

The College of Education and Behavioral Sciences
School of Behavioral Sciences
Houston Baptist University
Course Syllabus
PSYC 5360
Spring 2014

COURSE DESCRIPTION:

This course is designed to strengthen diversity and multicultural awareness among counselors, and other mental health providers. The course will introduce students to cultural, socio-economic, racial and ethnic variables that influence counseling relationships and processes. Included in the study are theories of multicultural counseling, dimensions of worldviews, racial/cultural identity development, counseling ethnic minorities, bicultural/biracial minorities, women, and sexual minorities. The main focus of the course will be on gaining practical knowledge and skills necessary to work effectively with ethnically and culturally diverse clients in North America.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION:

Students must be enrolled as a graduate student. There are no course prerequisites. The course is required for students in the MAP-LSSP and MACC programs.

DATE AND TIME OF CLASS MEETINGS:

Classes meet on Tuesday and Thursday from 5 – 6:15 p.m. beginning August 26, 2014 and ending December 11, 2014 in Hinton 207.

INSTRUCTOR INFORMATION INSTRUCTOR INFORMATION

Name: Renata L. Nero, Ph.D.

E-mail: rnero@hbu.edu

Office Phone: (281) 649-3171

Office Location: Hinton 321

Office Hours: M. 1- 3 p.m.; T. 2 – 5 p.m. W. 1 – 4 p.m.; and Th. 3 – 5 p.m.

LEARNING RESOURCES:

Sue, W.S & Sue, D (2012) *Counseling the culturally diverse: theory and practice* (6th Edition), Hoboken, N.J.: John Wiley and Sons. ISBN: 978-1-118022-02.

Supplemental Text:

American Psychological Association (2002). *Multicultural guidelines*.

<http://www.apa.org/pi/oema/resources/policy/multicultural-guideline.pdf>

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In accordance with the university purpose (including its commitment to academic excellence, the Christian faith, personal growth, respect for all persons, a sense of community, and career preparation), this course endeavors to:

1. Provide a supportive atmosphere for students from all backgrounds, which fosters intellectual and social interaction in the teaching-learning processes;
2. Encourage academic excellence, freedom, and objectivity;
3. Promote the development of critical and creative thinking, compassion, responsibility, and continued interest in learning.

RELATION TO COLLEGE GOALS AND PURPOSES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

RELATIONSHIP TO DEPARTMENT OF PSYCHOLOGY GOALS AND PURPOSES

This course contributes to graduate study in psychology by providing an educational program that is “committed to academic excellence in an intellectually free and objective environment...” that provides “physical resources and a campus environment which acknowledges the uniqueness of the individual...and encourages the development of the whole person.”

Cultural Psychology is an elective for students in the MAP-General program and a requirement for students in the MAP-LSSP and MACC programs. It provides an opportunity for students to demonstrate competencies in the following areas:

1. Professional writing skills, including knowledge of APA style.
2. Oral presentation skills.
3. Promote interpersonal communication, respect for diversity and a commitment to building community
4. Enhance students’ understanding of the scientific and systematic study of behavior and mental processes, especially as it relates to culture
5. Encourage comprehensive learning and active engagement with the current developments in the field of multicultural psychology
6. Effective utilization of technology and writing projects to support student competency and learning outcomes
7. To provide students a challenging and practical educational experience, in keeping with the goals of the College of Education and Behavioral Sciences.

COURSE OBJECTIVES:

Overview/ purpose of the course

The purpose of this course is to introduce students to culture and diversity issues in counseling in the North American context. Students will be introduced to theories and research related to diversity and multicultural counseling. The question of culture sensitive psychological care with

respect to diverse populations in North America will be addressed. Culturally appropriate counseling techniques, strategies, and interventions will be explored. The course will help students gain practical knowledge and skills needed for multicultural counseling.

Learning Objectives:

1. To enhance students' understanding of cultural, racial, and ethnic factors that influence counseling relationships and processes
2. To help students appreciate the unique socio-cultural backgrounds that have shaped their own personalities, attitudes, and values, and to learn how they impact their professional roles as counselors.
3. To introduce students to the cultural, socio-economic, racial and ethnic diversities which exist in North America that have bearing upon their clinical work
4. To critically examine the western assumptions and theories of mental health in relation to ethnic minorities in North America
5. To acquaint students with current literature and research on diversity and mental health-related issues
6. To facilitate students' knowledge of culturally appropriate interventions and therapeutic skills.
7. To help students gain greater sensitivity to cultural variables in diagnosis, case conceptualization, and treatment of individuals from diverse cultural backgrounds
8. To help students identify ethical issues relevant to multicultural counseling

