



Master of Arts in Counseling

Course Syllabus

Course Information

COUN610 – ADVANCED MULTICULTURAL COUNSELING
Spring 2024
2 Semester Hours

Location/Date/Time

SB203
Wednesdays 12:30-2:30 PM

INSTRUCTOR'S INFORMATION:

Jennifer Cline, PhD, LPC

Email: jennifer.cline@emu.edu
Office Phone: 540.432.4213

Student Hours: **Greet:** A 5-10 minute “pop-in” whenever my office door is open to say “hi” and connect
Meet: A 15–30 minute scheduled meeting for advising or to discuss an issue
Work: A longer scheduled meeting to engage in parallel or collaborative worktime
adapted from Hogan & Sathy, 2022, *Inclusive teaching: Strategies for promoting equity in the college classroom*

“If you are neutral on situations of injustice, you have chosen the side of the oppressor.” ~Desmond Tutu

COURSE DESCRIPTION:

Multiculturalism is both an intellectual movement and an ethical imperative within the professional fields of counseling and psychology. This course provides advanced multicultural knowledge, skills and awareness that will support your work with clients. Through activities, discussion, reading and media, you will be exposed to the theoretical movements in multiculturalism and develop skills for working with clients who differ from you. You will also explore your own values, beliefs and cultural identity and make connections to how these aspects of your personhood influence your relationship and intervention with clients.

COURSE GOALS AND OBJECTIVES:

- 1) Multicultural competencies will be explored that support a **professional counseling orientation and ethical practice** through the exploration of “the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success” (CACREP 2024, 3.A.4., 3.A.5., 3.B.1., 3.B.6., 3.B.9., 3.B.10., 3.E.11., 3.E.13., and 5.C.8.).
- 2) Cultural competencies will be explored that support an understanding of **social and cultural diversity** in the following ways:
 - a. Exposure to “theories and models of multicultural counseling, social justice, and advocacy” as well as theories of cultural identity development (CACREP 2024, 3.B.1., 3.C.2., and 3.E.1.).
 - b. Exploration of “the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals’ worldviews” (CACREP 2024, 3.B.2. and 3.E.8.).
 - c. Understanding “the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping within-group differences, and acculturative experiences on help-seeking and coping” (CACREP 2024, 3.B.3.).
 - d. Exploration of “the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally” (CACREP 2024, 3.B.4. and 3.C.13.).
 - e. Understanding “the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients” (CACREP 2024, 3.B.5. and 3.C.11.).

- f. Exploration of “the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness” (CACREP 2024, 3.B.6., 3.C.12., 3.E.3., and 3.E.11.).
- g. Understanding the “disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities” (CACREP 2024, 3.B.7. and 3.C.11.).
- h. Engaging “principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship” (CACREP 2024, 3.B.8., 3.E.7., and 3.E.13.).
- i. Exploration of “the role of religion and spirituality in clients’ and counselors’ psychological functioning” (CACREP 2024, 3.B.11.).

TEACHING APPROACH:

This course combines experiential activities, class discussion, student and instructor presentation and select media for exploring multicultural counseling. **It is important that you come to class having read all assignments in order to gain the most from this course.**

COURAGEOUS CONVERSATIONS WITHIN A COMMUNITY OF RESPECT:

Multicultural competence is built on personal awareness. Gaining awareness of our own cultural lenses (and how they influence what we see and how we respond) requires that each of us step outside our typical ways of understanding the world and the people in it. Often this can be more challenging than we first imagine. It is important that the classroom environment be one of respect and of honesty; honesty not only with others but with ourselves. Though it is not necessary for all of us to agree with one another on every topic, it is important that we are able to share our differing perspectives, first so that others can learn from our ideas and second so that we can learn from others.

CONFIDENTIALITY AND EQUANIMITY:

As a courtesy to one another and to add to the atmosphere of respect, students are asked to keep their peers’ comments, opinions, and personal experiences in confidence. We work to create an environment in which we hold our own and one another’s feelings and experiences gently and with compassion.

SYLLABUS DISCLAIMER:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

TECHNOLOGY:

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

REQUIRED TEXTS:

Please have all readings completed by the day listed on the syllabus.

Gallardo, M. E. (2022). *Developing cultural humility: Embracing race, privilege, and power*, 2nd ed. Cognella.

RECOMMENDED READING:

