# University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

# The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission**: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision**: To develop and promote transformative educational experiences that optimize human potential.

**Goals**: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer’s applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates’ bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

# CTC Pupil Personnel Services Generic Program Standards

* **Standard 1 Program Design, Rationale and Coordination:** Coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.
* **Standard 2 Growth and Development:** Acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.
* **Standard 3 Socio-Cultural Competence:** Display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.
* **Standard 4 Assessment:** Knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.
* **Standard 5 Comprehensive Prevention and Early Intervention for Achievement:** Display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.
* **Standard 6 Professional Ethics and Legal Mandates:** Display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.
* **Standard 7 Family-School Collaboration:** Display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.
* **Standard 8 Self-esteem and Personal and Social Responsibility:** Assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.
* **Standard 9 School Safety and Violence Prevention:** Understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
* **Standard 10 Consultation:** Demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.
* **Standard 11 Learning Theory and Educational Psychology:** Display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.
* **Standard 12 Professional Leadership Development:** Display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.
* **Standard 13 Collaboration and Coordination of Pupil Support Systems:** Collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.
* **Standard 14 Human Relations:** Demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.
* **Standard 15 Technological Literacy:** Demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.
* **Standard 16 Supervision and Mentoring:** Demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

# CTC Pupil Personnel Services School Counseling Credential Specialization Standards

**I. Core Knowledge Base and Foundations**

* **Standard 17 Foundations of the School Counseling Profession:** Knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.
* **Standard 18 Professionalism, Ethics & Legal Mandates:** Understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

**II. Professional Skills and Training**

**A. Domains of School Counseling and Guidance**

* **Standard 19 Academic Development:** Understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.
* **Standard 20 Career Development:** Knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.
* **Standard 21 Personal and Social Development:** Apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

**B. Themes of School Counselor Preparation**

* **Standard 22 Leadership:** Know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.
* **Standard 23 Advocacy:** Demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.
* **Standard 24 Learning, Achievement and Instruction:** Know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

**C. Functions of School Counselors**

* **Standard 25 Individual Counseling:** Demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.
* **Standard 26 Group Counseling and Facilitation:** Understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.
* **Standard 27 Collaboration, Coordination and Team Building:** Apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.
* **Standard 28 Organizational and System Development:** Understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.
* **Standard 29 Prevention Education and Training:** Know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.
* **Standard 30 Research, Program Evaluation and Technology:** Knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

**III. Field Experience and Competency Evaluation**

* **Standard 31 Field Experience:** Demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.
* **Standard 32 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# CTC Pupil Personnel Services School Psychology Credential Specialization Standards

**I. Core Knowledge Base and Foundation**

* **Standard 17 Psychological Foundations:** Foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.
* **Standard 18 Educational Foundations:** Foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.
* **Standard 19 Legal, Ethical and Professional Foundations:** Knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

**II. Professional Skills and Training**

* **Standard 20 Collaborative Consultation:** Positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.
* **Standard 21 Wellness Promotion, Crisis Intervention and Counseling:** Design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils’ development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.
* **Standard 22 Individual Evaluation and Assessment:** Versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).
* **Standard 23 Program Planning and Evaluation:** Understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.
* **Standard 24 Research, Measurement, and Technology:** Know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

**III. Field Experience and Practica**

* **Standard 25 Practica:** Engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.
* **Standard 26 Culminating Field Experience:** Demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.
* **Standard 27 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# Course Description

The course is designed to assist school psychologists in their acquisition of the knowledge, skills, and awareness or attitudes regarding multicultural counseling theories and techniques. Various topics will be examined including the counselors’ roles in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse populations, and counselors’ roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination.

