

**Texas A&M University – Kingsville**  
**Department of Educational Leadership and Counseling**  
**EDCG 5347 "Counseling the Culturally Different" (3 Semester Hours)**  
**Hybrid Format**  
**Summer Semester, 2018**  
**(Note: This syllabus is subject to revision by the professor)**

Instructor: Karen Furgerson Ph.D., LPC-S  
Office: Rhode Hall, # 132  
Phone: 361-593-3015  
E-mail address: karen.furgerson@tamuk.edu  
Office Hours: Tue: 3:00-6:00  
                  Thurs: 1:00-4:00  
Class schedule: HYBRID  
Location: Robert D Rhode Hall 122  
Class           4:00 pm - 8:50 pm  
                  Tuesdays and Thursdays

**Catalogue Description:** An overview, review and study of counseling processes and methods to consider when counseling culturally different populations. This course provides a foundation for understanding and providing effective counseling services to culturally different persons.

This course contains information concerning theoretical, conceptual, practical and ethical considerations for counseling the culturally different. Issues and concepts, guidelines, methods and skills for counseling specific traditionally defined minority groups. The politics of counseling, barriers to effective cross-cultural counseling communication styles, and the skills and knowledge of the culturally skilled counselor will be addressed.

**Rigor Statement:** This course is designed to--

- provide content knowledge beyond the undergraduate level,
- make maximum use of modern technology and other available resources,
- emphasize the analysis and synthesis of information and should expand the student's knowledge base and prepare the student for the job market at a more advanced level than those with baccalaureate degree.
- provide knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline, and
- prepare the student for pursuing more advanced degrees.

**Required Text:**

Sue, D.W. and Sue, D. (2015) Counseling the Culturally Different, (7th Ed.) John Wiley & Sons. (ISBN: 978-1-119-08433-4)

## Course Requirements and Evaluation

Students will be expected to participate on a weekly basis in the online environment and in person as scheduled. Online participation constitutes “virtual attendance.” Students will be graded on this weekly online participation as well as the following:

1. The student will read each chapter and other class assignments prior to coming to class and be prepared to discuss relevant concepts.
2. The student should make every effort to attend and participate in all classes.  
Online discussions:  
The discussion boards or blogs posted for each online portion of the class will count as your attendance in the online forum. The Participation in Class and the ONLINE participation will count as 100 points of your total grade
3. Each student will review at least two relevant research articles and write a response paper for each (approximately 1-2 pages) All writing should follow APA 6th edition style

Paper should be organized as follows:

Bibliographical information:

example:

Fontain, J.H. (1998). Evidencing a need: School counselor’s experiences with gay and lesbian students. *Professional School Counseling*, 1, 8-14.

A short summary of main points of article (just a few paragraphs to give the general idea)

Review of article:

Your impressions, opinions, etc. as to issues discussed, usefulness, etc. of material

These articles will count as 50 points each (total 100 points)

4. Group presentations—Students will develop (in a group situation) a presentation to illustrate one of the cultural groups studied. Customs, history, and especially special issues in counseling which pertain to the culture should be included.  
Your presentation will count as 100 points of your total grade

5. Exam-- All materials in the text and that presented in class will be considered for the exam.

The exam counts for 100 points of your total grade

Grading Scale:

Exam	= 100 points	A = 360 - 400 points
Articles		B = 320 - 359 points
[Each 50 points]		C = 280 – 319 points
	= 100 points	
Group presentation	= 100 points	
Online lessons &		
Attendance	= 100 points	

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 TOTAL = 400 POINTS

Alignment of Program Learning Objectives to National and State Standards

\*The table below should include alignment to standards relevant to the program.

2016 CACREP Standards

<p><b>Expected Student Learning Outcomes for this Course</b>  <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i>  <b>Content covered includes:</b></p>	<p><b>SLO</b></p>	<p><b>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</b></p>	<p><b>SLO Assessment Point</b>  <i>By Rubric or Test Score</i></p>
<p>2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p>	<p>S</p>	<p>Course readings; Exam; Class discussions; Video discussion assignments</p>	<p>Midterm exam, Final Exam, Blackboard Discussion, Group Presentation, Article Reviews</p>
<p>2.F.1.i. self-care strategies appropriate to the counselor role</p>	<p>S</p>	<p>Course readings; Exam; Class discussions; Video discussion assignments</p>	<p>Midterm exam, Final Exam, Blackboard Discussion, Group Presentation, Article Reviews</p>
<p>2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</p>	<p>S</p>	<p>Course readings; Exam; Class discussions; Video discussion assignments</p>	<p>Midterm exam, Final Exam, Blackboard Discussion, Group Presentation, Article Reviews</p>
<p>2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</p>	<p>S</p>	<p>Course readings; Exam; Class discussions; Video discussion assignment</p>	<p>Midterm exam, Final Exam, Blackboard Discussion, Group Presentation, Article</p>

