

MURRAY STATE UNIVERSITY**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING****COURSE PREFIX: CNS****COURSE NUMBER: 671****CREDIT HOURS: 3****I. TITLE: Multicultural Counseling****II. COURSE DESCRIPTION AND PREREQUISITE(S):**

A focus on pluralism, identity development, cultural awareness, and the role that cultural environment plays in the lives of people and the implications of that role in the helping process.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Council for Accreditation of Counseling & Related Education Programs (CACREP) Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. assess trends that contribute to pluralistic society and the subsequent needs for culturally skilled counselors (CACREP Section II: G2a);
- B. recognize specific theories that address the process of minority/racial/cultural identity development, multicultural counseling, cross-cultural awareness, and social justice (CACREP Section II: G2b, G2c; NASP 2.8);
- C. identify cultural factors and characteristics among diverse groups such as, attitudes, beliefs, understandings, acculturative experiences (CACREP Section II: G2b; NASP 2.8);
- D. develop an awareness regarding the counselor's role in various counseling situations including, but not limited to, issues related to social justice, advocacy, conflict resolution, and other culturally supported behaviors that promote optimal wellness and development (CACREP Section II: G2c, G2d, G2e, G5b);
- E. develop cultural self-awareness in order to eliminate biases, prejudices, and intentional and unintentional oppression and discrimination (CACREP Section II: G2e, G2f, G5b; NASP 2.8);
- F. identify relevant counseling issues specific to diverse populations and cultures (CACREP Section II: G2a, G2b, G2c, G2d, G2e);
- G. develop strategies for working with and advocating for diverse populations (CACREP Section II: G2b, G2c, G2d, G2e, G5b; NASP 2.8);
- H. acquire multicultural counseling competencies (CACREP Section II: G2d, G5b; NASP 2.8); and
- I. assess culturally relevant research to inform evidence-based practice (CACREP Section II: G2a, G8e).

The CAEP/EPSCB theme of diversity will be addressed via students engaging in experiential activities that promote interaction with individuals and populations with whom they would not normally interact. Furthermore, this course promotes reflective decision making as students increase their self-awareness and understanding of how one's biases and judgements can affect the counseling relationship.

IV. CONTENT OUTLINE:

- A. Defining multiculturalism
- B. Multicultural counseling competencies
- C. Racial/Cultural identity development
- D. Sociopolitical trends
- E. Microaggressions
- F. Barriers to effective multicultural counseling
- G. Social justice
- H. Counseling specific populations

V. INSTRUCTIONAL ACTIVITIES:

- A. Small group and whole class discussions
- B. Assigned readings
- C. Experiential activities
- D. Digital media
- E. Research

F. Quizzes and exam

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Observations and/or Interviews

VII. TEXT(S) AND RESOURCES:

A. Required Text:

Sue, D. W., & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice* (6th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

B. Other Required Selections:

Instructor assigned readings (e.g., journal articles) will be posted on Canvas

C. References:

American Counseling Association. (2014). *ACA Code of Ethics 2014*. Alexandria, VA: Author.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Arredondo, P., Toporek, M. S., Brown, S., Jones, J., Locke, D. C., Sanchez, J., & Stadler, H. (1996).

Operationalization of the Multicultural Counseling Competencies. Alexandria, VA: American Counseling Association.

D. Authorities:

Harold Cheatham, Derald Sue, Allen Ivey, Michael D'Andrea, Judy Daniels, Don Locke, Patricia Arredondo, Courtland Lee, Kelley Kenney, Bea Wehrly, Joe Ponterotto

E. Websites:

Association for Multicultural Counseling & Development (AMCD): www.multiculturalcounseling.org

American Counseling Association (ACA): www.counseling.org

American Mental Health Counselors Association (AMHCA): www.amhca.org

American School Counselor Association (ASCA): www.schoolcounselor.org

Kentucky Counseling Association (KCA): www.kyca.org

F. Journals:

Journal of Multicultural Counseling & Development

Multicultural Perspectives

Journal of Counseling & Development

Journal of Mental Health Counseling

Professional School Counseling Journal

G. Library Resources:

MSU Library: www.murraystate.edu/MSML

MSU CoEHS Librarian: Katherine Farmer – (270) 809-6180 / kfarmer10@murraystate.edu

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements:

Quizzes	10%
Personal Cultural Analysis	15%
Cultural Exposure	20%
Poster Presentation	20%
Exam	20%
Attendance & Participation	15%
Total	100%

B. Grading Scale:

A = 92 – 100

B = 82 – 91

C = 72 – 81
E = Below 72

It is important to note that students who demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective, will not receive instructor endorsement to continue in clinical courses.

