event a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis) requires an absence from courses and on-campus, students need to contact their instructors as soon as possible.

If the emergency should cause an extended absence (3 or more consecutive class days), you may contact the Dean of Student Affairs at studentaffairs@csc.edu for assistance. In the event of an extended absence, it may be possible for students to work with their instructors to complete coursework at a later date.

If the extended absence is near the end of the current term, students are encouraged to talk with their instructors about the Incomplete process. This process is ideal for students who have completed a minimum of 75% of the coursework already. If the instructor agrees, the student and the instructor will agree upon an appropriate timeline for the course to be completed. The instructor will file the appropriate paperwork to be approved by the Dean of Curriculum. If a student's situation is such they are no longer able to complete the course and an Incomplete is not a viable option, the student may be encouraged to withdraw from their course(s).

If a student's absence pertains to specific academic accommodations, students will be strongly encouraged to request assistance from Disability Services in the Library Learning Commons.

Student athletes who are injured and need accommodations due to their injury/injuries are assessed by CSC Athletic Training staff with any needed assistance from area medical professionals. The Athletic Training staff will communicate the accommodation needs to the Dean of Student Affairs who will communicate this to all instructors and if appropriate, the Disability Services office.

If a student must be away from campus for CSC approved athletic, academic, or co-curricular events they should inform each instructor in advance and will not be penalized. If a student must be away from campus due to circumstances outside their control, they should inform each of their instructors and contact the Dean of Student Affairs at 308.432.6231 for consideration of academic accommodation. In both instances, once notified, faculty will make reasonable efforts to ensure that students have timely and equal access to instruction. Students who miss instructional time for elective reasons are subject to the faculty member's classroom policies for attendance and makeup work.

Additional Recommended Reading and References:

- Association for Multicultural Counseling and Development: <https://multiculturalcounselingdevelopment.org/about/>
- ASERVIC Competencies for Addressing Spiritual and Religious Issues in Counseling: <https://www.counseling.org/docs/default-source/competencies/competencies-for-addressing-spiritual-and-religious-issues-in-counseling.pdf?sfvrsn=8>
- Competencies for ALGQOIA Individuals: <http://nebula.wsimg.com/1dd769bd4535f9c08aab90349d881bf2?AccessKeyId=720287C8355A159AB9E1&disposition=0&alloworigin=1>
- Competencies for Counseling Transgender Clients: https://urldefense.proofpoint.com/v2/url?u=http-3A__nebula.wsimg.com_84e8fe2e0d2b3df3c4494f57cf6746df-3FAccessKeyId-3D720287C8355A159AB9E1-26disposition-3D0-26alloworigin-3D1&d=DwMFaQ&c=pZJPUDQ3SB9JplYbifm4nt2IEVG5pWx2KikqINpWIZM&r=1zQ9ek08EfyfzOXadnhktg&m=IKNOZGQnDw9vui2FhXffGX3sC3GoCGEFslNeeAOxE9I&s=CXW3JaiJ1qqepUPQNCov7Omm6eVB36YQJY44gPk8o4c&e=

Disclaimer

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

CSC Mission & Master Academic Plan (MAP)

Mission Statement

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

MAP Priorities, 2019-2023

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- **People** – Recruitment, Retention, Engagement, Completion Awareness, Commitment, Leadership
- **Purpose** – Student Learning and Growth Pedagogy, Support Services, Wellness
- **Place** – Community Engagement Social Infrastructure & Third Places, Generational Transitions, Building Bridges

Assignment Instructions/Rubrics:

Discussion Forum Rubric

This course works well when everyone is involved in discussing the material. Your **participation** throughout the week in each of the forums is essential. Your grade will be based on how much you say and how well it contributes to the work of the class, as well as total number of days you post in the forum, minimum word counts, and percent of total posts/replies read. Students are expected to offer comments, questions, and replies to the discussion questions that have been posed for each week as well as to classmate postings. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.

I grade each of the discussion forums separately on a 4-point scale. Discussion postings that meet all criteria for a score level will receive the highest points possible at that level. Participation in discussion activities can only be accepted for grade by the date on the discussion posting. For example, you may have met all word counts for 3 entries, but entered them only on 2 different days. This will result in 2-points. To be clear, to earn full points each week you must at a minimum participate:

- Day 1-enter an original post that meets minimum word-count of 250 words,
- Day 2-enter a reply that meets minimum word-count of 200 words,
- Day 3-enter a reply that meets minimum word-count of 200 words,
- Read at least 50% of classmates entries.