			Reviews
2.F.2.c. multicultural counseling competencies	S	Course readings; Exam; Class discussions	Midterm exam, Final Exam, Blackboard Discussion, Group Presentation, Article Reviews
2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	S	Course readings; Exam; Class discussions; Video discussion assignments	Midterm exam, Final Exam, Blackboard Discussion, Group Presentation, Article Reviews
2.F.2.e. the effects of power and privilege for counselors and clients	S	Course readings; Exam; Class discussions; Video discussion assignments; Final project	Midterm exam, Final Exam, Blackboard Discussion, Group Presentation, Article Reviews
2.F.2.f. help-seeking behaviors of diverse clients	S	Course readings; Exam; Class discussions; Video discussion assignments	Midterm exam, Final Exam, Blackboard Discussion, Group Presentation, Article Reviews
2.F.2.g. the impact of spiritual beliefs on clients' and counselors' worldviews	S	Course readings; Exam; Class discussions; Video discussion assignments	Midterm exam, Final Exam, Blackboard Discussion, Group Presentation, Article Reviews
2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	S	Course readings; Exam; Class discussions; Video discussion assignments; Group project	Midterm exam, Final Exam, Blackboard Discussion, Group Presentation, Article Reviews
2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness over the life span	S	Course readings; Exam; Class discussions	Midterm exam, Final Exam, Blackboard Discussion, Group Presentation, Article Reviews
2.F.5.b. a systems approach to conceptualizing clients	S	Course readings; Exam; Class discussions; Video discussion assignments	Midterm exam, Final Exam, Blackboard Discussion, Group Presentation, Article Reviews
2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	S	Course readings; Exam; Class discussions; Video discussion assignments	Midterm exam, Final Exam, Blackboard Discussion, Group Presentation, Article Reviews
2.F.5.f. counselor characteristics and behaviors that influence helping processes	S	Course readings; Exam; Class discussions; Video discussion assignments	Midterm exam, Final Exam, Blackboard Discussion, Group Presentation, Article

			Reviews
5.C.2.j. cultural factors relevant to clinical mental health counseling	S	Course readings; Exam; Class discussions; Video discussion assignments	Midterm exam, Final Exam, Blackboard Discussion, Group Presentation, Article Reviews
5.C.3.e. strategies to advocate for clients and mental health counseling	S	Course readings; Exam; Class discussions; Video discussion assignments; Group project	Midterm exam, Final Exam, Blackboard Discussion, Group Presentation, Article Reviews

<b>COURSE OBJECTIVES</b>	<b>PROGRAM SLOS</b>	<b>CACREP STANDARDS</b>
1. Students will develop a personal and ethical framework and effective perspective for counseling, to include cultural differences and diversity as demonstrated by the participation in a group project, review of current literature and an exam	<b>SLO1</b> STUDENTS COMPLETING THE MASTER'S PROGRAM IN GUIDANCE AND COUNSELING WILL DEMONSTRATE UNDERSTANDING OF STUDENTS' DEVELOPMENT INCLUDING DIVERSITY AND STUDENT ACHIEVEMENT	II.F.2.a,b,c,d,e,f,g,h
2. Students synthesize and integrate principles, issues, case studies, research and knowledge essential to effective counseling with culturally diverse populations as demonstrated by the participation in a group project, review of current literature and an exam	<b>SLO1.</b> STUDENTS COMPLETING THE MASTER'S PROGRAM IN GUIDANCE AND COUNSELING WILL DEMONSTRATE UNDERSTANDING OF STUDENTS' DEVELOPMENT INCLUDING DIVERSITY AND STUDENT ACHIEVEMENT	II.F.2.a,b,c,d,e,f,g,h
3. Students will Identify key concepts and issues in cross-cultural counseling as demonstrated by the participation in a group project, review of current literature and an exam	<b>SLO1</b> STUDENTS COMPLETING THE MASTER'S PROGRAM IN GUIDANCE AND COUNSELING WILL DEMONSTRATE UNDERSTANDING OF STUDENTS' DEVELOPMENT INCLUDING DIVERSITY AND STUDENT ACHIEVEMENT	II.F.2.a,b,c,d,e,f,g,h
4. Students will Compare and contrast, as well as evaluate	<b>SLO1</b> STUDENTS COMPLETING THE	II.F.2.a,b,c,d,e,f,g,h

