**COLLEGE OF EDUCATION**

**Seattle University**

**901 - 12th Ave**

**PO Box 222000**

**Seattle, WA 98122**

**The College of Education's Conceptual Framework**

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

**The Counseling Program Mission**

To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

**COURSE INFORMATION INSTRUCTOR**

COUN 5130, Section 01 (Clinical Mental Health)

Multicultural and Social Justice Counseling Office Hours:

4 Credits Email:

Building: Loyola Hall 302

Tuesdays, 4:00-8:25pm, Summer 2022

**REQUIRED TEXTS AND/OR READINGS**

Required Texts

Ginicola, M. M., Smith, C., & Filmore, J. M. (Eds.). (2017). *Affirmative counseling with LGBTQI+ people*. American Counseling Association.

Sue, D.W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (8th ed.). Hoboken, NJ: John Wiley & Sons

Required Articles (Available through Lemieux library database)

Abes, E. S. & Jones, S. R. & McEwen, M. K. (2007). Reconceptualizing the Model of Multiple Dimensions of Identity: The Role of Meaning-Making Capacity in the Construction of Multiple Identities. *Journal of College Student Development* 48(1), 1-22.

Brown, L. (2008). Entering the Healing Process. In *Cultural competence in trauma therapy: Beyond the flashback* (pp. 61-94)*.* Washington, DC: American Psychological Association.

Feather, K. A., Bordonada, T. M., Waddington, A. (2017). Individual with disabilities and substance use disorders: Recommendations for counselors. *Journal of Addiction & Offender Counseling,* 39, 2-14.

Hays, P. A. (1996). Addressing the Complexities of Culture and Gender in Counseling. *Journal of Counseling & Development*, *74*(4), 332. <https://doiorg.proxy.seattleu.edu/10.1002/j.1556-6676.1996.tb01876.x>

Menakem, R. (2017). Body to Body, Generation to Generation. In *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending our Hearts and Bodies* (pp. 37–54). essay, Central Recovery Press.

Ratts, M. J., Singh, A. A., Nassar-McMillan, S. C., Butler, S. K., & McCullough, J. R. (2016).

 Multicultural and social justice counseling competencies: Guidelines for the counseling

 profession. *Journal of Multicultural Counseling and Development*, 28-48. doi:10.1002/jmcd.12035

Smart, J. F., & Smart, D. W. (2006). Models of Disability: Implications for the Counseling Profession. *Journal of Counseling & Development, 84*(1), 29-40.

Recommended Books

Alvarez, A. N., Liang, C. T., & Neville, H. A. (2016). *The cost of racism for people of color contextualizing experiences of discrimination*. Washington, DC: American Psychological Association.

Brown, L. (2008). *Cultural competence in trauma therapy: Beyond the flashback.* (Washington, DC: American Psychological Association.

Hays, D. and Erford, B. (2018). *Developing multicultural counseling competence: A systems approach*. (3rd ed.). New York, NY: Pearson.

Lee, C. (2019). *Multicultural issues in counseling: New approaches to diversity.* (5th ed.). Alexandria, VA: American Counseling Association.

Menakem, R. (2017). *My Grandmother’s Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. Central Recovery Press.

Ratts, M. J., & Pedersen, P. B. (2014). *Counseling for multiculturalism and social justice: Theory, integration, and application* (4th ed.). Alexandria, VA: American Counseling Association.

Sue, D.W., Gallardo, M., & Neville, H. (2014). *Case studies in multicultural counseling and therapy.* Hoboken, NJ: John Wiley & Sons

**CONTENT AREAS**

**COURSE DESCRIPTION**

Graduate Bulletin Description

Explores theoretical foundations of diversity counseling. Specific attention will be given to the impact ethnicity and culture, intellectual ability, physical disability, gender, age, socioeconomic status, sexual orientation, and religion have on the counseling process. In addition, competencies needed to meet the diverse needs of alcoholic and drug addicted individuals and barriers to effective addiction treatment will be explored. Registration Restriction(s)**:** *Majors only* **Prerequisite Course(s):** *COUN 5100, COUN 5110.*

Course Purpose(s)/Goal(s)

This course is designed to help students develop multicultural and social justice competence in counseling diverse populations.

