

CEP 517 MULTICULTURAL COUNSELING

SUMMER 2023

Tuesdays and Thursdays 5pm- 9pm

Face-to-Face Class

Faculty: Bo Hyun Lee, Ph.D.

Telephone: 575-544-5026

Office hours: *By appointment*

E-mail: bolee@nmsu.edu

Class Meeting Time: Tuesdays & Thursdays from 5pm-9pm unless otherwise noted

INSTRUCTOR'S AVAILABILITY: Please contact me via Canvas email, phone, or appointment. I will respond to emails and phone calls within 48 hours.

PREREQUISITE:

C EP 512 or concurrent enrollment or consent of instructor.

CATALOG DESCRIPTION OF COURSE:

Understanding age, gender, ethnicity, socioeconomic status and culture in relation to human development, education, and counseling.

DETAILED DESCRIPTION OF COURSE:

This is an experiential course, which requires a high degree of participation that is significant to being successful in this course. The overall objective is to engender an experience and exposure to issues related to multicultural counseling. This course requires students to be reflective and to become aware of own responses to the various course experiences including critical reflections regarding readings, experiential activities, and class discussions. A culture of safety will be established in order for students to present their worldviews in a respectful, but honest and forthright manner. The course will cover theories, research, and practices associated with multicultural competence with emphases on within-group differences and the intersections of race, ethnicity, gender, religion, sexuality, and social class.

METHOD OF INSTRUCTION:

This course is taught in a seminar format. Course material will be covered on-line via lectures, experiential activities, discussions, and reflections. Videos and guest speakers may be used to supplement material. Students are expected to have completed the assigned readings prior to class and to *actively* engage in class discussions. Class time will be primarily utilized to discuss the assigned readings, process scholarly opinions about the readings, and when applicable allow time for students' co-facilitation (group presentations) of course material. Participation in class discussions is mandatory, as open discourse is one the primary methods for obtaining an integrated level of understanding.

COURSE POLICIES:

- Participation (during class meeting times and via online weekly discussions) is a vital component of the course and will require that students log-in regularly and keep up to date with discussions and assignments.
- Students are expected to read the assigned chapters/readings.
- Assignments must be turned in on the due dates. Late written assignments will earn reduced points. Students are expected to keep copies of their work and retain graded papers until they

receive a final grade.

- **Communication.** I will send urgent and regular communication to all students via Canvas. You can reach me by email at any time. I will typically respond within 24-48 hours.

REQUIRED TECHNICAL SKILLS:

Taking an online course requires a number of technical skills as well as other soft skills. However, at a minimum, you will need to meet certain technology responsibilities to complete work for this course. If you have questions about technical requirements for the course, please contact me immediately.

To begin in this course, you must:

- Read this syllabus carefully and contact me immediately if you have any questions. You are responsible for the content and assignments in this syllabus.
- Be able to obtain access to an Internet connection, preferably broadband, and a working computer for the duration of this course.
- Be proficient with Microsoft© Office applications.
- Be able to send and receive emails and email attachments in and out of class.
- Know how to change your Canvas Notification settings.
- Know how to read and respond to messages on Canvas.
- Maintain backups of all work you create for this course.

TECHNOLOGY REQUIREMENTS:

Computer Hardware & Software

- Access to a Windows or Macintosh desktop computer or laptop with internet access, sound, and speakers
- Canvas Learning Management System
- Microsoft Office 2010 or higher
- Adobe Reader (for reading PDF files)
- [Access to Canvas](#)
- [Canvas Instructions](#)

Web Browsers

Use the following browsers in Canvas. Please remember to update the web browser you are using to access Canvas. Internet Explorer and Safari are not recommended for use with Canvas at this time.

- [Firefox](#)
- [Chrome](#)

Canvas does not fully support mobile devices; while there is a free Canvas mobile app available through iTunes store, a lot of functionality is unavailable when using a mobile phone. When you take this course, it is assumed you have access to a computer or laptop for full access to functionality in this course.

Technical Support

The ICT Customer Service Center is equipped to deal with all of your information technology (IT) and telecommunications needs at NMSU. The ICT Customer Service Center hours of operation are from 8:00 am until 5:00 pm Monday through Friday Mountain Time. Please feel

free to contact them at 646-1840 or via e-mail at helpdesk@nmsu.edu. You can also go to the [Student Technology Help](#) web page and [Student Resources](#) located at the [Canvas](#) web page for additional information on Canvas.

APA STYLE/WRITING STATEMENT:

As a graduate student, it is expected that you will familiarize yourself with the current edition of the APA style manual and properly apply it to your assignments and other program requirements (e.g., thesis, dissertation). A large portion of the work required in CEP courses includes written assignments. This means that the evaluation of students' writing will be determined by the instructor's professional judgment regarding the following criteria: grammar, punctuation, organization and clarity of writing, and proper application of APA style. These components have been identified as necessary skills to assure a student is successful in their program and the profession. Students who are not meeting minimal competence in these areas will receive grades reflecting the deficiencies. Be advised that if you turn in an assignment containing a large number of writing errors (i.e., grammar, APA style, punctuation) then you will receive a lower grade.