In addition, it is important to note that due to the sensitive and challenging nature of the material discussed in class (e.g., racism, sexism, homophobia, ageism, etc.), it is imperative that there be an atmosphere of trust and safety in the classroom. I will do my best to provide an environment in which we are able to hear and respect each other, and it is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom is particularly troubling. Some students find it helpful to journal their thoughts and feelings as they explore these sensitive issues.

C. Assignment Descriptions:

1. Quizzes (10%)

Ten quizzes will be given throughout the duration of the semester and will cover material from assigned readings. No makeup quizzes will be given; as such, students must be present and on-time to take the quiz.

2. Personal Cultural Analysis (15%) (CACREP Standards Section II: G2e, G2f; CACREP CACREP Section III School Counseling Objectives: D1; CAEP: D2d)

All people are products of the dynamics of their own cultural background. In addition, our present attitudes, behaviors, and values have been shaped by our past learning and experiences. You are to conduct an analysis of your own cultural heritage. This 15 MINUTE presentation will explore the nature of your own personal values, cultural identity, family history, and current lifestyle. This should be a representation that addresses the constructs that are most salient to your self-definition/identity (e.g. ethnicity, race, culture, spirituality, class, gender, sexual identity, disability, etc.). You are to present your self-analysis from a multigenerational perspective and should address how your familial, ethnic, cultural influences, and life experiences have led to your current sense of self, your work as a counselor, and your ability to work with different groups in counseling. In addition, you are required to submit a detailed outline of your poster/ multi-media presentation. In your outline and poster presentation, it is essential that you integrate a cultural identity development model discussed in class or learned through your own research to trace this development. The evaluation of this project will be based on the relevance to course content (i.e. discussion of cultural identity developmental model, implications of microaggressions, etc.), not on the quality of your life experiences.

When creating your presentations, please use the following questions as a guide (Your presentation must be inclusive of letters "A - D" and may include any other points below you believe helps share your story/journey):

- a) Trace your heritage back minimally three generations (e.g., great grandparents)
- b) With what racial, cultural and/or ethnic group do you identify?
- c) Describe other self-identifications (e.g., linguistic, dialect, religious, gender, sexual orientation, social class, geographic residence, etc.).
- d) Describe the cultural practices and customs that your family observes.
- e) Discuss what messages (explicit and implicit; positive and negative) you received about your racial, cultural or ethnic background and what childhood experiences reinforced them.
- f) Describe the childhood and adolescent messages, experiences, and relationships that shaped your view of people who are culturally different than you. What is your current view of people who are culturally different than you (be sure to discuss both positive and negative views)?
- g) To what extent do you regularly interact with members of other ethnic or cultural groups? Professionally? Socially? Do you worship with members of other ethnic groups? Do you live in an ethnically diverse community?

- h) How did you first come to understand that racism, heterosexism, or other isms existed? What did you learn from this experience?
- i) How would your parents have responded if, while in your undergraduate years, you had invited a member of a different ethnic group, sexual orientation, or some other non-dominant group home with you for a holiday break?
- j) What was your parents' main advice to you about people from other ethnic groups or non-dominant groups (be sure to discuss both positive and negative advice)?
- k) How would your parents have responded if, while in college, you announced that you were in a significant romantic relationship with a member of a different ethnic group or some other non-dominant group?
- l) How would you respond, or have you responded, if your college-age son or daughter announced plans to marry a member of a different ethnic group? A member of the same sex?
- m) Describe some personal experiences that may have influenced you to change the way that you view people that are culturally different than you.
- n) What gender assumptions/biases are common in your cultural group? Religious group? How is sexual orientation regarded by you? Members of your family? Within your culture?
- o) How do you plan to manage value conflicts with your client?
- p) With what groups do you think you will have the most difficulty working? The least difficulty? Why?
- q) What are the implications of these answers for your work with clients from both similar and dissimilar cultural backgrounds?

