

**Midwestern State University**

**Gordon T. & Ellen West College of Education**

**Course Title:** Human Relations

**Course Number:** COUN 6013

**Semester Credits:** 3

**Professor:** Dr. Tara Fox **Semester:** Summer I 2020 5 Weeks

**Office:** BH 325 **Class Room:** Online

**E-mail:** tara.fox@msutexas.edu **Class Format:** Online

**Work phone:** (940) 397-4313 **Cell phone:** (469) 338-7534 **Office Hours:** M.-Th., 9am -12pm

**In this Syllabi you will find:**

* Content areas
* Knowledge and skills outcomes
* Methods of instruction
* Required text or reading
* Student performance evaluation criteria and procedures
* A disability accommodation policy and procedure statement

**The MSU Clinical Mental Health and School Counseling programs require at least a B average. C’s are unacceptable, and more than 2 C’s will put you in danger of being removed from the program. Please consult the Student Handbook for more information.**

I. **COURSE DESCRIPTION**

Developing interpersonal and intrapersonal skills with particular attention to communication with diverse populations.

**II. COURSE RATIONALE**

This course is designed to introduce the basics of individual difference in interpersonal communication, and facilitate a better understanding of the importance of developing positive relationships with others in the work setting. The problem solving skills, decision making skills, teamwork skills, motivating skills, and other management skills are also introduced to prepare the students for a successful career in the contemporary organization environment.

**III. REQUIRED TEXTBOOK**

Baruth, L. G., & Manning, M. L. (2012). *Multicultural counseling and psychotherapy a lifespan perspective*. Upper Saddle River: Pearson/Merrill Prentice Hall.

Payne, R. K. (2019). *A framework for understanding poverty: a cognitive approach for educators, policymakers, employers, and service providers*. Highlands, TX: aha! Process, Inc.

Walker, V. (2013). *Becoming aware: a text/workbook for human relations and personal adjustment*. Dubuque, IA: Kendall Hunt Pub. Co.

**Suggested Text:**

Research Guides: APA @ Sullivan University: Home. (n.d.). Retrieved from <https://libguides.sullivan.edu/c.php?g=2070&p=6586>

**IV. COURSE OBJECTIVES**

**Knowledge and Skill Learning Outcomes: CACREP Standards**

Upon successful completion of this course, students will learn:

1. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP CORE, 2, a).
2. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP CORE, 2, b).
3. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (CACREP CORE, 2, d).
4. The effects of power and privilege for counselors and clients
5. (CACREP CORE, 2, e).
6. Help-seeking behaviors of diverse clients (CACREP CORE, 2, f).
7. The impact of spiritual beliefs on clients’ and counselors’ worldviews (CACREP CORE, 2, g).
8. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (CACREP CORE, 4, c).
9. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
10. (CACREP CORE, 4, e).
11. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP CORE, 4, i).
12. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP CORE, 5, m).
13. Use of assessments relevant to academic/educational, career, personal, and social development (CACREP CORE, 7, i).
14. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP CORE, 7, m).

**Learning Objectives**

1.      To identify basic concepts or terms such as acculturation, ethnic-class, economic exploitation, prejudice, etc.
2.      Identify current biases in standardized test uses, teaching strategies, and employment and promotion practices.
3.      Demonstrate an awareness of the cultural experience (life style, customs, institutions, and barriers) of at least three ethnic groups other than his/her own.
4.      Evidence awareness of national studies relative to ethnic achievement, abilities, and grouping in public schools.
5.      Identify current biases and deficiencies in curriculum, learning materials, and teaching strategies perpetuation sexism.
6.    Recognize similarities and differences among majority and minority cultures.
7.    To recognize communication patterns in self and others that enhance or inhibit the communication process.

1. **COURSE EXPECTATIONS**

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association’s Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](https://www.counseling.org/resources/aca-code-of-ethics.pdf) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

**Online Etiquette:** It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

**Diversity:** It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

**Confidentiality:** Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

**Academic Dishonesty:** Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

* Submission of an assignment as the student's original work that is entirely or partly the work of another person.
* Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
* Observing or assisting another student's work.
* Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

**Statement of Disability:** Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes. If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

**Attendance:** Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend ***every*** session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

**Late Work:** All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%** for each **day** turned in late, and no other assignments will be accepted after the due date. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

