Brooklyn College – CUNY
School of Education
Department of School Psychology, Counseling, & Leadership
Graduate Program in School Psychology

SPCL 7922T
Multicultural Counseling & Consultation in Schools
Fall 2019

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Section M4 (50393): Mondays 4:30 – 7:00 p.m. in 5305 James
Course Website: https://libguides.brooklyn.cuny.edu/spcl7922

Course Description
Clinical skills necessary for pupil personnel service providers to work effectively with multilingual and culturally diverse populations. This experience-based course will develop awareness of cultural, linguistic, and ethnic factors that influence and shape behavior and development. Personal history, literature, and films will be analyzed in the contexts of acculturation and identity. Current research and theoretical and applied knowledge in this field will be reviewed. Students will integrate theoretical and applied knowledge in written assignments and presentations.

Course Objectives
The primary goal of this course is to begin to apply the skills that students will need for multicultural counseling and consultation practice. This course integrates theoretical and applied literature related to multicultural counseling and consultation in the schools. Theories’ applicability to diverse populations is questioned. The content of this course directly relates to the school psychologist’s work in schools, including developing and implementing interventions for culturally and linguistically diverse children and their families, and consulting with school personnel and families.

Mission of the Graduate Program in School Psychology
The Brooklyn College School Psychologist Graduate Program strives to meet our urban community’s need for highly competent, self-reflective, and compassionate school psychologists. The program is committed to improving the educational experiences, and addressing the mental health needs, of all children in our richly diverse schools.
Program Goals

The Graduate Program in School Psychology’s training goals are consistent with ethical guidelines of the National Association of School Psychologists and the American Psychological Association. A program of training and extensive field experiences develops the following competencies:

1. Proficiency in psychoeducational assessment related to school difficulties and learning disorders with the ability to translate these results into appropriate models of service delivery.
2. Proficiency in psychological assessment related to behavior, personality, and mental disorders with the ability to translate these results into appropriate models of service delivery.
3. Proficiency in implementation of prevention strategies, and direct and indirect intervention approaches to serve all students’ needs, particularly those with disabilities and the ability to evaluate the results of service outcomes.
4. The ability to engage in collaborative practice and implement a range of contextually appropriate consultative services.
5. Familiarity with the organization of schools, including general and special education, and developmentally appropriate curriculum approaches for children with diverse educational needs.
6. An understanding of research methodologies and the ability to implement applied research in complex urban school environments.
7. A capacity for critical self-reflection to gain insight on self and others for the purpose of evaluating and improving service delivery and nurture a strong commitment to ethical guidelines of professional practice.
8. An understanding of the full range of diversity in the human condition, including racial, cultural, ethnic, linguistic, socioeconomic, gender, sexual orientation, individual differences/disabilities, and a willingness and capability to work with all populations.
9. A commitment to promote school policies and ethical practices that advance social justice and expand opportunities for all children.
10. A capacity to use technology to develop and enhance school psychology practice.

School of Education Mission Statement

The School of Education at Brooklyn College prepares teachers, administrators, counselors, and school psychologists to serve, lead and thrive in the schools and agencies of this city and beyond. Through collaborative action, teaching and research, we develop our students’ capacities to create socially just, intellectually vital, aesthetically rich and compassionate communities that value equity and excellence, access and rigor. We design our programs in cooperation with Liberal Arts and Sciences faculties and in consultation with local schools in order to provide our students with the opportunity to develop the knowledge, proficiencies and understandings needed to work with New York City’s racially, ethnically and linguistically diverse populations. We believe that teaching is an art that incorporates critical self-reflection, openness to new ideas, practices and technologies, and that focuses on the individual learner’s needs and promotes growth. Our collective work is shaped by scholarship and is animated by a commitment to educate our students to the highest standards of professional competence.

School of Education Conceptual Framework

The School of Education’s Conceptual Framework offers an overview of the salient themes culled from our mission statement. The themes that follow are integrated into the course:

- **Collaboration:** Through the readings, class discussions, and assignments, school psychologist candidates will be placed on teams to enhance and support each other’s learning. They will be asked to share their knowledge with others in the team and the class as a whole during the weekly application
activities and discussions of the assigned readings. They will also be 1) prepared to involve themselves in students’ lives by collaborating with families, teachers, administrators, other support staff, and the community; 2) prepared to establish respectful and consistent relationships with diverse families and seek to develop cooperative and reciprocal relationships with families in support of student learning and well-being; and 3) prepared to assist in the creation of classrooms that foster opportunities for student collaboration thereby enhancing student learning and social development.

- **Critical Self-Reflection and Reflective Practice**: School psychologist candidates are expected to critically reflect on readings, films, class discussions, and assignments. Over the course of the semester, the school psychologist candidates: 1) critically reflect on their own assumptions about their practices, the students and families with whom they will work, the communities in which they will work, and their own development as professionals; 2) prepare to help develop classroom communities where trust, mutual respect, mindfulness, and critical self-reflection are valued.

- **Social Justice**: Over the course of the semester, the school psychologist candidates develop a deeper understanding of the quest for social justice. They are prepared to 1) develop strategies that create classrooms and other educational settings that favor inclusiveness over alienation and promote high expectations for students from historically oppressed groups; and 2) be caring advocates and change agents for all students and their families in pursuit of academic excellence and social equality.

- **Diversity**: The course will examine the divide between theories that emphasize an evolutionary based view of human universals and those that emphasize a culturally based view of human diversity. Issues of race, ethnicity, class, cultural and linguistic diversity, religion, gender, sexuality, and special needs will be discussed as they apply to multicultural counseling and identity development. Over the course of the semester, the school psychologist candidates demonstrate a capacity to understand students’ families, cultures, and communities, and use this information as a basis for connecting instruction, counseling, and professional practices to students’ experiences.

**NASP Standards Addressed by Course**

- **Consultation and Collaboration** (Standard 2.2): The content of this course (readings, films, assignments, classroom discussion) enhances skills for consulting with school personnel and families around issues of diversity.

- **Interventions and Mental Health Services to Develop Social and Life Skills** (Standard 2.4): Through readings, films, assignments, and class discussions, school psychologist candidates explore and gain an understanding of the various strategies for providing interventions for culturally and linguistically diverse children and their families.

- **Preventive and Responsive Services** (Standard 2.6): Through readings, films, assignments, and class discussions, school psychologist candidates explore and gain an understanding of the various strategies for promoting resilience in culturally and linguistically diverse children and their families.

- **Home—School Collaboration Services** (Standard 2.7): Through readings, films, assignments, and class discussions, school psychologist candidates gain an understanding of the importance of effective relationships between families and schools, techniques for promoting family involvement, and strategies for families to use in the home.