# Professional Standards Alignment

|  |  |  |
| --- | --- | --- |
| **California School of Education (CSOE)** | **California Commission on Teacher Credentialing****Pupil Personnel Services Program Standards** | **Supporting Assessment** |
| **Course Learning Outcomes (CLO)** | **Conceptual Framework** | **Generic** | **School Counseling Credential Specialization****(as applicable)** | **School Psychology Credential Specialization****(as applicable)** | **Assessment Title**  |
| **CLO1**: Interpret counseling theories and techniques that are appropriate for working with diverse populations.  | Engagement, Application | Standard 3, 8, & 14 | Standard 25 | Standard 21 | Implicit Bias Presentation |
| **CLO2**: Evaluate the role of counselors in identity development and developing awareness of clients.  | Engagement, Application | Standard 3, 8, & 14 | Standard 25 | Standard 21 | Implicit Bias Presentation |
| **CLO3**: Analyze the counselor’s role in eliminating bias prejudices and processes of intentional and unintentional oppression and discrimination.  | Engagement, Application | Standard 3, 8, & 14 | Standard 25 | Standard 21 | Implicit Bias Presentation |
| **CLO4**: Determine ways to effectively advocate for clients and promote cultural social justice.  | Engagement, Application, Dedication | Standard 3, 8, & 14 | Standard 25 | Standard 21 | Implicit Bias Presentation |
| **CLO5**: Analyze the challenges of underserved and underrepresented populations to participating in counseling and therapeutic processes.  | Engagement, Application, Dedication | Standard 3, 8, & 14 | Standard 25 | Standard 21 | Implicit Bias Presentation |

# Student Expectations

**Respectful Speech and Actions**: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior**: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

# Required Course Materials

Hays, D. & Erford, B. (2017). *Developing multicultural counseling competence: A systems approach*. (3rd ed.). Pearson.

ISBN: 9780134523804

DiAngelo, R. J. & Dyson, M. E. (2018). *White fragility: Why it’s so hard for white people to talk about racism*. Beacon Press.

ISBN: 9780807047414

McGoldrick, M. & Hardy, K. V. (2019). *Re-visioning family therapy: Addressing diversity in clinical practice*. (3rd ed.). The Guilford Press.

ISBN: 9781462531936

Singleton, G. E. (2014). *Courageous conversations about race: A field guide for achieving equity in schools*. (2nd ed.). Corwin.

ISBN: 9781483383743

**Supplemental Materials**

Singleton, G. E. (Year). More *courageous conversations about race*. Corwin.

ISBN: 9781412992664

Singleton, G. E. & Linton, C. (2016). *Facilitator’s guide: Courageous conversations about race*. Corwin Press.

ISBN: 9781412941563

# University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

**Course Overview**

[Week 1: Foundations of Multicultural Counseling 16](#_Toc60908256)

[Week 2: Rules of Engagement–Agreeing to Talk About Race 18](#_Toc60908257)

[Week 3: White Privilege & White Fragility 20](#_Toc60908258)

[Week 4: Social Justice Counseling 22](#_Toc60908259)

[Week 5: Gender, Sexual Orientation & Sexism 24](#_Toc60908260)

[Week 6: Counseling Clients of African and Latin Descent 26](#_Toc60908261)

[Week 7: Counseling Clients of Arab, Asian & Native American Descent 28](#_Toc60908262)

[Week 8: Counseling Clients of Multiracial Descent/Multicultural Diagnosis & Conceptualization 30](#_Toc60908263)

# Course Grading

Grading is in accordance with the academic policies of Alliant International University.

|  |  |
| --- | --- |
| **Percentage** | **Letter Grade** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 61-63 | D- |
| < 61% | F |

Final grades will be determined as follows based on the points obtained in the following categories:

|  |  |
| --- | --- |
| **Assignment Categories** | **% of Grade** |
| Discussion | 40 |
| Assignment | 60 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** |  |  |  |
|  | Discussion: Multicultural Counseling |  | Discussion | 40 |
|  | Discussion: Emotional Expression |  | Discussion | 40 |
|  | Assignment: Identity Development |  | Assignment | 85 |
| **Week 2** |  |  |  |
|  | Discussion: Conversations About Race |  | Discussion | 40 |
|  | Discussion: Processing a Conversation About Race |  | Discussion | 40 |
| **Week 3** |  |  |  |
|  | Discussion: Cost of Racism |  | Discussion | 40 |
|  | Discussion: Dealing with Offensive Comments |  | Discussion | 40 |
|  | Assignment: Counseling Session Video |  | Assignment | 85 |
| **Week 4** |  |  |  |
|  | Discussion: Three-Tiered Model |  | Discussion | 40 |
|  | Assignment: Interview Guide |  | Assignment | 85 |
| **Week 5** |  |  |  |
|  | Discussion: Racial Traumas |  | Discussion | 40 |
|  | Discussion: Gender & Identity within an Ethnic Group |  | Discussion | 40 |
| **Week 6** |  |  |  |
|  | Discussion: Values |  | Discussion | 40 |
|  | Discussion: Immigrant Status |  | Discussion | 40 |
|  | Assignment: Counseling Clients of African and Latin Descent |  | Assignment | 85 |
| **Week 7** |  |  |  |
|  | Discussion: Challenges & Opportunities for Change |  | Discussion | 40 |
|  | Discussion: Cultural Identities |  | Discussion | 40 |
| **Week 8** |  |  |  |
|  | Discussion: Multiracial Individuals |  | Discussion | 40 |
|  | Assignment: Implicit Bias |  | Assignment | 100 |
| **Total Points** |  |  | **1000** |

Week 1: Foundations of Multicultural Counseling

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain the theoretical models and terms associated with culture and multicultural counseling.
 | CLO1  |
| * 1. Identify the barriers that exist in counseling diverse populations.
 | CLO2 |
| * 1. Analyze racial and ethnic identity and spiritual and faith identity development models.
 | CLO2 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2, 1.3 |
| ***Developing Multicultural Counseling Competence*** * Ch. 1: The Culturally Competent Counselor
* Ch. 2: Cultural Identity Development
 |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Multicultural Counseling** | 1.2 |
| **Respond** to the following prompts in the Multicultural Counseling discussion forum by Wednesday: * How might using images and descriptions of U.S. culture be beneficial to counseling diverse populations?
* How might using images and descriptions of U.S. culture be a challenge to counseling diverse populations?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Discussion: Emotional Expression** | 1.2, 1.3 |
| **Respond** to the following prompts in the Emotional Expression discussion forum by Friday: * What messages did you receive as a child about emotional expression?
* What messages are present in society about emotional expression for cultural groups you identify with personally?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: Identity Development** | 1.1, 1.2, 1.3 |
| **Create** a five-minute video that addresses the following: * What racial and ethnic identity model best aligns with your racial and ethnic identity development?
* What spiritual and faith identity development best aligns with your spiritual and faith identity development?
* What stage of development would you say you are currently in?
* What action steps or personal things do you feel you need to resolve to get to the next stage of development and to keep progressing in your personal identity?

**Include** a list of reference at the end of your video. **Submit** your video as a shared link by Sunday. **Note**. It is recommended that you upload your video to OneDrive and then submit a shared link to the video on Canvas.  |

Week 2: Rules of Engagement–Agreeing to Talk About Race

Learning Objectives

|  |  |
| --- | --- |
| * 1. Define courageous conversations about race.
 | CLO3 |
| * 1. Identify four agreements of courageous conversations.
 | CLO3 |
| * 1. Analyze racial consciousness and how it impacts conversations.
 | CLO3 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 2.1, 2.2, 2.3 |
| ***Courageous Conversations About Race*** * Ch. 1: Breaking the Silence: Ushering in Courageous Conversation About Race
* Ch. 2: What’s So Courageous About This Conversation?
* Ch. 3: Why Race?
* Ch. 4: Agreeing To Talk About Race
 |
| ***White Fragility*** * Ch. 1: The Challenges of Talking to White People About Racism
* Ch. 2: Racism and White Supremacy
* Ch. 10: White Fragility and the Rules of Engagement
 |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Conversations About Race** | 2.1, 2.2, 2.3 |
| **Respond** to the following prompts in the Conversations About Race discussion forum by Wednesday: * Why is courage needed to have a conversation about race?
* How would you describe your level of comfort with having conversations about race?
* Is there an incident that has shaped your level of comfort with having conversations about race?