REFERENCE TEXTS/ ASSIGNED READINGS:

Sue, D., W., & Sue, D. (2016). *Counseling the Culturally Diverse; Theory and Practice*, (7th ed.). New York: John Wiley & Sons.

Jun, H. (2018). *Social justice, multicultural counseling, and practice: Beyond a conventional approach*, (2nd ed.). New York: Springer International Publishing.

American Psychological Association. (2019). *APA guidelines on race and ethnicity in psychology: Promoting Responsiveness and Equity*. Retrieved from <https://www.apa.org/about/policy/guidelines-race-ethnicity.pdf>

American Psychological Association. (2017). *Multicultural guidelines: An ecological approach to context, identity, and intersectionality*. Retrieved from <http://www.apa.org/about/policy/multicultural-guidelines.pdf>

*Other readings may be assigned by instructor

SUGGESTED BOOKS:

Hays, P. A. (2016). *Addressing Cultural Complexities in Practice: Assessment, Diagnosis and Therapy*, (3rd ed.). Washington DC: American Psychological Association.

Helms, J.E. (2020). *Race is a nice thing to have: A Guide to Being a White Person or understanding the White Persons in your Life*, (3rd ed.) San Diego: Cognella.

Hook, J.N., Davis, D., Owen, J., & D-Blaere, C. (2017). *Cultural Humility: Engaging Diverse Identities in Therapy*. Washington DC: American Psychological Association.

OTHER SUGGESTED READINGS:

Burnes, T. R., & Singh, A. A. (2010). Integrating social justice training into the practicum experience for psychology trainees: Starting earlier. *Training and Education in Professional Psychology*, 4(3), 153.

Grayshield, L, & Mihecoby, A. (2010). Indigenous ways of knowing as a philosophical base for the promotion of peace and justice in counseling education and psychology. *Journal for Social Action in Counseling and Psychology*, 2(2).

Greene, B. (2005). Psychology, diversity and social justice: Beyond heterosexism and across the cultural divide. *Counselling Psychology Quarterly*, 18(4), 295-306.

- Jernigan, M. M., Green, C. E., Perez-Gualdron, Liu, M. M., Henze, K. T., Chen, C....Helms, J. E. (2015). #racialtraumaisreal. Institute for the Study and Promotion of Race and Culture, Chestnut Hill, MA. Retrieved from www.bc.edu/content/dam/files/schools/LynchSchool_sites/isprc/pdf/racialtraumaisrealManuscript.pdf
- Johnston, L. B., & Jenkins, D. (2004). A gay and lesbian congregation seeks social justice for other marginalized communities. *Journal of Gay & Lesbian Social Services, 16*(3-4), 193-206.
- Hargons, C., Mosley, D., Falconer, J., Faloughi, R., Singh, A., Stevens-Watkins, D., & Cokley, K. (2017). Black Lives Matter: A call to action for counseling psychology leaders. *The Counseling Psychologist, 45*(6), 873-901.
- Liu, M. W., Pickett, T., & Ivey, A. E. (2007). White middle-class privilege: Social class bias and implications for training and practice. *Journal of Multicultural Counseling and Development, 35*, 194-206.
- Nilsson, J. E., Schale, C. L., & Khamphakdy-Brown, S. (2011). Facilitating trainees' multicultural development and social justice advocacy through a refugee/immigrant mental health program. *Journal of Counseling Development, 89*, 413-422.
- Owen, J., Tao, K. W., Drinane, J. M., Hook, J., Davis, D. E., & Kune, N. F. (2016). Client perceptions of therapists' multicultural orientation: Cultural (missed) opportunities and cultural humility. *Professional Psychology: Research and Practice, 47*(1), 30.
- Steinfeldt, J. A., & Steinfeldt, M. C. (2012). Multicultural training intervention to address American Indian stereotypes. *Counselor Education and Supervision, 51*, 17-32.
- Villalba, J. A. (2009). Addressing immigrant and refugee issues in Multicultural Counselor Education. *Journal of Professional Counseling, Practice, Theory, and Research, 37*, 1-12.
- Wong, Y. J., Maffini, C. S., & Shin, M. (2014). The racial-cultural framework: A framework for addressing suicide-related outcomes in communities of color. *The Counseling Psychologist, 42*(1), 13-54.
- Yakushko, O., & Consoli, M. L. M. (2014). Politics and research of immigration: Implications for counseling and psychological scholarship and action. *Journal for Social Action in Counseling and Psychology, 6*(1), 98.