Course Rationale

1. CACREP Standards

2. SOCIAL AND CULTURAL DIVERSITY

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

c. multicultural counseling competencies

d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others

e. the effects of power and privilege for counselors and clients

f. help-seeking behaviors of diverse clients

g. the impact of spiritual beliefs on clients’ and counselors’ worldviews

h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

 f. systemic and environmental factors that affect human development, functioning, and behavior

5. COUNSELING AND HELPING RELATIONSHIPS

 d. ethical and culturally relevant strategies for establishing and maintaining in- person and technology-assisted relationships

2. Washington Administrative Code WAC 246-811-030

Chemical Dependency Professional

 2(e) Cultural diversity including people with disabilities and its implication for treatment.

**KNOWLEDGE AND SKILLS OUTCOMES**

**COURSE OBJECTIVES**

* Students will explore the relevance of multicultural and social justice issues impacting culturally diverse individuals.
* Students will be knowledgeable of current multicultural and social justice counseling research.
* Students will become familiar with theories and models of multicultural and social justice counseling, including identity development models and social justice advocacy.
* Students will become familiar with the multicultural and social justice counseling competencies.
* Students will explore their heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others.
* Students will understand the effects of power and privilege for counselors and clients.
* Students will become familiar with help-seeking behaviors of diverse clients.
* Students will examine the impact of spiritual beliefs on clients’ and counselors’ worldviews.
* Students will develop strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
* Students will become familiar with systemic and environmental factors that affect human development, functioning, and behavior.
* Students will learn about ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

**COURSE INSTRUCTIONAL METHODS**

This course employs a range of instructional methods to promote high-quality learning. Methods include the use of (a) cooperative learning; (b) interactive problem solving; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) small-group and whole-class discussion, and (f) the use of multimedia.

**STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

**COURSE REQUIREMENTS**

A. Assignments and Activities

|  |  |  |
| --- | --- | --- |
| Assignment  | CACREP Standard | Points Possible  |
| Social Identities ADDRESSING Model Self-Reflection | 2a | 20 |
| Reading Insights (5 total) | N/A | 50 (10 pts. Each) |
| Cultural Immersion & Interview | 2a, 2d, 2e, 2f, 2h | 50 |
| MCC and ACSA Survey | 2c | 10 |
| Class Engagement  | 2 a-h, 3f, 5d | 70 |

B. Grading Scale:

 94-100 % A 80-83 B- 67-69 D+

 90-93 A- 77-79 C+ 64-66 D

 87-89 B+ 74-76 C 60-63 D-

 84-86 B 70-73 C- 0-59 F

C. Course Expectations:

*Diversity Statement*: This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate. This does not mean that you will feel comfortable in class. Discomfort can provide rich insight, which in turn, can lead to growth.

*Assignments:* All assignments are due prior to the start of class on the due date. Please communicate with the professor if unforeseen circumstances require additional flexibility.

*Attendance:* Due to the experiential nature of this course attendance is required. Missing two classes may result in a drop of a ½ a letter grade from a student’s overall grade (e.g., A to A-). Please communicate with your instructor and your group if you need to miss class. You will be responsible for missed assignments and reading.

 *Readings:* All assigned readings are to be completed prior to the beginning of class.

