University of St. Thomas  
Houston, Texas  
Counselor Education Department  
COUN 5335- Multicultural Populations  
Summer I, 2017

Instructor: Sneha Nayar-Bhalerao, Ph.D., LPC-Intern

Office Hours: By appointment only
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Office Phone: (713)-831-7242
Cell Phone: (708)-714-1715

Class Time: Thursday 5:00pm – 9:00pm
Location: St. Pius, Houston

Required Text Book


Required for All Writing Assignments in All Classes


Social Justice Teachings of the Catholic Church

*Subsidiarity:* Integrated in each course in the Counselor Education program is a sense of *community.* Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

*Dignity and rights of children:* The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

*People have a right to an education:* Equality is a major theme integrated in the Counselor Education program. In each course *equality* is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.
General Description of Course

Multicultural Populations examines the cultural context of relationships, issues, and trends in a multicultural and diverse society. Emphasis is placed on a knowledge base related to theories and models of culture and diversity with the concomitant ability to apply content and process to personal and professional life. Students are given opportunities to explore the interaction of racial and ethnic groups with the social, economic, and political foundations of the United States of America (USA) and to examine their own cognitions, feelings, and behaviors regarding race, culture, and religious diversity.

Multicultural Populations develops in students an awareness of self in a professional setting in such a way that they will be able to evaluate their professional setting for its effectiveness with cultural differences and diversity issues. This course challenges and supports students to grow in their knowledge, abilities, and skills to work effectively with all their publics, including but not limited to communities, families, students, administrators, counselors, clients, patients, teachers, staff, or supervisors. This course may result in some students feeling discomfort; students will be supported in their journey through painful realities, which are part of the history and experience of living in the USA.

This course will provide students with opportunities to investigate educational and counseling needs in a culturally pluralistic society. Although this course includes the universal view of multicultural theory, it takes the focused view, which holds that culture and diversity are different constructs, not interchangeable. The theories and practices of the fourth force (multicultural) are explored. The historical, philosophical, and psychological foundations of professionals in a pluralistic society are investigated by identifying and focusing on major racial and ethnic groups in the USA. The impact of the various identifiable racial and ethnic groups on the social, economic, and political foundations of the USA are also explored. Students are given the opportunity to examine their own cognitions, feelings, and behaviors regarding race, culture, and diversity in order to be able to be effective educators and counselors with all populations in the USA in the 21st century.

This course enhances the practice of the principle values of a democracy in which all are created equal and endowed by their Creator with inalienable rights, among these are life, liberty, justice, charity, and the pursuit of happiness (Adapted from the Declaration of Independents of the United States of America).

\[1\] In this course race is a socio-political construct with no basis in biology.

For the purpose of this class racism is defined as it is in Carmichael & Hamilton (1967):

. . . the predication of decisions and policies on considerations of race for the purpose of subordinating a racial group and maintaining control over that group (p. 3).

Specific Student Competencies

Students commit to work:

1. To practice their understanding that respect for persons is the a priori, fundamental principle of ethical and moral action;
2. To classify and analyze their feelings, attitudes, and perceptions toward varying cultural and diverse groups similar and different from their own;
3. To demonstrate their ability to reflect on their own cultural history, including and not limited to their land base, language, culture, gender, traditions, history of privilege or oppression, and be aware of how these impact their cognitions, feelings, and behaviors in their professional settings;
4. To develop the knowledge of salient content which is related to understanding the historical experiences and characteristics of cultural and diverse groups in the USA;
5. To experience first-hand environments unfamiliar to them in order to enhance their knowledge, abilities, and skills in unfamiliar settings and with unfamiliar persons;
6. To embrace a difference model; to reject a deficiency model; that is, different implies unfamiliar; difference or the unfamiliar do not mean deficient;
7. To hone their interpersonal skills in applying theories and practices of the fourth force;
8. To value the speaking of more than one language; to demonstrate this appreciation by encouraging persons to use their mother tongue;
9. To recognize barriers in their professional settings to effective performance of their responsibilities regarding social justice;
10. To work as advocates of change for success with all persons for whom they are responsible;
11. To be proactive in their commitment to civil rights for all, including and not limited to the reduction of prejudice, discrimination, and racism;
12. To be able to identify situations in which ambiguity is present and address conflict effectively;
13. To become conscious of legal, ethical, and professional behavior and practice these in this course and in their personal and professional lives;
14. To demonstrate respect toward the professor and colleagues by listening, appreciating, and nurturing multiple perspectives and points of view without taking such differences personally or becoming defensive;
15. To want to learn for learning’s sake and for professional development;
16. To pursue education for its own sake, not only for grades, prestige, money, or any other external motives.