COLLEGE OF EDUCATION CORE VALUES (See attachment)

New Mexico State University's College of Education's Core Values assert certain fundamental ideals that every program, student and course offering within the college should strive for: *Excellence, Integrity, Diversity, Transparency, Leadership and Innovation*. These values encourage students to become creative and critical thinkers who can make appropriate decisions relative to their professional roles and responsibilities. Significant value, in particular is placed on producing graduates who are reflective, effective planners, sensitive to cultural needs, and able to succeed in an ever-changing environment.

COURSE OBJECTIVES/ LEARNING OUTCOMES:

1. **AWARENESS** will be accomplished by assisting students in the exploration and identification of students' individual *cultural assumptions* (i.e. **WORLDVIEW**) in relation to people diverse from themselves. This will be accomplished via modeling, observations, readings, group processing and other experiential exercises.
2. **KNOWLEDGE** will be accomplished by exploring the question, "What is Multiculturalism" in its many forms, roles, and relationships. It will begin with the examination of the psychology of multiculturalism and the requirements of cultural competency in intercultural communications. In addition, a review of various theories of diversity (i.e. identity development, acculturation, worldview, bilingualism, and disability, to name a few) will be

embedded in readings, assignments, and class discussion. Exploration of various diverse populations will also be integrated into this course.

3. **SKILLS** will focus on “How to” of multicultural competency and its practical applications to everyday interactions. Students will learn about basic issues related to assumptions that are used in communication intra-cultural and intercultural interactions.

CACREP COURSE OBJECTIVES:

PROFESSIONAL COUNSELING IDENTITY- SECTION 2: F2. Social and Cultural Diversity	
CACREP Standard	Corresponding Course Assignment
2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	<ul style="list-style-type: none"> • <i>Group Presentation/ Class co-facilitation</i>
2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	<ul style="list-style-type: none"> • <i>Group Presentation/Class co-facilitation; Readings; Quizzes</i>
2.F.2.c. multicultural counseling competencies	<ul style="list-style-type: none"> • <i>Group Presentation/Class co-facilitation; Readings; Quizzes</i>
2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	<ul style="list-style-type: none"> • <i>Self-Reflection on Diversity and Own Worldview</i>
2.F.2.e. the effects of power and privilege for counselors and clients	<ul style="list-style-type: none"> • <i>Small Group Discussions; Readings</i>
2.F.2.f. help-seeking behaviors of diverse clients	<ul style="list-style-type: none"> • <i>Group Presentation/Class co-facilitation; Readings; Quizzes</i>
2.F.2.g. the impact of spiritual beliefs on clients' and counselors' worldviews	<ul style="list-style-type: none"> • <i>Group Presentation/Class co-facilitation; Readings; Quizzes</i>
2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	<ul style="list-style-type: none"> • <i>Group Presentation/Class co-facilitation; Readings; Quizzes</i>

Key Performance Indicator (KPI)

CACREP Core Area	KPI	Assessment
Social and Cultural Diversity	Students will demonstrate awareness, knowledge, skills, attitudes, and beliefs and their impacts on diverse client populations.	<i>Self-Reflection on Diversity and Own Worldview.</i> This assignment will be an exploration into the nature of students’ own personal values, cultural identity, family history, and current lifestyle. It is to be a 10 page (minimum) to 15 page (maximum) cultural autobiography focusing on the constructs that are most salient to students’ self-definition/identity and worldview (e.g. ethnicity, race, culture, spirituality, class, gender identity, sexual orientation, ability, etc.). Lastly, students are required to articulate

		awareness of how these identities may possibly impact counseling relationships with clients.
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COURSE REQUIREMENTS:

*APA format must be utilized for all applicable assignments. **Note that late assignments will be penalized 20% (of total assignment points) per day until assignment is turned in.**

1. Time Commitment: Students should be aware that because this class only meets for 5 weeks, the readings and class assignments may seem more demanding than those of other courses. If you have any other commitments that may keep you from fully fulfilling course requirements such as readings and other assignments, it is recommended that you consider taking this course at another time.

2. Ethical Obligations, Professionalism, and Instructor Feedback: Due to the nature of this course, it is imperative that students demonstrate respect and sensitivity to other people’s perspectives, comments, and experiences. Although students are encouraged to disclose their personal and professional experiences related to subject matter, students are expected to maintain and demonstrate the highest ethical standards as outlined in the ACA code of ethics. Furthermore, students’ ability to listen and accept critical feedback is paramount to their multicultural competency development and therefore will be integrated as part of the course experience. Furthermore, although feedback can many times feel uncomfortable, please consider and attempt to understand the role and necessity of evaluation by your professor. *Students have the responsibility to utilize professor’s feedback to improve their multicultural competency and development. Failure to do so will be reflected in the student’s final grade.*

3. Active Participation, and Class Engagement: *Active* participation is essential to success in this course. All students are expected to report to class on time with all assignments and readings completed and are required to fully engage in class discussions in a manner that reflects completion of assignments and required readings. Discussions may be in the form of written comments or verbal comments during class time. Any questions or comments regarding assigned readings are welcomed as long as they are addressed at least one full day prior to the day the readings are due. In addition, students are expected to engage in classmates’ presentations.

