

Advanced Career Counseling
CPSE 744
Fall 2023
Wednesdays 9-11:50am
MCKB 359

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Course Description:

This course in advanced career counseling and multicultural vocational psychology will critically examine existing career theory, research and counseling interventions from a multicultural perspective. Students will be exposed to cutting-edge literature and explore the future of career counseling and multicultural vocational psychology. Issues pertaining to: gender, race, ethnicity, sexual orientation, gender identity, social class, aging, ability status, and immigration will be discussed in depth as they relate to career development and the psychology of working.

Required text:



Blustein, D. L. (2019). *The Importance of Work in an Age of Uncertainty: The Eroding Work Experience in America*. Accessible through HBLL.

Additional readings provided by instructor.

Course Objectives:

By the completion of this course, you will be able to:

1. Critique current literature of **career theory, counseling and vocational psychology** in terms of strengths and weaknesses related to **multicultural issues and human diversity**.
2. Identify and implement **culturally sensitive practices for career counseling**.
3. **Identify culture- and identity-specific issues impacting the career development** and work experiences of diverse populations in terms of: gender, race, ethnicity,

- sexual orientation, religion, social class, gender identity, ability, immigration status, and age.
4. Identify **current trends and future directions** for career counseling and multicultural vocational psychology research.
 5. Recognize and experience **spiritual-strengthening** moments in ethical decision-making processes, knowledge, and content.
 6. Recognize and apply various **principles of ethics** in counseling psychology with the **Restored Gospel of Jesus Christ**.
 - a. Students will strive to...
 - i. Value the divine identity of all of God's children, including their own
 - ii. Strengthen their relationship with Jesus Christ as their Savior
 - iii. Build connections within a covenant community (belonging)
 - iv. Identify truth and direction through revelation
(observation+reasoning+faith)

Class Format:

This is an advanced class and a foundational understanding of career theory, practice, and research is expected of students. We will provide essential and specific content to enhance your knowledge of career counseling and multicultural vocational psychology. Course readings will be used as a focus of class discussion on the dates noted in the syllabus. Because many of our classes will be a **balanced combination of content-delivery and discussion-oriented**, it is critical that you come to class having completed the assigned readings. Although it is anticipated that some students will feel more or less comfortable participating in class discussions, class participation will be critical to your learning and thinking about the course material. In addition to discussion of the class readings, class time will also be used to consult and plan two of the major class projects. Specifically, we will devote class time to discussion of your research and other related topics. Finally, in-class activities will be designed and implemented over the course of the quarter to deepen your self-awareness and knowledge of career counseling and multicultural issues in vocational psychology.

Course Requirements

- 1) **Reading-** Read assigned material before class and come prepared to discuss your thoughts, reactions, and questions in small and large groups. A pdf copy of the book and all other readings will be provided for you by the professor.
- 2) **Attendance and Participation-** You will be expected to participate and contribute in class discussions. Please notify the instructor of any anticipated absences before class.
- 3) **Reading Questions-** We ask you to generate *three* questions you have considered in your readings for the week. You will submit these by 1:00 p.m. the day before class (Tuesday). This will count a total of 13% of your grade (13 weeks of reading at 1% per paper).
- 4) **Reaction Papers-** You will write no more than one-page synthesizing (in bullet points if you prefer) main learning aspects you experienced from the discussion of the readings and topics in class. Please include your cognitive and affective reactions to the discussion and readings. This is due by the day before our next class period. This is also worth 13% of your grade, with 1% for each reaction paper.

- 5) **Case Presentation-** Present a case (possibly from CAPS) that (1) highlights the integration of vocational issues with other human issues. Be sure to deidentify any distinguishing client characteristics to maintain confidentiality. Discussing a case in general is appropriate. (2) Conceptualize the case using any theory that accounts for the importance of vocational issues. (3) Discuss both the client's history and treatment in terms of the theory you select. Your presentation should not take more than 30 minutes including Q&A. Slides are encouraged.
- 6) **Interview-** You will conduct an interview with an individual who represents a cultural group different from your own within their chosen profession and/or workplace context. The individual's minoritized status should be based on: gender, age, race, ethnicity, religious/spiritual affiliation, nationality, disability status, social class, sexual orientation, or gender identity. **Instructor approval is necessary before completing this assignment.** Interview questions will be provided by instructors. You will turn in a 5-7 page, APA-style report that addresses the following areas:
 - a. Using your selected theory:
 - i. Explicate the major theoretical constructs and how they apply to your interviewee (1-2 pages).
 - ii. Describe limitations of using this theory to capture your interviewee's experience (1-2 pages).
 - iii. Articulate how your theory could be modified to better capture your interviewee's experience (1-2 pages).
 - b. Describe implications of your interview and theory-based analysis for vocational psychology research and practice.

