



## Midwestern State University

Gordon T. & Ellen West College of Education

**Course Title:** Human Relations

**Course Number:** COUN 6013

**Semester Credits:** 3

### Instructor/Contact Information:

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Office Hours: ***Mondays 11:00 pm – 1:00 pm; Tuesdays 11:00-1:00 pm, and Wednesdays 3:00 pm-4:00 pm (by appointment)***

### 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

### Instructor Response Policy:

During the week (Monday – Friday) I will respond within 12 hours. During Holidays and weekends, I will respond within 48 hours. Please do not hesitate to contact me.

**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.**

### Voluntary Zoom Session:

This course does not require a mandatory Zoom class however I will have voluntary sessions. These sessions are designed to allow students to ask questions and gain clarity with the course content or assignments. **Wednesday 9/6 and 10/4 5pm-6pm, Monday 9/18, 10,16 11am-12pm.**

The Zoom link is in the communication tab in D2L. I will log on and wait 15 minutes. If no one shows up within the first 15 minutes I will end the call. If you are planning to arrive after the 15-minute start, please let me know in advance.

**COVID-19:** Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

### **COURSE DESCRIPTION**

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

### **COURSE RATIONALE**

This course is designed to introduce the basics of individual differences 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.

### **REQUIRED TEXTBOOK**

Walker, V. (2017). *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>

### **COURSE OBJECTIVES**

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

Upon successful completion of this course, students will learn:

Section 2: 2.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

Section 2: 2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

Section 2: 2.f. Help-seeking behaviors of diverse clients

Section 2: 4.c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems

Section 5C: 2.j. cultural factors relevant to clinical mental health counseling

### **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 (lifestyle, 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 perpetuate 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.

### **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](#) 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 number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

### SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
<b>Week 1</b> <b>Aug. 28–Sept 3</b>	<ul style="list-style-type: none"> <li>• Syllabus Review</li> <li>• Becoming Aware Chapters 1-2</li> <li>• <b>Discussion Board Post and Reply</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read Becoming Aware Chapters 1-2</b></li> <li>• <b>Complete Discussion Board Post and Reply</b></li> </ul>
<b>Week 2</b> <b>Sept. 4-10</b> <b>Labor Day Monday</b> <b>September 4<sup>th</sup>, 2023</b>	<ul style="list-style-type: none"> <li>• Becoming Aware Chapters 3-5</li> <li>• <b>Discussion Board Post and Reply</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read Becoming Aware Chapters 3-5</b></li> <li>• <b>Complete Discussion Board Post and Reply</b></li> </ul>
<b>Week 3</b> <b>September 11-17</b>  <b>2.4c</b>	<ul style="list-style-type: none"> <li>• <b>Discussion Board Post and Reply</b></li> <li>• <b>Understanding Poverty Paper Appendix B</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Complete Discussion Board Post and Reply</b></li> <li>• <b>Turn in Understanding Poverty Paper Appendix B</b></li> </ul> <p><b>Turn in assignment to D2L.</b></p>
<b>Week 4</b> <b>Sept. 18-24</b>	<ul style="list-style-type: none"> <li>• Becoming Aware Chapters 6-8</li> <li>• <b>Discussion Board Post and Reply</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read Becoming Aware Chapters 6-8</b></li> <li>• <b>Complete Discussion Board Post</b></li> </ul>
<b>Week 5</b> <b>Sept. 25-Oct. 1</b>  <b>2.2d</b>	<ul style="list-style-type: none"> <li>• Discussion Board Post and Reply</li> <li>• <b>Culturally Diverse Interview and Paper Appendix C</b></li> </ul>	<ul style="list-style-type: none"> <li>• Complete Discussion Board Post and Reply</li> <li>• <b>Turn in Culturally Diverse Interview and Paper Appendix C</b></li> </ul> <p><b>Turn in assignment to D2L.</b></p>