**Provide** rationale and references for your response. **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

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| --- | --- |
| **Discussion: Processing a Conversation About Race** | 2.1, 2.2, 2.3 |
| Singleton says that he has “identified four primary ways that people deal with racial information, events, and/or issues: emotional, intellectual, moral or relational.**Respond** to the following prompt in the Processing a Conversation About Race discussion forum by Friday: Why and how does understanding how a conversation about race is being processed by the participants facilitate cultural compassion, acceptance and change? **Refer** to Figure 2.1: The Courageous Conversation Compass in Ch. 2 of *Courageous Conversations About Race*.**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

Week 3: White Privilege & White Fragility

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze the difference between white privilege and white supremacy.
 | CLO1, CLO2, CLO3 |
| * 1. Evaluate the costs of racism.
 | CLO1, CLO2, CLO3 |
| * 1. Interpret the challenges of being color blind and color celebrate.
 | CLO1, CLO2, CLO3 |
| * 1. Define microaggressions and identify ways to evaluate and address them in counseling sessions.
 | CLO1, CLO2, CLO3 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 3.1, 3.2, 3.3, 3.4 |
| ***White Fragility*** * Ch. 4: How Does Race Shape the Lives of White People?
* Ch. 5: The Good/Bas Binary
* Ch. 6: Anti-Blackness
* Ch. 7: Racial Triggers for White People
* Ch. 8: The Result: White Fragility
* Ch. 9: White Fragility in Action
 |
| ***Developing Multicultural Counseling Competence*** Ch. 4: Racism and White Privilege |
| ***Re-Visioning Family Therapy*** Ch. 15: White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women’s Studies |
| ***Online Resource*** [Microresistance and Ally Development: Powerful Antidotes to Microaggressions Handout](https://www.unomaha.edu/faculty-support/teaching-excellence/microaggressions-handout.pdf) from University of Nebraska Omaha.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Cost of Racism** | 3.2 |
| **Select** one of the costs of racism identified in Ch. 4 of *Developing Multicultural Counseling Competence*. **Respond** to the following prompts in the Cost of Racism discussion forum by Wednesday: How does the cost you selected, impact people of color versus their white peers? **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

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| --- | --- |
| **Discussion: Dealing with Offensive Comments** | 3.1, 3.4 |
| **Respond** to the following prompts in the Dealing with Offensive Comments discussion forum by Friday: * How would you respond to a client that makes blatantly racist and offensive comments during a counseling session with you?
* How might the racism scale and your understanding white privilege and white supremacy help you gauge your response?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: Counseling Session Video** | 3.1, 3.3, 3.4 |
| **Imagine** you're in a counseling session with a client from a culturally diverse background who has described experiencing heightened anxiety and discomfort at work after overhearing racially derogatory comments in the lunchroom. When your client approached their colleagues about the comments, the colleagues were dismissive and denied any malintent.**Make** a 5-to 7-minute video that depicts how you would describe, for your client, the link between microaggressions and social emotional wellbeing. **Illustrate** what can you do or say to convey to your client that you are an ally and empathize with their experiences of microaggressions and your commitments to helping them work through this issue.**Submit** your video as a shared link by Sunday. **Note**. It is recommended that you upload your video to OneDrive and then submit a shared link to the video on Canvas. |