Professional Standards of Behavior

- **Attendance:** 80% of attendance is mandatory for the completion of this course. Students may miss only one out of five class periods during summer semesters in case of health or other relevant personal emergencies. Being present and actively participative is crucial to this course.

- **Tardiness:** Late arrivals to class are a disruption to fellow students and faculty. Students coming in ten minutes after class resumes for more than two class periods will receive an unexcused absence. In cases where a student may have to leave early due to a family emergency or poor health, permission to leave must be sought from the instructor, to avoid lowering of points.

- **Academic Integrity** – Cheating is considered the actual attempted practice of fraudulent or deceptive actions for the purpose of improving grade. In situations where the student may be considered a suspect towards cheating, serious measures such receiving an “F” on the assignment will be considered.

Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference any information, websites, books, etc. that is not your own, as directed by the *Publication manual of the American Psychological Association* (6th ed.), (2010). Plagiarism is a serious offense that will cause you, the student to fail the course and can lead
to steps being taken for dismissal from the program and UST. Plagiarism is a violation of integrity.

- **Make-up Exams and Late Assignments:** Complete all assignments by the due date. It is the instructor’s policy that late assignments will **NOT be accepted.** Prior permission should be sought from the instructor at least two days in advance in situations where students are unable to turn in the assignments by the due date. Late assignments without prior permission will account for zero on that assignment. There will be no make-up exams for this course. Make-up exams and submission of late assignments will only be permitted under extenuating circumstances and will be at the discretion of the instructor. Only hospitalization or other equally serious life experiences can be held as a ground for late assignment.

- **Professional Conduct:** Students are expected to maintain professional behavior in the classroom when working in groups with consistent participation, cooperation, sharing responsibilities, and respect for one another during classroom and group discussions. Professional conduct will also incorporate, respect towards the professor and will be gauged in being punctual to class, respectful and professional interactions via email or face-to-face, refraining from using technology for personal purposes when in class and during the class presentations by instructor or colleagues, and adhering to course requirements. **Determining professional conduct will be at the discretion of the instructor. Inappropriate professional conduct in any way as mentioned above, will result in lowering of 5 points from the overall grade.**

- **Use of Personal Technology Devices:** This course expects students to **keep their cell phones on silent mode or turned off during class.** In emergency situation, students may notify the instructor before class and may step out to attend a call and return to the classroom as quickly as possible. All laptops, iPads, tablets, and other electronic devices should be on mute and could be used only for class purposes. **Accessing cell phones or other electronics for personal reasons during class is considered disrespectful towards other students and the instructors.** If the instructor notices students accessing electronics for personal reason, it’s would be recorded and documented and result in lowering of grade (5 points). **Students will NOT be pardoned if identified using electronics for personal reasons.**

- **Use of UST email accounts:** All email correspondence will be through the mystthom email system. Please check your email and Blackboard through your mystthom account daily for correspondence and announcements. **When turning in any assignment via email or blackboard, students are expected to save the document as:**

  Last Name_First Name_Name of the assignment.

  In addition, **emails send by students to the instructor must have a clear subject description along with the purpose of the email.** Not adhering to these requirements will affect the attendance and participation grade.

- **Language Diversity:** The University of Saint Thomas values the speaking of more than one language. This course is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with clients for whom English is not their first language. **The professor is always available to assist students**
who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through this course.