Upon completion of this course, students should be able to:

1. Demonstrate a greater awareness and understanding of the dynamics of culture and psychology
2. Understand how culture affects personality development, psychological functioning, notions of health and psychopathology, and the help seeking behavior of cultural minorities
3. Explain the role of religion and spirituality in shaping the worldviews of ethnic minorities, and their implication for mental health
4. Recognize the impact of socio-economic, cultural factors on human behavior and well-being
5. Show an increased level of sensitivity to diversity and multicultural issues in counseling, and acquire essential competencies for multicultural counseling
6. Display an enhanced awareness of ethical responsibility in professional service

Technology, writing and oral objectives:

Basic computer proficiency, especially Word processing skill, is expected from students to complete the written assignments. Familiarity with the use of PowerPoint and video technology is required. Additionally, students must be familiar with the use of web-based resources for gathering information pertinent to course material and/or projects.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;
2. research addressing multicultural and pluralistic characteristics within and among diverse groups nationally and internationally;

3. theories and models of multicultural counseling, identity development, and social justice and advocacy;
4. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination;
5. learning activities to foster students' self-understanding of the impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others;
6. learning activities that foster understanding of the help-seeking behaviors of diverse clients;
7. learning activities that foster understanding of the impact of spiritual beliefs on clients' and counselors' worldviews; and
8. multicultural competencies and strategies for working with and advocating optimum wellness for diverse populations.

TEACHING STRATEGIES:

Teaching strategies will include lecture, discussion, student group work/presentations and video presentations. Furthermore, learning will be facilitated through the following activities:

1. Class participation and reading of assigned chapters prior to class.
2. Meeting course objectives and expectations.
3. Mastery of course materials through class participation, exams and writing projects.
4. Enhanced ability to research and apply psychological principles through the completion of written assignments.
5. Academic honesty in both written assignments and exams.
6. Students are expected to have their own copies of the required text book, and to study for themselves the assigned readings even if they are not being covered in the class lectures.
7. Appropriate classroom behaviors that contribute to a learning atmosphere.

ASSESSMENT OF LEARNING:

Assignment¹	Learning Objectives	Standards²	Point Values
Quizzes (three total)	1, 2, 3, 4, 5, 6, 7, 8	2.5*; Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.83 (a)**	100
Mid-term	1, 2, 3, 4, 5, 6, 7, 8	2.5*; Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.83 (a)**	100
Interviews (two total)	1, 2, 3, 4, 7, 8	2.5*; Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.83 (a)**	100
Article Review	4, 5, 7	2.5*, 2.11*; Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.83 (a)**	100

Videotaped Counseling Session	1, 2, 6, 7, 8	2.5*, 2.11*; Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.83 (a)**	100
Final Exam	1, 2, 3, 4, 5, 6, 7, 8	2.5*; Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.83 (a)**	100

*National Association of School Psychologists (NASP)

**Texas Administrative Code (TAC)

¹ Descriptions and rubrics for assignments are included at the end of this document.

² These assignment/activities develop and/or assess state and national standards including National Association of School Psychology (NASP) and the Texas State Board of Examiners for Psychologists (TSBEP) standards.

GRADING STANDARDS:

The following grading scale will be used to determine each student's course grade:

Average	Grade
94 – 100	A
90 – 93	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
Below 70	F

WRITING GUIDELINES:

APA writing style must be followed (font, space, margin and paragraph rules, citation and references rules, cover page, header and footer, and other relevant rules) for the Article Review assignment. Students who are not familiar with the APA writing system are encouraged to visit the APA website.

CLASSROOM POLICIES

Absence and Tardy Policies

Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of "F" for the course, regardless of his performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university's policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

For this course, attendance penalties will be made for over three (3) absences. That is, you may be absent for any reason 3 times before a grade penalty is incurred. For any absence over 3 (but up to 7, after which you receive an automatic F, per the policy above), 1 point will be deducted from your overall, final grade for the course. Therefore, please use those absences wisely.

Academic Honesty

Please refer to the current catalog for the university's policy and procedures regarding academic honesty. Note that the university utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. All major papers for this course will be submitted to the plagiarism prevention software, **Turnitin.com** on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process which must include the class identification number and class password.

In accordance with FERPA, and to best protect the students' privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. However, Turnitin will ask for the student's name and e-mail address when setting up a personal account. This identifying information will be used by the professor to evaluate the student's paper and cannot be viewed by other faculty or students. To further increase confidentiality, the student may choose to use a pseudonym (false name) when setting up his or her personal Turnitin account.