Below are specific theories we will be covering in class:

John Holland (RIASEC)
Social Cognitive Theory
Super's Life Space-Life Span
Savickas's Constructivist career theory
Krumbolt's theory
Gottfredson's theory (Circumscription and Compromise)

You can use any one of these theories to frame to complete this assignment or one of your choosing contingent on approval from the professor.

- 7) **Research Project-** Each of you will analyze and provide a thematic summary of attention to multicultural issues in a major vocational psychology journal (i.e., *Journal of Career Assessment* (Andrew), *Journal of Career Development* (Kiara), *Journal of Vocational Behavior* (Logan), *Career Development Quarterly* (Indra), *Work and Stress* (Haydn), *Journal of Employment Counseling* (Ben) over the past 2 years (2021-2023). A coding form will be provided to you to assist with your thematic summary. Following your thematic summary, you will provide a 3-5 page report on your search, findings, and conclusions. Specifically, your report will address the following areas:
 - a. What is the stated aim and scope of the journal?

- b. Summarize the findings of your search. Report frequencies of articles focused on multicultural issues in general as well as specific areas of multicultural vocational psychology covered.
- c. What themes emerged in your search? What topics (e.g., person-environment fit, work adjustment, STEM career development) were covered by the journal?
- d. What are the implications of your findings for the journal and field of vocational psychology?

8) **Your Career Story (so far)**

Purpose: Analyze your own career development and apply theory to that analysis.

Length: 12 to 15 pages (double spaced).

Assignment: Understanding your own career story and the influences, themes, barriers, and aspirations you have and are encountering will help you to be aware of and sensitive to the issue your clients will address in your practicums at CAPS and in to your clinical practice. In writing your paper, consider the influence of your genetics, the variety of cultural factors you were and are being influenced by, family traditions/messages/rules/scripts, socioeconomic factors that might have led to privilege or lack thereof, friends who might have supported or encouraged you, and important role models that influenced you. See if you can identify themes that matter to you like the most important values driving you, interests that you are attending to in your career, and skills/abilities that you have and are working on developing. Examine any barriers you have encountered (bullying, financial, family pressures, failures, lack of skill, cultural), the worries and anxieties you have or are experiencing (your confidence, your fears, the uncertainties and questions), and any disappointments or lost opportunities (I didn't make the HS team, didn't get a scholarship). Think about your dreams (ideals), goals (what you are willing to work for), and what you might want said about you at your funeral (which generally identifies the things that really mattered). Think about events, people, experiences and think about various stages in your life so far. What influenced your gender role thinking and prestige level aspirations? You might also reflect on any specific career assessments or interventions you were involved in in your elementary, middle school, or high school experiences. What chance or unplanned events have influenced you? How did you gain confidence? Can you identify stages/chapters in your life? Now, add to these reflections why these had an impact and have led you to be the person you are currently and contributed to your career identity.

Because this class includes theory to help explain career development, choice, and adjustment we will expect you to integrate theory into your paper. You have the latitude to use the theories covered in this class or any psychological theories that help you explain your career development and direction. This is designed to help you understand and apply theory to real life as well as helping you to see how theory helps us to explain behavior and become more intentional in our work with our clients. ***Please reference at least 3 theories.***

Evaluation Criteria:

- *Quality of your writing: 30%*
- *Thoughtfulness in your analysis of your own career development: 40%*
- *Integration of theory to help explain your career development: 30%*

You can lose points for writing that is vague, unclear, unorganized, where the analysis seems superficial and unsophisticated, and the integration of theory is missing, not connected well to your experience, and does not demonstrate an understanding of the theory.

COURSE GRADE

Your grade in this course will be based on the criteria below:

<u>Requirements</u>	<u>Percentage</u>
Class participation	5%
Reading Questions	12%
Reaction Papers	13%
Case presentation	10%
Interview paper	20%
Your Career Story	20%
Research project	20%
Total	100%

Grading Scale/Points:

A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70

Classroom policies

Attendance: Your attendance is the key to your learning and the learning you will contribute to your cohort. For that reason, we ask that you attend every class and let us know in advance if you can't attend class or provide a legitimate explanation for missing the class. Because attendance is so important to the learning experience, any unexcused or unexplained missing of class (i.e., parking spots, slept in) will lead to a drop from an A to an A- or A- to a B+ and so forth. Excessive tardiness also detracts from our learning environment. Please organize yourself so that

you are on time. More than 3 late arrivals to class will result in a lower course grade. We understand that sometimes things occur, but a pattern of tardiness is something you can control.

Late assignments will not be accepted beyond two days after the due date; all late assignments will lose a letter grade (10%) for each day they are late.

Confidentiality is expected of class members. As with any diversity class, it is expected that our discussion of class topics may lead to personal self-disclosures and difficult dialogues. It is expected that these disclosures and exchanges will remain confidential.