- **Americans with Disabilities Act:** In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations. In addition, the student must contact the University Office for ADA Compliance. Only informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance. The University Office for ADA Compliance may be asked to seek proof of disability and specify accommodations as requested. Contact the professor immediately if you have a need. All information regarding accommodations is confidential. You can see the professor before or after class or request time to discuss any matters found on the recommendations of the University Office for ADA Compliance.

Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. **Students with special needs will contact the University Office for ADA Compliance by calling 713-525-3162 or 6953.** It is essential that the professor receive official documentation for any accommodations that are made on behalf of students. This protects students’ rights. **Please let me know if I can be of any assistance in this regard.**

- **Course Evaluations:** It is expected that each of you will complete an online course evaluation prior to the deadline at the end of the term. These evaluations help to determine course and teacher effectiveness. Your input is needed.

**Instructional Methods and Activities**

Seminar style discussion, video demonstrations, application based in-class activities, and reflection and research based presentations.

**Evaluation and Grade Assignments**

1. **Preparation, and Participation (10%):** Students are expected to engage in class room discussion by actively participating along with their peers. **Participation** is crucial to this course and minimal or no participation may result in poor participation grades. **Preparation** in terms of reading the assigned material is essential and will be gauged through student ability to articulate the reading material through in-class discussions.

2. **Journal Article Review (10%):** Find a peer reviewed journal article that reports important diversity issues. The article must be published in a professional journal within the past 5 years. Students through a brief class presentation/discussion address the following:
   a. Overview of the article – intention, findings, and implications (2pts)
   b. Your interpretation, thoughts, and views about the article (2pts)
   c. What was most interesting about the article to you and its relevance to this course? (2pts)
   d. What was your take away as a school counselor from the article? (2pts)
e. 2-3 discussion questions for the class (1pt)
f. Provide a 1-2 page front and back handout addressing the above mentioned factors to the rest of your class. You are required to post the original article on Blackboard.
g. Cite the article in your handout.

3. **Cultural Subgroup Presentation (25%)**: Students choose a subcultural group and create an in-class presentation educating their colleagues about the group. This group must be any ethnic or racial minority group different from your own, chosen from the following:
   a. African American
   b. Hispanic/Latino American
   c. Asian American
   d. Pacific Islander Native American
   e. Alaskan Native African American
   f. Middle Eastern – Arab, Israeli, Persian, Turkish
   g. Multiracial – people with two or more races
   h. Multiethnic groups – people with two or more ethnicities

   Students create a continued interactive presentation using minimum of 5-6 peer reviewed articles and other relevant resources. Students are encouraged to be creative while presenting and could use videos, activities, case studies, and other learning tools while presenting. The presentation must enable other students to gain a better understanding of the minority group and their struggles living in a diverse society. *Please post your presentations on Blackboard by 10:00am on the day of presentation.* Specific instructions will be obtained in the rubric section.

4. **Self-Reflection Paper (25%)**: For this 5-6-page paper, you are asked to consider your own cultural identity and to reflect on your past experiences. This is a paper that will be completed at the outset of the course and, therefore, you are not asked to reflect on your culture in an academic context so much as in a personal one. Thus, this assignment is one with its core in reflection and conversation. I highly encourage using this as an opportunity to speak with your family and other important people in your life as you learn to describe yourself as a member of your culture. Some initial questions to guide your response include the following:

   - When did you and/or your family come to the United States? How did they arrive here? From where did they originate? Where, geographically, has your family lived? (2pts)
   - What ethnic and/or cultural traditions does your family have? What sort of cultural heritage has been passed down from generations prior to yours? Are there particular foods, customs, celebrations, dress, or other characteristics that are culturally valued by you and/or your family? What level of exposure have you had to members of other cultural backgrounds? (3pts)
   - When were you first exposed to people—different than yourself? What are your most poignant memories from that time? (2pts)
   - How diverse is the group of people with whom you currently associate? This includes professionally, personally, spiritually, etc. (2pts)
   - When did you first realize that racism existed? Sexism? Heterosexism? Ethnocentrism? (2pts)
   - If you were to bring home a friend for the holidays that different from you in religion, sexual orientation, disability, or ethnicity, how do you think your family would react? If you were to begin dating someone seriously who was different from your family in terms of religion, sexual orientation, disability, or ethnicity, how do you think your family would react? (3pts)
How would you feel if you had a child who wanted to marry someone of a different race or religion? How would you feel if you had a child who was gay or lesbian? (3pts)

