

**Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling, and Family Therapy**

**SCHC/PSYC 7470
Counseling Culturally Diverse Populations
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

(All teacher preparation programs are required to use the InTASC Model Core Teacher Standards)

COURSE DESCRIPTION

Prerequisite: SCHC/PSYC 7400 or equivalent. The purpose of this course is to introduce students to culturally diverse populations through a survey of the cultural context of relationships, issues, and trends in a pluralistic and diverse society. An emphasis will be placed on a knowledge base related to theories, skills, and models of diversity that facilitate effective interventions and relationships with culturally diverse populations.

This course is about self-understanding, other-understanding, and professional development as a counselor/service provider. Part of the content will be designed for you to gain knowledge related to diversity, different cultures, and influences on human development; however, the most important part of this course is for you to experience what it is like to walk in someone else's shoes, metaphorically speaking—for you to have experiences that can lead to genuine empathy, tolerance, and acceptance, and to increase your ability to be authentic with your clients/students.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice*. John Wiley & Sons.

COURSE OBJECTIVES

M.ED SCHOOL COUNSELING OUTCOMES –Knowledge and Skills:

Students will:

1. Understand multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. CACREP 2.F.2.a. (knowledge)
2. Understand theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. CACREP 2.F.2.b. (knowledge)
3. Apply multicultural counseling competencies. CACREP 2.F.2.c. (Key Performance Indicator) (skills)
4. Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on individual's views of others, CACREP 2.F.2.d. (knowledge)
5. Understand the effects of power and privilege for counselors and clients. CACREP 2.F.2.e. (knowledge)
6. Understand help-seeking behaviors of diverse clients. CACREP 2.F.2.f.
7. Examine the impact of spiritual beliefs on clients' and counselors' worldviews. CACREP 2.F.2.g (skills)
8. Identify strategies for identifying and eliminating barriers, prejudices and processes of intentional and unintentional oppression and discrimination. CACREP 2.F.2.h. (Key Performance Indicator) (skills)
9. Understand ethically and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. CACREP 2.F.3.i. (knowledge)

OTHER SCHOOL PROFESSIONAL PROGRAM LEVELS OF PREPARATION

Diversity Proficiencies – Other School Personnel

O-DL_{1.1} Examines the nature and complexity of elements important to members of different cultures including history, values, politics, communication styles, economy, or beliefs and practices (CAEP, 2013, pp. 28-29).

O-DL_{3.2} "...shares resources and strategies with others to help them better understand the cultural, ethnic, gender and learning differences of learners and their communities" (InTASC, 2013, p. 44, progression 3).

COURSE TOPICS

1. Self-awareness, other-awareness, human relations.
2. Frameworks for understanding diversity.
3. Professional, ethical, and legal issues.
4. Characteristics and issues related to ethnicity, race, gender, disability, sexual orientation, gender identity, age, and socio-economic status, including these groups:
 - African Americans
 - American Indians/Native Americans and Alaska Natives
 - Asian Americans and Pacific Islanders
 - Latinas/os
 - Multiracial Individuals
 - Arab Americans and Muslim Americans
 - Immigrants and Refugees
 - Jewish Americans

- Individuals with Disabilities
 - Lesbian, Gay, Bisexual, Transgender (LGBT) clients
 - Older Adults
 - Individuals Living in Poverty
 - Women
5. Counseling theories and multicultural competencies to work with diverse groups.
 6. Class and socioeconomic status, language, religion, gender, sexual orientation and age.
 7. Issues for the twenty-first century

METHODS OF INSTRUCTION

1. Online Blazeview (100%)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities

- A. Discussion questions/discussion board
- B. Experiential exercises
- C. Video tapes and movies, reports
- D. Presentations
- E. Reading assignments, reports
- F. PowerPoint presentations

Assignments

Personal Paper. The purpose of this assignment is for you to reflect on the influence your ethnic and cultural heritage has had on your development into the person that you are at this time. This paper requires attention to several general themes. Even though this is a narrative, be certain to identify each (using headings) as you write about it. See instructions at the end of the syllabus.