1. **SEMESTER COURSE OUTLINE**

|  |  |  |
| --- | --- | --- |
| **Class Dates** | **Class Topics** | **Assignments/Reading** |
| 1. **Week of Monday June 1st 2020 – Sunday June 7th 2020**
 | * Class Introductions
* Syllabus Review
* Class Instructions
* Multicultural Counseling and Psychotherapy Chapter 1 Intro to Multicultural Counseling pages 3-24
* Understanding Poverty Chapters 1-3 pages 7-60
* Becoming Aware Chapters 1-2
 | * **Read** Multicultural Counseling Chapters 1 Intro to Multicultural Counseling and psychotherapy pages 3-24
* **Read** Understanding Poverty Chapters 1-3 pages 7-60
* **Read** Becoming Aware Chapters 1-2
* **Do Discussion Board Post**
* **Go through the syllabus and plan out the next 5 weeks, you may work ahead and turn in assignments early**
 |
| 1. **Week of Monday June 8th 2020 – Sunday June 14th 2020**
 | * Multicultural Counseling and Psychotherapy Chapter 2 Identity Development and Models pages 25-44
* Understanding Poverty Chapters 4-6 pages 61-100
* Becoming Aware Chapters 3-4
* **Understanding Poverty Assignment Appendix B**
 | * **Read** Multicultural Counseling and Psychotherapy Chapter 2 Identity Development and Models pages 25-44
* **Read** Understanding Poverty Chapters 4-6 pages 61-100
* **Read** Becoming Aware Chapters 3-4
* **Do Discussion Board Post**
* **Turn in Understanding Poverty Assignment Appendix B**
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| 1. **Week of Monday June 15th 2020 – Sunday June 21st 2020**
 | * Multicultural Counseling and Psychotherapy Chapter 3 The Culturally Effective Counselor pages 45-60
* Understanding Poverty Chapters 7-9 pages 101-140
* Becoming Aware Chapters 5-6
* **Culturally Diverse Interview and Paper Appendix C**
 | * **Read** Multicultural Counseling and Psychotherapy Chapter 3 The Culturally Effective Counselor pages 45-60
* **Read** Understanding Poverty Chapters 7-9 pages 101-140
* **Read** Becoming Aware Chapters 5-6
* **Do Discussion Board Post**
* **Turn in Culturally Diverse Interview and Paper Appendix**
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|  |  |  |
| 1. **Week of Monday June 22nd 2020 – Sunday June 28th 2020**

**DEADLINE FOR AUGUST GRADUATES TO APPLY FOR GRADUATION** | * Multicultural Counseling and Psychotherapy Chapter 4 Multicultural Human Growth and Development pages 63-82
* Understanding Poverty Chapters 10-12 pages 141-181
* Becoming Aware Chapters 7-8
* **Working with Diverse Populations Appendix D**
 | * **Read** Multicultural Counseling and Psychotherapy Chapter 4 Multicultural Human Growth and Development pages 63-82
* **Read** Understanding Poverty Chapters 10-12 pages 141-181
* **Read** Becoming Aware Chapters 7-8
* **Do Discussion Board Post**
* **Turn in Working with Diverse Populations Appendix D**
 |
| 1. **Week of Monday June 29th 2020 – Wednesday July 1st 2020**
 | * Multicultural Counseling and Psychotherapy Chapter 17 Issues in Multicultural Counseling pages 319-337.
* Becoming Aware Chapters 9-10
* **Do Final Exam** **Appendix E**
* **Do Final Reflection Paper Appendix F**
 | * **Read** Multicultural Counseling and Psychotherapy Chapter 17 Issues in Multicultural Counseling pages 319-337.
* **Read** Becoming Aware Chapters 9-10
* **Do Discussion Board Post**
* **Complete Final Exam Appendix E**
* **Turn in Final Reflection Paper Appendix F**
 |

1. **EVALUATION AND ASSIGNMENTS**

**\*\* ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

**Online Assignments and Comments: (10 pts.)** Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person’s thread. The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week. Follow directions to get full points each week. Late work will not be accepted. **(See Appendix A)**

**Understanding Poverty Assignment**: **(20 pts.)** In this assignment, students will apply things they’ve learned about in this course, particularly this module on work and the economy, to consider what life would be like to budget and live as a parent in a family below the poverty line. This paper must be 5 to 10 pages in length. This paper must be written in APA format. On the final page include a written critique summarizing your personal reactions to this topic. **(See Appendix B)**

 **Step 1**: Imagine you are a single parent with two kids, ages 1 and 6 (a first-grader). You work a full-time minimum wage job.

Utilizing this bulleted list below, write a paragraph for each, explaining how you would plan for monthly expenses.