If a pseudonym is used for Turnitin, the student must provide this identifier next to his/her typed name on the paper copy which is submitted to the professor. Ten (10) points will be deducted from the paper grade for each day the paper is late.

Children in Classroom

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance.

Classroom Behavior Expectations

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

Early Alert

As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life. To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an *Academic Early Alert Referral System (EARS)*. If I think you would benefit from some of these special programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

Email Policy

All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

Grievance Procedures

The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.

Incomplete Grades

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

Late Work and Missed Exams

All papers that are turned in after the due date will have **ten points** deducted per day from the assignment grade. There is no exception to this policy. A student is

allowed to make-up a missed exam but it will be made up at a day and time that is convenient for the professor **and** it will be an essay exam. For missed quizzes, students will have to answer all of the questions instead of five (5) out of the eight (8) questions.

Learning Disabilities

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. **Documentation of Difficulties:** If a psychology graduate student fails to demonstrate an acceptable level of performance on one or more professional standards during any class or field experience, a form is filed in the College of Education and Behavioral Sciences office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms are filed, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

The content of this syllabus and the attached schedule are subject to change at the discretion of the professor.

Renata L. Nero, Ph.D

August 26, 2014

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (NASP, TAC standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

NASP STANDARDS	APPLICABLE ASSESSMENTS
<p>I. PROGRAM CONTEXT/STRUCTURE</p> <p>School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.</p>	Information is provided in Section I.
<p>2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p>DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE</p> <p>School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate-level curricula, practica, and internship.</p>	
<p>2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p>2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p>2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p>2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.</p>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p>2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p>2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p>2.8 Home/School Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p>2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
III. FIELD EXPERIENCES/INTERNSHIP School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.	Information is provided in Section I.
IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers.	Information is provided in Section V.

NAME OF ASSESSMENT	
1	(Required)-CONTENT KNOWLEDGE: This must be a state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then the Praxis II in School Psychology must be required. Indicate the name of the test:
2	(Required)-CONTENT KNOWLEDGE: Program or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which NASP Standards 2.1–2.11 are addressed. Programs may use a combination of program or course-embedded content assessment methods.
3	(Required)-PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment in practica that demonstrates candidates can effectively plan the professional responsibilities required of a school psychologist.
4	(Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship.
5	(Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.
6	(Required)-EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers. NOTE: You need not have a separate assessment of this area if it is addressed by assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment).
7	(Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.
8	(Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.

Texas Administrative Code

Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.83 (a)

social, cultural, and family issues - the studies of change, ethnic groups, gender studies, family systems, urban and rural societies, population patterns, cultural patterns, and differing life styles;

Course Outline

Day	Date	Topics/Readings	DUE
T	8/26	Introducing the APA Multicultural Guidelines	
R	8/28	Sue & Sue, Ch. 1 The Multicultural Journey to Cultural Competence	
T	9/2	Ch. 2, The Superordinate Nature of Multicultural Counseling and Therapy	
R	9/4	Ch. 2 (cont'd)	
T	9/9	Ch. 3, Multicultural Competence for Minority Group Counselors	Quiz #1 given at the beginning of class
R	9/11	Ch. 3 (cont'd)	
T	9/16	Ch. 4, The Politics of Psychotherapy	
R	9/18	Ch. 4 (cont'd)	
T	9/23	Ch. 5, Systemic Oppression: Trust, Mistrust, Credibility, and Worldviews	
R	9/25	Ch. 5 (cont'd)	
T	9/30	Ch. 6, Microaggressions in Counseling and Psychotherapy	Quiz #2 given at the beginning of class
R	10/2	Ch. 6 (cont'd)	
T	10/7	Ch.8, Culturally Appropriate Intervention Strategies	Interview Report #1; email to rnero@hbu.edu by midnight to avoid late penalty
R	10/9	Ch. 8 (cont'd)	
T	10/14	Mid-Term Exam (Chapters 1-8)	Bring scantron and #2 pencil
R	10/16	Ch. 9, Multicultural Evidence-Based Practice and Review Mid-term Exam	
T	10/21	Ch. 9 (cont'd)	
R	10/23	Ch.11, Racial/Cultural Identity Development in People of Color	
T	10/28	Ch. 11 (cont'd)	
R	10/30	Ch.12, White Racial Identity Development	
T	11/4	Ch. 12 (cont'd)	
R	11/6	Ch. 14, Counseling African Americans	Quiz #3 given at the beginning of class
T	11/11	Chapter 15, Counseling American Indians and Alaska Natives	
R	11/13	Ch. 16, Counseling Asian Americans and Pacific Islanders	
T	11/18	Ch. 17, Counseling Hispanic/Latino Americans	Interview Report #2; email to rnero@hbu.edu by midnight to avoid late penalty
R	11/20	Ch. 17 (cont'd)	
T	11/25	Counseling Individuals of Multiracial Descent	Article Review uploaded to