What would it be like to work with a client who was from a different background than you? What about a client who differed in terms of basic values and beliefs? (4pts)

What strengths and weaknesses do you bring to helping clients from diverse backgrounds? (4pts)

Please write the above pointers in separate paragraphs and also include headings. This is a reflection-type paper, rather than a research paper, and therefore can be written using —I language. This paper should be 5-6 pages, not including cover page.

5. Final Examination - Cultural Excursion Experience (25%): In the cultural excursion assignments students are encouraged to step outside personal comfort zones to explore a culture different from their own. You will reach out to another culture, either on your school campus or in the community. START THIS ASSIGNMENT EARLY TO FINISH ON TIME!!! Your task is to connect with a group that meets the following three criteria:

1) That constitutes a unique “culture” or clear value system,
2) That is or has been disenfranchised or oppressed,
3) About which you have (potentially negative) preconceived ideas.

This group could include ethnic/racial, sexual identity/LGBT, religious/spiritual, economic/social class/ caste group, or persons with disability. Students choose their preferred group during week one and on identifying their group engage in the following steps:

Step 1 – Students may choose to attend a movie and concert, lecture, neighborhood festival, museum, religious service, explore a different neighborhood, volunteer, community group/gathering etc. Excursions should be at least 2-4 hours in length. Students may wish to discuss planned excursions prior to traveling. The excursions are to be attended ALONE – NOT with other students from this class or program.

Step 2 – Students interview one person from the cultural group to gain a better understanding of their culture, value system, and their challenges in our diverse society. An interview guide is provided at the end of the syllabus. You may modify the questions or include more questions as per your convenience to gain better insight. Incorporate the interview output in your paper. You interview transcript/notes must be attached to your final paper.

Step 3 – You will submit a 2-3 page paper, outlining all of the following: 1) your reactions to the cultural immersion experience, 2) your thoughts and feelings about them, and 3) your thoughts and feelings about yourself in relation to them. Students create a short in-class presentation sharing their experience. Specific guidelines are mentioned in the rubric section.

6. Cultural Food Exchange (5%): On the last day of class, students prepare and bring a food item that represents their cultural background. Students are expected to share for 5-10 minutes how the food represents them, their culture, and fond memories related to the food item in their culture. Students are welcomed to add any other relevant information to this experience.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Preparation and Participation</td>
<td>10</td>
</tr>
<tr>
<td>Journal Article Review</td>
<td>10</td>
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<tr>
<td>Cultural Subgroup Presentation</td>
<td>25</td>
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### Self-Reflection Paper

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>84-87%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>74-77%</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
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<tr>
<td>D+</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>65-67%</td>
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<td>F</td>
<td>Below 65%</td>
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### Final Grade Distribution

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
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<td>F</td>
<td>Below 65%</td>
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### Criteria for Grading Written Work

- Addresses the topic with accuracy and insight.
- Writing skills are expected to be at a graduate school level.
- Follows directions.
- Presents material in a clear and logical manner.
- Gives evidence of ability to synthesize information from various sources to support the topic.
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly.
- Is on time. Late work is NOT accepted. In case of exception, can result in grade reduction.