<p><b>Week 6</b> <b>Oct. 2-8</b></p>	<ul style="list-style-type: none"> <li>• Discussion Board Post and Reply</li> <li>• Becoming Aware Chapters 9-10</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Discussion Board Post and Reply</li> <li>• Read Becoming Aware Chapters 9-10</li> </ul>
<p><b>Week 7</b> <b>Oct. 9-15</b></p> <p><b>2.2a and 2.2f</b></p>	<ul style="list-style-type: none"> <li>• Discussion Board Post and Reply</li> <li>• Working with Diverse Populations Appendix D Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Discussion Board Post and Reply</li> <li>• Turn in Working with Diverse Populations Appendix D Paper</li> </ul> <p>Turn in assignment to D2L.</p>
<p><b>Week 8</b> <b>Oct. 16-Oct. 20</b></p> <p><b>2.2a, 2.2d, 2.2f, 2.4c, and 5C.2j.</b></p>	<ul style="list-style-type: none"> <li>• Discussion Board Post and Reply</li> <li>• Final Exam Appendix E</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Discussion Board Post and Reply</li> <li>• Complete Final Exam Appendix E</li> </ul> <p>Complete final exam on D2L.</p>

## 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: (16 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, aside from the last week when it's due by Friday.** Follow directions to get full points each week. Late work will not be accepted. (See Appendix A) **2.2a, 2.2d, 2.2f, 2.4c, and 5C.2j.**

**Understanding Poverty Paper: (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. Imagine you

are a single parent with children. You may select how many children, and what ages. You work a full-time minimum wage job. Please follow the outline within Appendix B, and utilize the template located within D2L for this course. This paper must be written in APA 7 format (See Appendix B) 2.4c.

**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 than they are. **All students must ask the question of their person how they feel working with a culturally different person.** Please see the outline within Appendix C. Use the template provided within the D2L for this course (See Appendix C) 2.2d.

**Working with Diverse Populations Paper: (20 pts.)** Students will write a paper analyzing a diverse population that they aren’t as familiar. Students may choose a diverse population of their choosing for example African American, Native American/American Indian, Asian Americans, Latina X, Low socioeconomic status, Veterans, Geriatric populations, or LGBTQIA+. 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 professionally might implement this strategy or process. Students must cite their sources according to APA 7 standards. Your paper should clearly synthesize readings and discussions from class, as well as other sources, journal articles, or books. Please see Appendix D for the outline. Use the template provided with the D2L for this course (See Appendix D) 2.2a. and 2.2f.

**Final Exam (24 pts.):** This final exam will cover all ten chapters and feature 24 questions. This exam accounts for 24% of your final grade. You may take the exam twice, and your highest grade will be kept (See Appendix E) 2.2a, 2.2d, 2.2f, 2.4c, and 5C.2j.

1. Online Assignments and Comments	16
2. Understanding Poverty Assignment	20
3. Culturally Diverse Interview and Paper	20
4. Working with Diverse Populations	20
5. Final Exam	24
Total	100

**Grade Classifications:**

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 or Below

## 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.

## 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](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other



campus policies. **Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

**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:**

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- 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
- Address student learning
- Written so they can be evaluated

**Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.**

**Desire-to-Learn (D2L):** Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

**Important Dates:**

Last day for term schedule check date on [Academic Calendar](#).

Deadline to file for graduation check date on [Academic Calendar](#).

Last Day to drop with a grade of “W” check date on [Academic Calendar](#). Refer to: [Drops, Withdrawals & Void](#)

**Online Computer Requirements:** Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

**Change of Schedule:** A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

**Refund and Repayment Policy:** A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

**Smoking/Tobacco Policy:** College policy strictly prohibits the use of tobacco products in any building on campus. Adult students may smoke only in the outside designated-smoking areas at each location.