Week 4: Social Justice Counseling

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine the counselor’s role in social advocacy.
 | CLO4, CLO5 |
| * 1. Analyze the three-tiered model of social advocacy.
 | CLO1, CLO2, CLO4, CLO5 |
| * 1. Evaluate how poverty impacts mental health.
 | CLO4, CLO5 |
| * 1. Determine ways to address classism in counseling.
 | CLO4, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 4.1, 4.2, 4.3, 4.4 |
| ***Developing Multicultural Counseling Competence**** Ch. 3: Social Justice Counseling
* Ch. 7: Social Class and Classism
 |
| ***Re-Visioning Family Therapy**** Ch. 3: Social Class: Rising Inequality and the American Dream
* Ch. 4: The Sociocultural Trauma of Poverty: Theoretical and Clinical Considerations for Working with Poor Families
 |
| ***White Fragility*** Ch. 3: Racism After the Civil Rights Movement |
| ***Online Resource*** [White Privilege: Unpacking the Invisible Knapsack](https://www.pcc.edu/illumination/wp-content/uploads/sites/54/2018/05/white-privilege-essay-mcintosh.pdf) by Peggy Macintosh. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Three-Tiered Model** | 4.1, 4.2, 4.3, 4.4 |
| **Review** the Case Study 3.3: Case Study of the Three-Tiered Model: School Counseling in Ch. 3 of Developing Multicultural Counseling Competence. **Respond** to the following prompts in the Three-Tiered Model discussion forum by Wednesday: * What issues regarding self-awareness might come to a school counselor?
* What concerns do you have about the quality of the education being provided for these students?
* What are some community resources and schoolwide resources or programs you could assist in forming?
* What are some of the benefits and risks you might encounter in advocating on a systems and community level?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: Interview Guide** | 4.1, 4.2, 4.3, 4.4 |
| **Create** an interview guide of ten open ended questions or activities that can be used in a counseling session with a client that will help you determine areas that may warrant you to advocate on your client’s behalf. **Write** a one-to two-sentence narrative about the relevance of your questions or activities citing the theoretical significance.**Include** references and citations consistent with APA style guidelines. **Submit** your interview guide as a Word document by Sunday.  |

Week 5: Gender, Sexual Orientation & Sexism

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze the intersection of culture and gender.
 | CLO3, CLO4, CLO5 |
| * 1. Analyze the intersection of culture, sexual orientation and heterosexism.
 | CLO3, CLO4, CLO5 |
| * 1. Explain the consequences of sexism.
 | CLO3, CLO4, CLO5 |
| * 1. Analyze LGBTQI and other intimate relationships through a racial lens.
 | CLO3, CLO4, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 5.1, 5.2, 5.3, 5.4 |
| ***Developing Multicultural Counseling Competence*** * Ch. 5: Gender and Sexism
* Ch. 6: Sexual Orientation and Heterosexism
 |
| ***Re-Visioning Family Therapy*** * Ch. 26: Working with LGBT Families
* Ch. 27: Same-Sex Couples: Successful Coping with Minority Stress
* Ch. 29: Therapy with Heterosexual Black Couples through a Racial Lens
 |
| ***White Fragility*** Ch. 11: White Women’s Tears |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Racial Traumas** | 5.1, 5.2, 5.4 |
| **Respond** to the following prompt in the Racial Traumas discussion forum by Wednesday: How might racial traumas impact intimate relationships between interracial, ethnically diverse and same sex couples? **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Discussion: Gender & Identity within an Ethnic Group** | 5.1, 5.2, 5.3, 5.4 |
| **Respond** to the following prompts in the Gender & Identity within an Ethnic Group discussion forum by Friday: * Select an ethnic group.
* How does culture influence gender expression and ideals about sexual orientation for your selected ethic group?
* How would you support a client whose identity is not aligned with the generalized values of their ethnic group?

Refer to Table 27.1 in Ch. 27 of Re-visioning Family Therapy.**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

Week 6: Counseling Clients of African and Latin Descent

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze the experiences, cultural values, and common presenting issues for individuals, families, couples, and various subpopulations of African and Latin descent in the United States.
 | CLO1, CLO2, CLO3 |
| * 1. Identify common and past experiences of African and Latin Americans racial identity development and acculturation as mental health indicators.
 | CLO1, CLO2, CLO3 |
| * 1. Determine the efficacy of traditional psychotherapies, multiculturally sensitive interventions, and assessments with African and Latin Americans.
 | CLO1, CLO2, CLO3 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 6.1, 6.2, 6.3 |
| ***Developing Multicultural Counseling Competence*** * Ch. 9: Individuals and Families of African Descent
* Ch. 12: Individuals and Families of Latin-American and Latin Descent
 |
| ***Re-Visioning Family Therapy**** Ch. 13: On Being a Black Dominican
* Ch. 31: The Power of Song to Promote Healing, Hope, and Justice
 |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Values** | 6.1 |
| **Select** one of the values listed in Table 9.1 of Developing Multicultural Competence. **Respond** to the following prompts in the Values discussion forum by Wednesday: How might this value impact the counseling process? What would you do as the counselor to use this value in a strengths-based approach to problem solve identified issues with your client?**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Discussion: Immigrant Status** | 6.1, 6.2 |
| **Respond** to the following prompts in the Immigrant Status discussion forum by Friday: How might a client’s immigrant status affect the counseling process? **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: Counseling Clients of African and Latin Descent** | 6.1, 6.2, 6.3 |
| **Write** a two-to three-page paper about the distinct differences and similarities in the cultural histories of individuals of African and Latin descent: * How the acculturation processes are similar and how they differ.
* Counseling approaches that may work for both individuals.
* Why those approached may be effective.