Experiential Activities. Each student will participate in activities that will increase insight into other cultures including a sense of empathy for their particular lives

Video Case Study. A video case study will be completed that addresses multicultural competencies and evaluates multicultural issues, barriers, competencies and intervention strategies. See instructions at the end of the syllabus.

Cultural Research Presentation. Each student will conduct a Narrated PowerPoint presentation that will focus on a specific cultural group that is selected by the student and approved by the instructor. See the end of the syllabus for complete instructions.

Online Activities. Two online activities will be completed by students addressing topics relevant to multicultural counseling and will be discussion based. Please read instructions under Online Activities Content in Blazeview.

COURSE EVALUATION

Requirement	Points
Personal Paper	20
Experiential Activities (10 points each)	20

Video Case Study	20
Online Activities (7.5 points each)	15
Final Exam: Cultural Research Presentation	25
Total	100

Grading Scale

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
< 60	F

ATTENDANCE POLICY

This is an online course. All students are expected to participate in all online discussions and class activities. Students are required to have ready access to the internet and to monitor the class website in Blazeview frequently (a minimum of three times per week) throughout the course. Any student in violation of these policies is subject to being dropped from the course or may be given a grade of an “F”. No assignments are accepted late.

PROFESSIONALISM

All students are expected to perform and act in a professional manner at all times. This includes personal and electronic interaction with other students and faculty. Students are expected to complete and submit all assignments on time and to stay in contact with the instructor. A backup copy of all submitted assignments should be maintained by the student. In the case of confusion or unclear expectations, the student should contact the instructor for clarification.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification

through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

LATE WORK

Late work will NOT be accepted. As a graduate student, you should make sure to optimize and manage your time wisely to complete the assignments on time. If you are taking several courses, you should create a system to balance your time for each course. All due dates are listed in this syllabus. If you have an emergency or some unexpected personal, work, family or natural disaster, you must notify the instructor BEFORE the assignment is due. You must also provide proper documentation of the incident for an assignment to be considered in the case of an emergency (a family vacation is not an emergency). If proper documentation is provided and you contact the instructor early, the assignment may be considered for partial credit. Further, it is strongly advised that you complete assignments before the deadline just in case you have technical difficulties. Technical difficulties are not considered emergencies at the last minute. NO late discussion posts or responses will be accepted as these discussions are provided to promote thought and enhance learning.

Outcomes

Students will	How Outcome is Met
Understand multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. CACREP 2.F.2.a.	Met through readings, online activities, video case study, and cultural research presentation.
Understand theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. CACREP 2.F.2.b.	Met through assigned readings, online activities and final examination.
Examine multicultural counseling competencies. CACREP 2.F.2.c. (Key Performance Indicator)	Met through assigned readings, review of the multicultural and social justice counseling competencies, personal paper, and the video case study.
Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on individual's views of others. CACREP 2.F.2.d.	Met through assigned readings, discussion, online activities, personal paper, experiential activities, and cultural research presentation.
Understand help-seeking behaviors of diverse clients. CACREP 2.F.2.f.	Met through assigned readings, cultural research presentation, and comprehensive examination.

Examine the impact of spiritual beliefs on clients' and counselors' worldviews. CACREP 2.F.2.g	Met through assigned readings and comprehensive examination.
Identify strategies for identifying and eliminating barriers, prejudices and processes of intentional and unintentional oppression and discrimination. CACREP 2.F.2.h. (Key Performance Indicator)	Met through assigned readings, research, and the cultural research presentation.
Understand ethically and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. CACREP 2.F.3.1.	Met through assigned readings, online activities, and the comprehensive final examination

Assignment Instructions

Personal Paper

CACREP Standards

CACREP 2.F.2.c. Examine multicultural counseling competencies. (Key Performance Indicator)

CACREP 2.F.2.d. Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on individual's views of others.