**Alcohol and Drug Policy:** To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

**Grade Appeal Process:** Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

**Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed.TR)*. Author.

American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from

<https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016*

*CACREP Standards*. Retrieved from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for Biotechnology Information*. Retrieved from

<https://www.ncbi.nlm.nih.gov/pmc/>

## APPENDENCIES

### Appendix A

#### Online Assignments and Comments (16 pts.)

2.2a, 2.2d, 2.2f, 2.4c, and 5C.2j.

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

### Appendix B

2.4c

#### Understanding Poverty Paper (20 pts.)

Please use template within D2L.

- **APA 7 Cover Page**
- **Introduction to the Assignment**
  - Write at least five sentences introducing the assignment. Within these five sentences you need to use the sentence, “Within this paper, I will describe my fictional family for this assignment, thoroughly discuss the budget for my fictional family, and give a personal analysis of the assignment.”
- **Fictional Family**
  - In at least three academic paragraphs, five sentences each – fifteen sentences total, please describe your fictional family. Where does the single parent in your fictional family work? What are your children’s names? How old is everyone? What is everyone’s education level? What schools, daycare, etc., do the children attend? What are everyone’s interests?
- **Fictional Family Budget**
  - In at least four academic paragraphs, five sentences each – twenty sentences total, please discuss your fictional family’s budget. Please use academic resources to report any information that you had to look up. Make sure you place those resources on your reference page and use correct in-text citations that correlate to the sources on your reference page. Students will address the following budget items housing, childcare and education, food, utilities and phone, transportation, other, and miscellaneous.
- **Personal Analysis**
  - In at least three academic paragraphs, five sentences each – fifteen sentences total, please write about your personal reflection and analysis on the assignment. What are your conclusions? Is this way of life for your fictional family sustainable? What needs to change? What could make it better? How might you utilize this information in your profession moving forward?
- **APA 7 Reference Page**

See grading rubric below.

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

<b>Criterion</b>	<b>1 Improvement Needed</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Accomplished</b>	<b>Pts</b>
Introduction to the Assignment	Student did not write this introduction to the assignment section.	Student briefly covered introduction to the assignment section.	Student met requirements for introduction to the assignment section.	Student met requirements for the introduction to the assignment section, and wrote it academically.	
Description of fictional family, where you work, what are your children's names and interests?	Student did not describe the fictional family, place of employment, children's names and interests.	Student briefly described the fictional family, place of employment, children's name and interests.	Student met requirements of description of fictional family, place of employment, children's name and interests.	Student wrote thoroughly about fictional family, place of employment, children's names and interests.	
Fictional Family Budget.  Budget items including family, budget, housing, childcare and education, food, utilities and phone, transportation, other, and miscellaneous.	Student did not address the budget section.	Student briefly covered budget, but did not meet the requirements.	Student created budget but does not elaborate or describe all of the expenses in each category.	Student created 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	
Personal Analysis	Student did not write an analysis section.	Student briefly wrote an analysis section.	Student wrote analysis that ties in to one sociological concept or provides only light analysis of the budget exercise	Student wrote a thorough analysis that ties to more than one sociological concept. Student wrote a detailed analysis of the budget exercise.	
Grammar and APA 7 Reference and Cover Page	Paper is not written academically, does not follow APA 7 standards, and has major errors on cover page or reference page.	Major errors including grammar, APA 7, and academic writing.	Moderate errors including grammar, APA 7, and academic writing.	Written academically, grammatically correct, APA 7 style standards, and correct formatting on references and cover page.	
<b>Total Points Awarded out of 20</b>					

## **Appendix C**

### **2.2d**

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

**Please use template within D2L.**

- **APA 7 Cover Page**
- **Introduce the Interviewee**
  - In at least five sentences, please introduce your interviewee.
- **Interview Questions**
  - Please list your questions and answers in transcript format.
- **Reflection**
  - In at least two academic paragraphs, five sentences each, ten sentences total, please reflect on the interview.
- **Moving Forward**
  - In at least two academic paragraphs, five sentences each, ten sentences total, please discuss how you will utilize the knowledge gained in your profession moving forward.
- **APA 7 Reference Page**