- Anderson, S. K. & Middleton, V. A. (Eds.). (2005). *Explorations in privilege, oppression, and diversity*. Belmont, CA: Brooks/Cole.
- Arredondo, P., Toporek, R., Brown, S., Jones, J., Locke, D., Sanchez, J. & Stadler, H. (1996). Operationalization of multicultural counseling competencies. *Journal of Multicultural Counseling and Development*, 24(1), 42-78.
- Atkinson, D. R., Thompson, C. E., & Grant, S. K. (1993). A three-dimensional model for counseling racial/ethnic minorities. *The Counseling Psychologist*, 21(2), 257-277.
- Beck, E. (Ed). (1989). *Nice Jewish girls: A lesbian anthology (revised)*. Boston, MA: Beacon Press.
- Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's ways of knowing: The development of self, voice, and mind*. New York: Basic.
- Carter, R. T. & Helms, J. E. (1992). The counseling process as defined by the relationship types: A test of Helms's interactional model. *Journal of Multicultural Counseling and Development*, 20(4), 181-201
- Castillo, R. L. (1997). *Culture and mental illness: A client-centered approach*. Pacific Grove, CA: Brooks/Cole.
- Frankenberg, R. (1993). *White women, race matters: The social construction of whiteness*. Minneapolis: University of Minnesota Press.
- Gilligan, C. (1993). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Helms, J. E. (1992). *A race is a nice thing to have: A guide to being a white person or understanding the white persons in your life*. Topeka, KS: Content Communications.
- Jordan, J. V. (Ed.). (1997). *Women's growth in diversity: More writings from the Stone Center*. New York: Guilford.
- Kivel, P. (1996). *Uprooting racism: How White people can work for racial justice*. Philadelphia: New Society Publishers.
- Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.). (1995). *Handbook of multicultural counseling*. Thousand Oaks, CA: Sage.
- Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.). (2001). *Handbook of multicultural counseling* (2nd ed.). Thousand Oaks, CA: Sage.
- Pope-Davis, D.B. & Coleman, H.L.K. (Eds.)(2000). *The intersection of race, class and gender in counseling psychology (pp. 385-413)*. Thousand Oaks, CA: Sage.
- Pope-Davis, D.B. , Coleman, H.L.K. , Liu, W.M. , & Toporek, R.L. (Eds.)(2003), *Handbook of multicultural competence for counseling and psychology*. Thousand Oaks, CA: Sage Publications.
- Pope-Davis, D.B., Toporek, R.L., Ligiero, D., Ortega, L., Bashshur, M. L., Brittan-Powell, C.S., Liu, W.M., Codrington, J., & Liang, C. (2002). A qualitative study of clients' perspectives of multicultural counseling competence. *The Counseling Psychologist*, 30(3), 355-393.
- Rastogi, M. & Wieling, E. (Eds.)(2005). *Voices of Color: First-person accounts of ethnic minority therapists (pp. 155-168)*. Thousand Oaks, CA: Sage.
- Rogers, C. (1954). *On becoming a person: A therapist's view of psychotherapy*. Boston: Houghton Mifflin.
- Roysircar, G. , Sandhu, D. S. , & Bibbins, Sr. V. E. (Eds.) (2003). *Multicultural competencies: A guidebook of practices*, In (pp. 217-229), Alexandria, VA: Association of Multicultural Counseling and Development.
- Schnitzer, P. K. (1996). "They don't come in!" Stories told, lessons taught about poor families in therapy. *American Journal of Orthopsychiatry*, 66(4), 572-582.
- Slattery, J. M. (2004). *Counseling Diverse clients: Bringing context into therapy*. Belmont, CA: Brooks/Cole.
- Toporek, R.L. & Reza, J.V. (2001). Context as a critical dimension of multicultural counseling: Articulating personal, professional, and institutional competence. *Journal of Multicultural Counseling and Development*, 29(1), 13-30.
- Zinn, H. (1990). *A people's history of the United States*. New York: Harper.

SCHEDULE AND TOPICS:

Course Schedule

Date	Subject	Reading/Assignments Due
1/17/24	Introduction/Foundations	
1/24/24	Understanding marginalized racial/ethnic group populations: People of African Descent <i>CACREP 2024, 3.B.1.-3.B.9., 3.B.11., 3.C.2., 3.C.11.-3.C.13., and 3.E.1.</i>	Text: <ul style="list-style-type: none"> Gallardo, Foreword and Ch. 1, <i>An invitation...</i> On Moodle: <ul style="list-style-type: none"> <i>Racial identity development: The case of Mr. X, an African American,</i> <i>The case for reparations,</i> <i>Clinical strategies for working with clients of African descent, &</i> <i>Training from culture-specific perspectives (Preface-pg. 5) articles</i>
1/31/24	Understanding marginalized racial/ethnic group populations: People of Arab Descent; Special circumstances involving ethnic populations: Muslim Americans <i>CACREP 2024, 3.B.1.-3.B.9., 3.B.11., 3.C.2., 3.C.11.-3.C.13., and 3.E.1.</i>	Text: <ul style="list-style-type: none"> Gallardo, Ch. 2, <i>Finding my cultural selves</i> On Moodle: <ul style="list-style-type: none"> Pederson et al., 2016, Ch. 9, <i>Counseling Arab and Muslim clients;</i> Casas et al., 2017, Ch. 41, <i>Counseling Middle Eastern American; &</i> <i>Counseling Middle Eastern Arab Americans</i> article
2/07/24	Understanding marginalized racial/ethnic group populations: Latinx <i>CACREP 2024, 3.B.1.-3.B.9., 3.B.11., 3.C.2., 3.C.11.-3.C.13., and 3.E.1.</i>	Text: <ul style="list-style-type: none"> Gallardo, Ch. 3, <i>Finding a place...</i> On Moodle: <ul style="list-style-type: none"> Ponterotto et al., 2010, Ch. 5, <i>Living the contradictions of a Mexican American feminist;</i> Ponterotto et al., 2010, Ch. 22, <i>Latina/o identity development;</i> Pederson et al., 2016, Ch. 8, <i>Counseling the Latino/a from guiding theory to practice;</i> <i>Counseling a Hispanic/Latino client: Mr. X, &</i> <i>Training from culture-specific perspectives (pgs. 12-18) articles</i>
2/14/24	Understanding marginalized racial/ethnic group populations: People of Asian Descent <i>CACREP 2024, 3.B.1.-3.B.9., 3.B.11., 3.C.2., 3.C.11.-3.C.13., and 3.E.1.</i>	Text: <ul style="list-style-type: none"> Gallardo, Ch. 4, <i>From privilege to cultural humility</i> On Moodle: <ul style="list-style-type: none"> Pederson et al., 2016, Ch. 6, <i>Counseling Asian Americans: Client and therapist variables;</i> Ponterotto et al., 2010, Ch. 7, <i>Life Messages, messages for life;</i> Ponterotto et al., 2010, Ch. 23, <i>Asian American Racial and Ethnic Identity;</i> <i>Culturally competent treatments for Asian Americans,</i> <i>Understanding “tiger parenting” through the perceptions of Chinese immigrant mothers,</i> <i>The enduring importance of the 1965 immigration act, &</i> <i>Training from culture-specific perspectives (pgs. 19-26) articles</i>
2/21/24	Understanding marginalized racial/ethnic group populations: Indigenous Americans	Text: <ul style="list-style-type: none"> Gallardo, Ch. 5, <i>A big part of my life</i> On Moodle: <ul style="list-style-type: none"> Ponterotto et al., 2010, Ch. 20, <i>The beauty of being native;</i>