4. Attendance: Regular attendance to class and professional behavior during class discussions and activities is mandatory. *More than one unexcused absence during the semester will result in a lowered final grade.* Repeated late arrivals will also be penalized. Students missing more than two scheduled classes will not be allowed to complete the course. You **MUST** provide adequate notice if you will not be present.

5. Small Group Class Discussions: Students will be asked to participate in small group discussions throughout the semester which will be facilitated via the use of “breakout rooms.” These discussions are meant to generate questions and critical reflections regarding class lectures and readings. Students are expected to fully engage and participate in small group discussions.

6. Reflection Papers: Reflection papers will be completed on a weekly basis and will serve as an avenue for continued exploration of MC issues. The focus should be on the following questions:

- Over the course of the week, what did you have a reaction to?

- What was your reaction?
- Where do you believe this reaction stemmed from?
- If it was a negative reaction, what are ways you believe that you could work through this reaction?
- Do you have questions or concerns you would like for me to know about?

Please note that I do not expect you to comment or reflect on each reading, but on the themes for the week as a whole. *Each reflection paper must be a minimum of 2 double-spaced typed-written pages. This assignment is to be turned by 12pm on Tuesdays via "Assignments" on Canvas. APA formatting with the exception of a cover page is required. Please proofread your paper before submitting, as points will be deducted for quality of writing.*

- 7. Journal:** Students are expected to keep a journal throughout the duration of the course. Students will be given 15 minutes at the end of each class period to write down any thoughts, reflections, reactions, and questions related to the course content/discussions/activities for that particular day. Although class time will be given, students are also encouraged to journal outside of class. Note that journals may be helpful when completing the weekly reflection papers. Journals will NOT be turned in to instructor. Instead, instructor will review journals the last day of class to ensure that there was a minimum of one entry for each class period.
- 8. Quiz:** Students will complete one quiz. Questions on this quiz will be directly related to the assigned readings for that week. Quiz will be taken online through the use of Canvas. Please consult with instructor if you have any questions about how to access the quiz. The quiz will be open from Friday at 6pm to the following Thursday at noon. Because this quiz is open-book, you will only have 30 minutes to complete the quiz.
- 9. "Self-Reflection on Diversity and Own Worldview":** This assignment will be an exploration into the nature of your own personal values and identities. It is to be a 10 page (minimum) to 15 page (maximum) socio-cultural autobiography focusing on the constructs that are most salient to your self-definition/identity and worldview (e.g. ethnicity, race, culture, spirituality, class, gender identity, sexual orientation, ability, etc.) as well as the intersectionality of these identities. Refer to rubric for grading details. This assignment is to be submitted through "Assignments" on Canvas.
- 10. Group Presentation/ Class co-facilitation:** This assignment requires students to present information based on the assigned topic of the day (readings). Please refer to attached rubric for this assignment.
- 11. Social Justice/ Multicultural Competence:** To help further develop awareness, knowledge and overall multicultural competence, you will complete one of the suggested activities. A range of potential activities are provided. You are encouraged to choose an activity that will challenge your existing beliefs, biases or existing "knowledge."

EVALUATION CRITERIA: The Department has prepared the following statement for process/didactic courses such as CEP 495/517/617: "This course has been identified as an experiential/didactic course. This means that the major focus of evaluation will be determined by the instructor's professional judgment of the following criteria as they pertain to this course: ethical judgment, interpersonal characteristics (i.e. openness to feedback), interpersonal skills and effective application of communication techniques, along with written assignments and exams. These components have been identified as necessary pre-requisites to assure a student's ability to function effectively and ethically in a multiculturally competent student role as implied by NMSU. Students

who are not meeting minimal competence in these areas will receive grades reflecting the deficiencies.” *Assessment of student learning will be based on BOTH grades (assignments) AND instructor evaluation.* The following constitutes is the evaluation criteria for this course:

<u>Assignment</u>	<u>Total Possible Points</u>
<i>Course Attendance</i>	<i>(-5 points for 1st absence, -10 points for 2nd, -15 points for 3rd)</i>
<i>Class Engagement/ Small Group Participation</i>	<i>5 Points</i>
<i>Instructor Feedback and Evaluation</i>	<i>10 Points</i>
<i>“Diversity/ Worldview Self-Reflection” Paper</i>	<i>25 Points</i>
<i>Reflection Paper</i>	<i>15 Points (5 points each)</i>
<i>Journal</i>	<i>5 Points (.5 points per entry)</i>
<i>Group Presentation</i>	<i>20 Points</i>
<i>Weekly Quizzes</i>	<i>5 Points</i>
<i>Multicultural Competence Activity</i>	<i>15 Points</i>
TOTAL POSSIBLE POINTS:	100 Points