**Format** your paper consistent with APA style guidelines. **Submit** your paper as a Word document by Sunday.  |

Week 7: Counseling Clients of Arab, Asian & Native American Descent

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze the experiences, cultural values, and common presenting issues for individuals, families, couples, and various subpopulations of Arab, Asian & Native American descent in the United States.
 | CLO1, CLO2, CLO3 |
| * 1. Identify common and past experiences of Arab, Asian & Native Americans racial identity development and acculturation as mental health indicators.
 | CLO1, CLO2, CLO3 |
| * 1. Determine the efficacy of traditional psychotherapies, multiculturally sensitive interventions, and assessments with Arab, Asian & Native Americans.
 | CLO1, CLO2, CLO3 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 7.1, 7.2, 7.3 |
| ***Developing Multicultural Counseling Competence*** * Ch. 10: Individuals and Families of Arab Descent
* Ch. 11: Individuals and Families of Asian Descent
* Ch. 13: Counseling Individuals and Families of Native American Descent
 |
| ***Re-Visioning Family Therapy**** Ch. 10: Native American Identity Transformation
* Ch. 18: Brown in America: Living with Racial and Religious Bias
 |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Challenges & Opportunities for Change** | 7.1, 7.2, 7.3 |
| **Select** either Arab, Asian or Native American to answer the prompts for this discussion forum. **Respond** to the following prompts in the Challenges & Opportunities for Change discussion forum by Wednesday: What are the current social, economic, and political issues that were identified as presenting Arab, Asian or Native American people and communities with challenges and opportunities for change?**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Discussion: Cultural Identities** | 7.3 |
| The chapters highlight the need for counselors to engage in self-assessment. **Respond** to the following prompts in the Cultural Identities discussion forum by Friday: * How might you explore your own cultural identities?
* How might your identities shape your work with your client?
* How might you address any cultural differences between you and your client?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

Week 8: Counseling Clients of Multiracial Descent/Multicultural Diagnosis & Conceptualization

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine the skills necessary to provide culturally competent and effective services to individuals and families of multiracial descent.
 | CLO1, CLO2, CLO3 |
| * 1. Analyze the impact of race mixing on cultural identity development and mental health.
 | CLO5 |
| * 1. Analyze major counseling theories for cultural assumptions and implicit bias.
 | CLO1, CLO3, CLO5 |
| * 1. Determine alternative sources of counseling theory from a multicultural context.
 | CLO2, CLO4 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 8.1, 8.2, 8.3 |
| ***Developing Multicultural Counseling Competence*** * Ch. 15: Individuals and Families of Multiracial Descent
* Ch. 17: Using Counseling Theories in Multicultural Contexts
* Ch. 18: Multicultural Diagnosis and Conceptualization
 |
| ***White Fragility*** Ch. 12: Where Do We Go From Here? |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Multiracial Individuals** | 8.1, 8.2, 8.3 |
| **Respond** to the following prompts in the Multiracial Individuals discussion forum by Wednesday: * What are two salient issues or concerns that may arise for multiple heritage individuals during early childhood, childhood, middle childhood, adolescence or emerging adulthood?
* What are the implications for counseling issues or concerns that you have identified?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: Implicit Bias Presentation** | 8.1, 8.2, 8.3 |
| **Create** an eight-to ten-minute presentation about implicit bias for individuals in the helping professions, such as teachers, counselors, therapists, psychologists, etc.**Include** the following in your presentation: * Prompts that will help the professionals reflect in their own biases.
* Why being aware of your own biases is necessary to establish and maintain meaningful relationships with counselees and their families.
* The influence of media on perceptions and bias.
* Strategies to be a change agent and promote social advocacy for underserved and multicultural populations.