**SCHEDULE OF COURSE ACTIVITIES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Topics**  | **Readings and Assignments** | **CACREP Standard** | **Evaluation****Method** |
| **Class #1****6/27/22** | Introduction & Overview; Reading Groups; Counseling “Forces” Counseling Video 1Worldview and Multiple Dimensions of Identity; Systems of Oppression; ADDRESSING Model; White-Body Supremacy, Embodied Historical/ intergenerational Trauma Racial/Cultural Identity Development in People of Color; White Racial Identity Development; Culturally Competent Assessment | Abes, Jones & McEwen (2007)Hays (1996)*In Class “Expectations, Hopes, & Fears for Class”**In Class “Body to Body, Generation to Generation” (Menakem) Exercise*     | Sections2a-h, 3f, 5dWAC Chem. Dep. 2e  | ReadingsLecturesAssignments |
| **Class #2****7/4/22** | Obstacles to Cultural Competence; Nature of Multicultural Counseling;Cultural Competence for Therapists of Marginalized Groups; Multicultural and Social Justice Counseling Competencies; Advocacy Competencies; CAS Model Counseling Video #2 Developing Competence Working with LGBTQIA+ Communities; Science of Gender and Affectional Orientation; Importance of Developmental Conceptualizations; LGBTQI+ Youth Development & Adulthood | Sue, Sue, Neville and Smith (2019) Ch. 1, 2, 3, 11, 12  Ginicola, Smith and Filmore (2017) Ch. 1-5 Ratts, Singh, Nassar-McMillan, Butler, & McCullough (2016)*Complete MCC and ACSA Survey in Ratts & Pedersen text* *Reading Insight #1* | Sections2a-e, 2h, 3f, 5d | ReadingsLecturesAssignments |
| ***Class #3******7/11/21*** | Epigenetics;Intersectionality Political and Social Justice Implications; Impacts of Systemic Oppression; MicroaggressionsCounseling Video #3 Identity Development, Coming Out, and Family Adjustment; Physical and Mental Health Challenges Found in LGBTQIA+ Population; Emerging Issues in Counseling LGBTQIA+ People - The Role of Ethnicity   | Menakem (2017)Sue & Sue, Ch. 4-6 Ginicola, Smith and Filmore (2017) Ch. 6, 7, 20, 21  *Reading Insight #2*   | Sections 2a, 2b, 2e-h, 3f, 5d | ReadingsLecturesAssignments |
| **Class #4****7/18/21** | Individual and Family Perspectives on Barriers to Counseling; Communication Styles Impact; Evidence Based Practice; Cultural Competence in Trauma Therapy;Culturally Competent Assessment Disaffirming Therapy; Evidence-Based Practice for Counseling the LGBTQI+ Population; Affirmative, Strengths-based Counseling with LGBTQI+ People; Emerging Issues in Counseling LGBTQI+ People - The Role of Religion | Sue & Sue, Ch. 7-9,13Brown, Ch. 3 Ginicola, Smith and Filmore (2017) Ch. 8, 9, 10, 22, 23, 24 *Reading Insight #3*  | Sections 2a-h, 3f, 5d | ReadingsLecturesAssignments |
| **Class #5****7/25/21** | Counseling Marginalized Racial/Ethnic Group Populations: African Americans, American Indians/Native Americans and Alaska Natives, Asian American and Pacific Islanders, Latinas/os/x; Multiracial Individuals Counseling LGBTQIA+Individuals Counseling Lesbian clients; Gay Men cleints; Bisexual/Pansexual/Polysexual clients; and Transgender clients | Sue & Sue, Ch. 14-18, 23Ginicola, Smith and Filmore (2017) Ch. 11, 12, 13, 14 *Reading Insight #4**ADDRESSING Model Self Reflection* | Sections 2a-h, 3f, 5d | ReadingsLecturesAssignments |
| **Class #6****8/1/22** | Counseling Arab Americans, Muslim Americans, Immigrants and Refugees, Jewish Americans, and Individuals Living in Poverty Counseling Individuals with Disabilities, Women, and Addictions Counseling Queer and Genderqueer Clients, Clients Questioning Their Affectional Orientation; Intersex Clients, Asexual Clients, Two-Spirited Clients | Sue & Sue Ch. 19, 20, 21, 22, 25, 26 Smart & Smart, (2006)Ginicola, Smith and Filmore (2017) Chapters 15, 16, 17, 18, 19Feather, Bordonada, T. M., Waddington (2017) *Reading Insight #5*   | Sections2a-h, 3f, 5dWAC Chem. Dep. 2e       | ReadingsLecturesAssignments |
| **Class #7****8/8/22** | Becoming an Ally: Personal, Clinical and School-Based Social Justice Interventions Non-Western Methods of Healing;  Case Consultation and Peer Evaluation | Ginicola, Smith and Filmore (2017) Chapters 25 Sue & Sue Ch. 10 *Cultural Immersion/Interview and Case Presentation* | Sections2a-h, 3f, 5dWAC Chem. Dep. 2e | ReadingsLecturesAssignments |

**Social Identities ADDRESSING Model Self Reflection**

In a two-part assignment, we are asking that you reflect upon your social identities outlined in the ADDRESSING Model (Hays 1996).

**PART 1**

Please respond to your choice of the prompts in the section, Detailed Prompts (found on Canvas Assignments), for the ADDRESSING Model- please respond to at least one question prompt in each identity section. You do not need to respond to all the prompt questions that have been provided. However, you must address each of the social identities in the ADDRESSING model. If none of the prompts resonate for you, then please offer your own (check in with me if this is the case for you). This section of the paper should be 3.5-4 pages, double spaced.