GRADING SCALE (percentage of total possible points) is as follows:

100-98 = A+ 97-94 = A 93-90 = A-
 89-88 = B+ 87-84 = B 83-80 = B-
 79-78 = C+ 77-74 = C 73- 70 = C-

TENTATIVE COURSE SCHEDULE

Class	Topic	Assignment Due	Readings Due	Guest Speaker/Lecture
1	Practitioner’s awareness of own worldview <ul style="list-style-type: none"> ▪ What is MC Counseling? ▪ Social Justice in counseling 		➤ Sue & Sue: Chapters 1-3 ➤ Jun: Chapters 1-3	
2	“Task Day”		➤ Sue & Sue: Chapters 4-7	
3	Practitioner’s awareness of systematic oppression <ul style="list-style-type: none"> ▪ Systematic Oppression ▪ Microaggressions ▪ <i>Cissexism</i> ▪ Sexism ▪ Heterosexism 	<i>Group Pres.</i> *Quiz 1: Will close on 7/9 at noon	➤ Jun Chapters 5-7 ➤ Sue & Sue: Chapters 23, 26	
4	Practitioner’s awareness of systematic oppression <ul style="list-style-type: none"> ▪ <i>Sizeism</i> ▪ Classism 	<i>Group Pres.</i> Reflection #1	➤ Jun Chapter 8 ➤ Sue & Sue: Chapters 24, 25	Dr. Josh Turner
5	Practitioner’s awareness of systematic oppression <ul style="list-style-type: none"> ▪ Ableism 	<i>Group Pres.</i>	➤ Jun Chapters 9-10	

	<ul style="list-style-type: none"> ▪ Other “isms” 		<ul style="list-style-type: none"> ➤ Sue & Sue: Chapter 22 	
6	<p>Practitioner’s awareness of systematic oppression</p> <ul style="list-style-type: none"> ▪ Racism <p>Practitioners awareness of client’s worldview</p> <ul style="list-style-type: none"> ▪ Counseling African Americans 	<i>Reflection #2</i>	<ul style="list-style-type: none"> ➤ Jun Chapter 4 ➤ Sue & Sue: Chapter 14 	<p>Dr. Teysha Bowser</p> <p>Diversity and Resiliency Institute Training</p>
7	<p>Practitioners awareness of client’s worldview- Cont.,</p> <ul style="list-style-type: none"> ▪ Counseling Immigrants and Refugees ▪ Counseling Latina/os 	<i>Group Pres.</i>	<ul style="list-style-type: none"> ➤ Sue & Sue: Chapters 17, 20 	Dr. Lopez
8	<p>Practitioners awareness of client’s worldview- Cont.,</p> <ul style="list-style-type: none"> ▪ Counseling American Indians and Alaska Natives ▪ Counseling Asian Americans and Pacific Islanders 	<i>Group Pres.</i> <i>Reflection #3</i>	<ul style="list-style-type: none"> ➤ Sue & Sue: Chapters 15, 16,18 	Dr. Sibella Salazar
9	<p>Practitioners awareness of client’s worldview- Cont.,</p> <ul style="list-style-type: none"> ▪ Counseling Jewish Americans ▪ Counseling Arab and Muslim Americans 	<i>Group Pres.</i>	<ul style="list-style-type: none"> ➤ Sue & Sue: Chapters 19, 21 	
10	<p>Culturally appropriate interventions and Assessment</p> <ul style="list-style-type: none"> ▪ Barriers to MC Counseling ▪ Indigenous healing methods ▪ Models of ID development for minorities and non-minorities ▪ Identity Construction and Multiple identities 		<ul style="list-style-type: none"> ➤ Sue & Sue: Chapters 9-12 ➤ Jun: Chapter 11 &12 	Dr. Steve Pereira
11	<p>Introduction to the ADDRESSING framework</p> <p>Final Discussions</p>	<i>Journal Worldview Paper</i>	<ul style="list-style-type: none"> ➤ Sue & Sue: Chapter 13 ➤ Jun: Chapters 13 & 14 	Dr. Lopez & Jessica Lopez-Harder, M.A.

NOTE: All assignments must be completed by the due dates to avoid late penalties.

+review syllabus, course schedule, and assignment schedule

*The instructor reserves the right to make announced changes to the syllabus to enhance your learning experience.