Instructions: There are two sections to this paper. Please address each section using appropriate headings and APA style. The maximum length of the paper is eight pages.

Section I – Discuss each statement/question. (2-3 pages)

1. The place(s) you grew up (towns, cities, neighborhood, economy); comment on the demographic make-up regarding diversity.
2. If relevant include what you know or can find out about the history of your ancestors that relates to their attitudes about other cultures/races/diversity.
3. The people who most influenced your world view and in what way?
4. The values that are (were) important to your grandparents, parents, and you (consider the values that you learned growing up and also the values that these groups agree and disagree on); Do you maintain these values to this day?
5. What was your socioeconomic status growing up and how it impacted you;
6. the kinds of foods you ate growing up and the meaning of special meals;
7. the favorite holidays of your family;
8. the typical ways in which people communicated in your family (i.e., did not discuss feelings, fought all of the time but always in love, etc.)

Section II – Discuss each statement. (3-6 pages)

1. Your family's **attitudes** toward people who were different from them in terms of class, color, religion, sexual orientation, physical/disability, elderly, the unemployed. Write a description of your feelings about these attitudes while you were growing up and your feelings about these attitudes now: a **then and now reflection**. Have your attitudes changed? Please explain.
2. How your family **viewed** women and men and gender roles in your family; how do you currently view gender roles; are your views different now, and why or why not?
3. The earliest memory you have of an **experience** with an individual(s) of a cultural or ethnic group different from your own; what was the outcome? How did that experience influence your attitudes toward that culture or group of people?
4. An **experience** in your own life in which you felt discriminated against for any reason, not necessarily because of your culture. What was the outcome? What were your feelings
5. A final paragraph that includes your thoughts and feelings as about writing this paper.

Experiential Activities

CACREP Standards

CACREP 2.F.2.d. Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on individual's views of others.

Instructions. Students will complete two experiential activities then write a 2-3 page paper for each activity using APA style that addresses the questions related to that activity.

Activity 1

The purpose of this activity is for you to observe, be immersed into, and gain cognitive understanding of issues or concerns of a cultural group different from yours. Please select and participate in one of the following suggested activities.

After experiencing the activity, write a reflection paper using **APA style, 2-3 pages, double spaced.**

The following questions should be identified and addressed in your reaction paper after participating in the activity:

1. Identify and briefly describe why you selected this activity.
2. What were your reactions to the experience (thoughts, feelings, behaviors)? Be specific.
3. If you were to repeat the experience, what would you do differently?
4. What did you learn about the cultures portrayed in the book or movie that you watched that you did not know before?

Suggested activities:

1. Attend a church service where most of the people in attendance are members of an ethnic minority different from yours or a church of a religion different from your own. (a favorite activity of past class members)
2. Visit an unemployment office and go through the procedures for filing for unemployment, visit a health unit where people get free health care, and visit the food stamp application office for information about applying for food stamps. (related to SES and Class issues)
3. Attend a lecture that focuses on one of the following topics and write a summary of what you learned:
 - a. gender issues
 - b. issues related to the elderly, disabled, unemployed, or chronically ill
 - c. ethnic, cultural, or race issues
 - d. community, individual, or family violence
 - e. sexual orientation
 - f. religious issues
4. Observe an ethnic community and observe the characteristics of the neighborhood, the people, living conditions, what people are doing, how they treated you, etc.
5. Watch a special/documentary on television that explores cultural/diversity issues.
6. Visit a nursing home and interact with patients. (relates to aging)
7. Other activities may be selected with prior approval by instructor

Activity II

You are to participate in at least one (1) of these activities. You are to learn through contact with real people; choose a different ethnic group from the other activities.

Use APA style 6th edition, 2-3 pages, double spaced.

The following questions should be identified and addressed in your reaction paper after participating in the activity:

1. Identify and briefly describe why you selected this activity.
2. What were your reactions to the experience (thoughts, feelings, behaviors)? Be specific.
3. If you were to repeat the experience, what would you do differently?
4. What did you learn about the cultures portrayed in the book or movie that you watched that you did not know before?