* **Family:**Describe your fictional family. Where specifically do you work? What are your kids names and interests?
* **Budget**: What is your annual income at the current minimum wage rate? What is your monthly income?
* **Housing**: Where will your family live? Look up actual apartments or houses using websites like Zillow or Craigslist to find a good place for your family to live. Where is it relation to the place you work?
* **Childcare and Education**: Look up your new address to find what school your children will attend. What is the school’s rating? Next, you will need to find full-time childcare for your youngest child. Look up prices and options in your area (having family or someone watch him or her voluntarily is not an option in this case). How much will it cost?
* **Food**: write down everything your family will eat, in detail, for every meal of one day. Estimate the expenses for each of those items. Use this daily information to create a weekly grocery list. Look up prices and write down how much you will need to spend on groceries per month.
* **Utilities and phone**: If not included in the rent, look up average utility costs in your area to pay for electricity, water, garbage, cable, internet, and phone bills.
* **Transportation**: How will you get around? Do you have a car payment? If you have a car, include an estimated monthly cost. What will you pay in gas expenses? Or is public transportation a feasible option?
* **Others**: You’ll need to reserve some funds for needs like diapers, wipes, clothes, toilet paper, toiletries, etc. Look up average needs and costs and include that information here.
* **Miscellaneous**: What other monthly expenses do you anticipate needing for you or your family?

**Step 2:** Write up an analysis paper between 400-600 words, describing your reactions to this exercise, as well as its sociological implications. Consider the following questions:

1. Did anything surprise you about this exercise?
2. Do you feel that it is reasonable to live off the minimum wage in America?
3. What expenses seemed to be the most burdensome?
4. How does this exercise tie in with concepts you learned about in this module? Specifically tie in at least two specific terms or concepts.
5. What recommendations would you make for government or economic programs to better aid those in poverty?
6. In what ways did this assignment make you think about the current state of the economy and things like welfare programs?

**Culturally Diverse Interview and Paper: (20 pts.)** Each student will interview a culturally diverse person. During the interview please ask the person at least **10** questions that will assist you in becoming more “aware” about this person’s culture. As you interview your person, consider your present or future work environment and ask questions that enlighten you. For example: HR students may ask your person what they think about Affirmative Action in the workplace. Counseling/ HR/Training/Teacher/Sports Administration students may ask their person what it is like counseling/teaching/supervising someone different then they are. All students may ask the question of their person how they feel working with a culturally different person. Be sure to appropriately cite sources according to APA style and to include quotation marks for direct quotes. This assignment should be no shorter than 10 pages in length with cover sheet and references page not included in the 10-page count. **(See Appendix C)**

**Working with Diverse Populations: (20 pts.)** Students will write a brief 3 to 5-page paper analyzing a diverse population that you aren’t as familiar. Students may choose from 6 populations highlighted within the Multicultural Counseling and Psychotherapy including: African American pages 83-121, American Indian pages 122-157, Asian American pages 159-196, European American pages 198-232, Hispanic Americans pages 233-272, and LGBTQ Clients pages 273-316. Describe the population of clients selected, and be sure to use official resources when obtaining this demographic information. Explain challenges for human services professionals practicing in the region or area you selected. Include key barriers to providing services (e.g., language, accessibility, social stigma). Explain a strategy or process to assist with reducing prejudice, stereotyping, or bias in accessing services related to the issue you selected. Include how you, as the human services professional, might implement this strategy or process in the region or area you selected. Students must cite their sources according to APA style standards. Your paper should clearly synthesize readings and discussions from class, as well as other sources, journal articles, or books. Conclude with your own reflections of working with the diverse population of your choosing**. (See Appendix D)**

**Final Exam (25 pts.):** There will be a final examination and it will cover each and every chapter in the textbook. **(See Appendix E)**

**Final Reflection (5 pts.):** Students will write a final paper, due at the end of the semester, reflecting on their reaction to the class and a brief summary of the assigned course text, what they have learned, and how they will utilize that knowledge moving forward. **(See Appendix F)**

1. Online Assignments and Comments 10
2. Understanding Poverty Assignment 20
3. Culturally Diverse Interview and Paper 20
4. Working with Diverse Populations 20
5. Final Exam 25
6. Final Reflection 5

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Total Points 100

 **Grade Classifications:**

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 or Below

#### VIII. DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

**Classroom Behaviors:** Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.

- Being attentive and participative in class and online.

- Not using cell phones and text messaging during class.

- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.

- Minimizing eating and disruptive snacking during class.

- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

**IX. STUDENT ETHICS AND OTHER POLICY INFORMATION**

**Ethics:** For further information about Midwestern State University’s policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

**Special Notice:** Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

**Campus Carry:** Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016.  Areas excluded from concealed carry are appropriately marked, in accordance with state law.  For more information regarding campus carry, please refer to the University’s webpage at:  [Campus Carry](https://mwsu.edu/campus-carry). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies.