- **Diversity in Development and Learning** (Standard 2.8): Through readings, viewing of films, assignments, and class discussions, school psychologist candidates will gain knowledge of individual differences, abilities, disabilities, and other diverse characteristics, as well as engage in the process of acquiring multicultural counseling competence.
Learning Objectives

The learning objectives for students are as follows:

1. Acquire multicultural counseling competencies (awareness, knowledge, and skill) and recognize this as a lifelong developmental process.
   - Assessed: Application activities and discussions; My Culture Paper; LGBTQ Interview; Film Case Conceptualization.
   - NASP Domains: 2.8
   - Conceptual Framework: Critical Self-Reflection; Diversity; Social Justice
   - Program Goals: 7, 8, 9

2. Become familiar with the history and culture of multiple racial, ethnic, and cultural populations in the U.S.
   - Assessed: Application activities and discussions; LGBTQ Interview; Film Case Conceptualization; Quizzes
   - NASP Domains: 2.7; 2.8
   - Conceptual Framework: Critical Self-Reflection; Diversity; Social Justice
   - Program Goals: 7, 8, 9

3. Increase knowledge of power, privilege, oppression, and intersectionality in society and its related school counseling and advocacy implications.
   - Assessed: Application activities and discussions; My Culture Paper; LGBTQ Interview; Film Case Conceptualization; Quizzes
   - NASP Domains: 2.7, 2.8
   - Conceptual Framework: Critical Self-Reflection; Diversity; Social Justice
   - Program Goals: 7, 8, 9

4. Apply counseling theories and strategies in a multicultural context appropriate to specific client situations and school environment, considering their own social locations and intersectionality at school.
   - Assessed: Application activities and discussions; LGBTQ Interview; Film Case Conceptualization; Quizzes
   - NASP Domains: 2.4, 2.6, 2.7, 2.8
   - Conceptual Framework: Critical Self-Reflection; Diversity; Social Justice
   - Program Goals: 3, 4, 7, 8, 9

5. Critically reflect on the course material, including readings, films, discussions, and project experiences.
   - Assessed: Application activities and discussions; My Culture Paper; LGBTQ Interview; Film Case Conceptualization
   - NASP Domains: 2.8
   - Conceptual Framework: Critical Self-Reflection; Diversity; Social Justice
   - Program Goals: 7

6. Recognize student diversity as a valued and respected strength, and the role of the school psychologist as advocate/leader/change agent.
   - Assessed: Application activities and discussions; My Culture Paper; LGBTQ Interview; Film Case Conceptualization
   - NASP Domains: 2.8
   - Conceptual Framework: Critical Self-Reflection; Diversity; Social Justice
   - Program Goals: 7, 8, 9

7. Enhance their own self-awareness regarding their own social status and cultural identity development and implications for counseling, as well as how their personal attitudes and values may interfere with effective counseling of clients who are racially and culturally different from themselves.
   - Assessed: Application activities and discussions; My Culture Paper; LGBTQ Interview; Film Case Conceptualization
   - NASP Domains: 2.8
   - Conceptual Framework: Critical Self-Reflection; Diversity; Social Justice
Program Goals: 7, 8, 9

8. Demonstrate improved ability to work productively in a team.
   
   Assessed: Application activities; Peer Evaluation Forms

   Conceptual Framework: Critical Self-Reflection; Collaboration

   Program Goals: 4, 7

Teaching Method

This course will be using the Team-Based Learning (TBL) strategy (www.teambasedlearning.org).
TBL increases students’ understanding of course concepts by using them to solve authentic, real-world problems and help them develop their workplace learning skills.

TBL courses have a recurring pattern of instruction that is typical of many flipped classrooms. Students prepare before class and then students spend the bulk of class time solving problems together. In this course, most sessions will begin with the Readiness Assurance Process that prepares the students for the activities that follow, and then we will move to Application Activities that often grow in complexity and length. The readiness Assurance process consists of a short individual quiz that is then taken again with the team. The quizzes conclude with team appeals, as needed. This process is described below.

Pre-Class Preparation

Students are assigned preparatory materials to review before start of each module. The preparatory materials can be textbook chapters, articles, videos, or PowerPoint slides. The preparatory materials should highlight foundational vocabulary and the most important concepts the student need to begin problem solving, but not everything they need to know by module end.

Individual Readiness Assurance Test (iRAT)

To begin the classroom portion of the RAP process students complete a 10 multiple-choice question quiz. They first complete the test individually (iRAT), and then repeat the same exact test with their team (tRAT). The iRAT holds students accountable for acquiring important foundational knowledge from the preparatory materials that will prepare them to begin problem-solving.

Team Readiness Assurance Test (tRAT)

The Team Readiness Assurance Process Test (tRAT) is the exact same test as the iRAT. A special type of scoring card known as an IF-AT is used (scratch and win style testing). With IF-AT’s, the teams must negotiate which answer to choose, they then scratch off an opaque coating over their answer choice, hoping to find a star that indicates a correct answer. If the team does not discover a star, they continue to discuss the question and sequentially select other choices. The tRATs are high energy learning events.
iRAT Response Form

**Instructions:** Each question is worth 4 points. You should assign a total of 4 points on each line. If you are uncertain about the correct answer, you may assign points to more than one box.

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Each question on the iRAT is worth 4 points. Students can “split” their points if they are unsure of the correct answer.

- If you know the answer, then you put all 4 points on your response choice.
- You can put this if you are evenly split between two choices.
- You can put this if you have no idea what the answer is.
- This is another possibility.

tRAT Scratch-Off Form

The team takes the quiz together after the iRAT and decide on the correct answer. You keep scratching until you get the correct answer; find the star, and you are correct!

1 scratch = 4 points
2 scratches = 2 points
3 scratches = 1 point
4 scratches = 0 points

Appeals

During the closing of the team test, the instructor circulates around the room and encourages teams to consider creating a written appeal for questions they got incorrect. This forces students back into the reading material exactly where they are still having difficulty. The team then researches the “right” answer and may choose to complete the appeals form with their rationale and defense for their alternate answer. The appeal must consist of (a) a clear statement of argument, and (b) evidence cited from the preparation materials. The instructor collects these forms and considers them after class.

**Impact of appeals on test scores:**

When an appeal is accepted on a question that a team has missed (no individual appeals will be accepted):

1. It counts. In other words, the points missed will be added to:
   a. their team score.
   b. the score of any individual in the team who answered the same as the team.
   c. only those teams that appeal.
2. Team member(s) who had the original correct answer will continue to receive credit on the question.
In Class Activities

Students and their teams use the foundational knowledge, acquired in the first two phases, to make decisions that will be reported publicly and subject to cross-team discussion/critique. The class will use a variety of methods to have students report their team’s decision at the end of each activity. Sometimes students will hold up colored cards indicating a specific choice, sometimes they will write their answer on small whiteboards, and other times they will complete short worksheets, which will be randomly reported to the rest of the class.

Course Requirements

Course Website

The course website (https://libguides.brooklyn.cuny.edu/spcl7922) is a critical part of this course, both as a learning platform and as the site to obtain the readings, videos, and course information (both included and not included in this syllabus). Students are expected to engage in a multi-level process of critical self-reflection, an important component of multicultural competence development. Each session link is filled with resources, and students are encouraged to preview the class material prior to each session and then review the material after each class. The learning process is cumulative, with each session integrating the content from earlier sessions. The readings are posted in the Bibliography section but also linked in each class session. Quiz questions are generated from the content of the assigned readings, films, and videos posted on this website. The website is intended to optimize the learning process, and the instructor looks forward to your feedback.
**Class Attendance and Participation**

Students are required to keep up to date on class readings and assignments, and to be active team members. Students need to come to class prepared to share their thoughts, feelings, and questions about the assigned readings. It is very important for students’ professional future to learn to voice, explain, and defend their knowledge and opinions. Students do not need to be the leader of every discussion in order to participate. They can follow up on other students’ comments or ask to clarify things that they are having difficulty understanding. At the same time, students who like to contribute in class need to be mindful to not dominate the discussion. Best discussions happen when everyone has enough time, space, and recognition to speak and to be heard. It is imperative that we conduct discussions in the atmosphere of mutual respect. We don’t have to agree about everything, but we need to be willing to listen to and respect each other.