Suggested Activities:

1. Arrange to meet with community leaders (ministers, politicians, teachers, etc.) from an ethnic community and try to determine their perceptions of the needs and concerns of ethnic groups they represent. This activity could be conducted with any of the groups listed in Level I, a.
2. Talk with students who represent diverse groups on campus. Discuss their needs and most critical issues.
3. Conduct an interview with any of the groups listed in Level I, discuss issues related to the impact of diversity/being different from the majority—see topics at beginning of syllabus.
4. Volunteer to help at a community center, nursing home, shelter, soup kitchen, etc.
5. Talk with a university administrator about issues related to this course - federal guidelines for those with disabilities, sexual harassment policies, affirmative action, cultural issues, etc.
6. Visit the Community Soup Kitchen (volunteer to serve a meal) (242-6041). Call before you go to explain your visit; get a safe time to go during the day; go in pairs or groups.
7. Arrange an interview with someone representing GLAD, NAACP, the university disabilities office, AARP, or with a person of a minority/disenfranchised group; ask questions appropriate to diversity issues addressed in this course.
8. Report on services for the people who live in poverty, are homeless, in need of health services, etc. (focus is on poverty and identification of resources).
9. Interview a foreign student or professor about the differences in their culture and in yours.
- 10. Other activities may be done with prior approval by instructor.*

Video Case Study

CACREP Standards

CACREP 2.F.2.a. Understand multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.

CACREP 2.F.2.c. Examine multicultural counseling competencies. (Key Performance Indicator)

Instructions. Pick and watch a movie of your choice that has at least two different cultural groups represented, in which at least two groups are dealing with prejudice and discrimination. Respond to the questions/statements below in a 6-8 page paper using APA style. Please submit choice to Instructor first for approval.

1. Provide a brief description of the movie (1.5 page).

2. Discuss how two groups in the movie are marginalized and oppressed. Include a discussion of how barriers, prejudices, and discrimination impact each group (2-3 pages).
3. Discuss the multicultural model or theory that is most relevant to these two groups. The discussion should include why the model or theory is most applicable to the groups. (2 pages)
4. Discuss strategies (minimum 3) that could be used for each group to remove barriers and increase acceptance of the group (1-2 pages).

The discussion should integrate to information from the movie, materials from the class readings, and material from the Multicultural and Social Justice Competencies.

Cultural Research Presentation

CACREP Standards

CACREP 2.F.2.a. Understand multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.

CACREP 2.F.2.d. Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on individual's views of others.

CACREP 2.F.2.f. Understand help-seeking behaviors of diverse clients.

CACREP 2.F.2.h. Identify strategies for identifying and eliminating barriers, prejudices and processes of intentional and unintentional oppression and discrimination. (Key Performance Indicator)

Part I

Each student will develop and record a Narrated PowerPoint presentation that will focus on a cultural group that is selected by the student and approved by the instructor. **Instructions for how to create a Narrated PowerPoint can be found in Blazeview Content under "Additional Resources"**. Select a cultural group from the list below that you want to gain more knowledge about. Do not simply summarize the information in the textbook. A minimum of 12 scholarly references are required. **Power Points should be uploaded to Blazeview Assignments under Final Exam.**

1. The presentation will include the following information about the selected group:
 - a. Demographic information
 - b. Cultural heritage of the group
 - c. Beliefs and values
 - d. Issues common to this population
 - e. Customs and traditions including major holidays
 - f. Spiritual beliefs and religious beliefs
 - g. Food traditions
 - h. Impact of power and privilege on this population
2. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination for this group.
3. Each student will relate the information gained from studying this population to their area of study (school counseling, higher education, etc.) by selecting one issue that the population that you studied is confronted with and developing an intervention plan at the system level in your future work environment. The plan should include
 - a. A brief description of the issue;

- b. A minimum of three system wide strategies or interventions that will be used to address the issue;
- c. Groups or individuals that can assist you with implementing interventions;
- d. Ethical or legal issues that need to be considered; and
- e. An evaluation method to measure the impact of the interventions.