OTHER COURSE POLICIES

1. **Student complaints.** If students have a complaint about a course, they are advised to discuss their concerns directly with the instructor whenever possible. If that does not resolve the problem or if they cannot approach the instructor, students should either access NMSU's online complaint system at <https://dos.nmsu.edu/concerns/> or seek out the department heads (mprentic@nmsu.edu or eadams@nmsu.edu) for help resolving the problem. Both of these processes provide opportunities for the department head to know about issues that need attention and for instructors to receive information about student concerns so that they can respond.
2. **Incomplete Grades.** The grade of I (Incomplete) is given if the policy is met. Please refer to NMSU Graduate Catalog: <http://nmsu.smartcatalogiq.com/en/2014-2015/Graduate-Catalog/General-Information/Regulations-and-Procedures-for-Students/Grading-System/Incomplete-Grade>.
3. **Withdrawing from Class.** Course members are responsible for any withdrawal from the course. If a student does not attend class and does not withdraw, university policy dictates that a grade of "F" be given for the course.

ACADEMIC MISCONDUCT:

Graduate students are required to represent themselves and all work submitted in an honest and professional manner. **Academic and non-academic misconduct:** The Student Code of Conduct defines academic misconduct, non-academic misconduct and the consequences or penalties for each.

The Student Code of Conduct is available in the NMSU Student Handbook online:

<http://studenthandbook.nmsu.edu/>

Academic misconduct is explained here:

<http://studenthandbook.nmsu.edu/student-code-of-conduct/academic-misconduct/>

PLAGIARISM:

"Plagiarism is using another person's work without acknowledgment, making it appear to be one's own. Any ideas, words, pictures or other intellectual content, taken from another source must be acknowledged in a citation that gives credit to the source.

This is true no matter where the material comes from, including the internet, other students' work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand and comply with this policy."

From <http://lib.nmsu.edu/instruction/index.html>

Students found to have committed an act of plagiarism, one or more of the following consequences will occur; and, a written statement outlining the offense and consequences will be placed in the student's permanent file by the Department Head/Hearing Officer.

1. Failure of the course assignment;

2. Failure of the course;
3. Academic suspension for one or two semesters;
4. Dismissal or expulsion from the program.

There is no statute of limitations for an act of plagiarism. Once committed, a student can be held accountable at any time even after the semester has ended.

All students and instructors are obliged to follow the procedure for documenting the offense as described in the Student Handbook under Section II: Academic Misconduct. <https://arp.nmsu.edu/5-10/>

DISCRIMINATION AND DISABILITY ACCOMMODATION:

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Main Campus

Student Accessibility Services (SAS)
 Corbett Center Student Union Room 208
 Trudy Luken, Director
 575-646-6840
sas@nmsu.edu

New Mexico State University, in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex (including pregnancy), sexual orientation, spousal affiliation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. Inquiries may be directed to the Laura Castille, Executive Director, Title IX and Section 504 Coordinator, Office of Institutional Equity, P.O. Box 30001, E. 1130 University Avenue, Las Cruces, NM 88003; 575.646.3635; 575-646-7802 (TTY); equity@nmsu.edu.

Title IX prohibits sex harassment, sexual assault, intimate partner violence, stalking and retaliation. For more information on discrimination or Title IX, or to file a complaint contact:

Laura Castille, Executive Director and Title IX Coordinator
 Office of Institutional Equity (OIE) - O'Loughlin House, 1130 University Avenue
 Phone: (575) 646-3635 E-mail: equity@nmsu.edu
 Website: <http://equity.nmsu.edu/>

Other NMSU Resources:

NMSU Police Department:	(575) 646-3311	www.nmsupolice.com
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NMSU Police Victim Services:	(575) 646-3424	
NMSU Counseling Center:	(575) 646-2731	
NMSU Dean of Students:	(575) 646-1722	
For Any On-campus Emergencies:	911	

CEP DEPARTMENT STUDENT COMPLAINTS POLICY:

If students have a complaint about a course, they are advised to discuss their concerns directly with the instructor whenever possible. If that does not resolve the problem or if they cannot approach the instructor, students should either access NMSU’s online complaint system at <https://dos.nmsu.edu/concerns/> or seek out the Department Head (eadams@nmsu.edu or earroyos@nmsu.edu) for help resolving the problem. Both of these processes provide opportunities for the department head to know about issues that need attention and for instructors to receive information about student concerns so that they can respond.

ADMINISTRATIVE WITHDRAWALS: In the event that a student has stopped attending class without formally withdrawing, the instructor reserves the right to remove the student from the class by means of administrative withdrawal. Additionally, an administrative withdrawal is initiated for a student who is representing the university at an official out-of-town event becomes effective when the student returns from the event or five class days after the signed drop slip gets to the dean’s office.



College of Education

Core Values

Excellence

Excellence in research, teaching, and service as discipline specific standards rise along with new academic expectations.

Integrity

Ethical behavior and accountability in our actions while at the same time demonstrating respect in the absence of agreement.