4 Points: Have met ALL minimum expectations:

Students earning 4-points for discussion activities have participated 3 or more times on at least 3 separate days in the week's forum (with at least 1 post and 2 replies), met the minimum word count requirements (**each post must be a minimum of 250 words, and each reply must be a minimum of 200 words**), **read a minimum of 50% of your classmates entries**, and posted outstanding information.

Discussion postings:

- are made in time for others to read and respond
- deliver information that is full of thought, insight, and analysis
- make connections to previous or current content or to real-life situations
- contain rich and fully developed new ideas, connections, or applications
- provide outside resources supporting your ideas.
- posted a minimum of 3 days over the week, meeting word counts.
- meet the minimum word count requirements.
- read at least 50% of classmates entries.

3 Points: Have met 3, but not all, of the following expectations:

- are made in time for others to read and respond
- deliver information that shows that thought, insight, and analysis have taken place
- make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- contain new ideas, connections, or applications, but they may lack depth and/or detail.
- posted a minimum of 3 days over the week, meeting word counts.
- meet the minimum word count requirements.
- read at least 50% of classmates entries.

2 points: Have met 2, but not all, of the following expectations:

- are made in time for others to read and respond
- deliver information that shows that thought, insight, and analysis have taken place
- make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- contain new ideas, connections, or applications, but they may lack depth and/or detail.
- posted a minimum of 3 days over the week, meeting word counts.
- meet the minimum word count requirements.
- read at least 50% of classmates entries.

1 Point: Have met 1, but not all of the following expectations:

- may not all be made in time for others to read and respond
- are generally competent, but the actual information they deliver seems thin and commonplace
- make limited, if any, connections, and those are often cast in the form of vague generalities
- contain few, if any, new ideas or applications; often are a rehashing or summary of other comments
- posted a minimum of 3 days over the week, meeting word counts.
- meet the minimum word count requirements.
- read at least 50% of classmates entries.

Zero points: Below Expectations

- Students earning zero points for discussion activities have not participated or have posted information that was below expectations.

PRIVILEGE APTITUDE TEST

(Adapted from the National Civil Rights Museum at the Lorraine Motel)

Directions: Answer each of the following questions with YES or NO. If your answer is YES, give yourself 1 point. If your answer is NO, give yourself 0 points. After you have answered each of the questions, add up all of your points. Please complete this activity without any assistance from your teacher or friends. Also, because everyone is different, your friends will likely have different answers that don't apply to you. Very importantly, there are no right or wrong answers.

	Questions	Yes (1 pt)	No (0 pt)
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1	When I go to the store, people believe I am trustworthy and will not steal something. People in the store do not follow me around.		
2	I can walk after dark in public places without fear. I am not taught to fear walking alone after dark in most public spaces.		
3	When I am taught about American history or about contributions made, I am sure that I will see and hear stories about people who look like me.		
4	The majority of the people in my community look like me.		
5	My community has plenty of books in the library, schools have computers and additional resources for students and teachers.		
6	I will not be questioned about my last name.		
7	I am encouraged to excel in my studies, regardless of degree choice.		
8	When a question about my race is asked, I am not the only one singled out to answer or speak my opinion.		
9	When I watch television, there are a numerous people in positive roles who look like me.		
10	My intelligence is not questioned because of the way I speak.		
11	Using public bathrooms and going up and down the stairs in public spaces are easy for me.		
12	When I apply for a job, I don't worry that I will be discriminated against due to the color of my skin.		
	Total Points:		

Privilege Assignment Reflection Questions:

Directions: After you have completed the survey, answer the following questions and submit to CSC Online Assignments.

1. Describe how you felt as you were reading and answering the questions.
2. If you were creating your own privilege survey, what additional questions would you include? What are your reasons for including these questions?
3. Would you remove or rephrase any of the questions above? If so, why?
4. What does "White privilege" mean to you?
5. Based on the answers to your questions, do you believe you are privileged?
6. Answer either a or b:
 - a. If you believe you are privileged, what can you do to use your privileged to help those who are not privileged?
 - b. If you believe you are not privileged, what can you do to educate those who are privileged?
7. Starting today, how can you raise awareness about privilege?
8. When considering privilege, how can you ensure clients are served ethically and are supported throughout your counseling interactions?

