

**DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209**

COURSE SYLLABUS

COUN 6614 – Cultural Counseling - 3 credits
Fall Semester 2024
Wednesdays 2:00-5:00pm

Instructor Contact Information

Instructor: [REDACTED]
Office: [REDACTED]
Office Hours: Wednesdays and Thursdays, 11am to 1:30pm.
Campus phone: [REDACTED]
Email: [REDACTED]

Content Area

Catalog Description:

Students will explore issues of diversity, social justice, and multiculturalism including race/ethnicity, gender, sexual orientation and other cultural factors, and participate in experiential activities relevant to culturally responsive counseling.

Course Goal and Format:

The primary goal of this course is the development of your awareness and knowledge of concepts, issues, and impacts of cultural diversity and social justice within the counseling profession and for your role and identity as a professional counselor. This course will include the following components with the intention of further developing your cultural humility and cultural competence (attitudes & beliefs, knowledge, skills, and actions) across a variety of multicultural and social justice concepts: small and large group dialogue, reading assignments, reflection and writing assignments, attending community diversity events, independent and shared topic study, and reflection and discussion on diversity current events.

Course Objectives:

1. Students will learn about theories and models of multicultural counseling, social justice, and advocacy.
2. Students will understand the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews and help-seeking and coping behaviors.
3. Students will gain an understanding on the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally.
4. Students will understand the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients.
5. Students will gain knowledge on the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness.

6. Students will evaluate the disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities.
7. Students will be familiar with the principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship.
8. Students will be knowledgeable on the strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
9. Students will learn about the guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities.
10. Students will understand the role of religion and spirituality in clients' and counselors' psychological functioning.

Knowledge and Skill Outcomes

CACREP Standard (Common Core Area)	Abbreviations	Course Assignments
Guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities.	3.B.10	Counselor Self and Others' Worldview Awareness Project

Methods of Instruction

This course is in-person and synchronous. Students will participate in the learning process via facilitated class dialogue, lectures, case application activities, small group discussions, presentations, written assignments, reading assignments, consultation, and experiential activities. Work should be submitted on Moodle, unless otherwise specified by the instructor.

Required Texts

1. Hays, D. G. & Erford, B. T. (Eds.)(2023). *Developing multicultural counseling competence: A systems approach* (4th ed.). New York: Pearson.
2. Assigned Readings. Available on Moodle.

Student Performance Evaluation Criteria and Procedures

Students are required to complete assigned course readings in preparation for class, the counselor self and others' worldview awareness project, attend a multicultural event as approved by the instructor and write a reflection paper on the event. Assignments should be submitted on Moodle.

Assignments:

- | | |
|---|------------|
| 1. Counselor Self and Others' Worldview Awareness Project | 100 Points |
| a. Outline (5 points) | |
| b. Final Paper (95 points) | |
| 2. Empathy Building Experience | 25 Points |
| 3. Multicultural Event Attendance and Reflection Paper | 25 Points |
| 4. Class Attendance and Participation Narrative | 50 Points |

Total: 200 Points

Counselor Self and Others' Worldview Awareness Project:

This project is designed to help you explore multiple dimensions of your cultural identity, including the presence of power, privilege, and oppression in your life *and* how your cultural identities influence your beliefs, values, and experiences. In addition, it will be an opportunity to explore the dimensions of your biases *and develop awareness of* how your biases influence your beliefs, values, and experiences that play a part in your work with clients. This is an essential step toward Multicultural and Social Justice Counselor Competencies (MSJCC) and adherence to ethical codes and professional decision-making in counseling. This project will include a paper and may be supplemented by expressive art (video, photos, paintings, lyrics, etc.) if you desire to do so. The Counselor Self and Others' Worldview Awareness Project has two major steps:

Step 1: Project outline (5 points). Before you start writing your final project, you will develop an outline for your project. This outline can be a list of your identity areas (such as gender identity or roles, culture(s) of origin, sexuality and sexual orientation, race and ethnicity, socioeconomic status (SES), the role of education and occupation, religion/spirituality and language, nation of origin, citizenship and/or immigration, ability status, geography (including rural/urban/suburban settings), *and any other identifying factors we may have discussed in class*) you would like to explore and expand your awareness on. For instance, you may outline to write about, but are not limited to, race, ethnicity, gender identity, social class, etc., and their intersection as they present within your family (biological and/or chosen). Then, under each identity dimension, include potential areas of exploration for cultural self-awareness, areas of personal biases towards other individuals, groups, and/or populations as it relates to each identity dimension, potential ideas on how you would like to address these personal biases, and a list of potential research data (articles, books, etc.) to support your own self-awareness as well as help you develop your awareness of other cultural worldviews. Please be informed that the purpose of this *project outline* is to provide support and guidance early in the semester as you embark on this journey of developing yours' and cultural awareness of others' worldviews.

This outline must be submitted on Moodle for review by the instructional team by **September 18 at 11:59pm**. Please integrate all feedback as you write your final project paper.

Step 2: Counselor Self and Others' Worldview Awareness Project Final Paper (95 points): Students are expected to expand on their project outline and address all the feedback provided upon the outline review. This final project paper needs to be organized into **SIX (6)** sections:

Section 1: Identity Exploration. From your outlined identities, select **at least four total identity categories** composed of both yourself and/or your family's identities, and for each identity: 1) describe the meaning this identity holds for you; 2) explore the power, privilege, and/or oppression associated with the identity; 3) explore how your meaning of your identity has changed, expanded, or remained the same over the years based on your experiences thus far; 4) explain how your beliefs, values, and experiences are influenced by your identity, and 5)

elaborate on how your identity could potentially influence your role as a counselor (4–6 pages).

Section 2: Bias Exploration. As a counselor, it is important to continuously engage in the exploration of personal biases, as these biases may potentially influence your work with clients. In this section, you will explore and consider how the “habits” and “traditions” related to your own personal worldview and/or your family's traditions, views, or perspectives may possibly have led to the development of your personal biases. Specifically, identify a specific group of people or individuals with whom you have different worldviews and, as a result, anticipate having some personal challenges to work with. You may use identity models, such as the ADDRESSING model, to identify these specific populations or groups. In this section, you will provide **4 to 6 biases** and describe how each of these biases may affect your counseling lens when working with clients from these populations. (5 to 6 pages)

Section 3: Literature Support. This section of the paper is for the purpose of explaining *how, why, and in what ways* the identities you reflected on in Section 1 may impact your cultural perception and are related to the personal biases you may have developed. When thinking about supporting literature, consider articles that support some of the “habits” or “traditions” that you and/or your family have embraced over time and the potential reasons for you or your family’s tendency to place such emphasis on those identity dimensions. You also need to consider social and environmental contexts both at the micro-level and the macro-level and discuss the interaction of these different levels with each other in relation to the identity you are discussing. For example, think about how employment and work-related policies and norms could potentially interact with yours or your family’s socioeconomic status (SES). The main goal of this section is to use research to support the connections you are making between your cultural identities, your worldviews, and the development of personal biases and their impact on your work as a counselor. You then identify literature to support the evidence base for your plan to address the personal biases you identified in Section 2. (4–6 pages).

Section 4: Plan to Address Personal Biases. Please select **at least four of the biases** you have identified in Section 2, and then **create a clear plan** to address them effectively as you continue to develop your professional counselor identity. This section is an opportunity for you to experience deeper self-exploration by acknowledging where you are currently in terms of counselor cultural competence development and where you plan to be as you work on your professional identity and skills development throughout this program. Your plan to address these biases needs to be specific, measurable, achievable, realistic, and time bound. A separate plan needs to be developed for each of the four biases you intend to address. (5 to 6 pages)