Diversity

Make inclusivity a distinct and foundational pillar of our college in word, deed and behavior.

Transparency

Embrace a shared process of communication, providing rationale and clarity as important decisions are made that affect our college.

Leadership

Embrace a leadership and management style in which we are humble in our disposition, but ambitious for our college.

Innovation

Engaging in the continuous process of discovery in our respective fields so that what we provide our students is cutting edge.

Valores Fundamentales

Excelencia

Excelencia en la investigación, la enseñanza y el servicio como las normas específicas de disciplina, las cuales aumentan junto con nuevas expectativas académicas.

Integridad

Comportamiento ético y responsabilidad en nuestra acciones, al mismo tiempo demostrando respeto en caso de que no todos estén de acuerdo.

Diversidad

Hacer de la inclusividad una columna distinta y fundacional de nuestra universidad en palabra, obra y comportamiento.

Transparencia

Embarcar en un proceso compartido de comunicación, proporcionado lógica y claridad cuando se toman decisiones importantes que afectan a nuestra universidad.

Liderazgo

Afirmar un liderazgo y estilo de manejo en el cual somos humildes en nuestra disposición, pero ambiciosos para nuestra universidad.

Innovación

Participar en un proceso continuo de descubrimiento en nuestros respectivos campos para que lo que le ofrecemos a nuestros estudiantes sea de la más alta esencia.

CLASS CO-FACILITATION/ GROUP PRESENTATION REQUIREMENTS

- Students are responsible for preparing and facilitating a presentation covering the material in the course texts.
 - The presentation should be 20-30 minutes in length.
 - Students must supplement course readings with at least TWO peer reviewed resources including other texts and journal articles. Information found in these resources must be ***integrated into the presentation***. Please list other resources/references in their reference list. This is different from providing handouts of supplemental information/resource sheet.
 - The formal presentation must provide an overview of the chapter and cover all major concepts/ideas. PowerPoint must also include a reference list on the last slide. ***The total number of slides should be no more than 20.***

- Class discussion of presented materials
 - a. ***Experiential Activity***: Each group will lead a class activity/activities specifically designed to increase students' awareness of the topic. Activities can be taken from the course text, other resources, or designed by the group. Activities can take any form (e.g., *questions, small group discussion, class discussion, reflection activities, case studies, live role-play of a multicultural counseling session followed by class discussion, guest speaker followed by a discussion, or video followed by a discussion*) as long as they are experiential in nature. Groups **must** consult with the instructor on all activity selection. Groups are encouraged to consult with instructor if having difficulty coming up with an experiential activity.
 - b. ***Supplementary information***: During presentation discussion, presenters must provide additional handouts/information/resources that will supplement the information covered in the lecture materials (handouts may be emailed ahead of time).
 - c. ***Social Justice Advocacy information***: Groups are expected to provide information on at least one local or national group/organization relevant to their topic.
 - d. ***Facilitated discussion and Q&A of material covered***: Students are expected to facilitate class discussion pertaining to the topics presented. *Students are also expected to discuss recent events/news that pertains to their profession and this population (example: any legislature, ethical guidelines adopted by profession, recent events that have impacted this population, recent events that have created controversy in regards to working with this population/related to this topic, etc.).*

GROUP PRESENTATION RUBRIC (TOTAL OF 20 POINTS)

Names of Students:

___ Formal Presentation (10 Pts.)

- ___ Clarity of information presented (2 Pts)
- ___ Organization, grammar, proper citations/reference page (2 Pts)
- ___ All core ideas from readings were presented (4 Pts)
- ___ At least 2 outside resources were integrated into presentation (2 Pts)

___ Facilitated Discussion (10 Pts.)

- ___ Summary of presentation material (1 Pt)
- ___ Experiential Activity (4 Points; 2 Pts each)
 - ___ Connection to material from readings
 - ___ Facilitation of activity
- ___ Social Justice resource was identified and shared with class (1 Pt)
- ___ Supplementary information: Additional handouts/info/resources that supplement the lecture (2 Pts.)
- ___ Discussion of recent events/news (2 Pts.)