	<p>CACREP 2024, 3.B.1.-3.B.9., 3.B.11., 3.C.2., 3.C.11.-3.C.13., and 3.E.1.</p>	<ul style="list-style-type: none"> Casas et al., 2017, Ch. 19, <i>Into the field: Anticolonial and Indigenous perspectives</i>; <i>Native American Communities of the Shenandoah Valley</i>, <i>Integrating indigenous healing and western counseling</i>, & <i>Training from culture-specific perspectives (pgs. 6-11)</i> articles
2/28/24	<p>Understanding marginalized racial/ethnic group populations: Multiracial Individuals; Special circumstances involving ethnic populations: Jewish Americans; Special circumstances involving Transracial adoption CACREP 2024, 3.B.1.-3.B.9., 3.B.11., 3.C.2., 3.C.11.-3.C.13., and 3.E.1.</p>	<p>Text:</p> <ul style="list-style-type: none"> Gallardo, Ch. 6, <i>Choosing to be involved</i> <p>On Moodle:</p> <ul style="list-style-type: none"> Hays & Erford, 2018, Ch. 15, <i>Individuals and families of Multiracial descent</i>; Robinson-Wood, Ch. 11, <i>People of Jewish descent</i>; Ponterotto et al., 2010, Ch. 12, <i>Loss and desire in New Jersey</i>; Guida-Richards, 2021, Ch. 2, <i>Toxic positivity, microaggressions, and growing up as a transracial adoptee</i>; & <i>Training from culture-specific perspectives (pgs. 27-40)</i> article
3/06/24	Spring Break – NO CLASS	
3/13/24	<p>Special circumstances involving ethnic populations: Immigrants and Refugees and Issues of Acculturation CACREP 2024, 3.B.1.-3.B.9., 3.B.11., 3.C.2., 3.C.11.-3.C.13., and 3.E.1.</p>	<p>Text:</p> <ul style="list-style-type: none"> Gallardo, Ch. 7, <i>Still walking</i> <p>On Moodle:</p> <ul style="list-style-type: none"> Ponterotto et al., 2010, Ch. 19, <i>Counseling Immigrants and Refugees</i>; Casas et al., 2017, Ch. 34, <i>Caution: Immigration may be harmful to your mental health</i>; Casas et al., 2017, Ch. 36, <i>Immigrants and refugees</i>; Pederson et al., 2016, Ch. 18, <i>The ecology of acculturation</i>; & Ponterotto et al., 2010, Ch. 29, <i>Incorporating levels of acculturation in counseling practice</i>
3/20/24	<p>Counseling practice: Microaggressions, barriers, and counseling style CACREP 2024, 3.B.1.-3.B.9., 3.B.11., 3.C.2., 3.C.11.-3.C.13., 3.E.1., 3.E.7., 3.E.8., 3.E.11., and 3.E.13.</p>	<p>Text:</p> <ul style="list-style-type: none"> Gallardo, Ch. 8, <i>Beyond dualities</i> <p>On Moodle:</p> <ul style="list-style-type: none"> Sue & Sue, 2016, Ch. 6, <i>Microaggressions in counseling and psychotherapy</i>; Sue & Sue, 2016, Ch. 8, <i>Communication styles and its impact on counseling and psychotherapy</i>; <i>Broaching the subjects of race, ethnicity, and culture during the counseling process</i>, & <i>Culture-centered-counseling</i> articles
3/27/24	<p>Counseling practice – SHORTENED CLASS in order to accommodate COUNSELING DYAD CACREP 2024, 3.B.1.-3.B.9., 3.B.11., 3.C.2., 3.C.11.-3.C.13., 3.E.1., 3.E.3., 3.E.7., 3.E.8., 3.E.11., and 3.E.13.</p>	<p>Text:</p> <ul style="list-style-type: none"> Gallardo, Ch. 9, <i>Transitions and pivotal moments...</i> <p>On Moodle:</p> <ul style="list-style-type: none"> Sue & Sue, 2016, Ch. 13, <i>Culturally Competent Assessment</i>; <i>Enhancing reflective practice in MC counseling through cultural auditing</i>, & <i>Ten frequent assumptions of bias in counseling</i> articles DUE: Counseling Dyads and Session Analysis
4/03/24	MAC Community Care Day – Alternative Class time	
4/10/24	<p>Multicultural Conceptualization CACREP 2024, 3.B.1.-3.B.9., 3.B.11., 3.C.2., 3.C.11.-3.C.13., 3.E.1., 3.E.3., 3.E.11., and 3.E.13.</p>	<p>Text:</p> <ul style="list-style-type: none"> Gallardo, Ch. 10, <i>What shall I teach...</i> <p>On Moodle:</p> <ul style="list-style-type: none"> Hays & Erford, 2018, Chapter 18, <i>Multicultural Diagnosis and Conceptualization</i>

		Listen: <ul style="list-style-type: none"> Podcast on the IDI: https://open.spotify.com/episode/4LXpcVLp7TzxmrLB8Zyv8Z?si=zj_I-D4uRDee3dhGZLucig In Class: <ul style="list-style-type: none"> Workshop Case Conceptualization and Treatment Plan Take the Intercultural Development Inventory (IDI)
4/17/24	Advocacy, social justice, and other takeaways CACREP 2024, 3.A.4., 3.A.5., 3.B.1.-3.B.11., 3.C.2., 3.C.11.-3.C.13., 3.E.1., and 5.C.8.	Text: <ul style="list-style-type: none"> Gallardo, Ch. 11, <i>Relishing the diversity...</i> DUE: Case Conceptualization and Treatment Plan In Class: Share Advocacy Project
4/24/24	Review and Reflect CACREP 2024, 3.B.1.-3.B.9., 3.B.11., 3.C.2., 3.C.11.-3.C.13., and 3.E.1.	Text: <ul style="list-style-type: none"> Gallardo, Ch. 12, <i>What I see, could be me</i> In Class: Potluck DUE: Final Reflection
5/01/24	Finals Week – No Class	

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstance

GRADING & BREAKDOWN OF EVALUATION:

A= 405-450 points B = 360-404 points C = 315-355 points

Classroom Participation	50	} 450 points possible
Celebratory “Noticings”	50	
Final Reflection	50	
Community Action Project, Part II	100	
Counseling Dyad	50	
Session Analysis	50	
Conceptualization and Treatment Plan	100	

ASSIGNMENTS:

Participation: Your full participation is requested. Discussion is an integral component of this class and requires your attention and presence. You are expected to demonstrate a professional attitude and participate in a way that is respectful of yourself and others.