**PART 2**

In addition to thinking deeply about your social identities, we are also asking you to think deeply about how you express your social identities in a group setting, like in your work or counseling classes, and in (the future in) clinical practice. In answering this prompt, please be introspective about yourself and how you may or may not express your internalized oppression and/or internalized dominance. This exercise will encourage you to develop a regular practice of observation and analysis of self, “yourself” in groups (micro and mezzo), and “yourself” in clinical practice (transference and countertransference). Question: How do you move through the world individually, in groups, and how do you show up 1:1 with your client? Suggested page length 1 page for Part 2.

We are specifically looking for you to:

* Identify and unpack power dynamics and interactions from both target and agent (or shared) lenses
* Link your reflections to what you are learning in this class, e.g. readings, class discussions, class lectures, reading groups, etc.

**Reading Insight: Expand Your Knowledge Through Reading**

**Reading Groups**

In many community mental health practices, they work in teams. The purpose of the reading group is to help you begin to identify and develop strong team-oriented skills, including skills in dividing tasks, collaborating in one another’s learning, receiving feedback and being accountable. The reading groups provide mutual and engaged support for learning and applying the material presented in the course. Your engagement in the reading group will be integrated into your contribution and participation grade, especially your contributions to your group’s understanding of the weekly reading. We will use various methods for members of the reading groups to prepare for class discussion. Instructions for reading preparation will be provided one week in advance. Students will share their Reading Insights (see Assignments) with their group.

1. You are expected to read all materials for the week before the day of class. Each week, in reading groups, each member of the group will be assigned one or two chapters or articles to create a Reading Insight and to present the information to their group the following week.

1. For each assigned material, the Reading Insights note key information, frameworks, ideas, concepts, theories, quotes, etc. Your goal is threefold: (a) understand the information, (b) personalize/internalize the information, and (c) construct meaning with others.

1. Prepare a one-page typed summary/reflection sheet to use as ***talking points*** in class activities. **These need to be uploaded to CANVAS before the start of class.** You may wish to bring copies for others. The following prototype may be helpful in organizing your sheet—use both sides if needed. Include visuals or use concept maps if you like. Make each **Reading Insight** sheet meaningful and succinct for easy reference and use in class. Use any method that works well for you!

|  |
| --- |
| **NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Reading Insights #\_\_\_\_\_** · **Key Information, Ideas, Terms, Definitions**     · **Personal Insights, Connections, Questions, Concerns**      |

4. **Scoring = 10 points total per sheet**

* 5 points for completion/clarity
* 5 points for sharing/using it with others in class on the due date

**Cultural Immersion and Interview**

PURPOSE: To learn more about another person’s experiences by immersing self in her/his/their culture and the influence of oppression through a cultural immersion experience and interview.

ASSIGNMENT:

This is a five-part assignment (Part I and 5 have 2 options):

**1. Part I: Immersion - Option A**-

 Immerse yourself in the social identity group of the person you intend to interview. You are to visit a place you have never before visited. The place you visit must help you to become a more culturally competent helping professional. Going to a club does not meet this requirement, however, immersing yourself within a community, neighborhood, or religious establishment may. You must keep a journal of your experiences, thoughts, feelings and behaviors in this “different” environment. You are encouraged to check with the instructor to see if the immersion activity will be sufficient enough to meet this course requirement.

***The location must meet ALL of the conditions identified below:***

* Your stay should be for at least **three to four consecutive hours**.
* You should be a participant-observer within the location you choose. Do not arrange a “guided tour”, or observe from the “outside”. Attempt to immerse yourself directly in the activities of your chosen site.
* You are visiting a member of a systematically marginalized group (e.g., LGBTQIA + community, Black, Indigenous, POC community, disability community, etc.) that you intend to interview (without the person you are interviewing).
* You are not a member of the systematically marginalized group.
* You are not familiar with this population.
* You are likely to work with this population in your field placement or upon graduation.
* The activity causes you some level of discomfort.
* You are not visiting an establishment of which you were or are employed or volunteer or have frequented in the past.

***For example, the location and activity you choose might be one of the following:***

* Participating in an unfamiliar religious ceremony
* Spending an evening with members of an unfamiliar racial/ethnic group
* Visit LGBTQIA + community
* Spending a day with the houseless community

There are many other possibilities. The critical element is to choose something very different from what you are accustomed to and which causes – even as you think about it – some sensation of discomfort.