Section 5: Professional Implications of Not Addressing Biases. Explain how your development of MSJCC, ASERVC, ALGBTIC, and/or other cultural competencies as they relate to your work with clients may be impacted by not addressing your personal biases. (1-2pages)

Section 6: Conclusion: Address each of the following points under your conclusion section: 1) What have you learned about yourself as a counselor? 2) What have you learned about the influence of your environment and family background? 3) How do you anticipate these realizations to impact your work as a future counselor, both in this academic program and as a professional counselor? 4) How do you plan to begin addressing these issues as a student in the counseling program? **(2–3 pages)**

Your counselor's self and others' worldview awareness paper should follow a formal writing format and styles as per APA 7th Ed. guidelines. For instance, if you used a list or grid for your project outline, all the sections in your final paper need to be in paragraph format. *As an option, you may attach this grid as an appendix; however, attaching the appendix is not a requirement.* The total length of your paper should be between 22 and 30 pages, including your introduction and excluding the title page, table of contents, abstract (optional), and references pages. A minimum of 10 citations are required, and at least 5 citations need to be published within the last 5 years.

Due on Moodle on December 4, 2024, at 11:59pm.

Empathy Building Experience:

In small groups, you will complete the empathy photo activity. Group member sign-ups will occur early in the semester. Each group member will go out into their local community and take a photo representing “Empathy” based on your interpretation. Bring the photo to share with the group. Take turns answering the following questions: (a) What does the photograph mean to you? and (b) How does this photograph relate to empathy? Allow for open discussion as each group member shares and explains the photo they brought. Discuss how the different interpretations of empathy can be helpful or challenging when it comes to understanding someone else's worldview. Discuss the importance of understanding how your future clients may see the world differently from you. What are the benefits of the counselor-client relationship?

After everyone has shared their photographs and the group discussion has been completed, each group member should take a turn complimenting the other group members on something specific they contributed to the Empathy Building Experience. During this exercise, all group members should demonstrate active listening as well as acknowledge the compliments given by others.

Complete a group reflection of the major takeaways your group members had from this activity, including your reactions to the Compliment activity. The group reflection should be no more than 3 pages double-spaced. Only one group member needs to submit the paper. Moodle will reflect the paper on all other group members' accounts. Please notify the instructor of non-participation, which may impact individual group member grades.

Due on Moodle on October 9, 2024, at 11:59pm.

Multicultural Event Attendance and Reflection Paper:

Attend one cultural event on or off campus or visit a culturally significant site (including artistic or historical significance) of a culture different from the one you belong to, and then complete a brief written reflection paper. **(2–3 double-spaced pages).**

- The culture you explore must either be different from the one you belong to **or** can be a lesser-known part of *your* personal background that *you* desire to explore further. For example, you may write about cultures that are personal to you or based on family members you wish to understand further, such as siblings or spouses.
- You may visit locally or regionally significant historical sites, such as museums, where you write in detail about two or three historical pieces that stood out to each of them personally.
- If the site has geographical significance, describe how and why this is the case. As you choose this geographical significance, think of questions such as: (a) Did a historical event occur at the site? (b) What was that event? (c) When did it occur? (d) Who was involved? (e) What was the significance of this historical event at the time? (f) How did the outcome of that event impact the local culture or people(s) of today? (g) and any other relevant questions.

Each student is expected to individually request approval from the course instructor via email before attending the event. In your event approval request, include the name and date of the event, as well as your reasons for choosing to attend the event.

Your reflection paper must address the following:

1. Describe the event in a way that someone who did not attend would understand, including the date of attendance, location, set up or structure of the event.
2. Describe your experiences of the events, including physical and emotional experiences.
3. Identify any new awareness, knowledge, and/or skills obtained by attending this event.
4. Discuss perspectives on how you can apply your cultural event experience towards becoming a more culturally responsive professional counselor.

Due on Moodle on November 6, 2024, at 11:59pm.