During this course, as a student, a future counselor, and as a person, you will be exposed to various sensitive/challenging topics, discussions, videos and other material that will require you to do some personal exploration/evaluation. You are also encouraged to share your personal views and experiences with class/group members, and disclose some personal information if you wish to do so. Your contributions may involve personal challenge and risk, may create discomfort and a sense of vulnerability. In essence, there is risk involved in being a class/group member. It is the same risk and vulnerability that we as facilitators will embrace as members of this class. I see this personal exploration and process as an essential component of your education and your personal growth and also recognize the potential for others to grow as professionals and as human beings.

I have chosen the materials, speakers, texts, and readings for this course very carefully and professionally. However, we cannot control who will be personally offended or uncomfortable with what is presented. If you feel any discomfort, you may always bring it up to the group to be evaluated or with us outside of class. You may also choose to stay silent or leave the classroom environment. However, I encourage you to evaluate your discomfort and face the challenging issues for your personal and/or professional growth. Practicing being immediate has the potential to enlighten those around you, as well as yourself, in addition to informing your future work as a clinician.

The following rubric will be used to evaluate your class participation:

Excellent	Acceptable	Unacceptable
Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and empathic comments that contribute significantly to a stimulating learning environment. Welcomes feedback and brings a sense of presence that stimulates productive group dynamics without dominating the process.	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Is open to feedback and brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggression, such as eye rolling and dismissive gestures that communicates disrespect or contempt for peers and the instructor.

Multicultural Competencies are conceptualized in four developmental domains: counselor self-awareness, client worldview, counseling relationship, and counseling advocacy. Within these developmental domains, there are four aspirational competencies: attitudes and beliefs, knowledge, skills and action. In the first semester of Multicultural Counseling, you were asked to demonstrate growing competency primarily in the developmental domains of self-awareness and client worldview; this semester, you will demonstrate increasing competency in these areas and growing competency in application of skills within the domains of the counseling relationship and counseling advocacy.

Awareness: You have two opportunities to demonstrate your increasing multicultural awareness by collaborating in celebratory “noticings” and writing a final reflection on your own process and progress.

Celebratory “Noticings” This assignment meets the requirements of 2024 CACREP standards, 3.B.2.-3.B.8., and 3.B.11. (50 points): **“Tell me to what you pay attention, and I will tell you who you are” – Jose Ortega Y Gasset, nineteenth-century Spanish philosopher.** In Cassandra Speaks: When women are the storytellers, the human story changes, author Elizabeth Lesser writes: “We have paid a lot of attention to violence and warriors. Search online for “the top ten events in American history.” I did this. On the first site, all ten events were wars or attacks or assassinations. Same with the second list. The third list has the Apollo flight to the moon, plus nine violent incidents. Really? These are the events we want to know ourselves by?” Lesser goes on to articulate the way that our culture might be changed by the inclusion of the voices of women, and offers an opportunity for change, writing, “How do we break that cycle? **One way is to change what we pay attention to – what deeds we honor and what names we know.**”

I’d like to modify Elizabeth Lesser’s “Know Her Name” activity and ask you to celebrate a new hero – one that highlights the intelligence and inspiration of diverse voices by each week creating lists of people, familiar and unfamiliar, historical and current, whose lives inspire you but often are left out of our cultural narrative. The lists should be rich in intersectional diversity of ethnic/racial identity, gender, age, sexual identity, spiritual orientation, ability status, etc. You may have to look a little harder to find these celebratory “noticings,” but it will help you “prove to yourself and others that throughout history, in every field, [diverse people] have been doing brave work, making innovative discoveries, and having brilliant insights into human nature.” Each week find a celebratory “noticing” that highlights the marginalized group we are discussing that week in class; in other words, find a story that includes diverse voices AND highlights a narrative that we do, in fact, want to know ourselves by. Electronically contribute your noticing to a collaborative PowerPoint by the Tuesday night before class; come to class prepared to discuss your individual contribution as we view our collaborative project at the start of each class period. **Due on multiple Tuesdays; worth 8 points for each contribution. You may skip one Tuesday and still get full credit or you may contribute every Tuesday and earn 6 points of extra credit.**

TUESDAY DUE DATE	CLASS DATE	POPULATION
1/23/24	1/24/24	Understanding marginalized racial/ethnic group populations: People of African Descent
1/30/24	1/31/24	Understanding marginalized racial/ethnic group populations: People of Arab Descent ; Special circumstances involving ethnic populations: Muslim Americans
2/06/24	2/07/24	Understanding marginalized racial/ethnic group populations: Latinx
2/13/24	2/14/24	Understanding marginalized racial/ethnic group populations: People of Asian Descent
2/20/24	2/21/24	Understanding marginalized racial/ethnic group populations: Indigenous Americans
2/27/24	2/28/24	Understanding marginalized racial/ethnic group populations: Multiracial Individuals ; Special circumstances involving ethnic populations: Jewish Americans
3/12/24	3/13/24	Special circumstances involving ethnic populations: Immigrants and Refugees and Issues of Acculturation

Final Reflection, 2 Foci, This assignment is an advanced multicultural competency assignment and should be placed in your competency portfolio. This assignment meets the requirements of 2024 CACREP standards, 3.B.2, 3.B.4., 3.B.5., 3.B.11., 3.C.11., and 3.C.12. **(50 points)**: This assignment has two focal points: first, you are asked to listen to the tape of your Self-Interview, part I and re-read your reflection (Self-Interview, Part II), having completed both in the fall semester of COUN 607, Multicultural Counseling. Second, you are asked to retake the *Intercultural Development Inventory* (IDI), review your original test results, and reread your original reflection paper completed in the fall semester of COUN 507, PIFE. After you have thoroughly reviewed your previous work, write a 2-3 page reflection focusing on your process and progress over time. Reflect on areas that you have experienced growth, areas that you still struggle, and your plan for continued growth. How have your thoughts or ideas changed or grown since your initial interview/reflection/taking of the IDI? What, if anything, surprises you as you reflect on your own process and progress? You do not need to share your opinions if you are not comfortable doing so, but I do ask that you offer a thoughtful reflection. Your final reflection is **due 4/24/24**.