4. Reflection

- a. What did you learn about yourself from completing this project?
- b. How is your culture different from this group?
- c. What are the two most important things that you learned about the cultural group?
- d. How will you be a more effective when working with this group?

Cultural Groups:

- African Americans
- American Indians/Native Americans and Alaska Natives
- Asian Americans and Pacific Islanders
- Latinas/os
- Multiracial Individuals
- Arab Americans and Muslim Americans
- Immigrants and Refugees
- Jewish Americans
- Individuals with Disabilities
- Lesbian, Gay, Bisexual, Transgender (LGBT) clients/students
- Older Adults
- Individuals Living in Poverty
- Women

Rubrics

Evaluation Rubrics can also be found on Blazeview.

Paper Rubric: Paper Components

	Target (4 pts)	Acceptable (2 pts)	Unacceptable (0 pt)
Integration of Knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
Topic Focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is not clearly defined.
Depth of Discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships.

Paper Rubric: APA Style

	Target (4 pts)	Acceptable (2 pts)	Unacceptable (0 pt)
APA Format (Headings, double spaced, margins, etc)	The paper is formatted using APA format.	At least 80% of the paper is formatted using APA style.	The paper is not formatted using APA style.
Sources	The paper meets or exceeds the minimum number of required sources. Sources include both general background sources.	At least 80% of the required number of sources is present. All web sites utilized are authoritative.	Less than 50% of the required sources are present in the paper. Not all web sites utilized are credible, and/or sources are not current.
Citations	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Does not cite sources.
References	References are formatted using APA style.	At least 80% of the references are formatted using APA style.	Less than 50% of the references are formatted using APA style.
Spelling and Grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.

Presentation Rubric

Criteria	Target (4 points)	Acceptable (2 points)	Unacceptable (0 points)
Organization			
<i>Introduction</i>	Well organized: Introduces the purpose of the presentation clearly and creatively.	Generally well organized: Introduces the purpose of the presentation clearly.	Poor or non-existent organization: Does not clearly introduce the purpose of the presentation
<i>Transitions</i>	Effectively includes smooth transitions which are succinct in order to connect key points	Include transitions to connect key points but better transitions from idea to idea are noted.	<input type="checkbox"/> Uses ineffective transitions that rarely connect points
<i>Sequence</i>	Student presents information in logical, interesting sequence which audience can follow.	Most information presented in logical sequence; A few minor points may be confusion	Presentation is choppy and disjointed; no apparent logical order of presentation
<i>Conclusion</i>	Ends with an accurate conclusion showing thoughtful, strong evaluation of the evidence presented.	Ends with a summary of main points showing some evaluation of the evidence presented.	Ends without a summary or conclusion.
Content: Depth and Accuracy Content			
<i>Depth of Information</i>	Content provides an accurate and complete explanation of key concepts and information drawing upon relevant literature. Appropriate application of material is included to illuminate issues.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications of theory are included.	No reference is made to literature or theory. Thesis not clear; information included that does not support thesis in any way.

<i>Accuracy of Information</i>	Information completely accurate; all names and facts were precise and explicit	No significant errors are made; a few inconsistencies or errors in information.	Information included is sufficiently inaccurate that the listener cannot depend on the presentation as a source of accurate information.
<i>Research Sources</i>	Provides evidence of extensive and valid research with multiple and varied sources	Presents evidence of valid research with multiple sources.	Presents little or no evidence of valid research
<i>Level of Presentation</i>	Level of presentation is appropriate for the audience	<input type="checkbox"/> Level of presentation is generally appropriate.	<input type="checkbox"/> Presentation consistently is too elementary or too sophisticated for the audience.
<u><i>Creativity</i></u>	Original and creative approach that captures audience's attention	Some originality apparent; generally good variety and blending of materials/media	Bland and predictable presentation; Repetitive with little or no variety; little creative energy used.