<b>COURSE OBJECTIVES</b>	<b>PROGRAM SLOs</b>	<b>CACREP STANDARDS</b>
counseling methods, techniques and theories in the context of different cultural populations as demonstrated by the participation in a group project, review of current literature and an exam	MASTER'S PROGRAM IN GUIDANCE AND COUNSELING WILL DEMONSTRATE UNDERSTANDING OF STUDENTS' DEVELOPMENT INCLUDING DIVERSITY AND STUDENT ACHIEVEMENT	
5. Students Utilize planning, leadership, counseling and consulting knowledge, methods, techniques, and skills to provide responsive counseling services with culturally different populations as demonstrated by the participation in a group project, review of current literature and an exam	<b>SLO1</b> STUDENTS COMPLETING THE MASTER'S PROGRAM IN GUIDANCE AND COUNSELING WILL DEMONSTRATE UNDERSTANDING OF STUDENTS' DEVELOPMENT INCLUDING DIVERSITY AND STUDENT ACHIEVEMENT	II.F.2.a,b,c,d,e,f,g,h

<b>Activity</b>	<b>Program SLOs</b>	<b>Course Objectives</b>	<b>CACREP Outcomes Assessed</b>	<b>Points applied to Final Grade</b>
<b>Two Article Reviews</b>	SLO1	1,2,3,4,5	II.F.2. a,b,c	<b>50 each</b>
<b>Blackboard Discussion Boards:</b> <b>1) Reading and posting reactions on Discussion Boards</b> <b>2) Posting responses to two classmate</b>	SLO1	1,2,3,4,5	II.F.2.a,b,c,d,e,f,g,h	<b>100 total</b>

<b>reactions</b>				
<b>Midterm and Final Exams</b>	SLO1	1,2,3,4,5	II.F.2.a,b,c,d,e,f,g,h	<b>100 each</b>
<b>Group Presentation</b>	SLO1	1,2,3,4,5	II.F.2.a,b,c,d,e,f,g,h	<b>100</b>

**Grading Scale:**

Exam	= 100 points	A = 360 - 400 points
Articles		B = 320 - 359 points
[Each 50 points]		C = 280 - 319 points
	= 100 points	
Group presentation	= 100 points	
Online lessons & Attendance	= 100 points	
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<b>TOTAL</b>	<b>= 400 POINTS</b>	

**Late or missing work:** It is the responsibility of the student to contact the professor if work is expected to be turned in late. Missing work will be given a “0” for grading until the student can submit the work or work out an alternative with the professor. Reasons for late or missing work must be valid and reviewed by the professor of record.

**REQUIREMENTS OF THE COURSE:** Students must demonstrate:

- A command of communication skills which permit online and face to face discussions which are clear and precise.
- Evidence of online class preparation which permits active participation during class discussions.
- Research skills which enable preparation for class sessions and assignments.
- Readiness to participate in online class discussions and activities.
- A full understanding of the intensity and magnitude of this subject. Some class sessions may be very intense and evoke a multiplicity of emotions.

**ATTENDANCE AND CLASS PARTICIPATION:** Successful performance in this class requires all students to attend class in an in-person and virtual manner as scheduled.

### Class Schedule & Content Outline

Weeks	Readings	In Class Topic	Discussion Boards	Assignments
Week #1 Tuesday 7/10 ----- Thursday 7/12	----- Chapter 1: Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training Chapter 2: The Superordinate Nature of Multicultural Counseling and Therapy	<b>Exploring            Cultural Identity</b> <i>Why am I?            Who are You?</i> ----- <b>Cultural Identity            Activity</b>	----- DB 1 DB2	Collect items for Cultural Identity Activity on Thursday -----
Week #2 Tuesday 7/17	Chapter 3: Multicultural Counseling Competence for Counselors and	<b>Prejudice and            Being            NONjudgemental</b>	DB3 DB4 Article 1 due	