Knowledge (2): You have one opportunity to demonstrate your growing knowledge of multiculturalism in the field of counseling through implementation of your advocacy project.

Community Action Project, Part II, This assignment is an advanced multicultural competency assignment and should be placed in your competency portfolio. This assignment meets the requirements of 2024 CACREP standards, 3.A.4., 3.A.5., 3.B.1., 3.B.6, 3.B.8.-3.B.10., and 5.C.8. **(100 points)**: This is a group project in which you are asked to implement the Community Action Project that you conceived and planned in the fall semester of COUN 607. This project requires that your group carry out an action plan for intervention. We will share our experiences of this project on **4/17/24**.

Skill (3): You have two opportunities to demonstrate your budding multicultural skills by conducting a cross-cultural session and writing an analysis of the session and by writing a case conceptualization and treatment plan using a cultural framework.

Cross-Cultural Interview (counseling dyads) and Session Analysis, This assignment meets the requirements of 2024 CACREP standards, 3.B.1., 3.C.2., 3.C.11.-3.C.13., 3.E.1., 3.E.3, 3.E.7, 3.E.8., 3.E.11., and 3.E.13. **(50 points for each; for a total of 100)**: During the **third or fourth week of March**, you should *independently* schedule a meeting with a first-year student, with whom you have been paired, to tape an interview focused on culturally salient aspects of self. This interview is an opportunity for you to demonstrate broaching skills and other developing multicultural competencies. See attached appendix, "Cross Cultural Interview Question Pool" for suggested questions to broach with your first-year student.

Following the cross-cultural interview, write a succinct (4-5 pages, double-spaced, APA style but no title page or abstract) analysis of your taped cross-cultural interview. Focus specifically on the ways in which

you were able to apply what you have learned within your interview. See attached appendix, "Session Analysis" for detailed expectations of what should be covered in this analysis. This assignment is **due 3/27/24**.

Case Conceptualization and Written Treatment Plan, This assignment is an advanced multicultural competency assignment and should be placed in your competency portfolio. This assignment meets the requirements of 2024 CACREP standards, 3.B.1.-3.B.8., 3.B.11., 3.C.2., 3.C.11.-3.C.13., 3.E.1., 3.E.3., 3.E.7., 3.E.8., 3.E.11., and 3.E.13. **(100 points)**: Write a thorough but concise case conceptualization and treatment plan (5-6 pages including title page, double spaced, APA style, no abstract) focusing on the primary concern in the case vignette provided (see attached appendix, "Case Conceptualization and Treatment Plan" for detailed expectations of what to cover). In your case conceptualization, include the client's demographics, presenting concern, and a brief psychosocial history. Describe culturally astute strategies for accurate assessment of the client's affect or behavior. Provide a diagnosis, including justification, for the client using the DSM-5. In addition, write a couple of paragraphs about multicultural considerations that take into consideration the client's identities, the intersectionality of identities, and how that identity or identities impact the difficulty the client presents with. Further, describe ethical considerations such as the cultural framework of the client's identity, cultural influences on the explanation of illness, cultural meaning of adaptive functioning, help-seeking behavior, and cultural elements in the counselor-client relationship that you need to address as you work with this client. Lastly, make appropriate intervention recommendations for the client. You also need to discuss any special considerations for intervention given your client's cultural context and any issues that might arise given your own cultural heritage. This assignment is **due to class on 4/10/24 with a final draft due on 4/17/24**.

Note: All work must demonstrate competency in the related area and **reflect graduate level work in critical thinking, effort and writing. You are encouraged to submit a self-evaluation (grade) with each assignment.** Together we can meet to discuss differences that emerge in the evaluation of your work.

"...Any definition of a culture of peace must address the problem of achieving justice for communities and individuals who do not have the means to compete or cope without structured assistance and compassionate help." ~Mahnaz Afkhami

DEPARTMENTAL POLICIES:

Attendance: This class will abide by program standards for attendance. Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. The student is responsible for gathering material that is missed due to an absence. More than two absences per course will result in failing the course. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students, and faculty.

UNIVERSITY POLICIES:

ACADEMIC PROGRAM POLICIES

For EMU graduate program policies, please see the complete [graduate catalog](#).

The Graduate and Seminary [Student Handbook](#) contains policies, information, and resources. This section of the syllabus highlights several key items.

CLASSROOM CULTURE & RELATED POLICIES

EMU's [Life Together](#) statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement without fear of consequences. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. (*Adapted from Margaret Sallee and Kathryn Roulston*)

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.
4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group. Often our emotional reactions offer valuable learning opportunities.
5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

INCLUSIVE, COMMUNITY-CREATING LANGUAGE POLICY

EMU is committed to creating and maintaining an inclusive, safe, supportive educational environment that fosters respect for others and is free from intolerance directed toward individuals or groups. As such, EMU expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, religious identity, gender, disabilities, age, and sexual orientation. We will strive to use respectful and welcoming language in our classrooms.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the [LGBTQIA+ Student Support Policy](#).

BIAS RESPONSE

Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to [report](#) incidents of bias.

ATTENDANCE POLICY & LEARNING ENGAGEMENT

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades (*see program specific guidelines). The student is responsible for the material presented in classes missed. Students should be aware of the importance of regular class attendance, particularly in the case of classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

RELIGIOUS HOLIDAYS

EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

COURSE EXTENSIONS AND OUTSTANDING GRADES

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

WRITING GUIDELINES

EMU has adopted a set of writing [guidelines](#) for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions.