Class attendance is mandatory, and it is expected that students will attend the entire class session. If students miss a class, they miss whatever their team did. The team process is critical to learning. Most teams, in real life and here, will forgive a single absence for which students have a very good reason, and be less forgiving of multiple or casual absences. **More than one absence and/or tardiness will affect the course grade (two points per absence and one point for lateness)**. Attendance is taken at the beginning of class and it is expected that all students will be present at the start of class. Brooklyn College abides to the state law regarding non-attendance because of religious beliefs, as expressed in page 53 of the student bulletin (available at: http://www.brooklyn.cuny.edu/bc/pubs/bulletin/2010/ug_bulletin2010.pdf). As cited in the bulletin (p. 53), New York State Education Law, Title I, Article 5, Section 224-a, declares that: “Any student in an institution of higher education who is unable, because of his [or her] religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.” In addition, “It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his [or her] religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he [or she] may have missed because of such absence on any particular day or days... No adverse or prejudicial effects shall result to any student because of his [or her] availing himself [or herself] of the provisions of this section.” If you are unable to attend class in any occasion for religious reasons, please notify me in advance to make the necessary arrangements.

**Readings**

The readings are available online (Open Educational Resources – OER) at no cost to students. Prof. Elizalde-Utnick is participating in an OER project at Brooklyn College, as part of the CUNY and SUNY Open Educational Resources Initiatives. Special thanks to the CUNY Office of Academic Affairs, the CUNY Office of Library Services, Brooklyn College Administration and Professor Miriam Deutch, Coordinator, Brooklyn College Open Educational Resources Initiative. The readings are available on the course website, which was designed and formatted by Colin McDonald, OER Developer: [https://libguides.brooklyn.cuny.edu/spcl7922](https://libguides.brooklyn.cuny.edu/spcl7922).

*Students are expected to have completed all the readings and viewed the films (when assigned) for each class and be prepared to engage in team activities and class discussion regarding the assigned material.* The assigned readings consist of the following:


This textbook can be downloaded from: [https://open.umn.edu/opentextbooks/textbooks/beyond-race-cultural-influences-on-human-social-life](https://open.umn.edu/opentextbooks/textbooks/beyond-race-cultural-influences-on-human-social-life)
Additional Readings:


**Films and Videos**

The films add a special experience to the course, and they are coordinated with the readings. All students must view the films when assigned. The films are: *13th* (directed by DuVernay; Netflix), *Crash* (directed by Haggis; Tubi); *The Brandon Teena Story* (Tubi); *The Matthew Shepard Story* (IMDb TV; FilmRise); and *Which Way Home* (Tubi). The Film Case Conceptualization assignment draws the case material from an additional film from a list of selected films (see assignment for further information).

The course website also has numerous posted videos. These videos fill in the gaps from the readings and/or highlight theoretical and practical constructs mentioned in the readings. It is highly encouraged that students view all the posted videos. Some of the videos are also assigned for the quizzes (see course calendar for details).

**RATs (Quizzes)**

Instead of cumulative exams, there are weekly individual and team quizzes (i.e., RATs, aka Readiness Assurance Tests) designed to assess your completion and basic understanding of the assigned readings (and film). Each RAT has five multiple-choice questions on the major concepts of the assigned readings. When a film is assigned, one of the questions might be from the film. The lowest two iRAT scores will be dropped; there are no make-ups for missed iRATs.
My Culture Paper
This paper is an exploration into the nature of students’ own personal values, cultural identity, family history, and current lifestyle. It should be in the form of question and answer, as presented below. It is to be an eight- to 10-page cultural autobiography that addresses the constructs that are most salient to the student’s self-definition/identity (e.g., ethnicity, race, culture, spirituality, class, gender identity, sexual orientation, ability, etc.). The paper is to be written from a multigenerational perspective and should address how the student’s familial, ethnic, and cultural influences and life experiences have led to their current sense of self, their work as a counselor, and their ability to work with different groups in counseling. When writing the paper, the students should answer the following questions:

I. **Background**
   A. Attach (or insert within text) a photograph of yourself to the paper and answer both parts of this question: a) When you look at your photograph, what do you think others see in terms of your cultural background based purely on your physical features? b) What do you see about yourself?
   B. Describe yourself in terms of each component of the ADDRESSING Framework. In what areas do you hold privilege?
   C. How many people are in your family? Where were you born? Where were your parents and grandparents born? What generation (e.g., immigrant, 1st generation U.S. born, etc.) in the U.S. do you represent? How would you describe yourself/your family in terms of acculturation?
   D. With what cultural and/or ethnic group(s) do you identify?

II. **Group Awareness**
   A. Describe your earliest recollection of learning your race or ethnicity.
   B. When did you recall learning that you were male or female? How did you learn this?
   C. When do you remember learning what your sexual orientation is and how did you learn this?
   D. When did you find out what religion your family practiced? How did your family feel about people who had a different religion? Did you have similar feelings? How would you describe your current religion/spiritual orientation?
   E. How often did your family talk about your ethnic heritage and in what context?
   F. Discuss what messages (verbal and nonverbal) you received about your cultural or ethnic background and what childhood experiences reinforced them. What message did you receive about other cultural or ethnic groups?

III. **Social Awareness**
   A. Discuss your earliest recollections of learning that people are “different.” Discuss how you realized you or others were “different” and how it impacted you.
   B. Describe the childhood and adolescent experiences or relationships that shaped your view of people who are culturally different than you. What is your current view of people who are culturally different that you?
   C. Describe some experiences that may have influenced you to change the way that you view people who are culturally different than you.
   D. What gender assumptions/biases are common in your cultural group?
   E. How is sexual orientation regarded in your cultural group? How did your family help shape your attitudes about sexual orientation?
   F. How did you first come to understand that racism existed? What did you learn from this experience?

IV. **Present Views**
   A. What cultural values do you currently hold? Are they similar to or different than those of your family? Which of these values will be different from the common values of other cultural groups?
B. What has been the major source of information that has shaped your perceptions of ethnic or cultural minorities?
C. How do you plan to manage value conflicts with your client?
D. What groups do you think that you will have most difficulty working with? The least difficulty? Why?
E. What are the implications of these answers for your work with clients from both similar and dissimilar cultural backgrounds?

All students must submit a typed, double-spaced paper. Papers handed in late will be penalized (lowered 5 points per class session late). \textit{E-mailed submissions will not be accepted.} Make sure you attach a copy of the “My Culture” Paper Rubric.

\textbf{Crash Analysis}

Consider how the film depicts the lives of and interactions between several connected stories about race and ethnicity, racism, white privilege, gender, and class. Using the readings as a theoretical foundation, identify examples of racial microaggressions – microassaults, microinsults, and microinvalidation – in the film Crash. Use Sue’s Microaggression Process Model to analyze these incidents. Is there evidence of growth in any of the film’s characters? What is the relationship between color blindness and white racial identity (Johnson) in the film? What is the difference between racism, prejudice, bias, and discrimination? Now think about any two of these characters as potential clients (identify them). What kinds of individual factors would you take into consideration as you prepare to work with these clients? Finally, how do you think your gender/race/ethnicity/religion/sexual orientation/ability level/economic status/age might impact the identity development of these prospective clients? What do you have in your privilege knapsack (McIntosh reading)?

Your responses to this assignment (about 3 typed pages), which is an online activity in lieu of class on October 7 (Session 5; we will NOT meet in person that day), must be uploaded on Blackboard in the Journal link by Thursday, October 10, 11:59pm. Failure to upload this paper by the deadline will be considered an absence from the session and will negatively impact your participation grade. We will use the content from your responses in a discussion on October 16 (Session 6).