			Turnitin by midnight to avoid late penalty
R	11/27	Thanksgiving Holiday (No Class)	
T	12/2	Ch. 26, Counseling Individuals with Disabilities	
R	12/4	Review for Final Exam	Counseling Video uploaded to YouTube by midnight to avoid late penalty
TBA	TBA	Final Examination (Chapters 9; 11-14;16-18; 21 and 26)	Bring scantron and #2 pencil

T = Tuesday

R = Thursday

*****The above procedures and schedule may be subject to change based on the discretion of the professor.**

Please note,

- The last day to add a class is August 29th
- The last day to drop without a "W" is September 10th
- The last day to drop with a "W" is October 31st

Assignment Descriptions

Mid-term and Final Exams: There will be a mid-term and a final exam for this course, covering materials (assigned readings, class discussions, and handouts) until the exam date as outlined in the syllabus. The format of both the exams will be multiple-choice questions and short essays. Exams are not cumulative. Study guides will be provided for the both exams. The professor will keep tests but return any written assignments. **Each exam is worth 100 points.**

Videotaped Counseling Session: Students will select a subject from a cultural background other than their own to serve as a “client” and conduct “on-going therapy sessions”. The student will demonstrate knowledge and skills necessary to work effectively with ethnically and culturally diverse clients in North America. Students will introduce the videotape by providing the “client’s” background information, presenting problem and goals for treatment. The video will last 10 -15 minutes. **The “counseling session” video is worth 100 points.**

Interview Reports: Students will interview two subjects from a cultural background other than their own and gather information on the subject’s worldview and/or acculturation experience. Each report must be 4-5-pages long. **Worth 100 points (50 points each).**

Article Review: Students will review twenty (20) empirical articles that are current (no more than five years old) and relevant to the study of culture and diversity issues in counseling. The topic area must be of special interest to the student. Specific guidelines on this assignment will be provided in class. The paper must be typed (20-page limit) and must follow APA-style. **The article review is worth 100 points.**

Quizzes: There will be three short-answer quizzes covering assigned readings, class discussions and handouts. The quizzes will be given at the beginning of the class. **The quizzes sum up to 100 total points.**

Rubrics for the Article Review, Videotaped Counseling Session and Interview Assignments

Grading Rubric for PSYC 5360 Article Review

Courtesy of Dr. Stella Porto

Qualities & Criteria	Poor (<70)	Fair (70 – 79)	Average (80-84)	Good (85-89)	Excellent (90-93)	Superior (94-100)
<p>Format/Layout Presentation of the text Structuring of text</p> <ul style="list-style-type: none"> Follows requirements of length, font and style (<i>Weight 10%</i>) 	Follows less than half of the requirements related to format and layout.	Follows almost half of the requirements related to format and layout.	Follows over least half of the requirements related to format and layout.	Follows at least <u>3/4</u> of the requirements related to format and layout but not consistently.	Follows, <u>for the most part, all</u> the requirements related to format and layout. Very few requirements are not followed.	Follows <u>all</u> the requirements related to format and layout.
<p>Content/Information All elements of the topics are addressed</p> <ul style="list-style-type: none"> The information is technically sound Information based on careful research Coherence of information (<i>Weight 60%</i>) 	The paper is not objective and fails to address the issues referred to in the proposed topic. The provided information is not necessary <u>or</u> not sufficient to discuss these issues.	The paper is inconsistent when it comes to objectivity <u>and</u> provides a <u>surface understanding</u> of the issues raised by the proposed topic.	The paper is objective for the most part and, in three or more instances, provides a surface understanding of the issues raised by the proposed topic.	The paper is objective but lacks consistent in-depth analysis of the proposed topic. The provided information does not sufficiently discuss the issues raised by the paper/topic in a consistent manner.	The paper is objective and for the most part addresses with an in depth analysis most of the issues referred in the proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues.	The paper is objective and addresses with an in depth analysis all the issues referred in the proposed topic. The provided information is necessary and sufficient to discuss these issues.
<p>Quality of Writing</p> <ul style="list-style-type: none"> Clarity of sentences and paragraphs No errors and spelling, grammar and use of English Organization and coherence of ideas 	The paper is not well written, and contains many spelling errors, and/or grammar errors and/or use of English errors. The paper is poorly organized, lacks clarity and/or does not present	The paper displays at best, fair writing ability. The paper contains awkward phraseology, run-on sentences, spelling errors, and/or grammatical errors and/or use of English errors. The paper is lacking in organization,	The paper displays at best, average writing ability. The paper contains awkward phraseology, run-on sentences, spelling errors, and/or grammatical errors and/or use of English	The paper is well written, and contains some spelling errors, and/or grammar errors and/or use of English errors. The paper is organized but lacks clarity in the presentation of some ideas 15-	The paper is well written for the most part, without spelling, grammar or use of English errors. The paper is for the most part well organized, clear and presents ideas in a coherent way.	The paper is well written from start to finish, without spelling, grammar or use of English errors. The paper is well organized, clear and presents ideas in a coherent way.