GRADUATE & PROFESSIONAL STUDIES WRITING CENTER

Please utilize the [writing program](#)! They offer free individual tutoring from a [graduate writing](#) coach. Please visit the website to schedule an appointment.

[ACADEMIC ACCOUNTABILITY & INTEGRITY](#)

In accordance with EMU mission, vision, and life together statements, we expect academic integrity of all members of the community. Responses to violations of academic integrity will be handled according to the [Academic Accountability Policy and Procedures](#). EMU fosters a culture where faculty, staff, and students respect themselves and others. EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, integrity, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. At EMU, a transparent account for academic work involves producing and submitting one's own work in papers, essays, projects, quizzes and tests; correctly and consistently acknowledging sources used; factually representing research results, one's credentials, and facts or opinions; and appropriately documenting use of technology.

MOODLE

[Moodle](#) is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

TECHNOLOGY REQUIREMENTS AND COMMUNICATION (if joining a class by Zoom)

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.

INSTITUTIONAL REVIEW BOARD (IRB)

All research conducted by or on EMU faculty, staff, or students must be reviewed by the [Institutional Review Board](#) to assure participant safety.

LIBRARY

The [Hartzler Library](#) offers research support (via email, chat, phone, or SSC campus). The library home page offers subject guides to help start your research.

DISABILITY RESOURCES

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through the Office of Academic Access. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under federal law, the Americans with Disabilities Act, and the 2008 ADA Amendments Act.

If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) on the third floor of the Hartzler library. This office will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. To request services, use the [online request form](#) or call the coordinator of the Office of Academic Access at (540) 432-4638.

TITLE IX

*The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply to incidents that happened **prior to your enrollment at EMU**.*

It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to the Title IX Coordinator (Kimberly Anderson, JD) directly, she can be reached at 540-432-4849 (4TIX) or titleixcoordinator@emu.edu. You can also report incidents or complaints through the [online portal](#). You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, University Chaplain and Seminary Campus Pastor, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal and external support resources.

Cross-Cultural Interview Question Pool

You will interview a first-year student about cultural identity in order to give you an opportunity to practice broaching and to support another student in better understanding themselves as a cultural being.

A note about confidentiality: You may want to remind this student that you are taping this interview but you will be the only person to watch the recording. In addition, you will write a paper about this interview experience which will focus primarily on your experience with broaching but it may also reveal elements of the interviewee's identities. Please reassure them that you and I will hold their information in strict confidence.

What follows are some questions that you might draw from in your conversation together:

- We generally think about culture as including gender, race, ethnicity, sexual orientation, age, spirituality, and ability status. Of these aspects of cultural identity, which feels most important to you personally?
- How does this aspect of your identity play a role in who you are? What would be important for me to understand about this aspect of your identity?
- How does it influence how others experience you? How do you think others experience your identity?
- How does it play a role in how you approach challenges in your life?
 - Is this aspect of your identity ever a source of your life challenges?
 - What are some attributes that are sources of pride? Sources of strength and support?
- How about other aspects of your identity? How do they interplay or intersect with this very salient aspect of identity?
- How is it for you to talk with me about various aspects of your identity? This might be a time to explore any differences between you.
- How were you affected by your IDI results? What resonated with your own experience of yourself and what surprised you? How have you made sense of that experience?

Independently schedule your counseling dyad between 3/15/24-3/31/24.

Session Analysis

For the session analysis portion of your assignment, you should write a brief analysis of your taped cross-cultural interview, specifically consider the following:

First, review the **PROCESS** aspects of the tape of your session and describe the strengths of your work with the first-year student and explore any skills or interventions you feel you would do differently should you have an opportunity to do this again. This section of your paper will be graded on your ability to accurately reflect on your skills, being neither overly critical nor overly generous in your evaluation.

Second, discuss the **CONTENT** aspects of your tape. Which cultural identities were most salient for the student? How did the student's meaning-making of their identity align or contrast with the dominant culture's view? How did your salient identities align or contrast with the student's salient identities? Did you explore any differences between you? How did that feel for you? If not, what kept you from engaging in that exploration? How do you imagine the student perceived you based on your visible identities?

Third, engage in a **CULTURAL AUDIT**. Using the article *Cultural auditing in multicultural counseling*, reflect on your own cultural development and how that impacted your ability or inability to understand/relate to your cross-cultural student. Using the questions in the article, reflect on some of the most salient points in your analysis.

Finally, please describe what you feel will be challenging, as well as beneficial, in broaching in the cross-cultural counseling environment as you continue as a counseling professional.

This assignment is **due to class on 3/27/24**.

Case Conceptualization, and Treatment Plan

Write a thorough but concise case conceptualization and treatment plan (6-7 pages including title page, double spaced, APA style, no abstract) focusing on the primary concern in the case vignette provided. In your case conceptualization, include:

- the client's demographics,
- presenting concern, and
- a brief psychosocial history.
- Describe culturally astute strategies for accurate assessment of the client's affect or behavior.
- Provide a diagnosis, including justification, for the client using the DSM-5.
- In addition, write a couple of paragraphs about multicultural considerations that take into consideration the client's identities, the intersectionality of identities, and how that identity or identities impact the difficulty the client presents with.
- Further, describe ethical considerations such as the cultural framework of the client's identity, cultural influences on the explanation of illness, cultural meaning of adaptive functioning, help-seeking behavior, and cultural elements in the counselor-client relationship that you need to address as you work with this client. Remember to avoid using objectifying language and to instead to describe your client in terms that would resonate with him or her.
- Lastly, assume you are going to continue working with this person and that you must develop a treatment plan for your work together.

Elements of your treatment plan should include:

- Statement of the problem or difficulty the client has presented
- Two to three short-term goals for the client
- Identify *several* culturally appropriate counseling interventions for EACH short-term goal, given the client's difficulty and cultural identity (make good use of your book and/or outside research to support your selection) that you will employ to meet the short-term goals that you've outlined.
- Provide a rationale for why you are making the treatment decisions you propose. You also need to discuss any special considerations for intervention given the client's cultural context and any issues that might arise given your own cultural heritage.