Class Attendance & Participation Narrative:

Write a personal narrative for 1 to 2 pages, single-spaced, addressing the following evaluation criteria:

1. Class attendance and engagement.
2. Completing assigned readings and materials before class.
3. Contributions to large and small group in-class dialogue and activities.
4. Thoughtful reflection on self and others with respect to course topics.
5. Openness to learning and growth.
6. Willingness to challenge one's own attitude and beliefs.

Assign yourself a score out of 50 points based on the above criteria. The instructor(s) will review your narrative and score, taking these into consideration as they assign your final class attendance and participation grade.

You are invited to discuss your attendance, participation, and engagement with your primary instructor at any time throughout the semester. Once end-of-semester grades have been posted on Moodle, they will not be revised.

Due on Moodle on November 20, 2024, at 11:59pm.

Grading Scale:

The Department of Counseling uses the university grading scale. Please refer to the current *Graduate School Catalog* for latest university guidelines and academic dates.

LETTER	RANGE	LETTER	RANGE	LETTER	RANGE
A	94-100	B-	80-83	D+	67-69
A-	90-93	C+	77-79	D	64-66
B+	87-89	C	74-76	D-	60-63
B	84-86	C-	70-73	F	0-59

Assignment Due Date Policy:

Assignments are expected to be turned in on time. Late assignments will be penalized by 10% of the total points per day unless prior arrangements are made with the instructor. Assignments more than one week late will not be accepted, resulting in a zero grade.

Writing Assignments:

Each assigned writing task will be evaluated on the following dimensions: Ideas (originality, clarity of expression, appropriate support, and clear focus on topic), Word Choice and Sentence Structure (consistent and appropriate language, variety of words, clearly written, and complete sentences), APA style, and Mechanics. Follow the assignment instructions closely.

Attendance Policy:

The nature of this course makes attendance and participation very important to your learning and the learning of your course cohort members. Attend each class and be a regular, appropriate, and knowledgeable participant in class discussion. Prompt arrival to every class is requested.

Unexcused absences, 2 or more excused absences, as well as repeated tardiness or leaving class early, will result in lowering of your final course grade by a minimum of one full letter grade. Class attentiveness and participation is expected.

Academic Integrity:

Academic integrity in all aspects of this course is expected and necessary. Any academic dishonesty, including Cheating and/or Plagiarism will not be tolerated in any manner. You may receive a minimum of a failing grade on the assignment or course, with potential for more serious disciplinary action including dismissal from the program, if you are found responsible for academic dishonesty. If you have questions regarding what type of collaborative learning on assignments is acceptable please contact the instructors for more information.

Questions, Concerns, and Grievances:

Please feel free to talk with me if you have any questions or concerns regarding an assignment, material presented in class, or general questions related to the program. Formal grievance procedures are outlined in the Appeal Process located in the ISU Graduate Catalog.

Policy and Procedure Statements**Reasonable Accommodation for Students with Disabilities:**

If you think you have a disability (ex. physical, learning disability, hearing, vision, psychiatric) that may need a reasonable accommodation, please contact the ADA and Disabilities Resource Center located in [REDACTED] as early as possible in the semester. As part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation. You are encouraged to collaborate with Disability Services and your instructors on behalf of your learning experience. Information on the Disabilities Resource Center can also be found at isu.edu/disabilityservices.

ISU Title IX Notice of Non-discrimination:

Idaho State University seeks to provide an environment that is free of bias, discrimination and harassment. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report this. If you report this to a faculty member, this individual must notify our University's Title IX Coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For confidential support please contact University Counseling and Testing Service at [REDACTED] or ISU Student Health at [REDACTED]. For more information on this policy see the following link: <http://www.isu.edu/aaction/title9.shtml>

Department of Counseling standards statement:

Admission into the Department of Counseling does not guarantee graduation. Success in academic course work is only one component of becoming a successful counseling student. The following nonacademic conditions may result in dismissal if they are observed to impair the student's ability to work with others in class, practicum, or internship settings: (1) personal concerns or psychopathology, (2) interpersonal relationship issues, (3) personal attitudes or value systems that conflict with effective counseling relationships, and (4) unethical behavior. For more information on these standards please refer to the department's master's handbook.