(Weight 20%)	ideas in a coherent way over half the time.	clarity and/or does not present ideas in a coherent way 40 - 50% of the time.	errors. The paper is lacking in organization, clarity and/or does not present ideas in a coherent way at least 25% of the time.	25% of the time.		
<p>References and use of references Scholarly level of references</p> <ul style="list-style-type: none"> • How effective the references are used in the paper? • Soundness of references • APA style in reference list and for citations <p>(Weight 10%)</p>	<p><u>Approximately 3/4th</u> of the references used are not important, and/or are not of good/scholarly quality. <u>There is not</u> a minimum of 20 scholarly resources, and/or they are not used effectively in the paper. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.</p>	<p><u>Almost half</u> of the references used are not important, and/or are not of good/scholarly quality. <u>There is not</u> a minimum of 20 scholarly resources, and/or they are not used effectively in the paper. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.</p>	<p>At least 1/2 of the references used are not important, and/or are not of good/scholarly quality. There is a minimum of 20 scholarly resources, and/or some are not used effectively in the paper. That is, some references are not effectively used, and/or not correctly cited and/or not correctly listed in the reference list according to APA style.</p>	<p><u>At least 3/4th</u> of the references used are not important, and/or are not of good/scholarly quality. There is a minimum of 20 scholarly resources, and/or some are not used effectively in the paper. That is, <u>some</u> references are not effectively used, and/or not correctly cited and/or not correctly listed in the reference list according to APA style.</p>	<p><u>Most (>3/4th)</u> of the references used are important, and are of good/scholarly quality. There is a minimum of 20 scholarly resources that are for the most part used effectively in the paper. <u>Most</u> of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</p>	<p><u>All</u> the references used are important, and are of good/scholarly quality. There is a minimum of 20 scholarly resources that are used effectively in the paper. <u>All</u> the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</p>
			<p>Overriding criterion: Originality and authenticity. If the paper is identified as not being original, and/or not done by the student, the instructor has the right to grade the paper as an F.</p>			