**Limited Right to Intellectual Property:** By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

**Midwestern State University Mission Statement:** MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university’s undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

**Midwestern State University Values:**

1. Excellence in teaching, learning, scholarship, and artistic production
2. Intellectual curiosity and integrity
3. Critical thinking
4. Emotional and physical well-being
5. Mutual respect, civility, and cooperation
6. Social justice
7. Civic service
8. Stewardship of the environment, and of financial and human resources
9. A safe, attractive, and well-designed campus

**Midwestern State University Counseling Program Objectives:**

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
3. Address student learning
4. Written so they can be evaluated

**X. RESOURCES**

**READINGS:**

American Counseling Association. (2014). ACA code of ethics. Alexandria, VA: Author.

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental

disorders (5th ed.).

**WEBSITES:**

Academia (n.d.) Retrieved from <https://academia.edu/>
American Counseling Association (n.d.) Retrieved from <https://www.counseling.org/>
American Psychological Association (n.d.). Retrieved from <https://www.apa.org>

**XI. APPENDENCIES**

**Appendix A**

**Online Assignments and Comments (10 pts.)**

**CACREP Standards Addressed:**

Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP CORE, 2, a).

Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP CORE, 2, b).

The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (CACREP CORE, 2, d).

The effects of power and privilege for counselors and clients

 (CACREP CORE, 2, e).

Help-seeking behaviors of diverse clients (CACREP CORE, 2, f).

The impact of spiritual beliefs on clients’ and counselors’ worldviews (CACREP CORE, 2, g).

Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (CACREP CORE, 4, c).

Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP CORE, 4, e).

Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP CORE, 4, i).

Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP CORE, 5, m).

Use of assessments relevant to academic/educational, career, personal, and social development (CACREP CORE, 7, i).

Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP CORE, 7, m).

Students will receive participation points each week that goes into their final grade.

**Rubric of Online Assignments and Comments (Possible 10 Pts.)**

***Points Earned Week Comments***

**\_\_\_\_\_\_\_\_\_\_ Week 1 (2pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 2 (2pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 3 (2pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 4 (2pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 5 (2pt)**

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**Total Points Earned \_\_\_\_ / 10 points**

**Appendix B**

**Understanding Poverty Assignment (20 pts.)**

**CACREP Standards Addressed:**

Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP CORE, 2, a).

Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP CORE, 2, b).

The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (CACREP CORE, 2, d).

The effects of power and privilege for counselors and clients (CACREP CORE, 2, e).

Help-seeking behaviors of diverse clients (CACREP CORE, 2, f).

The impact of spiritual beliefs on clients’ and counselors’ worldviews (CACREP CORE, 2, g).

**Rubric for Understanding Poverty Assignment (Possible 20 Pts.)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **3-4 points** | **1-2 points** | **0** |
| Description of fictional family, where you work, what are your children’s names and interests? | Student is able to write a thorough psychosocial for this fictional family.  | Student wrote a brief psychosocial for fictional family.  | Incomplete |
| Budget. | Creates budget with all necessary components with accurate descriptions and explanations of each category: family, budget, housing, childcare and education, food, utilities and phone, transportation, other, and miscellaneous | Creates budget but misses some of the key components or does not elaborate or describe all of the expenses in each category | Partially creates budget and/or does not describe expenses |
| Analysis | Writes thorough analysis paper between 400-600 words that ties it at least TWO key concepts from the module and provides a reaction to the budget exercise. | Writes analysis paper that ties in to one sociological concept or provides only light analysis of the budget exercise | Does not tie in analysis to sociological concepts |
| Grammar and APAReference and Title Page | Grammatically correct, APA style standards, and correct formatting on references and title page. | Some grammatical errors, lacking correctness of reference or title page. | Grammatical errors and no reference or title page |
| **Total Points Awarded** |  | **Out of** | **20** |

**Appendix C**

**Culturally Diverse Interview and Paper (20 pts.)**

**CACREP Standards Addressed:**

Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP CORE, 2, a).

Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP CORE, 2, b).

The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (CACREP CORE, 2, d).

The effects of power and privilege for counselors and clients (CACREP CORE, 2, e).

Help-seeking behaviors of diverse clients (CACREP CORE, 2, f).

The impact of spiritual beliefs on clients’ and counselors’ worldviews (CACREP CORE, 2, g).