<p>Thursday 7/19</p>	<p>Therapists of Marginalized Groups Chapter 4: The Political and Social Justice Implications of Counseling and Psychotherapy</p> <p>Chapter 5: The Impact of Systemic Oppression: Counselor Credibility and Client Worldviews</p> <p>Chapter 6: Microaggressions in Counseling and Psychotherapy</p>	<p><b>Differing Cultural Perspectives</b> <i>Beauty is in the eye of the culture</i></p>	<p>DB5 DB6</p>	
<p>Week #3 Tuesday 7/24</p> <p>-----</p> <p>Thursday 7/26</p>	<p>Chapter 7: Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives</p> <p>Chapter 8: Communication Styles and Its Impact on Counseling and Psychotherapy</p> <p>-----</p> <p>Chapter 9: Multicultural Evidence-Based Practice</p>	<p><b>Acculturation</b> <i>Video</i></p> <p>-----</p> <p><b>Group Presentation</b></p>	<p>DB7 DB8</p> <p>-----</p> <p>DB9 DB10</p> <p>Article 2</p>	<p>-----</p>

	Chapter 10: Non-Western Indigenous Methods of Healing: Implications for Multicultural Counseling and Therapy		due	
Week #4 Tuesday 7/31	Chapter 11: Racial/Cultural Identity Development in People of Color: Counseling Implications Chapter 12: White Racial Identity Development: Counseling Implications	<b>Group Presentation</b>	DB11 DB12	
----- Thursday 8/2	----- Chapter 13: Culturally Competent Assessment	----- <b>Group Presentation</b>	----- DB13	-----
Week #5 Tuesday 8/7	-----	<b>Group Presentation</b> -----	-----	-----
----- Thursday 8/9		<b>Group Presentation</b>	FINAL EXAM	

## UNIVERSITY POLICIES

### **\*Six Drop Policy:**

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at [http://www.tamuk.edu/registrar/drop\\_policy.html](http://www.tamuk.edu/registrar/drop_policy.html).

### **\*Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

**\*Classroom Conduct Expectations** Students are referred to the *Student Code of Conduct* section of the [Student Handbook](http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf) ([http://www.tamuk.edu/dean/dean\\_files/studenthandbook.pdf](http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf)).

Students are expected to assume individual responsibility for maintaining a productive learning environment and conduct themselves with the highest regard for respect and consideration of others. Ongoing or single behaviors considered distracting will be addressed by the faculty member initially, but if the behavior becomes excessive and the student refuses to respond to the faculty member's efforts, the issue will be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom, the instructor will first request compliance from the student and if the student fails to comply, the instructor has the authority to ask the student to leave the classroom. The student is expected to comply with the instructor's request and may subsequently contest this action using procedures established by the department. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including the University Police Department. The incident shall be handled as an academic misconduct matter using established departmental procedures for academic misconduct to determine if the student should be allowed to return to the classroom.

### **\*Academic Misconduct**

Students are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to University disciplinary procedures. Students are expected to be familiar with the current Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules.

Academic dishonesty includes but is not limited to:

1. Cheating: deception in which the student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the professor on assignments or examinations. Using unauthorized notes or study aids; allowing another party to do one's work/exam and turning in that work/exam as one's own; getting help from another party without the instructor's consent; submitting the same or similar work in more than one course without permission from the course instructors.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation, and/or paraphrase of someone else's work, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the internet and submitting them as one's own work also constitutes plagiarism. Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.
5. Lying: deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: an attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Other forms of academic misconduct include but are not limited to:

1. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications or other university records.

7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

<http://libguides.tamuk.edu/content.php?pid=161899&sid=2259633>

**\*Harassment/Discrimination**

Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment or unlawful discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

*The following needs to be added ONLY on syllabi for classes that may involve a circumstance that could be harmful to an unborn child:*

Any pregnant students, or students planning to become pregnant, should consult their health care provider to determine what, if any, additional precautions are needed, based on their individual situation. It is the responsibility of the student to communicate their needs to the faculty member or Office of Compliance as soon as possible in order for risk-reduction to begin when it can be most effective, and to determine if additional modifications are necessary. While the university cannot mandate that the student notify it that she is pregnant or is planning to become pregnant, the university strongly recommends that students do provide notification, so appropriate steps can be taken to ensure the health of both parent and child. To communicate health circumstances or to request additional information, please contact Karen Royal, Director of Compliance at karen.royal@tamuk.edu or (361) 593-4758.