Cultural Psychology Video Rubric

Video Components	Superior (94-100%)	Excellent (90-93)	Good (80-89)	Fair (70-79)	Poor (Below 70)
Narration (Opening)	The student introduced the presenting problem by including a thorough, well-informed discussion of each of the following: <ol style="list-style-type: none"> Cultural considerations for the therapy based upon the client's background. Compare and contrast taking an etic vs emic perspective on the presenting problem. Establishing trustworthiness, credibility, and expertness. The dyadic combinations mentioned in chapter 3. 	The student introduced the presenting problem by including a thorough, well-informed discussion of three of the following: <ol style="list-style-type: none"> Cultural considerations for the therapy based upon the client's background. Compare and contrast taking an etic vs emic perspective on the presenting problem. Establishing trustworthiness, credibility, and expertness. The dyadic combinations mentioned in chapter 3. 	The student introduced the presenting problem by including a thorough, well-informed discussion of two of the following: <ol style="list-style-type: none"> Cultural considerations for the therapy based upon the client's background. Compare and contrast taking an etic vs emic perspective on the presenting problem. Establishing trustworthiness, credibility, and expertness. The dyadic combinations mentioned in chapter 3. 	The student introduced the presenting problem by including a thorough, well-informed discussion of one of the following: <ol style="list-style-type: none"> Cultural considerations for the therapy based upon the client's background. Compare and contrast taking an etic vs emic perspective on the presenting problem. Establishing trustworthiness, credibility, and expertness. The dyadic combinations mentioned in chapter 3. 	The student introduced the presenting problem but failed to provide a thorough, well-informed discussion of any of the following : <ol style="list-style-type: none"> Cultural considerations for the therapy based upon the client's background. Compare and contrast taking an etic vs emic perspective on the presenting problem. Establishing trustworthiness, credibility, and expertness. The dyadic combinations mentioned in chapter 3.
Establishes Rapport	The student demonstrated an acceptable working knowledge of at least four "Demonstrably Effective" and at least three "Promising and Probably" Effective ESR variables.	The student demonstrated an acceptable working knowledge of at least three "Demonstrably Effective" and at least two "Promising and Probably" Effective ESR variables.	The student demonstrated an acceptable working knowledge of at least two "Demonstrably Effective" and at least one "Promising and Probably" Effective ESR variables.	The student demonstrated an acceptable working knowledge of at least one "Demonstrably Effective" and at least one "Promising and Probably" Effective ESR variables.	The student failed to demonstrate an acceptable working knowledge of any of the "Demonstrably Effective" and "Promising and Probably" Effective ESR variables.
Culturally Appropriate Intervention Strategies	The student demonstrated an acceptable working knowledge of each of the following nonverbal behaviors : proxemics, kinesics, paralinguage and high-low context communication.	The student demonstrated an acceptable working knowledge of at least three of the following nonverbal behaviors : proxemics, kinesics, paralinguage and high-low context communication.	The student demonstrated an acceptable working knowledge of at least two of the following nonverbal behaviors : proxemics, kinesics, paralinguage and high-low context communication.	The student demonstrated an acceptable working knowledge of at least one of the following nonverbal behaviors : proxemics, kinesics, paralinguage and high-low context communication.	The student failed to demonstrate an acceptable working knowledge of the following nonverbal behaviors : proxemics, kinesics, paralinguage and high-low context communication.
Narration (Body)	After demonstrating "rapport" and "culturally appropriate intervention strategies", the student provided a thorough and well-informed discussion of the ways in which she is practicing culturally competent counseling with the client. The discussion included mention of all three competencies covered in chapter 2	After demonstrating "rapport" and "culturally appropriate intervention strategies", the student provided a thorough and well-informed discussion of the ways in which she is practicing culturally competent counseling with the client. The discussion included mention of two competencies covered in chapter 2	After demonstrating "rapport" and "culturally appropriate intervention strategies", the student provided a thorough and well-informed discussion of the ways in which she is practicing culturally competent counseling with the client. The discussion included mention of one of the competencies covered in chapter 2	After demonstrating "rapport" and "culturally appropriate intervention strategies", the student provided a cursory discussion of the ways in which she is practicing culturally competent counseling with the client. The discussion included mention of the competencies covered in chapter 2	After demonstrating "rapport" and "culturally appropriate intervention strategies", the student provided a cursory discussion of the ways in which she is practicing culturally competent counseling with the client. The discussion failed to include mention of the competencies covered in chapter 2
Multicultural Evidence-Based Practice	The student demonstrated a near-flawless (Licensure level) working knowledge of either a "Well-Established" Treatment or a "Probably Efficacious" Treatment.	The student demonstrated an above-average (Intern level) working knowledge of either a "Well-Established" Treatment or a "Probably Efficacious" Treatment.	The student demonstrated an acceptable (Practicum level) working knowledge of either a "Well-Established" Treatment or a "Probably Efficacious" Treatment.	The student demonstrated an acceptable (Beginning Graduate Student) working knowledge of either a "Well-Established" Treatment or a "Probably Efficacious" Treatment.	The student failed to demonstrate an acceptable (Lay person level) working knowledge of either a "Well-Established" Treatment or a "Probably Efficacious" Treatment.
Narration (Conclusion)	The student provided a thorough and well-informed discussion of EBP and EST as it relates to	The student provided a thorough and/or well-informed discussion of EBP and EST as it relates	The student provided a thorough and well-informed discussion of EBP and EST as it relates to	The student provided a thorough and well-informed discussion of EBP and EST as it relates to	The student failed to provide a thorough and well-informed discussion of EBP and EST as it relates

culturally competent counseling. She spoke **authoritatively and expertly (this includes “accurately”)** about well-established vs. “probably efficacious” treatments. The student gave an **“inarguable”** and empirically-supported **rationale** for the approach she used and discussed what she could have done differently/better.

to culturally competent counseling. She spoke **authoritatively and/or expertly (this includes “accurately”)** about well-established vs. “probably efficacious” treatments. The student gave an **“arguable”** but empirically-supported **rationale** for the approach she used and discussed what she could have done differently/better.

culturally competent counseling. She spoke authoritatively **or** expertly (this includes “accurately”) about well-established vs. “probably efficacious” treatments. The student gave an empirically-supported **rationale** for the approach she used **and** discussed what she could have done differently/better.

culturally competent counseling. She spoke authoritatively **or** expertly (this includes “accurately”) about well-established vs. “probably efficacious” treatments. The student **either** gave an empirically-supported **rationale** for the approach she used **OR** a fair critique of what she could have done differently/better.

to culturally competent counseling. The student **failed to** give an empirically-supported **rationale** for the approach she used and gave a **weak critique** of her what she could have done differently/better.