\textbf{LGBTQ Case Interview}

Each student will interview an individual who identifies as lesbian, gay, bisexual, queer, and/or transgender. This individual will serve as a case study in order to gain awareness and knowledge about multicultural counseling and identity development related to gender and sexual orientation. The individual can be of any ethnicity. The case must be approved by the instructor in writing using the LGBTQ case selection form.

LGBTQ Case Interview Guidelines:
Each student must conduct an \textit{in-person individual} interview. The purpose of the interview is to explore the identity development and life history of the case and to discuss counseling strategies and special interests that a counselor may face when serving this population. Please be aware that the individuals being interviewed may have high levels of anxiety. This type of anxiety often manifests in resistance to talking about certain issues (experiences of discrimination is one that many people have difficulty talking about). Note that it is necessary to build a relationship with that person if you want them to be genuine.

A. There are several ways to foster this relationship:
1. Engage in social talk first to help them relax; then slowly move toward the purpose of the interview.
2. Have a “conversation” with the person; do not interrogate them.
3. If you want to take notes, ask for the individual's permission first. Remember that taking notes may “block” the client from being fully present (e.g., They may focus on what you are writing and what you don’t).

B. Make sure to provide the individual being interviewed with a copy of the questions that you will be asking in advance (i.e., at least a day or 2) so that they will have an opportunity to become familiar with them. The information gathered from these interviews will be incorporated into your final paper.

C. Sample Questions: You are to explore the individual’s identity development related to gender and sexual orientation. You will analyze the case using particular theories of identity development related to gender and sexual orientation. Other questions should include the following content:

1. Please tell me about your experience as a gay/lesbian/bisexual/queer/transgender person.
2. Do you think that your experiences are similar to or different than other gay/lesbian/bisexual/queer/transgender persons?
3. Describe your process of coming out. How have significant people around you (e.g., family, friends) reacted to you coming out?
4. How does your ethnicity influence your gender expression and sexual orientation? What are your family’s cultural values? What cultural values (of your ethnicity) exist regarding gender expression and sexual orientation?
5. What reading materials, films, videos, plays, events, organizations, places, and resources can help me learn about being gay/lesbian/bisexual/transgender/queer?
6. Have you ever experienced prejudice or discrimination? Please describe.
7. How do you think straight/heterosexual/gender conforming persons view you and your identity/orientation?
8. What are your thoughts on counseling or counselors?
9. In your opinion, how can counseling be beneficial to lesbian/gay/bisexual/transgender/queer persons?
10. What issues or concerns do you believe make it harder for lesbian/gay/bisexual/transgender/queer persons from participating in and benefitting from counseling?

All students must submit a typed, double-spaced paper. Write up your findings, organized according to the rubric. **E-mailed submissions will not be accepted. Make sure you attach a copy of the rubric.**

### Film Case Conceptualization Presentation and Paper

Films can help foster growth in students’ multicultural competencies. This project will help students apply the theoretical and applied constructs learned in this course to a virtual culturally diverse client based on the chosen film. Each student in the class must choose a different film and character in order to optimize the range of discussion in the presentations. There will be a sign-up sheet for this purpose; it is recommended that you preview the film in order to make the best choice for your multicultural competence learning.

#### Step-by-Step Procedure for Film Case Conceptualization:

1. Choose a movie from the list provided. (If interested in movies not listed, consult the instructor for permission.)
2. Select a character who could have experienced the most intense challenges or situations.
3. Pretend the character is your counseling client.
4. Specify the demographics of the client (i.e., using the ADDRESSING Framework).
5. If some of the details of the demographics are vague in the film, give a rough estimate (e.g., middle age) based on your professional judgment.
6. Describe your reasons for choosing the person as a client.
7. Elaborate what issues or concerns the client could encounter. The client’s demographics should be factored in.

8. Analyze the client’s racial/cultural identity development based on appropriate model(s) addressed in class.

9. Identify which stage the client might be experiencing.

10. Explain why it is not any other stage or status.

11. Use the same racial/cultural identity model(s) or other model(s) to examine your own racial/cultural identity development.

12. Identify the stage or status that you are currently experiencing.

13. Explain why it is not any other stage or status.

14. Examine your personal strengths and weaknesses (due to any personal demographics, developmental stage of racial/cultural identity, motives, values, assumptions, preconceived notions, biases, any of the -isms addressed in class).

15. Examine how and why your strengths and weaknesses could affect the service for the chosen client.

16. Form a treatment plan incorporating possible strategies and skills addressed in class.

17. Reflect on this assignment. How did this assignment impact on your learning? What aspects of this assignment were challenging? What aspects were helpful? What did you enjoy the most about it? The least? What suggestions do you have for other films?

18. Report on the entire activity in the written paper, structured according to the rubric.

19. Submit the rubric with your paper. No emailed submissions will be accepted.


**Films:** *Amistad* (Tubi); *American History X; Antwone Fisher; Boys Don’t Cry* (HBO); *Boyz in the Hood* (FreeForm); *Come See the Paradise; Finding Forrester* (Sony Crackle); *Freedom Riders* (Tubi); *Higher Learning; House of Sand and Fog; Mi Familia/My Family; Moonlight* (Netflix); *Nowhere In Africa; Real Women Have Curves* (HBO); *Schindler’s List; The Joy Luck Club; The Hate You Give* (HBO); *The Namesake; The Wedding Banquet; Towelhead; Trembling Before G-d; When They See Us* (TV show - Netflix); *Seven Seconds* (TV Show – Netflix).

The films in **bold** are those that are available with opportunities to view for free or with existing subscription.

**Presentation:** Students will present their cases and facilitate a discussion in class. The duration of the presentation should be about 15 minutes. The use of audiovisual material is mandatory, and PowerPoint presentation/handouts are highly encouraged. Students will hand in a copy of the Class Presentation Rubric before they present. One point will be deducted if students do not hand in rubric.

**Midterm & Final Participation Assessment**

Twice (at the midpoint and at the end) during the semester students are evaluated on their level of class participation using the Class Participation Rubric. The process is two-fold, as illustrated in the following matrix.
Students are required to critically reflect on their participation in small- and large-group discussions by completing a midterm and final self-assessment; students will submit the completed rubric for evaluation by the instructor. The purpose of the self-assessment is to foster and honest critical self-reflection and to enhance the quality of participation. If the student’s and instructor’s assessments do not coincide, then they will meet to discuss it further. Ultimately, it is the instructor’s evaluation that is used for grade purposes; but the self-assessment is an integral component that potentially maximizes the level of participation and performance outcomes.

**Midterm Peer Evaluation (non-graded)**

Each individual will evaluate the contributions of all the other team members by completing the quantitative and qualitative portions of the midterm peer evaluation form located at the end of the syllabus. This form will be collected on the day of the midterm exam. The results will be disseminated anonymously to all team members by Prof. Elizalde-Utnick. The purpose of this evaluation is to give feedback to each team member to maximize team accountability.