Use of Communication Aids (e.g., PowerPoint Slides, Posters, Handouts, Computer-Generated Materials)			
<u>Graphics/Animation</u>	Graphics/animation are designed to reinforce the presentation and maximize audience understanding; use of media is varied and appropriate with media not being added simply for the sake of use.	While graphics/animation relate and aid presentation thesis, these media are not as varied and not as well connected to presentation thesis	Student uses superfluous graphics/animation, no graphics/animation, or graphics/animation that are so poorly prepared that they detract from the presentation.
<i>Layout</i>	The layout is visually pleasing and contributes to the overall message with	The layout uses horizontal and vertical white space appropriately.	The layout shows some structure, but appears cluttered and busy or distracting with large gaps

	appropriate use of headings, subheadings and white space.-		of white space or uses a distracting background.
<u>Text Elements</u>	The fonts are easy-to-read and point size varies appropriately for headings and text. Use of italics, bold, and indentations enhances readability.	Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.	Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.

Oral Presentation			
<i>Articulation</i>	<input type="checkbox"/> Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence; speaker is clearly comfortable in front of the group.	Clear articulation but not as polished; slightly uncomfortable at times Most can hear presentation.	Presenter is obviously anxious and cannot be heard or monotone with little or no expression.
<i>Pronunciation</i>	Correct, precise pronunciation of terms	Student pronounces most words correctly.	Student mumbles, incorrectly pronounces terms incorrectly.
<u>Eye Contact</u>	Maintains appropriate eye contact; seldom returning to notes; presentation is like a planned conversation.	Student appropriate maintains eye contact most of the time but frequently returns to notes.	Student reads all or most of report with no eye contact.
<i>Personal Appearance</i>	<input type="checkbox"/> Personal appearance is professional and appropriate for the occasion and the audience.	For the most part, personal appearance is appropriate for the occasion and the audience.	<input type="checkbox"/> Personal appearance is inappropriate for the occasion and audience.

<i>Length of Presentation</i>	Within established time limit	2-5 minutes over or under the established time limit	Presentation was too long or short.
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CASE STUDY/CASE CONCEPTUALIZATION RUBRIC

CRITERIA	TARGET 4	ACCEPTABLE 2	UNACCEPTABLE 0	Not Applicable	Score
Format/ layout	Well-written, even flow. Closely follows all the requirements related to format and layout	Acceptable format. All requirements are not followed	Poorly written. does not follow required format or layout		
Content Information	Clearly discussed, presenting issue goals, well-organized, clear and specific objectives, problem is clearly defined with presenting evidence	Reasonably stated presenting issue goals, good flow, adequate	Poorly stated goals that are vague and confusing.		
Integration of theory and/or model	Clear & direct integration of theories/models. Integrates theories/models with practice in a consistent, coherent, and fashion.	Minimum evidence in linking theory to practice. Integrates theories and/or models with practice in an acceptable manner. Presents an adequate rationale for theories/practice.	No connectivity between theories/practice. No evidence of linking theory to practice. General, vague, superficial description of clients and theories and/or models.		
Ethical and legal implications	Recognizes and addresses appropriate ethical and legal issues	Able to recognize and address some ethical and legal issues	Does not address legal or ethical issues. Little or no awareness of any legal or ethical implications		
Cultural/ Gender implications	Awareness of how culture difference affect cognitive process and behavior	Some evidence of culture awareness. A general understanding of how culture affects thinking and behaving	Little or no evidence of cultural awareness. No understanding of how culture affects thinking and behaving		

Recommendations	Clear, appropriate detailed recommendations.	Adequate, but general recommendations. Some details are missing.	Inaccurate and/or unclear recommendations.		
Resources	Excellent variety of sources included in report	Adequate sources of information included.	Void of professional literature		