One of the best ways to find answers to questions about a person from another culture is to ask a person who knows the answers. This is called an interview. By asking the right questions and recording the answers, you can find out surprising things about your interviewee, your subject, and their community to these and many more questions. This essay summarizes the interview process to make your explorations easier.

Before you meet with the interviewee, you'll want to have the Informed Consent form prepared. This Please download the form from Blackboard. The interviewee must sign the Informed Consent form before beginning the interview.

WHAT TO SAY: Before you meet with a person, make a list of questions so that you don't forget what you want to say. Sometimes people are reluctant to talk into a tape recorder. Think about what you'll say to make them feel more comfortable. Maybe you want to think about a story you can tell that they might enjoy hearing. Maybe you have a newspaper article or photograph to spark conversation and put the interviewee at ease. Based upon what I learned from reading the interviews from students who took the course previously, many interviewees were put at ease by the interviewer's own self-disclosure.

OPEN-ENDED QUESTIONS: Avoid questions that have a simple "yes" or "no" answer. Think of questions for which you don't know the answer. Try not to expect a certain answer from your subject. You are not limited to these questions. Furthermore, some of these questions will not apply to your interviewee.

From previous students' 1st interview, I tend to notice "confirmation bias" type questioning. That is, some interviewers/students pursued a topic area that interested them and failed to provide a well-rounded portrait of the subject. It's a good thing to take an interest in another's culture. However, only asking about aspects of the culture that fascinates the interviewer runs the risk of the exoticization of the subject's cultural or racial heritage. This portion of your paper grade is worth 60%. You will be graded on the richness of the interview as determined by the information revealed.

Questions:

Introductions:

1. What is the meaning of your name? Is it a common name in your culture?
2. What is your native country or culture?
3. Which language(s) is (are) your native language(s)?
4. Where are all the places you have lived?

Living or Staying Away from Home

1. How did you experience the culture of the different places you lived?
2. Have you experienced any place to be more open to outsiders than others? What are these places, and what aspects of them make them more open to outsiders?
3. Are there any aspects of other cultures you have lived in that you adapted into your life? What are these aspects/behaviors? How have they enriched your life?
4. Do you find opportunities to share about your culture with others? What are some topics others want to learn about your culture?
5. What have you learned about your culture from an outsider that was interesting or curious to you?
6. Are there any misconceptions, myths or stereotypes about your country or culture that people outside your culture believe to be true? Are these statements valid? If you have lived in different countries, do different cultures and countries have different impressions (myths, misconceptions, stereotypes) of your country/culture? Share your thoughts, a few myths and your impressions on these myths.
7. What do you like best about your native country or culture that you'd like to share.?
8. What qualities do you think your country or culture could benefit from another culture?
9. What are some qualities of your culture or country that you feel other countries or cultures could benefit from?
10. What are some of the best qualities you have found in your native culture and other cultures in the world? (Share at least three examples; list the country/culture and the trait.

Lifestyle and Social Adjustment:

1. Are there any cultural or social norms or communication patterns that you had to adjust to?
2. Are there some you don't understand and find difficult to adjust to? Please share your experiences.
3. "Culture shock" and "reverse culture shock" are terms used when facing adjustment challenges in moving to new countries or back home. Have you experienced "culture shock" and/or "reverse culture shock"? Please share one or two examples.

Changing Identity through Citizenship

1. Have you changed your citizenship from your native citizenship? How does changing your citizenship affect your connection with your native and new cultures?
2. If you have changed citizenship, what advice for those thinking about changing their citizenship?
3. As you adjust to different cultures or lifestyles, how does that affect your bond or connection with your native culture? Do you balance the aspects of different lifestyles? Share any examples that come to mind.
4. Like before, provide a summary of what you learned about the subject and, afterwards, provide your impressions. Now that we are farther along in the course, you can integrate more cultural counseling concepts.

AFTER THE INTERVIEW (40% of paper grade)

Write about your impressions, the successes, the problems, the questions you still need to ask, the ideas you got. Did things go as you expected? Or were you surprised? Ask yourself the following questions about your interview (These questions are required and failure to address these questions will result in point deductions):

1. Did you commit any microinvalidations? If so, explain what they were. (It's better for you to catch them before I do).

What did you learn in terms of the following?

1. Emic and Etic Perspectives
2. Value Judgments
3. Cultural Competence
4. The Emotional Consequences of Race
5. The Sociopolitical Nature of Counseling/Therapy
6. Tripartite Framework

You are not limited to these questions, but **these questions are required for the assignment.**

Adapted from Louisiana Voices: An Educator's Guide to Exploring our Communities and Traditions and Alivani Cross-Cultural Communication and Understanding.