TENTATIVE SCHEDULE

This provides a general plan for the course and is subject to change at the instructor's discretion with notice.

Date	Topics	Readings & Assignments	CACREP Standards
8/21/24	Course Overview Syllabus Review The Culturally Competent Counselor	Hays & Erford: Ch. 1 and Appendix: MSJCC	3.B.1 3.B.2 3.B.3 3.B.4 3.B.7 3.B.8 3.B.9 3.B.10 3.B.11 3.B.
8/28/24	Cultural Identity Development and Applying Counseling Theories	Hays & Erford: Ch. 2 and 17	3.B.1 3.B.2 3.B.3 3.B.4 3.B.5 3.B.6 3.B.8 3.B.9 3.B. 3.B.
9/4/24	Racism and White Supremacy Social Justice, Class, and Classism	Hays & Erford: Ch. 3, 4 and 7	3.B.1 3.B.2 3.B.3 3.B.4 3.B.5 3.B.6 3.B.7 3.B.8 3.B.9 3.B.10
9/11/24	Sexual and Affectional Orientation Disability, Ableism, and Ageism	Hays & Erford: Ch. 6 and 8	3.B.2 3.B.3 3.B.4 3.B.5 3.B.6 3.B.7 3.B.8 3.B.9 3.B.10 3.B.11

9/18/24	Counseling Native American Individuals and Families Diagnosis and Case Conceptualization	Hays & Erford: Ch. 13 and 18 Due: Counselor Self and Others' Worldview Awareness Project Outline	3.B.2 3.B.3 3.B.4 3.B.5 3.B.7 3.B.8 3.B.9 3.B.10 3.B.11
9/25/24	RMACES Conference	No Class	
10/2/24	Africans and African Americans Arab and Arab Americans	Hays & Erford: Ch. 9 and 10	3.B.2 3.B.3 3.B.4 3.B.5 3.B.7 3.B.8 3.B.9 3.B.11
10/9/24	Latin and Latin Americans Spiritual Diversity	Hays & Erford: Ch. 12 and 16 Due: Empathy Building Experience due at 11:59pm.	3.B.2 3.B.3 3.B.4 3.B.5 3.B.8 3.B.9 3.B.11
10/16/24	IPE Grit Education Simulation All students are required to attend the IPE Grit Education Simulation. Please, check your emails for pre-work, post-work, and Zoom login details. Attendance will be taken by the instructor.	Bring your laptop or tablet to class. Headphones are useful.	3.B.1 3.B.5 3.B.9 3.B.10 3.B.11
10/23/24	Student Workday	No Class	
10/30/24	Asian and Asian Americans European and European Americans	Hays & Erford: Ch. 11 and 14	3.B.2 3.B.3 3.B.4 3.B.5 3.B.8 3.B.9 3.B.11

11/6/24	Gender and Sexism	Hays & Erford: Ch. 5 Due: Multicultural Event Attendance and Reflection Paper at 11:59pm.	3.B.2 3.B.3 3.B.4 3.B.5 3.B.6 3.B.7 3.B.8 3.B.9 3.B.10 3.B.11
11/13/24	Multiracial Descent	Hays & Erford: Ch. 15	3.B.2 3.B.3 3.B.4 3.B.5 3.B.6 3.B.8 3.B.9 3.B.11
11/20/24	Military Families	Moodle: Ch. 1 and 3 (Hall, 2016) & Competencies for Counseling Military Populations (p. 87-99) Due: Class Attendance and Participation Narrative at 11:59pm	3.B.2 3.B.3 3.B.4 3.B.5 3.B.6 3.B.7 3.B.8 3.B.9 3.B.11
11/27/24	Thanksgiving Break	No Class	
12/4/24	Student Workday Complete Course Evaluation Online	No Class Due: Counselor Self and Others' Worldview Awareness Project at 11:59pm	3.B.10