Multicultural Interview Paper & Rubric

This assignment will be submitted to TK20 and added to your Counseling Program e-Portfolio as the key assignment for this course.

You will interview an individual who is culturally different than you. In other words, someone who is not of your own cultural or ethnic background (this may include individuals who differ ethnically and/or identify as LGBTQ). Interviews will be between 1-2 hours. I strongly encourage conducting your interview virtually during the pandemic. Should you meet in person, please adhere to COVID-19 guidelines for appropriate mask-wearing and social distancing. You will then complete the interview paper following the guidelines listed below. To ensure confidentiality, do not provide identifying information and use a pseudonym for the interviewee. You will adhere to APA style with a minimum of 4 pages. Please see instructions at the end of this syllabus. Structure your interview and paper to cover the following information:

A. Demographic information:

- 1) Date of Interview
- 2) Age
- 3) Gender
- 4) Birthplace
- 5) Ethnicity/Nationality
- 6) Current and Past Partner/ Marital Status
- 7) Number and Ages of Children (if any)
- 8) Number and Ages of Grandchildren (if any)
- 9) Community of Current Residence
- 10) Past Residence(s)

B. Interview items/questions:

- 1) Tell me about your birth.
- 2) Describe your concept of family.
- 3) Thinking back to when you were a child/adolescent, as an adult how have your views remained the same?
- 4) Thinking back to when you were a child/adolescent, as an adult how have your views changed?
- 5) Describe the primary influencing factors impacting your personality and world view.
- 6) Describe the historical and/or cultural events that have profoundly influenced you (e.g., changes in society, changes in family, war, economic crisis and depression, discrimination, technology).
- 7) Describe the current major sources of satisfaction in your life.
- 8) Describe the current major stressors and challenges in regard to your personal growth and identity.
- 9) Describe the challenges/changes you foresee in your growth over the next 10 years.
- 10) Describe the role spirituality/religion plays in your life.
- 11) What thoughts do you have about the end of your life?
- 12) What do you want your ancestors and future generations to know about you?

C. Reflection:

- 1) What about the interview surprised or made you think deeply?
- 2) What about the interview challenged your counseling skills?
- 3) How has this interview informed your sense of diversity in choosing a counseling approach?

- 4) What developmental issues did you observe during the interview?
- 5) What did you learn that enhanced your understanding of the interviewee’s culture and experience?
- 6) How does your interviewee's cultural background and experience differ from yours?
- 7) Overall, how has this experience enhanced your understanding of Multicultural Counseling?

RUBRIC: Multicultural Interview Paper (100 pts)

Evaluation Component	Outstanding	Competent	Developing	Score
Demographic Information <i>Thorough demographic and background information gathered.</i>	All sections described in syllabus addressed. Exceptional content and writing; stands out above the rest; no (or minimal) errors.	Parts of paper exceptional and some adequate; few errors but content is intact. (20 pts)	Missing pieces and/or many areas need work; numerous errors that impact section of paper. (15 pts)	
Interview Content <i>All assigned topics covered during the interview.</i>	All sections described in syllabus addressed. Exceptional content and writing; stands out above the rest; no (or minimal) errors. (25 pts)	Parts of paper exceptional and some adequate; few errors but content is intact. (20 pts)	Missing pieces and/or many areas need work; numerous errors that impact section of paper. (15 pts)	
Self-Reflection <i>Reflect on the interview process. For example, were there difficult moments or questions? Would you do anything differently? How does your culture and experience</i>	All sections described in syllabus addressed. Exceptional content and writing; stands out above the rest; no (or minimal) errors. (25 pts)	Parts of paper exceptional and some adequate; few errors but content is intact. (20 pts)	Missing pieces and/or many areas need work; numerous errors that impact section of paper. (15 pts)	
APA Formatting and Grammar <i>Adhered to APA and applied proper grammar rules.</i>	No (or minimal) errors in APA or grammar. (25 pts)	Few errors in APA or grammar. (20 pts)	Numerous errors in APA or not attempted. Many grammar errors. (15 pts)	
Total Score				