Each Section of the Group presentation is Graded Using the Following Criteria:  
Grading Rubric for Group Presentation

CRITERIA	POOR (79 & below)	GOOD (80 – 89)	EXCELLENT (90 – 100)
<p><b>Format/Layout (15%)</b></p> <ul style="list-style-type: none"> <li>- Structure</li> <li>- Presentation</li> <li>- Followed requirements <i>noted in Syllabus</i></li> </ul>	<ul style="list-style-type: none"> <li>- Poor use of format and layout</li> </ul>	<ul style="list-style-type: none"> <li>- Most of the time followed format requirements</li> </ul>	<ul style="list-style-type: none"> <li>- Closely followed all requirements</li> </ul>
<p><b>Content (50%)</b></p> <p><b>Presentation</b> including the following:</p> <ul style="list-style-type: none"> <li>- Customs, history, and especially special issues in counseling which pertain to the culture</li> <li>- Implications for counselors</li> <li>- References</li> </ul> <p><b>Activity</b> which allows the audience to participate and experience an aspect of the culture (i.e. guest demonstrations, participating in a cultural activity such as learning the language or learning a ceremonial dance)</p>	<ul style="list-style-type: none"> <li>- Requirements in the proposed topic addressed poorly</li> <li>- Information provided not sufficient for the topic</li> <li>- Information provided not necessary for the topic</li> </ul>	<ul style="list-style-type: none"> <li>- Provides depth analysis for most of the issues</li> <li>- Information provided for the most part is sufficient</li> <li>- Information provided for the most part is relevant</li> </ul>	<ul style="list-style-type: none"> <li>- Depth analysis of all issues</li> <li>- All information provided is relevant</li> <li>- Sufficient issues addressed</li> </ul>
<p><b>Quality of Writing/Presenting (20%)</b></p> <ul style="list-style-type: none"> <li>- Clarity of sentences &amp; paragraphs</li> <li>- No errors in spelling, grammar</li> <li>- Good use of English</li> <li>- Organization of ideas/coherent</li> </ul>	<ul style="list-style-type: none"> <li>- Not well written</li> <li>- Many spelling errors</li> <li>- Many grammar errors</li> <li>- Poor use of English</li> <li>- Incoherent</li> <li>- Lacks clarity</li> </ul>	<ul style="list-style-type: none"> <li>- Well written for the most part</li> <li>- Minimal spelling, grammar errors</li> <li>- Minimal English errors</li> <li>- For the most part organized well and coherent</li> </ul>	<ul style="list-style-type: none"> <li>- Well written from cover to cover</li> <li>- No spelling, grammar, or use of English errors</li> <li>- Coherent, clear, and well organized</li> </ul>
<p><b>References (15%)</b></p> <ul style="list-style-type: none"> <li>- Good use of references</li> <li>- Scholarly level</li> <li>- Used effective in the narrative</li> <li>- APA style in reference list &amp; citations</li> </ul>	<ul style="list-style-type: none"> <li>- Use of Wikipedia</li> <li>- Less than 5 references</li> <li>- Not cited correctly</li> <li>- Not listed using APA style</li> <li>- Not scholarly</li> <li>- Not relevant</li> </ul>	<ul style="list-style-type: none"> <li>- Most references used relevant to the topic</li> <li>- Most are scholarly</li> <li>- Minimum of 5 references</li> <li>- For the most part used effectively, cited well</li> <li>- Correct use of APA style in listing references</li> </ul>	<ul style="list-style-type: none"> <li>- All references relevant</li> <li>- All references scholarly</li> <li>- Met minimum number of references</li> <li>- All references used, cited, and listed effectively</li> </ul>

## DB Reaction Rubric

### **Superior (90-100% of the assigned points): 27-30 points (a minimum of 10 sentences)**

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

### **Sufficient (80-89% of the assigned points): 24-26 points (a minimum of 10 sentences)**

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

### **Minimal (70-79% of the assigned points): 21-23 points (a minimum of 10 sentences)**

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

### **Inadequate (60-69% of the assigned points): 18-20 points**

#### **No credit will be awarded if some or all of the following conditions apply:**

- Discussion contributions are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine sentences or less than nine sentences.
- Discussion contributions are poorly written, terms are used incorrectly; and/or APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.

## DB Response Rubric

### **Superior (9-10 points; a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating application of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but response is not well developed or integrated.

### **Sufficient (8 points) (a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

### **Minimal (7 points) (a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

### **Inadequate (6 Points)**

**No credit will be awarded if some or all of the following conditions apply:**

- Responses are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written, terms are used incorrectly; and/or APA format is not used.
- Responses negatively affect the quality of peer interactions or professionalism.