Respecting diversity is an important attitude of openness for differing viewpoints and life experiences. Every viewpoint and every cultural perspective have great value for our learning in this course. Perhaps the most valuable are those perspectives and opinions that differ from what has already been said, or what might seem to be the prevailing view. Please join with us in working to create a class where all viewpoints and personal experiences are welcome, where students feel free to disagree with others, but also where only ideas are challenged – not the personal dignity and worth of any member of our class.

If you feel you have experienced an incident of bias or have felt dismissed or overlooked at any time while in this class, I hope you feel comfortable and safe coming to us so we can have a productive and meaningful discussion. Please know that we are available to support you to help in your most satisfying experience possible as a graduate student in this class and in the program.

Course Schedule

Week	Date	Topic	Readings	Assignments/In-class Activities
1	9/6	Course Overview		1. Prayer 2. Brief intros if needed 3. Warming up activity – new thing learned about self and any self-care trips: Kawika 4. Syllabus: Kawika and Vaughn a. assign students to presentation days on week 4. 5. What has influenced you so far in your decision to enter into the

				<p>Counseling Psychology program and become a psychologist? (This invites a preliminary discussion of many factors we will address throughout the course)</p> <p>6. What ideas do you have that will help make this class a meaningful and helpful class for you and your classmates? (This invites them to be active in making the course a positive and meaningful experience)</p> <p>7. How do you see the secular and the spiritual being addressed in this course? (This may open the door to view this course both a spiritual and secular perspective).</p>
2	9/13	<p>Being Alive: Work as a Central Role of Life</p> <p>Gender and Vocational Psychology</p>	<p>Blustein Ch. 1</p> <p>Slaughter (1)</p> <p>Gottfredson Theory</p>	<p>1. Discussion on readings (small groups) Anne-Marie Slaughter video https://www.youtube.com/watch?v=sd4KCCQxDok&feature=youtu.be https://www.ted.com/talks/anne_marie_slaughter_can_we_all_have_it_all?language=en Break 3. Gender and Work Vignettes (small groups) Break 4. In-class exercise (small groups) 5. Video and discussion: https://www.youtube.c</p>

				om/watch?v=18uDutyIDa4
3	9/20	Being able to Survive and Thrive Race, Ethnicity, and Vocational Psychology	Blustein Ch. 2 Pager (2) John Holland's Theory (Margaret M. Nauta)	1. Coding sheet, journals assignment 2. Class activity https://www.youtube.com/watch?v=UOVwrcTzRBs#t=345.431858093 https://www.youtube.com/watch?v=9OKgUdhttps://www.youtube.com/watch?v=WG7U1QsUd1gQF-Fg Break 4. Discuss readings/Collage of insight 5. Class activity- Race and work 6. job/money survival mode 7. Work in Service Learning Groups
4	9/27	Being With Others	Blustein Ch. 3 Krumboltz Theory	Interview Approved Discuss readings/Collage of insight Case Presentations 1. Ben 2. Haydn 3. Kiara 4. Indra 5. Logan 6. Andrew
5	10/4	Being Part of Something Bigger than Ourselves	Blustein Ch. 4	1. Discussion on "Calling"

			Social Cognitive Career Theory (Lent & Brown)	<p>“Greater than ourselves”</p> <ol style="list-style-type: none"> 2. Case vignette 3. Practice time 4. Special guest speaker - Janice Freij: 9am/Zoom <p>https://byu.zoom.us/j/94871685796</p>
6	10/11	<p>Being Motivated and Being the Best We Can Be</p> <p>Lesbian, Gay, Bisexual, and Trans* Individuals and Vocational Psychology</p>	<p>Blustein Ch. 5</p> <p>Budge et al (3)</p> <p>Life Designing Theory (Savickas et al)</p>	<p><i>LGBT+ Panel at 9am in person.</i></p> <p>Dear friend lore</p> <p>Class activity – small group work LGBTQ in the workplace</p> <p>Lily Zheng https://www.youtube.com/watch?v=PhHpe1K8YRA</p> <p>Kumu Hina Video https://www.youtube.com/watch?v=_Ged-k3tGpI</p> <p>Leitis in Waiting 1 https://www.youtube.com/watch?v=G_d5HQ LpvH8</p> <p>Leitis in Waiting 2 https://www.youtube.com/watch?v=7zZGQFYGdw4</p>
7	10/18	Being Able to Care	<p>Blustein Ch. 6</p> <p>Life Span, Life Space Theory</p>	<p>Interview Paper</p> <p>Brief presentations on interviews</p>