Appendix A

Grading Rubric

COUN 6624 Counselor Self and Others' Worldview Awareness Project: CACREP Standard (3.B.10) (95 Points)					
The paper addresses the following criteria	Not Demonstrated 0 (<70%)	Below Expectations 1 (70%)	Meets Expectations 2 (80%)	Above Expectations 3 (90%)	Exceeds Expectations 4 (100%)
<p>Description and understanding of the student's personal heritage, attitudes, beliefs, and worldviews across at least four cultural identity dimensions.</p> <p>Thoughtful reflection, depth, and breadth demonstrated.</p> <p>(10 points)</p>	The information provided <u>does not</u> address the outcome and assignment criteria for this section.	The information provided <u>minimally addresses</u> the outcome and assignment criteria for this section, but does not adequately meet expectations	The information Provided <u>adequately addresses</u> the outcome and assignment criteria for this section. Shows adequate depth, breadth, and thoughtful reflection.	The information provided is <u>above expectations</u> for the outcome and assignment criteria for this section. Shows good depth, breadth, and thoughtful reflection.	The information provided <u>exceeds expectations</u> for the outcome and assignment criteria for this section. Shows excellent depth, breadth, and thoughtful reflection.
<p>Understanding of systemic and environmental influences including power, privilege and oppression on personal cultural identity development and worldviews, and how these influences impact choice, self-empowerment, help seeking behavior, and access to services.</p> <p>Thoughtful reflection, depth, and breadth demonstrated.</p> <p>(15 points)</p>	The information provided <u>does not</u> address the outcome and assignment criteria for this section.	The information provided <u>minimally addresses</u> the outcome and assignment criteria for this section, but does not adequately meet expectations	The information Provided <u>adequately addresses</u> the outcome and assignment criteria for this section. Shows adequate depth, breadth, and thoughtful reflection.	The information provided is <u>above expectations</u> for the outcome and assignment criteria for this section. Shows good depth, breadth, and thoughtful reflection.	The information provided <u>exceeds expectations</u> for the outcome and assignment criteria for this section. Shows excellent depth, breadth, and thoughtful reflection.
<p>Personal Biases: Demonstration of knowledge and awareness of identified populations' cultural identity and background, attitudes beliefs, and values including help-seeking behaviors.</p> <p>Thoughtful reflection, depth, and breadth demonstrated.</p> <p>(10 points)</p>	The information provided <u>does not</u> address the outcome and assignment criteria for this section.	The information provided <u>minimally addresses</u> the outcome and assignment criteria for this section but <u>does not adequately meet</u> expectations.	The information provided <u>adequately addresses</u> the outcome and assignment criteria for this section. <u>Shows adequate</u> depth, breadth, and thoughtful reflection.	The information provided is <u>above expectations</u> for the outcome and assignment criteria for this section. <u>Shows good</u> depth, breadth, and thoughtful reflection.	The information provided <u>exceeds expectations</u> for the outcome and assignment criteria for this section. <u>Shows excellent</u> depth, breadth, and thoughtful reflection.
<p>Personal Biases: Understanding of the identified population's experience of systemic and environmental influences including power, privilege and oppression as evidenced in the literature.</p> <p>Thoughtful reflection, depth, and breadth demonstrated.</p> <p>(15 points)</p>	The information provided <u>does not</u> address the outcome and assignment criteria for this section.	The information provided <u>minimally addresses</u> the outcome and assignment criteria for this section but <u>does not adequately meet</u> expectations.	The information provided <u>adequately addresses</u> the outcome and assignment criteria for this section. <u>Shows adequate</u> depth, breadth, and thoughtful reflection.	The information provided is <u>above expectations</u> for the outcome and assignment criteria for this section. <u>Shows good</u> depth, breadth, and thoughtful reflection.	The information provided <u>exceeds expectations</u> for the outcome and assignment criteria for this section. <u>Shows excellent</u> depth, breadth, and thoughtful reflection.
<p>Depth of reflection on the intersection within the personal cultural identity as well as other's cultural identity.</p> <p>Thoughtful reflection, depth, and breadth demonstrated.</p> <p>(10 points)</p>	The information provided <u>does not</u> address the outcome and assignment criteria for this section.	The information provided <u>minimally addresses</u> the outcome and assignment criteria for this section but <u>does not adequately meet</u> expectations.	The information provided <u>adequately addresses</u> the outcome and assignment criteria for this section. <u>Shows adequate</u> depth, breadth, and thoughtful reflection.	The information provided is <u>above expectations</u> for the outcome and assignment criteria for this section. <u>Shows good</u> depth, breadth, and thoughtful reflection.	The information provided <u>exceeds expectations</u> for the outcome and assignment criteria for this section. <u>Shows excellent</u> depth, breadth, and thoughtful reflection.
<p>Understanding of the intersection of personal identity and personal attitudes, beliefs, and values with evolving professional identity.</p>	The information provided <u>does not</u> address the outcome and assignment	The information provided <u>minimally addresses</u> the outcome and	The information Provided <u>adequately addresses</u> the outcome and assignment criteria	The information provided is <u>above expectations</u> for the outcome and	The information provided <u>exceeds expectations</u> for the outcome and assignment criteria