### The following APA guidelines must be used for all written papers

- Times New Roman
- Font 12
- Indent new paragraphs five spaces or tab
- Double space the entire paper
- Margins - 1” top, bottom, left and right
- Cover page addressing your name, assignment, and name of the university
- Header and heading according to APA standards.
- Reference page
<table>
<thead>
<tr>
<th>Session</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 1st</td>
<td><strong>Introduction</strong>&lt;br&gt;Syllabus Review&lt;br&gt;Sign-In&lt;br&gt;APA guidelines&lt;br&gt;Understanding human differences: Multicultural education for a diverse America (4th ed.) Kent L. Koppelman &lt;br&gt;Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States (7th ed.). by Joel Spring</td>
<td><strong>Chapter 1</strong>: Understanding Ourselves and Others: Clarifying Values and Language</td>
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<tr>
<td>2</td>
<td>June 8th</td>
<td><strong>Understanding human differences: Multicultural education for a diverse America (4th ed.) Kent L. Koppelman</strong>&lt;br&gt;Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States (7th ed.). by Joel Spring</td>
<td><strong>Chapter 2</strong>: Understanding Prejudice and Its Causes&lt;br&gt;<strong>Chapter 3</strong>: Communication, Conflict, and Conflict Resolution&lt;br&gt;<strong>Chapter 2</strong>: Native American: Deculturalization, Schooling, Globalization, and Inequality&lt;br&gt;<strong>Cultural Subgroup Presentation</strong> (3)&lt;br&gt;<strong>Journal Article Review</strong> (3)</td>
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<tr>
<td>3</td>
<td>June 15th</td>
<td><strong>Understanding human differences: Multicultural education for a diverse America (4th ed.) Kent L. Koppelman</strong>&lt;br&gt;Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States (7th ed.). by Joel Spring</td>
<td><strong>Chapter 4</strong>: Immigration and Oppression: the Assault on Cultural and Language Diversity&lt;br&gt;<strong>Chapter 5</strong>: Race and Oppression: The Experiences of People of Color in America&lt;br&gt;<strong>Chapter 6</strong>: Religion and Oppression: The Struggle for Religious Freedom&lt;br&gt;<strong>Chapter 3</strong>: African Americans: Globalization and the African Diaspora&lt;br&gt;<strong>Cultural Subgroup Presentation</strong> (3)&lt;br&gt;<strong>Journal Article Review</strong> (3)</td>
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<td>4</td>
<td>June 22nd</td>
<td><strong>Understanding human differences: Multicultural education for a diverse America (4th ed.) Kent L. Koppelman</strong></td>
<td><strong>Chapter 8</strong>: Racism Confronting a Legacy of White Domination in America&lt;br&gt;<strong>Chapter 9</strong>: Classism: Misperception</td>
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<td>5</td>
<td>June 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Understanding human differences: Multicultural education for a diverse America (4&lt;sup&gt;th&lt;/sup&gt; ed.) by Kent L. Koppelman</td>
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<td>Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States (7&lt;sup&gt;th&lt;/sup&gt; ed.). by Joel Spring</td>
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<tr>
<td></td>
<td></td>
<td>and Myths about Income, Wealth, and Poverty</td>
<td>Chapter 4: Asian Americans: Exclusion and Segregation</td>
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<td>Cultural Subgroup Presentation (2)</td>
<td>Journal Article Review (2)</td>
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<tr>
<td></td>
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<td>Chapter 13: Pluralism in Schools: The Promise of Multicultural Education</td>
<td>Chapter 14: Pluralism in Society: Creating Unity in Diverse America</td>
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<td>Chapter 6: The Great Civil Rights Movement and the New Culture Wars</td>
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<td></td>
<td>Cultural Excursion Paper Due</td>
<td>In class-presentation cultural excursion due</td>
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<td></td>
<td></td>
<td>Cultural Food Exchange</td>
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<td></td>
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<td>Course Wrap Up</td>
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Note: The syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check announcements made while you were absent.
## Assignment Rubrics

### Participation and Preparation (10 points)

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Below Average (1 point)</th>
<th>Average (2 points)</th>
<th>Good (3 points)</th>
<th>Very good (4 points)</th>
<th>Excellent (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation</strong></td>
<td>Lack of participation in all class discussions.</td>
<td>Minimal participation in two class discussions</td>
<td>Occasional participation in three class discussions.</td>
<td>Student participates regularly and meaningfully in four class discussions.</td>
<td>Regular, meaningful and thoughtful participation in all class discussions</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>Student has not read assignments for any class.</td>
<td>Student has read and can articulate some understanding of assigned readings in two classes</td>
<td>Student has read and can articulate some understanding of assigned readings in three classes</td>
<td>Student is well prepared for most classes, showing in class discussions careful reading of primary source texts and secondary works</td>
<td>Student is always well prepared for all classes, and their comments show excellent understanding of primary and secondary sources.</td>
</tr>
</tbody>
</table>