**Rubric for Culturally Diverse Interview and Paper (Possible 20 Pts.)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assignment Component** | **Beginning****1** | **Basic****2** | **Proficient****3** | **Advanced****4** | **Exceptional****5** | **Pts** |
| Identify the interviewee | Little understanding and information of the interviewee | Some understanding and information of the interviewee | Basic understanding and information of the interviewee | Good understanding and information of the interviewee | In-depth understanding and information of the interviewee |  |
| Interview questions  | 3 or less questions asked and answered | 4-6 questions asked and answered  | 7-9 questions asked and answered | At least 10 questions, with short answers given. | At least 10 well written and asked questions to induce thought provoking and educational answers  |  |
| Written reflection of the interview  | Unable to describe or analyze the interview  | Little description and analyzing of the interview  | Basic description and analyzing of the interview is the assessment  | Acceptable description and analyzing of the interview  | In-depth description and analyzing of the interview  |  |
| Exploration on how the information gathered during the interview will impact the student moving forward  | Has difficulty evaluating the information and future usage. | Has minor difficulty evaluating the information and future usage. | Evaluates and discusses how to use the information gathered in the future | Evaluates and discusses how to use the information gathered in the future within their field of study | In-depth evaluation and discussion how to use the information gathered in the future within their field of study using examples from class readings and literature. |  |
| APA Formatting | Shows no knowledge of APA formatting  | Student jumps around in formatting and content | Cohesive paper in mostly APA formatting | Succinct and Cohesive paper, mostly in APA formatting  | Demonstrates strong knowledge, well throughout ideas, succinct, cohesive, and in APA formatting. |  |

**Appendix D**

**Working with Diverse Populations (20pts.)**

**CACREP Standards Addressed:**

Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP CORE, 2, a).

Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP CORE, 2, b).

The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (CACREP CORE, 2, d).

The effects of power and privilege for counselors and clients (CACREP CORE, 2, e).

Help-seeking behaviors of diverse clients (CACREP CORE, 2, f).

The impact of spiritual beliefs on clients’ and counselors’ worldviews (CACREP CORE, 2, g).

Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (CACREP CORE, 4, c).

**Rubric for Working with Diverse Populations (Possible 20 Pts.)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **3-4 Points** | **1-2 Points** | **0** |
| Identification of population covering: African American, American Indian, Asian American, European American, Hispanic American, or LGBTQ Clients | Able to identify population selected in a well thought out way. | Brief identification of population selected | Incomplete |
| Describe challenges you may face when working with population  | All relevant challenges identified in detail | Challenges Identified but brief and not thorough | Incomplete |
| Grounded in the counseling literature, cite sources to back up your ideas or statements. | More than 6 applicable citations from the text or literature | 3-5 Applicable citations from text or literature. | 1-2 citations |
| One-page summary of personal opinion of the diversity topic | Thoughtful, though provoking, depth. | Brief summary | Incomplete |
| Grammar and APAReference and Title Page | Grammatically correct, APA style standards, and correct formatting on references and title page. | Some grammatical errors, lacking correctness of reference or title page. | Grammatical errors and no reference or title page |
| **Total Points Awarded** |  | **Out of** | **20** |

**Appendix E**

**Final Exam (25pts.)**

**CACREP Standards Addressed:**

Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP CORE, 2, a).

Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP CORE, 2, b).

The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (CACREP CORE, 2, d).

The effects of power and privilege for counselors and clients (CACREP CORE, 2, e).

Help-seeking behaviors of diverse clients (CACREP CORE, 2, f).

The impact of spiritual beliefs on clients’ and counselors’ worldviews (CACREP CORE, 2, g).

Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (CACREP CORE, 4, c).

Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP CORE, 4, e).

Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP CORE, 4, i).

Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP CORE, 5, m).

Use of assessments relevant to academic/educational, career, personal, and social development (CACREP CORE, 7, i).

Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP CORE, 7, m).

**Final Exam (25 pts.)**

Students will take a 25 question final exam worth 25 points (25%) of their grade. These Questions will cover all chapters within the textbook

**Appendix F**

**Final Reflection (5 pts.)**

Students will write a final paper, due at the end of the semester, reflecting on their reaction to the class and a brief summary of the assigned course text, what they have learned, and how they will utilize that knowledge moving forward.

**Rubric for Reflection Paper (Possible 5 Pts.)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **1** | **0** | **Points** |
| APA Formatting | Correct APA Formatting | Incorrect APA Formatting |  |
| Reflection of Class | Attitudes and Ideas Addressed | None |  |
| Summary of Textbook and Readings | Well thought out summary | Incomplete thoughts |  |
| Summary of what student has learned | Thoughtful, thorough provoking, depth | Less than I page and very little depth |  |
| How the student will utilize knowledge moving forward | Well written ideas | Not coherent or jumps around |  |
| **Total Points Awarded** |  |  |  |

**I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.**