Thoughtful reflection, depth, and breadth demonstrated. (10 points)	criteria for this section.	assignment criteria for this section, but does not adequately meet expectations	for this section. Shows adequate depth, breadth, and thoughtful reflection.	assignment criteria for this section. Shows good depth, breadth, and thoughtful reflection.	for this section. Shows excellent depth, breadth, and thoughtful reflection
Development of sound evidence supported plan to address self-identified personal biases towards individuals or group of population. Uses SMART objectives to address personal biases. Thoughtful reflection, depth, and breadth demonstrated. (15 points)	The information provided <u>does not</u> address the outcome and assignment criteria for this section.	The information provided <u>minimally addresses</u> the outcome and assignment criteria for this section but <u>does not adequately meet</u> expectations.	The information provided <u>adequately addresses</u> the outcome and assignment criteria for this section. <u>Shows adequate</u> depth, breadth, and thoughtful reflection.	The information provided is <u>above expectations</u> for the outcome and assignment criteria for this section. <u>Shows good</u> depth, breadth, and thoughtful reflection.	The information provided <u>exceeds expectations</u> for the outcome and assignment criteria for this section. <u>Shows excellent</u> depth, breadth, and thoughtful reflection.
Formatting for paper: All APA 7 th ed formatting and style <ul style="list-style-type: none"> • 1" margins • Double-spaced • Page numbers • Reference and citation styles, as applicable (5 points)	Most or the entire page formatting criteria <u>not met</u> .	75% or less of the page formatting criteria <u>not met</u> .	75-90% of the page formatting criteria <u>met</u> .	90-100% of the page formatting criteria <u>met</u> .	90-100% of the page Formatting criteria <u>met</u> .
Professional Writing Skills: <ul style="list-style-type: none"> • Clarity and organization of the ideas • Grammatical accuracy • Technical skills and formatting. • Proper citation and references • Paper length requirements (5 points)	Professional Writing <u>significantly lacks</u> clarity, accuracy, organization, and does not meet the assignment length.	Professional Writing <u>lacks</u> clarity, accuracy, organization, and/or does not meet the assignment length.	Professional Writing shows <u>adequate</u> clarity, accuracy, organization, and meets the assignment length.	Professional Writing shows <u>good</u> clarity, accuracy, organization, and meets the assignment length.	Professional Writing and shows <u>excellent</u> clarity, accuracy, organization, and meets the assignment length.
Total Assignment Weight = 47.5% Outline Weight = 2.5%					