**Part I – Immersion - OPTION B -**

Immerse yourself in media, literature and research that provides you a narrative and context regarding the community of the person you intend to interview. You are expected to seek:

* Media and literature sources that immerse you in narratives of those who embody the social identity you are learning about. These may include first person accounts, documentaries, autobiographies and memoirs.
* You will also identify and learn more about local identity-specific community spaces and resources (El Centro, Gay City, ACRS, etc.), and read counseling articles about that identity, and if possible, participate in a free webinar on that identity.

This experience will provide context, helping you to become a more culturally competent helping professional. You must keep a journal of your experiences, thoughts, feelings and behaviors as you learn about this “different” environment. You are encouraged to check with the instructor to see if the immersion activity will be sufficient enough to meet this course requirement.

 ***This immersion into media/literature must meet ALL of the conditions identified below:***

* A commitment of at least **6-8 hours** to learn about this person/community’s experience (a documentary viewing generalizing a community’s experience is supplementary to the immersion into literature and a first person accounts e.g. reading Men We Reaped and watching 13th)
* You are learning about a member or experiences of a systematically marginalized group (e.g., LGBTQIA + community, Black, Indigenous, POC community, disability community, etc.) that you intend to interview (without the person you are interviewing).
* You are not a member of the systematically marginalized group.
* You are not familiar with this population.
* You are likely to work with this population in your field placement or upon graduation.
* The activity causes you some level of discomfort.
* You are not immersing yourself into the narratives about a community of which you are familiar about from experience or learning in the past.

***Examples of media/literature might be one of the following:***

Memoirs:

* Crying in H Mart by Michella Zauner
* Men We Reaped by Jesmyn Ward
* I Am Not Your Perfect Mexican Daughter by Erika Sanchez
* Somebody’s Daughter by Ashley C. Ford
* Asylum: A Memoir and Manifest by Edafe Okporo
* Miseducated by Brandon P Fleming
* What We Carry by Maya Shanbhag

Documentaries:

* 13th
* Aoki
* What was Ours
* Dark Girls
* Accidental Courtesy
* Precious Knowledge

There are many other possibilities. These are examples found from a quick online search. The critical element is to choose something very different from what you are accustomed to and which causes – even as you think about it – some sensation of discomfort.

**2. Part II: Interview**

Identify a person to interview from a systematically marginalized group from the community that you immersed yourself into (either from a visit or through media and first hand accounts) and that we covered in class that you are not familiar with. This interview needs to occur in person or virtually with video calling. The person you interview cannot be a member of your own social identity group. Appropriate marginalized groups can include but are not limited to: individuals with disabilities, Asian American, LGBTQIA+, African American/Black, Latino/a/x American, Jewish American, etc. PRIOR to the interview, immerse yourself in the community of the person you wish to interview.

Interview one or more persons who belong to the social identity group in which you are interested and that have been affected by the issue of oppression you are researching. Ask a minimum of five questions that will help you:

A. Learn about the person’s cultural background and worldview.

B. Understand how the person is impacted from an ecological perspective.

* Intrapersonal: the individual characteristics of a person such as knowledge, attitudes, behavior, self-concept, skills, and developmental history
* Interpersonal: the interpersonal processes and/or groups that provide individuals with identity and support (i.e. family, friends, and peers).
* Institutional: represents the social institutions in society such as schools, church, community organizations.
* Community: the hidden and unhidden values, norms, and regulations of a community.
* Public Policy: local, State, and Federal Laws & Policies
* Global: international and global events, affairs, and policies.

C. Understand a time of transition or challenge for this individual and the internal/external resources that supported or didn't support them.

**3. Part III: Reflection and Brief**

Write a 500 word reflection of the immersion experience and interview AND a 250 word case presentation brief detailing key points of their case conceptualization.

**4. Part IV: Case Presentation**

For the last class, everyone will participate in a case consultation group. Each person will be responsible for orally presenting one case assessment and participating in peer consultation. The presentation should discuss emergent ecological factors 1. Intrapersonal 2. Interpersonal 3. Institutional 4. Community 5. Public Policy 6: Global and your thoughts on an intervention plan (outline for presentations will be provided by instructor). The purpose of the presentation is to give members of the group a chance to think about a case, provide professional consultation, and to help you think through your assessment and intervention plan. You can present a case **from your interview or immersion experience**. You should come prepared with one or two specific questions or issues about the case that you would like the group to discuss. Information about the presentation format will be given to class members the week before the first case group. Each presentation and the discussion should last approximately 20 minutes (approx. 10 min for presentation and 10 minutes for discussion). Students will receive feedback from peers and the instructor. **Students will be graded on the individual presentation as well as ongoing appropriate and professional participation in the group.** I will be available via email or by appointment for consultation prior to your presentation to assist you in deciding on the information to be presented in the consultation.