3. **Cultural Exposure (20%)** (CACREP Standards Section II: G2b, G2d; CACREP Section III Clinical Mental Health Counseling Objectives: E2; CAEP: D2b, D2c)

Each student will interview TWO adults (the interviews must be conducted face to face) who are culturally or ethnically different from him/herself. Sample questions will be given in class. Alter these questions to suit the interview situation, and feel free to add additional questions which will enhance the interview. The 3 to 5 page submitted reflection should be written in the first-person, narrative form, and in APA (6th ed.) format (see rubric). Your reactions to your feelings, thoughts, actions, and learnings prior to, during, and after the interviews should be the major focus of the assignment.

4. **Poster Presentation (20%)** (CACREP Standards Section II: G2a, G2c; CACREP Section III Clinical Mental Health Counseling Objectives: E1, E3, E5; CAEP: D2a, D2e)

Each student will be responsible for creating a poster presentation addressing multicultural concerns and counseling strategies for a specific cultural group with whom the student has the potential of working in the future. The presentation must include a rationale for the presentation based on your program track (i.e., why and how is this poster presentation related to your field of study). For instance, if you are earning a degree in school counseling, then an example of this project could be providing evidence-based counseling services to Hispanic American elementary-aged students. The poster presentation will include a visual display and brief oral presentation similar to those conducted at professional conferences (i.e., brief description of the topic, what and why do future counselors need to know about this topic, and implications for counselors to apply given the research done for this presentation). See rubric for specifics on how this assignment will be assessed.

5. **Exam (20%)**

At the end of the semester, a final exam will be given. This in-class exam will be a multiple-choice/true-false assessment. This exam is cumulative and will cover material from the entire course to include, lectures, student presentations, guest lectures, as well as information from the text and journals.

6. **Attendance & Participation (15%)**

Given the interactive nature of this course, attendance is necessary and mandatory in order to develop knowledge and skills to be ethical and effective professional counselors.

- a) Attendance: Due to the seminar format of the course, discussions, readings, and lectures, it is required that students regularly attend class. If for any reason you find that you are unable to attend a class

session, it will be your responsibility to personally contact the instructor prior to the scheduled class meeting. Students can only be absent from ONE (1) class meeting (if he or she contacts instructor prior to class meeting) without incurring 5 percentage points being subtracted from their final grade for EACH absence after one. More than THREE (3) absences will result in a failing grade for CNS 671: Multicultural Counseling regardless of academic good standing. Therefore, a student absent from two class meetings or one class meeting without prior notification to the instructor will have five percentage points (5%) subtracted from his or her final grade. You may contact the instructor if you know you will be absent from a class through a meeting, e-mail, or telephone message. Above all, I want to know you are safe and okay.

- b) Participation: Participation in CNS 671: Multicultural Counseling includes (a) having completed readings prior to class, (b) having completed all assigned work prior to class, and (c) participation in class discussions. The following criterion will be used to evaluate your participation grade:

(97%) Attended all class meetings and was a leader & facilitator of class discussion.

(94%) Attended all class meetings and was actively involved in class discussion (consistently).

(90%) Attended all class meetings & participated or missed one class meeting, but was actively involved in class.

(87%) Missed one class meeting (or was late/left early from one class meeting) and participated in class discussions.

(84%) Missed two classes meetings (or was late/left early from two class meetings) and was actively involved in class discussions.

(80%) Missed two class meetings (or was late/left early from two class meetings) and participated in class discussions.

(74%) Overall, student was not actively engaged in the course & his or her learning experience, regardless of attendance

(0%) Missed three or more classes (or was late/left early from three or more class meetings)

*Being present in class & doing other activities (e.g., drawing, playing on computer, talking) is not considered being actively involved

Please note: Any assignment not turned in at the designated classroom due date & time will result in ONE letter grade reduction for each day late. Assignments not turned in within three days after the designated classroom due date & time will NOT BE ACCEPTED and result in a failing grade for the assignment.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: [\(270\) 809-3155](tel:(270)809-3155) Fax: [\(270\) 809-6887](tel:(270)809-6887); TDD: [\(270\) 809-3361](tel:(270)809-3361); Email: msu.titleix@murraystate.edu

Course Specifics for CNS 671 (Summer 2015)