The Cultural Psychology Interview II

INTRODUCTION

One of the best ways to find answers to questions about a person from another culture is to ask a person who knows the answers. This is called an interview. By asking the right questions and recording the answers, you can find out surprising things about your interviewee, your subject, and their community to these and many more questions. This essay summarizes the interview process to make your explorations easier.

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WHAT TO SAY: Before you meet with a person, make a list of questions so that you don't forget what you want to say. Sometimes people are reluctant to talk into a tape recorder. Think about what you'll say to make them feel more comfortable. Maybe you want to think about a story you can tell that they might enjoy hearing. Maybe you have a newspaper article or photograph to spark conversation and put the interviewee at ease. Based upon what I learned from reading the interviews from students who took the course previously, many interviewees were put at ease by the interviewer's own self-disclosure.

OPEN-ENDED QUESTIONS: Avoid questions that have a simple "yes" or "no" answer. Think of questions for which you don't know the answer. Try not to expect a certain answer from your subject. You are not limited to these questions. Furthermore, some of these questions will not apply to your interviewee.

From previous students' 1st interview, I tend to notice "confirmation bias" type questioning. That is, some interviewers/students pursued a topic area that interested them and failed to provide a well-rounded portrait of the subject. It's a good thing to take an interest in another's culture. However, only asking about aspects of the culture that fascinates the interviewer runs the risk of the exoticization of the subject's cultural or racial heritage. This portion of your paper grade is worth 60%. You will be graded on the richness of the interview as determined by the information revealed.

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Living or Staying Away from Home

1. How did you experience the culture of the different places you lived?
2. Have you experienced any place to be more open to outsiders than others? What are these places, and what aspects of them make them more open to outsiders?
3. Are there any aspects of other cultures you have lived in that you adapted into your life? What are these aspects/behaviors? How have they enriched your life?
4. Do you find opportunities to share about your culture with others? What are some topics others want to learn about your culture?
5. What have you learned about your culture from an outsider that was interesting or curious to you?
6. Are there any misconceptions, myths or stereotypes about your country or culture that people outside your culture believe to be true? Are these statements valid? If you have lived in different countries, do different cultures and countries have different impressions (myths, misconceptions, stereotypes) of your country/culture? Share your thoughts, a few myths and your impressions on these myths.
7. What do you like best about your native country or culture that you'd like to share.?
8. What qualities do you think your country or culture could benefit from another culture?
9. What are some qualities of your culture or country that you feel other countries or cultures could benefit from?
10. What are some of the best qualities you have found in your native culture and other cultures in the world? (Share at least three examples; list the country/culture and the trait.

Lifestyle and Social Adjustment:

1. Are there any cultural or social norms or communication patterns that you had to adjust to?
2. Are there some you don't understand and find difficult to adjust to? Please share your experiences.
3. "Culture shock" and "reverse culture shock" are terms used when facing adjustment challenges in moving to new countries or back home. Have you experienced "culture shock" and/or "reverse culture shock"? Please share one or two examples.

Changing Identity through Citizenship

1. Have you changed your citizenship from your native citizenship? How does changing your citizenship affect your connection with your native and new cultures?
2. If you have changed citizenship, what advice for those thinking about changing their citizenship?
3. As you adjust to different cultures or lifestyles, how does that affect your bond or connection with your native culture? Do you balance the aspects of different lifestyles? Share any examples that come to mind.
4. Like before, provide a summary of what you learned about the subject and, afterwards, provide your impressions. Now that we are farther along in the course, you can integrate more cultural counseling concepts.

AFTER THE INTERVIEW (40% of paper grade)

Write about your impressions, the successes, the problems, the questions you still need to ask, the ideas you got. Did things go as you expected? Or were you surprised? Ask yourself the following questions about your interview (These questions are required and failure to address these questions will result in point deductions):

1. Did you commit any microaggressions? If so, explain what they were. (It's better for you to catch them before I do).

What did you learn in terms of the following?

1. Communication styles
2. Nonverbal communication
3. Proxemics
4. Kinesics
5. Paralanguage
6. High-Low Context Communication

Using the information from chapters 11 and 12, use the R/CID or WRID Model to understand the subject's identity development? (NOTE: Identity models ONLY are appropriate for persons born in the United States.)

You are not limited to these questions, but these questions are required for the assignment.

Adapted from Louisiana Voices: An Educator's Guide to Exploring our Communities and Traditions and Alivani Cross-Cultural Communication and Understanding.