**Final Peer Evaluation (graded)**

At the end of the term, it is necessary for all members of this class to assess the contributions that each member of the team made to the work of the team. You will divide 100 points amongst your teammates based on the contributions they made to the team throughout the semester. This contribution should presumably reflect your judgment of such things as: 1) Preparation (Were they prepared when they came to class?); 2) Contribution (Did they contribute productively to group discussion and work?); 3) Respect of others' ideas (Did they encourage others to contribute their ideas?); and 4) Flexibility (Were they flexible when disagreements occurred?). It is important that you raise the evaluation of people who truly worked hard for the good of the group and lower the evaluation of those you perceived not to be working as hard on group tasks. See Final Peer Evaluation Form.
Peer Feedback on Team Behavior and Accountability

Ongoing peer feedback during team activities

Midterm Peer Evaluation

• Individualized feedback on team member’s behavior, including strengths and weaknesses
• Aimed at improving team skills and accountability

Final Peer Evaluation

Course Evaluation

<table>
<thead>
<tr>
<th>Individual Performance: 80%</th>
<th>Team Performance: 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>→ Class Participation &amp; Presentation 20%</td>
<td>→ Team Quizzes: 15%</td>
</tr>
<tr>
<td>→ Individual Quizzes: 15% (lowest two iRATs dropped)</td>
<td>→ Peer Evaluation: 5%</td>
</tr>
<tr>
<td>→ My Culture Paper: 15%</td>
<td></td>
</tr>
<tr>
<td>→ LGBTQ Interview: 15%</td>
<td></td>
</tr>
<tr>
<td>→ Film Case Conceptualization Paper: 15%</td>
<td></td>
</tr>
</tbody>
</table>

*Students are expected to meet all appropriate/applicable criteria. Failure to meet the criteria will result in an administrative meeting with the instructor and/or School Psychology Program Coordinator to determine how the inability to meet professional standards of conduct impacts the student’s standing in the course and/or program.

All assignments are due on the dates indicated on the course calendar. Grades on assignments will be lowered the designated number of points per week/day late, as measured by the beginning of the class period in which the assignment was due.
Grading Contract

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100+</td>
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<tr>
<td>A</td>
<td>93-100</td>
<td></td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td></td>
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<td>83-86</td>
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<td>B-</td>
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<tr>
<td>C+</td>
<td>76-79</td>
<td></td>
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<tr>
<td>C</td>
<td>72-75</td>
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</tbody>
</table>

**Policy on Late Submissions/Incompletes**

*Timely submission of work is an important professional attribute.* Work submitted late will be marked down accordingly at the discretion of the instructor. The only exception is when the student contacts the instructor before the assignment is due, and the instructor agrees to provide an exception to the due date based on the student’s extenuating circumstances. Assignments not submitted on the due date with no advance notice to the instructor will be penalized as specified in the assignment instructions (see individual rubrics). Faculty Council has determined the following policy for Incomplete Grades: *A grade of Incomplete (INC) may be given at the discretion of the instructor when 1) a student has satisfactorily completed most, but not all, course requirements, and 2) a student provides to the instructor evidence documenting the extenuating circumstances that prevent the completion of course requirements by the end of the semester. Candidates receive grades of incomplete (INC) only when a situation beyond their control prevents them from completing course work. It is important to note that grades of INC will only be given if the instructor determines the grade is appropriate given the unusual extenuating circumstances and such circumstances are documented by the student. An incomplete grade in a course that is a prerequisite for another course must be cleared before the candidate can enter the next course. Final assignments not submitted on the due date at the end of the semester are given a grade of zero.*

**Students with Special Needs**

The Graduate Program in School Counseling is committed to creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require special accommodations to promote your learning in this class, please contact me as soon as possible to discuss your needs. In order to
receive disability-related academic accommodations students must first be registered with the Center for
Student Disability Services. Students who have a documented disability or suspect they may have a disability
are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms.
Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for Student Disability
Services please provide your professor with the course accommodation form and discuss your specific
accommodation (e.g., extended exam time) with him/her as soon as possible and at an appropriate time.

Quality of Writing
The form as well as the content of your written work will be a part of your evaluation and grade. Correct
grammar, punctuation, spelling and organization and clarity of thought will be assessed. Please contact the
Brooklyn College Learning Center, 951-5821, located in 1300 Boylan Hall, for assistance with writing. The
instructor is also available to consult with you about your writing and provide constructive feedback on a draft
if you make an appointment at least two weeks before an assignment is due. There will be no re-writes for
any papers.

Professional Standards of Conduct for School Psychologists
Faculty members are bound by the ethical code to ensure that graduates entering the field meet high
standards. The Program is committed to ensuring that qualified candidates meeting professional standards of
conduct and training will enter the profession. The Professional Standards of Conduct for School Psychologists
is an instrument for program faculty to raise a concern about students’ professional and personal
development so that the issues can be resolved following college procedures. These procedures may include,
but are not limited to, advisement, consultation, and counseling.

Structured Evaluation Methods: Each semester, teaching faculty evaluate students using the Professional
Standards of Conduct form to indicate whether students’ professional and personal development meet
minimal standards for professional school psychology. If a student receives a rating of “0” in any area,
indicating that there is a serious concern to be addressed, the professor and/or program coordinator will meet
with the student to develop a plan to address the problem, as well as a method and timeline to evaluate
progress. In the unlikely case that there is no adequate progress in the area of concern, dismissal from the
program may follow.

Faculty also meet regularly and discuss student progress and concerns. Such faculty discussions are designed
to problem-solve areas of concern and plan for support to students. Faculty advisors are alerted whenever
there are problematic patterns of behavior resulting in faculty concern.

Policy on Academic Integrity
Academic dishonesty of any type, including cheating and plagiarism, is unacceptable at Brooklyn College.
Cheating is any misrepresentation in academic work. Plagiarism is the representation of another person’s
work, words, or ideas as your own. It includes submitting a paper previously written for another course.
Students should consult the Brooklyn College Student Handbook for a fuller, more specific discussion of
related academic integrity standards. All students must complete the Preventing Plagiarism Training Modules.
This is a Program requirement that has been implemented to educate students on plagiarism and strategies
for preventing academic dishonesty, which include: following APA style; citing others’ work; using quotations
when copying other authors’ exact words; and most importantly, writing papers using your own words.
Academic dishonesty is punishable by failure of the “…test, examination, term paper or other assignment on
which cheating occurred” (Faculty Council, May 18, 1954). In addition, disciplinary proceedings in cases of
academic dishonesty may result in penalties of admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, complaint to civil authorities, or ejection (Adopted by Policy Council, May 8, 1991). Download the CUNY Policy on Academic Integrity document from Blackboard, located in the “Syllabus”. Academy dishonesty in this course will lead to an F as a final course grade, as well as any other penalty at the programmatic and college level.

**Classroom Decorum**

The following rules are intended to improve the quality of the classroom and enhance learning for all. These are expectations to be adhered to in every class:

- No cell phone calls, call answering, texting in class. If you are expecting an URGENT phone call (e.g., significant family crisis or illness), put your phone on vibrate and leave the class to answer the call. DO NOT answer in the classroom. Turn off all ringers prior to entering the classroom, or even better, turn off the phone. If I hear your cell phone or see you texting, your class participation grade will be lowered.
- When using email to contact the professor, use a professional writing style. Use an appropriate salutation, valediction, and signature line – since an email address like “BettyBoop1234@hotmail.com” does not tell me who you are. Your email is considered professional communication, as it will be in the schools.
- Please come to class prepared by completing assigned readings, arriving on time, and following class discussions attentively.
- Please refrain from side discussions with classmates during whole class discussions. It is very easy to generate enough noise to disrupt the class. Please respect your fellow students’ right to learn.
- Computers should not be used in the classroom, unless computer-assisted note-taking is required as an accommodation for students with disabilities or for other important reasons (which should be discussed with the professor).