___ **TOTAL POINTS**

SELF-REFLECTION PAPER- 25 POINTS- RUBRIC

Name of Student:

- ___ APA style (**5 points** deducted if APA style was not used)
 - ___ Correct use of headings
 - ___ Correct use of citations and reference list
 - ___ Correct margins and double-spaced
 - ___ Cover page and page numbers
 - ___ Minimum of 10 pages
- ___ Quality of writing (**5 points**; includes spelling/grammar/organization of ideas)
- ___ All headings listed below thoroughly addressed (total of 20 points):

Background (3 Points)

- ___ Describe yourself in terms of basic demographics (e.g. age, gender, race, ethnicity, sexual orientation, level of ability, birth order, etc.).
 - ___ Where were you born?
 - ___ How many people are in your family?
 - ___ What generation in the United States do you represent?
 - ___ What cultural/ethnic and other groups do you identify with?
 - ___ What would you identify as your most salient identities?
- Total: _____

Group Awareness (5 Points)

- ___ Describe your earliest recollection of learning your race or ethnicity.
 - ___ How often did your family talk about your ethnic heritage and in what context?
 - ___ What message did you receive about other cultural or ethnic groups?
 - ___ When do you recall learning about your gender identity? How did you learn this?
 - ___ When do you remember learning what your sexual orientation is and how did you learn this?
 - ___ How is sexual orientation regarded? How did your family help shape your attitudes about sexual orientation and gender?
 - ___ What gender assumptions/biases are common in your cultural group?
 - ___ When did you find out what religion your family practiced?
 - ___ How did your family feel about people who had a different religion? Did you have similar feelings?
 - ___ How and when did you become aware of your socio-economic status? How did your family feel about people who were from a different socio-economic background?
- Total: _____

Social Awareness (2 Points)

- ___ How did you first come to understand that racism and other “isms” existed? What did you learn from this experience?
 - ___ Describe the childhood and adolescent experiences or relationships that shaped your view of people who are culturally different from you.
 - ___ What has been the major source of information that has shaped your perceptions of ethnic and other minorities?
 - ___ Describe some experiences that may have influenced you to change the way that you view people that are culturally different from you.
- Total: _____

Present Views (2 Points)

- ___ What cultural values do you currently hold? Are they similar to or different from those of your family?
- ___ Which of these values are different from the common values of other cultural groups?
- ___ What groups do you think that you will have the most difficulty working with? The least difficulty? Why?
- ___ How do you plan to manage value conflicts with your client, client systems (families), and colleagues?

Total: _____

Identity Development (8 Points)

- ___ Identify an identity development model (from those discussed in class) and apply it to yourself, elaborating on information pertaining to each one of the concepts, steps, or processes related to the chosen development model.
- ___ Based on this information, identify factors or information that you would want a counselor or therapist to keep in mind if you were their client.

Total: _____

TOTAL POINTS:

SOCIAL JUSTICE/MULTICULTURAL COMPETENCE- LIST OF POSSIBLE ACTIVITIES-

15 POINTS

___ **Legislative Letter** - Write a formal letter to a current legislator referencing a specific bill or issue. The letter must include student's position on the issue, significance of the issue, any literature or statistics supporting the position, and expression of the student's appreciation for the time and attention to the matter addressed in the letter. *Student must submit final draft of the letter. Additionally, student must also complete a 3-5 page reflection paper (with academic citations) indicating why that topic was chosen and the impact of that topic on counselors and/or clients.*

___ **Resource List** - Create a resource list that could be distributed to clients in our community. The resource list should consist of (a) a list of local, state and national agencies and organizations that may be helpful, including contact information and brief description (cultural resources, crisis assistance services, legal assistance, domestic violence agencies, substance abuse agencies, support groups, community groups, and any other resources); AND (b) a list of research articles/books or websites that may be helpful to your clients. *This list must be a minimum of 10 pages long. Also, you must make sure that all the phone numbers and websites included are "working" phone numbers and websites. Student must also complete a 3-5 page reflection paper stating the experience of putting together this resource list and reason for choosing this option.*

___ **Volunteer work** - Students can opt to volunteer at an organization that promotes social justice (i.e., centered around dismantling one of the "isms"). Organizations may include children advocacy centers, LGBTQ resource centers, homeless shelters, food pantries, immigrant support centers. *Student must volunteer for a minimum of 8 total hours. Students are expected to submit a 3-5 page reflection paper describing their volunteer experiences, reactions, lessons learned, and how the experience has affected their view of a particular social justice issue.*

___ **Book review** - Read one of the books listed below. Students are expected to think critically and actively reflect on themselves and the world at large by engaging with the information being presented in the book. *Students must submit a 3-5 page reflection paper containing the following information (1) summary and overall critique of the book, (2) reason why that specific book title was chosen, (3) personal reaction to the readings, and (4) how the information presented in this book has impacted their professional development and their future work with clients.*

- *Race is a nice thing to have: A Guide to Being a White Person or Understanding the White Persons in your Life*, by Janet E. Helms
- *How to be an Antiracist*, by Ibram X Kendi
- *So you want to talk about race*, by Ijeoma Oluo
- *Me and White Supremacy: How to Recognize your Privilege, Combat Racism, and Change the world*, by Layla F. Saad
- *White Fragility: Why It's so Hard for White People to Talk about Racism*, by Robin DiAngelo
- *The Bridge Called My Back: Writings by Radical Women of Color*, edited by Cherrie Moraga and Gloria Anzaldúa