**Submit** a link to your presentation by Sunday.  |

# Rubrics

**Discussion Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **Exceeds Requirements****100%** | **Meets Requirements****88%** | **Approaches Requirements****75%** | **Below Requirements****68%** |
| **Initial Response to the Forum Topic** 25 points  | Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.  | Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.  | Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.  | Topic is addressed superficially and without evidence that prior posts were considered.  |
| **Feedback to Peer’s Response to the Forum Topic** 15 points  | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.  | Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.  | Feedback was thoughtful but did not include specific suggestions and references for improvement.  | Feedback was superficial and did not cover all levels of the RISE model.  |

**Assignment Rubric 85 points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Requirements****100%** | **Meets Requirements****88%** | **Approaches Requirements****75%** | **Below Requirements****68%** |
| **Elements** 15 points | Demonstrates an above average level of knowledge of the required elements.  | Knowledge of the required elements is proficient.  | Knowledge of the required elements is not yet proficient.   | Knowledge of the required elements is introductory.  |
| **Application** 40 points | Demonstrates an above average level of knowledge of the connection between research and practice.   | Knowledge of the connection between research and practice is proficient.  | Knowledge of the connection between research and practice is not yet proficient.   | Knowledge of the connection between research and practice is introductory.  |
| **References**20 points | The work product provides a relevant and comprehensive reference section with no errors. Sources are cited within the work product. | The work product provides a relevant and comprehensive reference section with minimal errors. Sources are cited within the work product. | The work product provides a general reference section with few or no sources cited. | The work product has no reference section with few or no sources cited.  |
| **Format**10 points | The work product conforms to APA standards with no errors. | The work product conforms to APA standards with very few or no errors. | The work product generally conforms to APA standards with some errors. | The work product contains several errors and does not conform to APA guidelines. |

**Presentation Rubric 100 points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Requirements****100%** | **Meets Requirements****88%** | **Approaches Requirements****75%** | **Below Requirements****68%** |
| **Elements** 10 points | Demonstrates an above average level of knowledge of the required elements.  | Knowledge of the required elements is proficient.  | Knowledge of the required elements is not yet proficient.   | Knowledge of the required elements is introductory.  |
| **Application** 25 points | Demonstrates an above average level of knowledge of the connection between research and practice.   | Knowledge of the connection between research and practice is proficient.  | Knowledge of the connection between research and practice is not yet proficient.   | Knowledge of the connection between research and practice is introductory.  |
| **Performance**25 points | Lacks audience interaction. Little to no visual or communication aids. Minimal amount of creativity shown.  | Provides some audience interaction. Little to no visual or communication aids. Shows small amount of creativity in the presentation. | Provides some audience interaction. Use of some visual or communication aids. Shows some level of creativity in the presentation.  | Strong audience interaction. Visual and communication aids used to contribute to the quality of the presentation. High level of creativity shown.  |
| **Structure**20 points | Flow of the presentation is difficult to follow. Overall, presentation lacks cohesion and clarity.  | Shows some organizational structure, however not all parts are cohesive. Some areas are difficult to follow and lack development.  | Organized logically and flows smoothly. Most content presented are coherent, transitions well, and clearly states points. Only a few areas seem disconnected and vague. | Presentation is organized well, follows a logical structure, and transitions well. All content presented are coherent and clearly states points.  |
| **References**15 points | The work product provides a relevant and comprehensive reference section with no errors. Sources are cited within the work product. | The work product provides a relevant and comprehensive reference section with minimal errors. Sources are cited within the work product. | The work product provides a general reference section with few or no sources cited. | The work product has no reference section with few or no sources cited.  |
| **Format**5 points | The work product conforms to APA standards with no errors. | The work product conforms to APA standards with very few or no errors. | The work product generally conforms to APA standards with some errors. | The work product contains several errors and does not conform to APA guidelines. |