**See grading rubric below.**

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

<b>Assignment Component</b>	<b>1 Improvement Needed</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Accomplished</b>	<b>Score</b>
Identify 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	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	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 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.	
Grammar and APA 7 Reference and Cover Page	Paper is not written academically, does not follow APA 7 standards, and has major errors on cover page or reference page.	Major errors including grammar, APA 7, and academic writing.	Moderate errors including grammar, APA 7, and academic writing.	Written academically, grammatically correct, APA 7 style standards, and correct formatting on references and cover page.	
<b>Total Points out of 20</b>					

## Appendix D

### 2.2a and 2.2f

Please use template within D2L.

#### Working with Diverse Populations Paper (20pts.)

- **APA 7 Cover Page**
- **Identification of Population**
  - In at least **two academic paragraphs, five sentences each – 10 sentences total**, identify the diverse population that you will be writing your paper on. Remember, as a student, you must back up your ideas with academic resources. However, you do not want your entire paper to be citations.
- **Challenges**
  - In at least **three academic paragraphs, five sentences each – fifteen sentences total**, please discuss the challenges you might face as a professional when working with the diverse population of your choosing. **Make sure that you discuss how to remedy these challenges**. Remember to use academic resources to back up your ideas.
- **Literature Review**
  - In at least **four academic paragraphs, five sentences each – twenty sentences total**, please discuss what the literature, academic resources, papers, journal articles, textbooks, etc., say about the diverse population that you chose. Please highlight relevant issues and topics for your population of choice.
- **APA 7 Reference Page**

See the grading rubric below.



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

<b>Criterion</b>	<b>1 Improvement Needed</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Accomplished</b>	<b>Pts</b>
Identification of population covering: African American, American Indian, Asian American, European American, Hispanic American, or LGBTQ Clients	Student was not able to identify the population to be explored within the working with diverse populations paper.	Student briefly identified the population to be explored within the working with diverse populations paper.	Student identified the population to be explored within the working with diverse populations paper, but did not use any academic resources.	Student identified the population to be explored within the working with diverse populations paper, used academic resources, and it was academically written.	
Describe challenges you may face when working with population	Student was not able to describe challenges one might face when working with diverse populations.	Student briefly described challenges one might face with working with diverse populations.	Student described challenges one might face when working with diverse populations, but did not use any academic resources.	Student described challenges one might face when working with diverse populations, used academic resources, and it was academically written.	
Grounded in the counseling literature, cite sources to back up your ideas or statements.	Student did not use academic resources within their paper.	Student attempted to use academic resources within their paper, but did not cite them correctly in either in-text citations or their reference page.	Student used academic resources within their paper via in-text citations and their reference page, but had moderate errors.	Student used academic resources within their paper, and correctly cited sources via in-text citation and their reference page, and had little to no errors.	
Summary of personal opinion of the diversity topic	Student did not complete the summary section.	Student briefly addressed the summary section, but did not meet the requirements.	Student addressed the summary section, but it was not well thought out or thorough.	Student addressed the summary section and it was well-thought out and thorough.	
Grammar and APA Reference and Cover Page	Paper is not written academically, does not follow APA 7 standards, and has major errors on cover page or reference page.	Major errors including grammar, APA 7, and academic writing.	Moderate errors including grammar, APA 7, and academic writing.	Written academically, grammatically correct, APA 7 style standards, and correct formatting on references and cover page.	
<b>Total Points Awarded 20</b>					

## **Appendix E**

**2.2a, 2.2d, 2.2f, 2.4c, and 5C.2j.**

**Please complete it within D2L.**

### **Final Exam (24 pts.)**

Students will take a 24-question final exam worth 24 points (24%) of their grade. These Questions will cover all chapters within the textbook

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