CACREP Counseling Program Specifics for CNS 671

Clinical Mental Health Counseling Objectives		Assessment
Diversity and Advocacy E1	Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	Group Research Paper & Presentation
Diversity and Advocacy E2	Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	Cultural Exposure
Diversity and Advocacy E3	Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	Group Research Paper & Presentation
Diversity and Advocacy E5	Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	Group Research Paper & Presentation
School Counseling Objectives		Assessment
Counseling, Prevention, and Intervention D1	Demonstrates self-awareness, sensitivity to others, and skills needed to relate to diverse individuals, groups, and classrooms.	Cultural Analysis

Course Schedule and Assignments

Class	Date	Topic	Assignments / Readings Due at Start of Class	Assessed Standards
1	07/01/15	Introductions Syllabus Review, Course Expectations Introduction to Multicultural Counseling Multicultural Journey to Cultural Competence	Chapter 1 (Sue & Sue, 2013)	
2	07/06/15	The Nature of Multicultural Counseling and Therapy Racial/Cultural Identity Development	Chapter 2 (Sue & Sue, 2013) Quiz 1 Chapters 11 & 12 (Sue & Sue, 2013) Quiz 2	
3	07/08/15	Sociopolitical Implications of Oppression Microaggressions and their Implications	Chapters 4 (Sue & Sue, 2013) Quiz 3 Chapter 6 (Sue & Sue, 2013) Quiz 4	
4	7/13/15	No Class		
5	07/15/15	Barriers to Multicultural Counseling & Appropriate Interventions Social Justice and Multicultural EBPs	Chapters 5 & 7 (Sue & Sue, 2013) Quiz 5 Chapter 8 & 9 (Sue & Sue, 2013) Quiz 6 Cultural Exposure	CACREP Section II: G2b, G2d; Clinical Mental Health Counseling: E2; CAEP: D2b, D2c
6	07/20/15	Personal Cultural Analysis	Personal Cultural Analysis	CACREP Section II: G2e, G2f; School Counseling: D1; CAEP: D2d

7	07/22/15	Counseling African Americans, Counseling Asian Americans, & Counseling Individuals with Disabilities	Chapters 14, 16, & 25 (Sue & Sue, 2013) Journal Articles on Canvas Quizzes 7 & 8	
8	07/27/15	Counseling Hispanic Americans & Counseling Sexual Minorities	Chapters 17 & 22 (Sue & Sue, 2013) Journal Articles on Canvas Quizzes 9 & 10	
9	07/29/15	Poster Presentations & Review for Exam	Poster Presentations	CACREP Section II: G2a, G2c; Clinical Mental Health Counseling: E1, E3, E5; CAEP: D2a, D2e
10	08/03/15	Exam	Exam	

Cultural Analysis Rubric

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Identity Development & Self Awareness (CACREP Section II: G2e; SC: D1)	Thoroughly addresses all of the following: (a) discussion of cultural identity development; (b) description of self-identities; (c) description of group identification, (d) description of cultural practices; (e) discussion of one's ability to work with different groups; (f) limitations of self as counselor	Thoroughly addresses most of the following: (a) discussion of cultural identity development; (b) description of self-identities; (c) description of group identification, (d) description of cultural practices; (e) discussion of one's ability to work with different groups; (f) limitations of self as counselor	Addresses most of the following, but not in striking manner: (a) discussion of cultural identity development; (b) description of self-identities; (c) description of group identification, (d) description of cultural practices; (e) discussion of one's ability to work with different groups; (f) limitations of self as counselor	Fails to address half or more of the following: (a) discussion of cultural identity development; (b) description of self-identities; (c) description of group identification, (d) description of cultural practices; (e) discussion of one's ability to work with different groups; (f) limitations of self as counselor	
Becoming aware of intentional and unintentional oppression and discrimination (CACREP Section II: G2f; CAEP: D2d)	Thoroughly addresses all of the following: (a) discussion of how cultural influences and life experiences helped shape worldview; (b) reflection of instances when one oppressed / discriminated; and (c) discussion of how self-awareness will effect counseling identity and work with clients	Addresses all of the following, but not in a striking manner: (a) discussion of how cultural influences and life experiences helped shape worldview; (b) reflection of instances when one oppressed / discriminated; and (c) discussion of how self-awareness will effect counseling identity and work with clients	Addresses most of the following: (a) discussion of how cultural influences and life experiences helped shape worldview; (b) reflection of instances when one oppressed / discriminated; and (c) discussion of how self-awareness will effect counseling identity and work with clients	Fails to address two or more of the following: (a) discussion of how cultural influences and life experiences helped shape worldview; (b) reflection of instances when one oppressed / discriminated; and (c) discussion of how self-awareness will effect counseling identity and work with clients	
Effects of oppression (CAEP; D2d)	Thoroughly addresses the following: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system	Addresses the following, but not in a striking manner: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system	Addresses at least one of the following: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system	Fails to addresses at least one of the following: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system	
Possible Points	94% - 100%	85% - 93%	70% - 84%	Less than 70%	
Total					/100