Your treatment plan will be graded based on the depth and quality of your culturally contextualized problem identification and the appropriate selection of interventions given the cultural context the client occupies.

This assignment is **due to class on 4/10/24 with a final draft due on 4/17/24.**

Core 2: Social and Cultural Diversity

Advanced Multicultural Competency Assignment: Final Reflection

This assignment is an advanced multicultural competency assignment and should be placed in your competency portfolio. This assignment meets the requirements of 2024 CACREP standards, 3.B.2, 3.B.4., 3.B.5., 3.B.11., 3.C.11., and 3.C.12.

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

Concept	1 - Deficient	2 - Doesn't Meet Standards	3 - Approaching Standards	4 - Meets Standards	5 - Exceeds Standards
Review of self-interview and reflection: Clarity and depth; identification of growth areas; and plan for continued growth	Lack of clarity and depth; Fails to identify or reflect on areas of growth; Lacks a clear plan for continued growth	Limited clarity and depth; Limited identification and/or reflection on growth areas; Limited plan for continued growth	Some clarity and depth; Basic identification and/or reflection on growth areas; Basic plan for continued growth but all areas show room for improvement	Adequate clarity and depth; Adequate identification and reflection on growth areas; Adequate plan for continued growth	Clear and in-depth analysis showcasing a deep understanding of personal growth; Thorough identification, exploration, and reflection on areas where the student still experiences challenges; Articulates a well-developed plan for how the student intends to continue growing in areas of multicultural competency
Review of IDI and PIFE self-reflection: Comprehensive review; observation of growth and personal discoveries; and thoughtful reflection	Superficial review of IDI and PIFE reflection; Unable to identify any growth or personal discoveries; Lacks thoughtful reflection	Limited review of IDI and PIFE reflection; Limited recognition of growth or personal discoveries; Limited thoughtful reflection	Basic review of IDI and PIFE reflection; Basic discussion of personal growth and discoveries; Basic reflection	Adequate review of IDI and PIFE reflection; Adequate identification of growth and acknowledgment of personal discoveries; Adequate thoughtful reflection	Thorough examination of IDI and PIFE reflection; Clearly articulates how thoughts and ideas have changed and personal discoveries made, demonstrating an evolving understanding of cultural competence; Insightful, thoughtful, and nuanced reflection
Overall Synthesis and Writing	Disorganized and unclear writing with superficial engagement	Limited organization and clarity with limited engagement	Basic organization and clarity with limited engagement	Adequate organization and clarity with adequate engagement	Well-organized with clear presentation of thoughts, ideas, and reflections; Demonstrates deep engagement with material, showcasing a high level of critical thinking and self-awareness

Student Name:

Faculty Reviewer:

Date:

Competency Score: /5

Grade: /50

Core 2: Social and Cultural Diversity

Advanced Multicultural Competency Assignment: Community Action Plan

This assignment is an advanced multicultural competency assignment and should be placed in your competency portfolio. This assignment meets the requirements of 2024 CACREP standards, 3.A.4., 3.A.5., 3.B.1., 3.B.6., 3.B.8.-3.B.10., and 5.C.8

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revised your competency assignment, please include both drafts and scoring rubrics in your master competency portfolio.

Concept	1 - Deficient	2 - Doesn't Meet Standards	3 - Approaching Standards	4 - Meets Standards	5 - Exceeds Standards
<p>Execution of Plan: Ethical & cultural considerations</p>	<p>The group lacks awareness of ethical considerations and cultural issues related to the issue and the proposed action plan. Ethical principles are ignored or superficially addressed, and minimal consideration is given to the affected population's perspectives, backgrounds, and experiences. This may result in ethical lapses compromising the well-being of affected individuals and the integrity of advocacy efforts.</p>	<p>The group's consideration of ethical aspects and cultural awareness is limited and somewhat superficial. Although they may acknowledge some perspectives of affected individuals and ethical principles, they are not thoroughly integrated into the advocacy plan.</p>	<p>The group exhibits a reasonable understanding of ethical considerations and takes into account the perspectives of affected individuals in relation to the issue and the proposed action plan. Ethical principles and diversity considerations are acknowledged, and there are efforts to incorporate them into the advocacy initiatives.</p>	<p>The group demonstrates a solid understanding of ethical considerations relevant to the issue and the proposed action plan, incorporating the perspectives of affected individuals into their executed plan. Ethical principles are clearly identified and effectively integrated into the advocacy plan. The group not only anticipates and addresses potential ethical challenges but also attends to the diverse needs and perspectives of individuals affected by the issue.</p>	<p>The group demonstrates an exceptional understanding of ethical considerations and diversity issues related to the issue and the proposed action plan. Ethical principles and cultural considerations are not only identified but intricately woven into every aspect of the advocacy plan. The group exhibits a high level of sensitivity to potential ethical challenges and the diverse needs and perspectives of individuals or groups affected by the issue, showcasing a commitment to the highest standards of ethical conduct, inclusivity, and cultural competence in their advocacy efforts.</p>