**Syllabus Changes**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term, they will be clearly spelled out, clarified, and distributed as addendums to the syllabus.
<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 9/5 Thursday</td>
<td>Introduction and overview of course. Group norms and rules. Understanding the constructs of multicultural counseling: multicultural counseling competence (MCC) – Awareness, knowledge, and skills. <em>Session Activities: RAT#1, discussion and applications.</em></td>
<td>Readings: Kennedy Text Modules 1 &amp; 2</td>
</tr>
</tbody>
</table>
Film: *Crash* (Tubi) |
| 3 9/16 Monday | Assessment of our values, beliefs, biases, and privilege. Microaggressions. Cultural humility and racial microaggressions in counseling. Assessing level of individualism and collectivism. *Session Activities: RAT#3, discussion, and applications.* | Readings: Kennedy Modules 3&4; Hook  
Website Videos: *What Kind of Asian Are You? & Cracking the Codes with Joy DeGruy*  
DUE: My Culture Paper |
| 4 9/23 Monday | Racism. White privilege. Racial microaggressions. Color blindness. The myth of reverse racism. Developing a nonracist and antiracist racial identity. NASP Position Statement. Addressing clients’ experiences of racism. *Session Activities: RAT#4, discussion, and applications.* | Readings: NASP; Sue; Sue et al; Clay; Collins; Nadal; Malott  
Film: *13th* (Netflix) |

**NO CLASS ON 9/30 – HOLIDAY**

| 5 10/7 Online Session | Racial microaggressions, continued. Intersections of racial categories and ethnicity. The Microagression Process Model. Prejudice, bias, and discrimination. Implicit bias. **ONLINE ACTIVITY IN LIEU OF CLASS: Crash Analysis must be uploaded on Blackboard by Thursday, 10/10, 11:59pm** | Readings: Sue; Johnson; McIntosh; NASP  
DUE: *Crash Analysis* |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Activities</th>
<th>Readings</th>
<th>Videos</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 10/16</td>
<td>Wednesday</td>
<td>Classism. Social construction of class and classism. Intersections of race, ethnicity, and class. Counselor’s MCC and poverty beliefs. Counseling strategies.</td>
<td>Session Activities: RAT#5, discussion, and applications.</td>
<td>Readings: Clark; Foss-Kelly; Godreau</td>
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<tr>
<td>7 10/21</td>
<td>Monday</td>
<td>Sexism. Hegemonic masculinity. Social construction of gender. Intersections of race, ethnicity, and gender. Misogynoir.</td>
<td>Session Activities: RAT#6, discussion, and applications.</td>
<td>Readings: Fu; Mukkamala; Ecklund; Abdel-Salam; Bailey &amp; Trudy</td>
<td>Film: The Brandon Teena Story (Tubi)</td>
<td>Due: Midterm Peer Eval &amp; Class Participation Assessment</td>
</tr>
<tr>
<td>8 10/28</td>
<td>Monday</td>
<td>Heterosexism. Heteronormativity. Social construction of heterosexism. LGBQ definitions. Models of identity development. Conducting culturally competent intake interviews with LGBT youth.</td>
<td>Session Activities: RAT#7, discussion, and applications.</td>
<td>Readings: Diamond; Solomon; Dragowski &amp; Scharrón-del Río; Szymanski</td>
<td>Film: The Matthew Shepard Story (IMDb TV/FilmRise)</td>
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<tr>
<td>9 11/4</td>
<td>Monday</td>
<td>Intersections of race, ethnicity, gender, sexual attraction, and class. Addressing identity, marginalization, and privilege in counseling.</td>
<td>Session Activities: RAT#8, discussion, and applications.</td>
<td>Readings: Proctor; Chan; Ratts; NASP</td>
<td>Website Videos: Crenshaw’s Intersectionality &amp; Intersectional Identities</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Readings</td>
<td>Film</td>
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<tr>
<td>11/18</td>
<td>Ethnocentrism. Nativism. Emigration and immigration. Counseling</td>
<td><strong>Readings</strong>: Cobb; Killian; Bemark; Owen; Chavez-Dueñas</td>
<td><strong>Film</strong>: Which Way Home (Tubi)</td>
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<td>immigrants and refugees. Acculturation crisis and resolution.</td>
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<td><em>Session Activities:</em> RAT#10, discussion, and applications.</td>
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<tr>
<td>11/25</td>
<td>Children of immigrants and immigrant students. English language</td>
<td><strong>Readings</strong>: Proctor; Elizalde-Utnick; Perez-Rojas; Presley</td>
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<td>learners and emergent bilinguals. Linguicism. Intersections. Bilingual</td>
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<td>counseling.</td>
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<td><em>Session Activities:</em> RAT#11, discussion, and applications.</td>
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<tr>
<td>12/2</td>
<td>Other “isms” – Spiritual diversity and counseling. Ageism. Sizeism.</td>
<td><strong>Readings</strong>: Hanna; Magaldi-Dopman; Abakoui; Adames</td>
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<td></td>
<td>Intersections with race, ethnicity, gender, sexual attraction, class, and</td>
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<td>(dis)ability. Multicultural counseling techniques. Cultural</td>
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<td>appropriation.</td>
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<tr>
<td></td>
<td><em>Session Activities:</em> RAT#12, discussion, and applications.</td>
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<tr>
<td>12/9</td>
<td>Presentations: Film Case Conceptualization</td>
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<td></td>
<td><strong>DUE:</strong> Film Case Audiovisual Handouts (e.g., PowerPoint slides handout)</td>
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<tr>
<td>12/16</td>
<td>Presentations, continued; culminating class activity.</td>
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<tr>
<td></td>
<td><strong>DUE:</strong> Film Case Conceptualization Paper; Final Peer Eval &amp; Class</td>
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<td></td>
<td>Participation Assessment</td>
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</tbody>
</table>
### SPCL 7922: My Culture Paper Rubric Form
Dr. Elizalde-Utnick

Name: ____________________________________________

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>OUTSTANDING</th>
<th>COMPETENT</th>
<th>NEEDS DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background</strong></td>
<td>All sections described in syllabus are addressed. Exceptional content and writing; <em>stands out above the rest</em>; no (or minimal) errors</td>
<td>Parts of paper exceptional and some adequate; few errors but content is intact</td>
<td>Missing pieces and/or many areas need work; numerous errors that impact section of paper</td>
</tr>
<tr>
<td><strong>SCORE:</strong></td>
<td>23-25 points</td>
<td>20-22 points</td>
<td>0-19 points</td>
</tr>
<tr>
<td><strong>Group Awareness</strong></td>
<td>All sections described in syllabus are addressed. Exceptional content and writing; <em>stands out above the rest</em>; no (or minimal) errors</td>
<td>Parts of paper exceptional and some adequate; few errors but content is intact</td>
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</tr>
<tr>
<td><strong>SCORE:</strong></td>
<td>23-25 points</td>
<td>20-22 points</td>
<td>0-19 points</td>
</tr>
<tr>
<td><strong>Social Awareness</strong></td>
<td>All sections described in syllabus are addressed. Exceptional content and writing; <em>stands out above the rest</em>; no (or minimal) errors</td>
<td>Parts of paper exceptional and some adequate; few errors but content is intact</td>
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</tr>
<tr>
<td><strong>SCORE:</strong></td>
<td>23-25 points</td>
<td>20-22 points</td>
<td>0-19 points</td>
</tr>
<tr>
<td><strong>Present Views</strong></td>
<td>All sections described in syllabus are addressed. Exceptional content and writing; <em>stands out above the rest</em>; no (or minimal) errors</td>
<td>Parts of paper exceptional and some adequate; few errors but content is intact</td>
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<tr>
<td><strong>SCORE:</strong></td>
<td>23-25 points</td>
<td>20-22 points</td>
<td>0-19 points</td>
</tr>
</tbody>
</table>

Submitted on time: ___ yes ___ no (deduct 5 points per session/week late)

TOTAL SCORE: __________

90-100 = Outstanding; 80-89 = Competent; 79 & below = Needs Development
SPCL 7922: LGBTQ Case Study Selection Form
Dr. Elizalde-Utnick