Cultural Exposure Rubric

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Counselor's role in becoming self-aware & eliminating biases (CACREP Section II: G2f; SC: D1)	Thoroughly describes all of the following: (a) awareness of biases, prejudices, and so forth, which became apparent through the course of this assignment; (b) plan for continued growth and development	Addresses all of the following, but not in a striking manner: (a) awareness of biases, prejudices, and so forth, which became apparent through the course of this assignment; (b) plan for continued growth and development	Addresses just one of the following: (a) awareness of biases, prejudices, and so forth, which became apparent through the course of this assignment; (b) plan for continued growth and development	Fails to address either of the following: (a) awareness of biases, prejudices, and so forth, which became apparent through the course of this assignment; (b) plan for continued growth and development	
Effects of oppression (CACREP Section II: G2b; CAEP: D2b)	Thoroughly addresses all of the following: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system	Addresses all of the following, but not in a striking manner: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system	Addresses just one of the following: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system	Fails to address either of the following: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system	
Advocating for wellness (CACREP Section II: G2d; CMHC E2; CAEP: D2c)	Thoroughly addresses all of the following: (a) description of the potential effects of oppression on the mental health of clients; and (b) description of potential strategies, gleaned from this assignment, to advocate and promote wellness for diverse population	Addresses all of the following, but not in a striking manner: (a) description of the potential effects of oppression on the mental health of clients; and (b) description of potential strategies, gleaned from this assignment, to advocate and promote wellness for diverse population	Addresses just one of the following: (a) description of the potential effects of oppression on the mental health of clients; and (b) description of potential strategies, gleaned from this assignment, to advocate and promote wellness for diverse population	Fails to address either of the following: (a) description of the potential effects of oppression on the mental health of clients; and (b) description of potential strategies, gleaned from this assignment, to advocate and promote wellness for diverse population	
Possible Points	94% - 100%	85% - 93%	70% - 84%	Less than 70%	
Total					/100