**5. Part V:**

Advocacy Project (2 Options) - Advocacy is a cornerstone of social justice counseling. With this last part of the summative assignment, you will propose a new initiative, or operational systemic change inspired by your immersion and interview experience. The goal of this particular part of the assignment is to practice the skills of: a) changing hearts and minds to eradicate prejudice and discrimination; b) the ability to make an effective argument for a point in light of opposition; c) institutional/educational/legislative advocacy. The two options for your Advocacy Project are to:

Option 1: Record a 5 minute research-based “TED Talk” recording that asserts your idea about a necessary systemic change including background, data and any policy recommendations.

Option 2: Create a professional, research based 1 page handout that serves as a leave behind with your main points, including, background, data and any policy recommendations. (Outlines and format for these options will be provided by instructor)

**The Cultural Immersion and Interview summative assignment is used to determine student knowledge and skills in the Social and Cultural Diversity CACREP core area. Students who fail a summative assignment (receive a rating scale of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program.**

**Evaluation Process**

The professor will complete the following rubric to assess student social and cultural diversity knowledge and skills. Points correspond to the rating scale.

|  |  |  |  |
| --- | --- | --- | --- |
| Points | Overall Rating | Rating Scale |  Description |
| 45-50 | Mastery | 4 | Able to perform at a high level without supervision on a consistent basis |
| 40-44 | Proficient | 3 | Able to perform without supervision on a consistent basis |
| 35-39 | Developing | 2 | Able to perform with supervision on a consistent basis |
| 30-34 | Beginning | 1 | Able to perform with supervision on a inconsistent basis |
| 33 and below | Inadequate  | 0 | Unable to perform with supervision |

Rubric: Cultural Immersion and Interview Student:

|  |  |
| --- | --- |
| Total Score (50 Total Points) | Description/Comments |
| “A” Range = 45-50 | Submitted on time. Guidelines fully met.Personal reflection shows depth and demonstrates critical thinking in related to personal experiences and ideas;Personal reflection and conjectures are connected with course concepts.No errors in punctuation, grammar fragmented sentences, or spelling.No APA style 6th Edition errors |
| “B” Range = 40-44 | Submitted on time. Guidelines mostly met.Personal reflections are logical and contain some insights. Personal reflections are mostly connected with course concepts.Minor errors in punctuation, grammar fragmented sentences, or spelling.Minor APA style 6th Edition errors |
| “C” Range = 35-39 | Submitted. Guidelines somewhat met. Personal reflection lack depth and contain few insights. Personal reflections are somewhat connected with course concepts.Major errors in punctuation, grammar fragmented sentences, or spelling.Major APA style 6th Edition errors |
| “D” Range = 35-39 | Submitted. Guidelines not met.Personal reflections are logical and contain no insights.Personal reflections are not connected with course concepts. Major errors in punctuation, grammar fragmented sentences, or spelling.Major APA Style 6th Edition errors |
| “F” = 33 and below | Not submitted. Guidelines not met. |

**NOTICE to STUDENTS concerning TWO Important Student Academic Resources:**

**Lemieux Library and McGoldrick Learning Commons** (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at:

<http://www.seattleu.edu/learningcommons>

**Academic Integrity Tutorial**: accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: Academic Integrity Tutorial which contains the URL:

<<https://www.seattleu.edu/academicintegrity>>

**DISABILITY ACCOMMODATION POLICY AND PROCEDURE STATEMENT**

**NOTICE to STUDENTS concerning DISABILITIES**

*If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.*

**NOTICE to STUDENTS concerning Seattle University’s ACADEMIC INTEGRITY POLICY which includes the issue of plagiarism**

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:

[**https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679**](https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679)

 **Academic Grading Grievance - Procedure for Challenging Course Grades**

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

The academic grading grievance policy and procedure document can downloaded using the following URL:

[**https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678**](https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678)

**Professional Conduct Policy**

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

The Professional Conduct policy can be downloaded at the following URL:

[**https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690**](https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690)