			(Super)	Class activity
8	10/25	Social Class and Vocational Psychology	Pappano (4) Planned Happenstance Theory (Mitchell, Levin, Krumboltz)	Review of midcourse evals Lecture and discussion on social class Class activity: social class and you. Brother Joe's journey Nathan or Jennifer Langi, or Geidy Achecar
9	11/1	Being Able to Work without Oppression and Harassment Video on harassment	Blustein Ch. 7	Research Project presentations
10	11/8	Disability/Aging and Vocational Psychology	Fabian; Lindstrom (5); Sterns; James (6)	Ben's visit; 10am Presentations Ageism activity Disability discussion Time in groups for Service Learning Projects
11	11/15	Being Without Work	Blustein Ch. 8	Your Career Story due Lorne Sleem's visit
12	11/29	Immigration and Vocational Psychology Counseling with immigrants	Flores (7)	Carol's visit In-law visit
13	12/6	Being Able to Work With Dignity and Opportunity	Blustein Ch. 9	
14	12/13	Multicultural Career Counseling and Social Justice	Arthur (8)	

EVALUATION CRITERIA

The following rubrics may be used as a guide for completing your assignments. Please note that some degree of subjectivity will accompany all grading in this class.

Interview Paper Scoring Rubric	Possible Pts:
Overall quality of writing	5
Coverage of each area noted in syllabus	10
Connection to class readings	5
TOTAL	20

Research Project Scoring Rubric	Possible Pts:
Overall quality of writing	5
Coverage of each area noted in syllabus	10
Quality of recommendations for the field	5
TOTAL	20

Your Career Story	Possible Pts:
Quality of your writing	5
Thoughtfulness in your analysis of your own career development	10
Integration of theory to help explain your career development	5
TOTAL	20

CLASS READINGS

1. Slaughter, A.-M. (2012, July/August). Why women still can't have it all. *The Atlantic*. Retrieved from: <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>
2. Pager, D. & Western, B. (2005, December). Race at work: Realities of race and criminal record in the NYC job market. Google Books. https://scholar.harvard.edu/files/pager/files/race_at_work.pdf
3. Budge, S. L., Tebbe, E. N., & Howard, A. S. (2010). The work experiences of transgender individuals: Negotiating the transition and career decision-making processes. *Journal of Counseling Psychology, 57*, 377-393. doi: 10.1037/a0020472

4. Pappano, L. (2015, April 8). First-generation students unite. *The New York Times*. Retrieved from: <http://www.nytimes.com/2015/04/12/education/edlife/first-generation-students-unite.html>
5. Lindstrom, L., Doren, B., Post, C., & Lombardi, A. (2013). Building career PATHS (Postschool Achievement Through Higher Skills) for young women with disabilities. *The Career Development Quarterly*, 61, 330-338. doi: 10.1002/j.2161-0045.2013.00059.x
6. James, J. B., Besen, E., Matz-Costa, C., & Pitt-Catsoupes, M. (2012). *Just do it?...maybe not! Insights on activity in later life from the Life & Times in Aging Society Study*. Chestnut Hill, MA: Sloan Center on Aging & Work, Boston College.
7. Flores, L. Y., Mendoza, M. M., Ojeda, L. He, Y., Meza, R. R., Medina, V., Ladehoff, J. W., & Jordan, S. (2011). A qualitative inquiry of Latino immigrants' work experiences in the Midwest. *Journal of Counseling Psychology*, 58, 522-536. doi: 10.1037/a0025241
8. Arthur, N. & Collins, S. (2011). Infusing culture in career counseling. *Journal of Employment Counseling*, 48: 147-149. <https://doi.org/10.1002/j.2161-1920.2011.tb01098.x>

University Policies

Honor Code:

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Treating all Individuals with Respect:

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Diversity and Inclusion in the Classroom:

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Preventing & Responding to Sexual Misconduct:

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate (Dr. Lisa Leavitt). If you wish to speak with someone confidentially about an incident of sexual assault or abuse, contact Dr. Lisa Leavitt: lisa_leavitt@byu.edu; advocate@byu.edu; or call 801-422-9071. Lisa's office is located in 1500 WSC on the BYU campus. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu>, or by contacting the university's Title IX Coordinator.

Understanding Services for Students with Disabilities:

Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> for help.

Mental Health:

Mental health concerns and stressful life events can affect students' academic performance and quality of life. Normally we refer students to CAPS at BYU, but since you are and will be involved with practicums and supervision in CAPS we avoid dual role conflicts and other issues by helping to facilitate mental health treatment. The best way to do that is to schedule an appointment with a case manager at CAPS who can refer you to off-campus resources using your insurance or if you have no insurance they may be able to help subsidize your mental health treatment for a limited number of sessions.

Laptop Computer/Electronics Use

Electronics and internet access can enhance student learning if they are used for that purpose. Full and effective participation in discussions and experiential activities is essential for learning and success. Students are expected to use phones, computers, and all other electronic devices to enhance learning and to refrain from distracting themselves or others during class meetings.

Academic Honesty:

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism:

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: **Direct Plagiarism-**The verbatim copying of an original source without acknowledging

the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.