### Journal Article Review (10 points)
- Class presentation- 5 points
- Handout (include all the factors as described above) – 5 points

### Cultural Subgroup Presentation (25 points)
Students may use these pointers as mere guide to their presentation. Students are highly encouraged to incorporate other relevant information or facts or examples as suitable to their presentation to help gain a better understanding of the cultural group.

- Describe the subcultural/ethnic group
- Their origin and history
- How are they different from other groups in America?
- Their beliefs and value system
- What are some of the struggles/challenges experienced by this group in United States?

### Cultural Subgroup Presentation Guide

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness</td>
<td>Material presented is effective and descriptive helping audiences have a clear and detailed understanding of the cultural subgroup. A minimum of 10-12 slides must be included.</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>Content- Accuracy</td>
<td>Student presents accurate content in relation to cultural subgroup with no factual errors. The topic presented is informative and novel. Examples are provided.</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>Presenting</td>
<td>Students articulates the material in confidence, appropriate eye contact, and enthusiasm. Slides should be used a medium to explain content.</td>
<td>/4</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Student uses 3 or more modalities of presenting the material – PowerPoints, handouts, activities, videos, case studies etc.</td>
<td>/4</td>
<td></td>
</tr>
<tr>
<td>Interactive</td>
<td>Student ensures a continued interactive and engaged session as they present the material. Discussion questions may be used.</td>
<td>/3</td>
<td></td>
</tr>
<tr>
<td>Presentation Constraints</td>
<td>Student has met the 30-minute presentation condition and graduate level technology has been incorporated.</td>
<td>/2</td>
<td></td>
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<tr>
<td>Peer Reviewed Articles</td>
<td>Student has incorporated minimum of 6 peer reviewed articles and other relevant resources.</td>
<td>/2</td>
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Total Points: ___________/25
• What are some common stereotypes and biases towards this group?
• How do school counselors/community counselors/educators work with this group?
• What were your notions and overall learning about this group before and after the cultural immersion/presentation?

**Self-Reflection Paper (25 points)**

To obtain full credit in the reflection paper, students are expected to provide an in-depth reflection and insight to the questions provided in the section above.

**Cultural Excursion Paper (25 points)**

• Visit and a minimum of 2 hour excursion with a group – 5 points
• Interview – 3 points
• In-class presentation – students create a short in-class presentation sharing their overall experience and learning from this assignment on the last day of this course (2pts)
• Excursion Paper - 15 points
  • Your reaction to the cultural excursion – what were your experiences (2pts)
  • Interview process and interaction with a person from a different cultural group – your reactions, experiences, and views (3pts)
    *Please include the interview notes/transcript to this paper*
  • Your thoughts and feeling about the cultural excursion (3pts)
  • How was the excursion experience in relation to this course (3pts)
  • Share the excursion in relation with you and your value system (4pts)

The Diverse Experience of Culturally Diverse People: An Investigation Project
Name of interviewer: ______________________________

Cultural or Ethnic Background of Interviewee: ______________________ Age: _________

Gender: _______ Education: ______________________ Occupation: ________________

1. Please describe the most important values and beliefs of your culture.

2. Please describe important cultural events, celebrations, and practices in your culture.

3. What reading materials, films, or videos can help us learn about your culture?

4. How do you think others outside your culture view your culture?

5. What are the fondest memories you have from your childhood?

6. Have you ever experienced prejudice or discrimination? Please elaborate.

7. How people from your culture perceive counseling and counselors?

8. What issues or concerns do you think people from your culture would bring to counseling?

9. When it comes to counseling, what approach or interventions do you think would help people from your cultural group the most?

10. Is there anything else that you would like to add to help me understand your culture better?