Your Name: __________________________________________

Case’s LGBTQ Status/Identity:

☐ Lesbian  ☐ Gay  ☐ Bisexual  ☐ Queer
☐ Transgender/Genderqueer/GNC

☐ Other (specify: ________________________________)

Case’s Ethnic Identity:

☐ African descent (specify: _____________)

☐ Arab descent (specify: _________________)

☐ Asian descent (specify: ______________)

☐ Latino descent (specify: _____________)

☐ Other (specify: ________________________________)

Your Relationship with your Case (i.e., how did you come to select this case?):

Note: Multiple/dual relationships can be complicated and present a conflict, if not an ethical dilemma. You are not to interview an individual in which you are in a position of power (e.g., you are the individual’s child’s teacher). The individual should freely agree to participate.
SPCL 7922: LGBTQ Interview Paper Rubric
Dr. Elizalde-Utnick

Name: ____________________________________________

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>OUTSTANDING</th>
<th>COMPETENT</th>
<th>NEEDS DEVELOPMENT</th>
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<tbody>
<tr>
<td>Background Description</td>
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<td>Parts of paper exceptional and some adequate; few errors but content is intact</td>
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<tr>
<td></td>
<td>writing; <em>stands out above the rest</em>; no (or minimal) errors 9-10 points</td>
<td>8 points</td>
<td>0-7 points</td>
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<td>SCORE:</td>
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<tr>
<td>Identity Development</td>
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<td>Parts of paper exceptional and some adequate; few errors but content is intact</td>
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<td>writing; <em>stands out above the rest</em>; no (or minimal) errors 23-25 points</td>
<td>20-22 points</td>
<td>0-19 points</td>
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<tr>
<td>SCORE:</td>
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<tr>
<td>Experiences</td>
<td>All sections described in syllabus are addressed. Exceptional content and</td>
<td>Parts of paper exceptional and some adequate; few errors but content is intact</td>
<td>Missing pieces and/or many areas need work; numerous errors that impact section of paper</td>
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<td></td>
<td>writing; <em>stands out above the rest</em>; no (or minimal) errors 23-25 points</td>
<td>20-22 points</td>
<td>0-19 points</td>
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<tr>
<td>Cultural Intersections</td>
<td>All sections described in syllabus are addressed. Exceptional content and</td>
<td>Parts of paper exceptional and some adequate; few errors but content is intact</td>
<td>Missing pieces and/or many areas need work; numerous errors that impact section of paper</td>
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<td></td>
<td>writing; <em>stands out above the rest</em>; no (or minimal) errors 23-25 points</td>
<td>20-22 points</td>
<td>0-19 points</td>
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<tr>
<td>SCORE:</td>
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<tr>
<td>Self-Reflection</td>
<td>All sections described in syllabus are addressed. Exceptional content and</td>
<td>Parts of paper exceptional and some adequate; few errors but content is intact</td>
<td>Missing pieces and/or many areas need work; numerous errors that impact section of paper</td>
</tr>
<tr>
<td></td>
<td>writing; <em>stands out above the rest</em>; no (or minimal) errors 14-15 points</td>
<td>12-13 points</td>
<td>0-11 points</td>
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<tr>
<td>SCORE:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted on time: ___ yes   ___ no (deduct 5 points per session/week late)

TOTAL SCORE: ____________

90-100 = Outstanding; 80-89 = Competent; 79 & below = Needs Development
### SPCL 7922: Film Case Conceptualization Paper Rubric

**Dr. Elizalde-Utnick**

**Name: _________________________ Film & Character: _______________________________**

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Outstanding</th>
<th>Competent</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Description</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of case in terms of ADDRESSING Framework, including areas of privilege/oppression.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case’s demographics are described thoroughly using the ADDRESSING Framework. Exceptional content and writing; stands out above the rest; no (or minimal) errors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case’s demographics are described adequately (some parts might be exceptional) using the ADDRESSING Framework. Few errors but content is intact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing pieces and/or many areas need work; numerous errors that impact section of paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-10 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-7 points</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Case Selection Variables & Counseling Concerns |
| Reason for choosing the person as a client. Issues or concerns the client could encounter. Demographics factored in. |
| Selection variables and concerns are thoroughly described and written very well; stands out above the rest; no (or minimal) errors |
| Selection variables and concerns are described adequately. Few errors but content is intact. |
| Missing pieces and/or many areas need work; numerous errors that impact section of paper |
| 18-20 points |
| 16-17 points |
| 0-15 points |

| **Identity Development** |
| 1. Case’s racial/cultural identity development based on appropriate model(s) addressed in class. Current stage/status analyzed using theory |
| Case’s and student’s racial/cultural identity development are analyzed thoroughly using appropriate theories. Exceptional content and writing; stands out above the rest; no (or minimal) errors |
| Case’s and student’s racial/cultural identity development are analyzed adequately using appropriate theories. Parts of paper exceptional and some adequate; few errors but content is intact |
| Missing pieces and/or many areas need work; numerous errors that impact section of paper |
| 27-30 points |
| 24-26 points |
| 0-23 points |

| **Personal Strengths & Weaknesses** |
| Student’s strengths and weaknesses based on demographics, stage(s), motives, values, biases, -isms. How they could affect the counseling. |
| Strengths and weaknesses are thoroughly described and analyzed. Exceptional content and writing; stands out above the rest; no (or minimal) errors |
| Strengths and weaknesses are adequately described and analyzed. Parts of paper exceptional and some adequate; few errors but content is intact |
| Missing pieces and/or many areas need work; numerous errors that impact section of paper |
| 18-20 points |
| 16-17 points |
| 0-15 points |

| **Treatment Plan** |
| Incorporates goals and possible strategies and skills addressed in class. |
| Treatment plan is well described and addresses all counseling concerns. Exceptional content and writing; stands out above the rest; no (or minimal) errors |
| Parts of this section exceptional and some adequate; few errors but content is intact |
| Missing pieces and/or many areas need work; numerous errors that impact section of paper |
| 9-10 points |
| 8 points |
| 0-7 points |

| **Self-Reflection** |
| Student reflects on this assignment. How did this assignment impact on your learning? What aspects of this assignment were challenging? What aspects were helpful? What did you enjoy the most about it? The least? Suggestions for other films? |
| All sections described in syllabus are addressed. Exceptional content and writing; stands out above the rest; no (or minimal) errors |
| Parts of paper exceptional and some adequate; few errors but content is intact |
| Missing pieces and/or many areas need work; numerous errors that impact section of paper |
| 9-10 points |
| 8 points |
| 0-7 points |

Submitted on time: ___ yes ___ no (deduct 2 points per day late)

**TOTAL SCORE: __________**

90-100 = Outstanding; 80-89 = Competent; 79 & below = Needs Development
SPCL 7922: Film Case Presentation Rubric  
Dr. Elizalde-Utnick

Name: _________________________ Film & Character: _______________________________

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Outstanding</th>
<th>Competent</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>The case material was accurately presented. The discussion addressed the case material appropriately.</td>
<td>27-30</td>
<td>24-26</td>
<td>0-25</td>
</tr>
<tr>
<td><strong>SCORE:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The speaker demonstrated knowledge of readings and class material through the use of appropriate language.</td>
<td>18-20</td>
<td>16-17</td>
<td>0-15</td>
</tr>
<tr>
<td><strong>SCORE:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presentation was well organized and structured.</td>
<td>18-20</td>
<td>16-17</td>
<td>0-15</td>
</tr>
<tr>
<td><strong>SCORE:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The speaker demonstrated good presentation/facilitation skills.</td>
<td>9-10</td>
<td>8</td>
<td>0-7</td>
</tr>
<tr>
<td><strong>SCORE:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual aids/handouts were well designed and used effectively.</td>
<td>9-10</td>
<td>8</td>
<td>0-7</td>
</tr>
<tr>
<td><strong>SCORE:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker engaged audience appropriately. Audience participated in discussion.</td>
<td>9-10</td>
<td>8</td>
<td>0-7</td>
</tr>
<tr>
<td><strong>SCORE:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rubric submitted before presentation: ___ yes  ___ no (deduct 1 point)

**TOTAL SCORE:** __________

90-100 = Outstanding; 80-89 = Competent; 79 & below = Needs Development
SPCL 7922: Grading Rubric for In-Class Participation
Dr. Elizalde-Utnick

Name: _____________________________________________

Provide a numerical value you think you deserve based on your classroom participation; be reflective in this self-evaluation.