Poster Presentation Rubric

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Oppression and Racism (CMHC E5)	Thoroughly addresses all of the following regarding researched group: (a) historical and cultural implications as it relates to internalized oppression and institutional racism, and (b) impact of discrimination on mental health	Addresses all of the following regarding researched group, but not in a striking manner: (a) historical and cultural implications as it relates to internalized oppression and institutional racism, and (b) impact of discrimination on mental health	Addresses only one of the following regarding the researched group: (a) historical and cultural implications as it relates to internalized oppression and institutional racism, and (b) impact of discrimination on mental health	Fails to address any of the following regarding the researched group: (a) historical and cultural implications as it relates to internalized oppression and institutional racism, and (b) impact of discrimination on mental health	
Pluralistic Trends & Wellness (CACREP Section II: G2a; CMHC: E5; CAEP: D2a)	Thoroughly addresses all of the following regarding researched group: (a) current national and/or international political implications; and (b) interpersonal and intrapersonal characteristics that promote health and wellness	Addresses all of the following regarding researched group, but not in a striking manner: (a) national and international political implications; and (b) interpersonal and intrapersonal characteristics that promote health and wellness	Addresses only one of the following regarding the a researched group: (a) national and international political implications; and (b) interpersonal and intrapersonal characteristics that promote health and wellness	Fails to address any of the following regarding the researched group: (a) national and international political implications; and (b) interpersonal and intrapersonal characteristics that promote health and wellness	
Research to Inform Multicultural Practice (CACREP Section II: G2c; CMHC: E1, E3 CAEP D2e)	Thoroughly incorporates all of the following pertaining to the researched group: (a) seminal and current research regarding multicultural counseling theories; (b) a cultural developmental model; (c) culturally and developmentally appropriate strategies to promote mental health and wellness	Incorporates all of the following pertaining to the researched group, but not in a striking manner: (a) seminal and current research regarding multicultural counseling theories; (b) a cultural developmental model; (c) culturally and developmentally appropriate strategies to promote mental health and wellness	Incorporates at least two of the following pertaining to the researched group: (a) seminal and recent research regarding multicultural counseling theories; (b) a cultural developmental model; (c) culturally and developmentally appropriate strategies to promote mental health and wellness	Fails to incorporate at least two of the following pertaining to the researched group: (a) seminal and recent research regarding multicultural counseling theories; (b) a cultural developmental model; (c) culturally and developmentally appropriate strategies to promote mental health and wellness	
Self-Awareness & Reflection (CACREP Section II: G2f)	Thoroughly incorporates all of the following as it relates to this assignment: (a) personal growth experienced through research, and (b) overall plan for continued growth and development as a multiculturally competent counselor	Incorporates all of the following as it relates to this assignment, but not in a striking manner: (a) personal growth experienced through research, and (b) overall plan for continued growth and development as a multiculturally competent counselor	Incorporates only one of the following as it relates to this assignment: (a) personal growth experienced through research, and (b) overall plan for continued growth and development as a multiculturally competent counselor	Fails to incorporate any of the following as it relates to this assignment: (a) personal growth experienced through research, and (b) overall plan for continued growth and development as a multiculturally competent counselor	
Preparedness & Overall Quality	Presentation demonstrates all of the following: (a) flow and continuity of visual display; (b) visual display cites at least 5 scholarly products (with 3 being published within the past 10 years) to inform best practice; (c) presenter provides a two to five minute overview of the presentation; and (d) presenter provides articulate responses to questions from audience.	Presentation demonstrates some of the following, but issues are present: (a) flow and continuity of visual display; (b) visual display cites at least 5 scholarly products (with 3 being published within the past 10 years) to inform best practice; (c) presenter provides a two to five minute overview of the presentation; and (d) presenter provides articulate responses to questions from audience.	Presentation demonstrates most, but not all of the following: (a) flow and continuity of visual display; (b) visual display cites at least 5 scholarly products (with 3 being published within the past 10 years) to inform best practice; (c) presenter provides a two to five minute overview of the presentation; and (d) presenter provides articulate responses to questions from audience.	Presentation fails to demonstrate at least two of the following: (a) flow and continuity of visual display; (b) visual display cites at least 5 scholarly products (with 3 being published within the past 10 years) to inform best practice; (c) presenter provides a two to five minute overview of the presentation; and (d) presenter provides articulate responses to questions from audience.	

Revised August 4, 2016

Overall score from classmates					
Possible Points	94% - 100%	85% - 93%	70% - 84%	Less than 70%	
Total			/100		

Poster Presentation Anonymous Peer Review

Presenter's Name: _____

CATEGORY	4	3	2	1
Coverage of the Topic	Details on the poster capture the important information about the topic and increase the audience's understanding.	Details on the poster include important information but the audience may need more information to understand fully.	Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand.	Details on the poster have little or nothing to do with main topic.
Use of Graphics	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic.
Organization	Information is very organized with clear titles and subheadings.	Information is organized with titles and subheadings.	Information is organized, but titles and subheadings are missing or do not help the reader understand.	The information appears to be disorganized.
Layout and Design	All information on the poster is in focus and can be easily viewed and identified from 6 ft. away.	Most of the information on the poster is in focus and the content easily viewed and identified from 6 ft. away.	Most of the information on the poster is in focus and the content is easily viewed and identified from 4 ft. away.	Much of the information on the poster is unclear or too small.
Presentation	The presentation was the appropriate length. It did not seem hurried or too slow. The presenter spoke clearly and distinctly and established eye contact with the audience.	The presentation was the appropriate length but seemed slightly hurried or too slow. The presenter spoke clearly most of the time and established eye contact with the audience.	The presentation was the appropriate length but seemed very hurried or too slow. The presenter spoke clearly and distinctly only some of the time and/or established little eye contact with the audience.	The presentation was too long or too short. The presenter did not speak clearly most of the time and established little eye contact with the