<p>Execution of Plan: Feasible and Realistic</p>	<p>The group inadequately addresses or completely overlooks the feasibility of their proposed action plan. The timeline presented is unrealistic and does not allow for the timely execution of the project. The plan lacks a practical and achievable approach.</p>	<p>The group's consideration of feasibility is minimal, and the proposed timeline is somewhat realistic but may have significant gaps or inaccuracies. The plan lacks a thorough analysis of potential challenges that could impact its execution.</p>	<p>The group demonstrates a reasonable understanding of the feasibility of their proposed action plan, and the timeline presented is somewhat realistic. However, there may be areas where the plan could be strengthened in terms of addressing potential obstacles and ensuring a more robust timeline for timely execution.</p>	<p>The group exhibits a solid understanding of the feasibility of their proposed action plan. The timeline is realistic, allowing for the timely execution of the project. The group has considered potential obstacles and challenges, demonstrating a commitment to a practical and achievable plan.</p>	<p>The group demonstrates an exceptional understanding of the feasibility of their proposed action plan. The timeline presented is highly realistic, allowing for efficient and timely execution of the project. The group has conducted a thorough analysis of potential obstacles and challenges, showcasing a commitment to a well-grounded, practical, and highly achievable plan.</p>
<p>Execution of Plan: Followed plan, included relevant partnering organizations, and addresses anticipated obstacles</p>	<p>The group does not adhere to the outlined steps in the plan, fails to engage any partnering organizations, and neglects to address anticipated obstacles. The plan lacks structure and does not demonstrate an understanding of the importance of collaboration and obstacle anticipation.</p>	<p>The group partially follows the steps in the plan, engages minimally with partnering organizations, and addresses some, but not all, anticipated obstacles. The plan lacks comprehensive development and execution.</p>	<p>The group demonstrates partial adherence to the plan, engages with some relevant partnering organizations, and addresses some anticipated obstacles. However, there may be areas where the plan could be strengthened in terms of execution, collaboration, and obstacle anticipation.</p>	<p>The group follows the outlined steps in the plan, engages with relevant partnering organizations, and effectively addresses anticipated obstacles. The plan demonstrates a solid understanding of the importance of collaboration and obstacle anticipation, showcasing a well-executed and feasible approach.</p>	<p>The group not only follows the plan meticulously but also goes above and beyond in engaging relevant partnering organizations and addressing anticipated obstacles. The plan is exceptionally well-crafted, demonstrating a deep understanding of the issue and available resources. The group's execution showcases excellence in planning and collaboration.</p>

<p>Synthesis: Creativity and innovation; Critical thinking; and Integration of feedback</p>	<p>The group lacks creativity and innovation in their approach to addressing the identified issue. There is a deficiency in critical thinking, and the plan does not demonstrate depth in the analysis of the issue. Additionally, feedback received during the early phases of planning and execution is ignored or not integrated into the plan.</p>	<p>The group's approach lacks significant creativity and innovation. There is only minimal engagement with critical thinking, and the analysis of the issue and the executed plan is somewhat shallow. Feedback received during the early phases is partially integrated, but there may be gaps in implementation.</p>	<p>The group exhibits moderate creativity and innovation in their approach. There is some evidence of critical thinking, and the analysis of the issue and the executed plan is reasonably thorough. Feedback received during the early phases is partially integrated, but there may be areas for improvement.</p>	<p>The group demonstrates creativity and innovation in their approach to addressing the identified issue. There is evidence of critical thinking, and the analysis of the issue and the executed plan is solid and well-developed. Feedback received during the early phases is effectively integrated, demonstrating an openness to improvement and refinement.</p>	<p>The group not only demonstrates creativity and innovation but also showcases a high level of depth in their analysis. Critical thinking is evident in the thorough examination of the issue and plan execution. Moreover, the group excels in the integration of feedback, utilizing it effectively to enhance the quality and effectiveness of their plan.</p>
<p>Overall Presentation</p>	<p>Failed to provide a presentation.</p>	<p>The presentation lacks clear structure, organization, and coherence. It demonstrates limited preparation and fails to engage the audience effectively.</p>	<p>The presentation shows some organization and coherence, but improvements are needed for a stronger impact. It partially engages the audience, but moments of confusion or lack of clarity arise.</p>	<p>The presentation is well-organized and coherent, providing a clear rationale and structure for the proposal. It effectively engages the audience, maintaining their attention throughout. It demonstrates good preparation and understanding of the content.</p>	<p>The presentation is exceptionally well structured, seamlessly guiding the audience through the rational and structure of the proposal. It captivates and maintains the audience's attention and demonstrates a deep understanding of the content.</p>

Student Name:

Faculty Reviewer:

Date:

Competency Score: /5

Grade: /100

Core 2: Social and Cultural Diversity

Advanced Multicultural Competency Assignment: Case Conceptualization & Treatment Plan

This assignment is an advanced multicultural competency assignment and should be placed in your competency portfolio.

This assignment meets the requirements of 2024 CACREP standards, 3.B.1.-3.B.8., 3.B.11., 3.C.2., 3.C.11.-3.C.13., 3.E.1., 3.E.3., 3.E.7., 3.E.8., 3.E.11., and 3.E.13.

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

Concept	1 - Deficient	2 - Doesn't Meet Standards	3 - Approaching Standards	4 - Meets Standards	5 - Exceeds Standards
Conceptualizes client within the context of their various identities as well as the influence of systems of oppression and privilege	Cultural issues not in evidence	One key multicultural concern identified	Some cultural concerns are identified while other key issues are left unaddressed	The most pressing cultural concerns are identified	All cultural concerns identified and explored
Identifies key appropriate & culturally responsive interventions	Appropriate & culturally relevant interventions not addressed	One key appropriate & culturally relevant intervention discussed	Some appropriate interventions discussed while others are left unaddressed	Most pressing concerns are paired with appropriate interventions	A wide array of appropriate interventions are discussed
Makes clear connections across relevant topics	Relationship between ideas is not clearly articulated	While several ideas are connected, other ideas are not well integrated	Ideas and their connections are made clear	Implications of the ideas discussed are made clear	Ideas, their implications and relationship are clearly articulated
Written with a coherent, clear structure that supported the review	Poorly conceived, haphazard	Structure and grammatical errors jeopardize the ideas presented	Some coherent structure; few grammatical errors or spelling flaws	Strong structural outline, free of grammatical errors or spelling flaws	Well developed, coherent and free of grammatical errors or spelling flaws
Followed APA v. 7 (student version)	Does not follow APA for citation management, paper style, etc. Makes many errors.	Conveys a hint of knowledge regarding APA format, makes several errors in documentation style	Makes a valiant attempt to follow APA for citation management, paper style, etc.	Cites sources for all quotations and usually cites, makes minimal errors in APA format and style	Makes virtually no errors in APA documentation

Student Name:

Faculty Reviewer:

Date:

Competency Score: /5

Grade: /100