Points: _____________

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently raises or facilitates discussion with peers (in every class meeting); engages in integrative and higher order thinking in relation to the readings (e.g., integrates two or more pieces of information in the readings, integrates experience with research discussion, poses hypotheticals for the group based on findings); questions findings or relates to other research</td>
<td>90-100</td>
</tr>
<tr>
<td>Respectful attention to others’ contributions; periodically (at least every other class meeting) shares comments on at least one topic discussed in readings and demonstrates understanding and relevance to classroom discussion.</td>
<td>66-89</td>
</tr>
<tr>
<td>Consistently present in class; attends and responds to others’ contributions at personal level of experience, but does not participate in classroom discussions</td>
<td>45-65</td>
</tr>
<tr>
<td>Consistently present in class; makes no contribution to discussion; unresponsive to or argumentative with others</td>
<td>Less than 45</td>
</tr>
</tbody>
</table>

PROVIDE THIS ADDITIONAL INFORMATION:

1. Number of classes missed with reasons/explanations for absences

2. Provide an explanation for your self-assessment. Please note that it is impossible for you to get a grade of 90 or above if you have missed more than one class during this marking period.

Note: Failure to submit this self-evaluation will result in participation grade deduction (2 points/day after one week of lateness)
Your Name: 

TEAM-BASED LEARNING
MIDTERM PEER FEEDBACK
NOT GRADED

Team: ____________________
Colleague you are evaluating: ____________________________

PART ONE: QUANTITATIVE ASSESSMENT (CHECK ONLY ONE BOX FOR EACH OF THESE 12 ITEMS)

<table>
<thead>
<tr>
<th>COOPERATIVE LEARNING SKILLS:</th>
<th>NEVER</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrives on time and remains with team during activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a good balance of active listening &amp; participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks useful or probing questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares information and personal understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SELF-DIRECTED LEARNING:</th>
<th>NEVER</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is well prepared for team activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows appropriate depth of knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies limits of personal knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is clear when explaining things to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERPERSONAL SKILLS:</th>
<th>NEVER</th>
<th>SOMETIMES</th>
<th>OFTEN</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives useful feedback to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts useful feedback from others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is able to listen and understand what others are saying</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows respect for the opinions and feelings of others</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

PART TWO: QUALITATIVE ASSESSMENT (FOR EACH ITEM, WRITE AT LEAST ONE SENTENCE, BUT NOT MORE THAN THREE SENTENCES)

1) What is the single most valuable contribution this person makes to your team?

2) What is the single most important way this person could alter his/her behavior to more effectively help your team?
At the end of the term, it is necessary for all members of this class to assess the contributions that each member of the team made to the work of the team. This contribution should presumably reflect your judgment of such things as:

Preparation - Were they prepared when they came to class?
Contribution - Did they contribute productively to group discussion and work?
Respect of others’ ideas - did they encourage others to contribute their ideas?
Flexibility - Were they flexible when disagreements occurred?

It is important that you raise the evaluation of people who truly worked hard for the good of the team and lower the evaluation of those you perceived not to be working as hard on team tasks.

Evaluate the contributions of each person in your team except yourself, by distributing 100 points among them. Include comments for each person.

<table>
<thead>
<tr>
<th>Team #:</th>
<th>Points Awarded:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teammate’s Name:</td>
<td></td>
</tr>
<tr>
<td>a. In what ways was your teammate MOST helpful to the team?</td>
<td></td>
</tr>
<tr>
<td>b. In what ways could your teammate improve to be more effective?</td>
<td></td>
</tr>
<tr>
<td>2. Teammate’s Name:</td>
<td></td>
</tr>
<tr>
<td>a. In what ways was your teammate MOST helpful to the team?</td>
<td></td>
</tr>
<tr>
<td>b. In what ways could your teammate improve to be more effective?</td>
<td></td>
</tr>
<tr>
<td>3. Teammate’s Name:</td>
<td></td>
</tr>
<tr>
<td>a. In what ways was your teammate MOST helpful to the team?</td>
<td></td>
</tr>
<tr>
<td>b. In what ways could your teammate improve to be more effective?</td>
<td></td>
</tr>
<tr>
<td>4. Teammate’s Name:</td>
<td></td>
</tr>
<tr>
<td>a. In what ways was your teammate MOST helpful to the team?</td>
<td></td>
</tr>
<tr>
<td>b. In what ways could your teammate improve to be more effective?</td>
<td></td>
</tr>
<tr>
<td>5. Teammate’s Name:</td>
<td></td>
</tr>
<tr>
<td>a. In what ways was your teammate MOST helpful to the team?</td>
<td></td>
</tr>
<tr>
<td>b. In what ways could your teammate improve to be more effective?</td>
<td></td>
</tr>
<tr>
<td>6. Teammate’s Name:</td>
<td></td>
</tr>
<tr>
<td>a. In what ways was your teammate MOST helpful to the team?</td>
<td></td>
</tr>
<tr>
<td>b. In what ways could your teammate improve to be more effective?</td>
<td></td>
</tr>
<tr>
<td>Your Name:</td>
<td>Total Points = 100</td>
</tr>
</tbody>
</table>
Brooklyn College  
School of Education  
School Psychologist Graduate Program  

Professional Standards of Standard  

Student______________________________  Semester/Year________________  Date___________  
Faculty______________________________  Course Number______________________  

Rating Scale  
N = No opportunity to observe  
0 = Does not meet criteria at Program level  
1 = Meets criteria consistently at Program level  

Program Expectations  
___ 1. The student conducts self in a manner that is consistent with APA and NASP ethical codes.  
___ 2. The student actively listens and participates in class discussions.  
___ 3. The student is responsible with respect to punctuality, attendance, completion of assignments, and accountability to peers and staff.  

Maturity  
___ 1. The student demonstrates appropriate self-control (such as anger and impulse controls) in interpersonal relationships with faculty, peers, and clients.  
___ 2. The student demonstrates honesty, fairness, and respect for others.  
___ 3. The student demonstrates awareness of their own belief systems, values, needs, and limitations and the effect of these on their work interactions with others.  
___ 4. The student demonstrates the ability to receive, integrate, and use feedback appropriately.  
___ 5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability – commensurate with level of training.  
___ 6. The student seeks to resolve conflicts by addressing the issue(s) informally and respectfully with the individual(s) involved in the conflict.  

Integrity  
___ 1. The student does not make statements which are false, misleading, or deceptive.  
___ 2. The student respects the fundamental rights, dignity, and worth of others.  
___ 3. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.  
___ 4. The student respects individual differences, including those stemming from age, gender, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.  

For each “0” provide explanations and descriptions of behaviors, interactions, and dates.