

CNS6565: Multicultural Foundations Syllabus

Instructor/Personal Pronouns	Quarter
Instructor Email	Class Days and Times
Instructor Phone	Course Location
Office Location	Office Hours
Technical Support: 866-848-5515	

COURSE DESCRIPTION This course includes studies of multicultural and pluralistic trends including characteristics and concerns of diverse groups; attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. This course is meant to sensitize students to the impact of culture on the counselor's understanding of individuals from diverse backgrounds, counselor self-evaluation (e.g., moral), ethical, and legal considerations in the context of professional counseling

PREREQUISITES None

COREQUISITES None

CREDIT HOURS 4.5

COURSE MATERIALS

Technological Requirements

Each student in the Clinical Mental Health Counseling program must have access to a reliable computer, internet connection and the required computer software and hardware. Cell phones and tablets are not acceptable computer or laptop replacements.

Requirements include:

- Computer with Windows 7 or higher or Mac OSX 10.7 or higher
- Microsoft Office 365 (available to all South University students)
- Adobe Acrobat Reader
- Browsers
 - For Windows users, Internet Explorer (latest 2 releases), Mozilla Firefox or Google Chrome
 - For Mac users, Apple Safari (2 latest releases), Mozilla Firefox or Google Chrome
- Virtual classes require access to a camera and microphone.

Required Textbooks

Sue, D. W., & Sue, D. (2019). *Counseling the culturally diverse* (8th edition). Hoboken, NJ: John Wiley & Sons.
(ISBN:) 9781119448280

Required Articles

Suggested/Supplemental Readings

Required Materials

GRADING SCALE

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- D = 60 – 69
- F = 69 or below

PROGRAM OVERVIEW/MISSION

The South University Master of Arts degree program in Clinical Mental Health Counseling is intended to meet the local and regional need for qualified counselors. The Master of Arts in Clinical Mental Health Counseling is designed to provide advanced and broad training for South University graduate students regarding theories, principles, and dynamic applications in the field. Students develop the skills necessary to engage in effective assessment and treatment practices, achieve competence for ethical, legal, and professional issues, and understand the significance and utility of research to the field. Faculty members are dedicated to maintaining high teaching standards, developing intellectual curiosity, advancing critical thinking, and engaging in service to the University, community, and profession.

Please Note: Successful completion of the MA CMHC program meets the requirements for licensure application in the state where the program is offered. Students considering relocation to another state are encouraged to review the licensure requirements for that state(s) in order to compare required coursework. Completion of the program does not guarantee licensure or certification.

Students enrolled in the Savannah virtual program are aligned to the licensure standards in Georgia.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)s

PSLO 1	Professional Counseling Orientation and Ethical Practice: Demonstrate knowledge and application of all aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
PSLO 2	Social and Cultural Diversity: Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.
PSLO 3	Human Growth and Development Through the Lifespan: Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.
PSLO4	Lifestyle and Career Development: Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.

PSLO5	Counseling and the Helping Relationship: Demonstrate knowledge and skill application of the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.
PSLO6	Group Dynamics and Group Work: Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.
PSLO7	Assessment and Appraisal: Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
PSLO8	Research and Program Evaluation: Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.

**COURSE LEARNING OUTCOMES ALIGNMENT TO
PROGRAM STUDENT LEARNING OUTCOMES**

CLO1	Demonstrate an understanding of the three core principles of counseling culturally different clients: Self-awareness, knowledge and skills and counselor characteristics and behaviors that influence helping processes.	PSLO – 2, 3, 5
CLO2	Utilize a theoretical framework of reference to work with culturally different clients and demonstrate knowledge of multicultural theory, theories of identity development, and multicultural competencies.	PSLO – 2, 5
CLO3	Explore theories and models of individual, cultural, couple, family, and community resilience; and recognize the importance of family, social networks, and community systems in initiating, maintaining, and terminating treatment.	PSLO – 2, 3, 5
CLO4	Discuss traditional and historical cultural views of counseling and explore multicultural and pluralistic trends, nationally and internationally; and demonstrate knowledge about the history, educational plight, career opportunities, social experiences of the various ethnic and sub cultural groups including characteristics and concerns between and within diverse groups.	PSLO – 1, 2, 3, 4, 5

CLO5	Incorporate relevant knowledge about cultural histories and general contexts and understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	PSLO – 1, 2, 3, 5
CLO6	Explore personal attitudes, beliefs, understandings, and acculturative experiences, stereotypes, biases, myths and misconceptions about culturally different people and how this may impact counseling through specific experiential learning activities designed to foster students' understanding of self and culturally diverse.	PSLO – 1, 2, 3, 5
CLO7	Analyze the counselors' roles in addressing social injustice that impedes access, equity, and success for clients, advocacy and conflict resolution, cultural awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.	PSLO – 1, 2, 3, 5
CLO8	Examine one's own heritage and understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	PSLO – 1, 2, 3, 5
CLO9	Explore the application of ethical guidelines and professional issues for effective therapeutic work with diverse populations and reviews ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	PSLO – 1, 2, 5
CLO10	Practice skillful multicultural interaction and begin the ground work for a multicultural therapeutic competency and explore the counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	PSLO – 1, 2, 3, 5
CLO11	Discuss various models and how to apply said models with case study examples where students will be exposed to models of counseling that are consistent with current professional research and evidence-based practice in the field so they begin to develop a personal model of counseling while understanding ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies from current literature.	PSLO – 1, 2, 3, 5

CLO12	Demonstrate an expanded view of cultural diversity and discrimination which occurs toward individual, couple, family, groups, and community and advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	PSLO – 2, 3, 5, 6
CLO13	Develop strategies for working with and advocating for diverse populations, including multicultural competencies, while understanding how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	PSLO – 1, 2, 3, 5

CACREP STANDARDS/ASSIGNMENTS

CAREP STANDARD	PSLO	CHAPTER/ READING	ASSIGNMENT
SECTION 2.F: COUNSELING CURRICULUM			
1) PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE			
e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	1, 2	Ch. 4, Ch. 7	Final Exam, Cultural Immersion Project , Readings, Reflection Papers, TedTalk
2) SOCIAL AND CULTURAL DIVERSITY			
a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	2	Ch. 11-26	Final Exam, Cultural Immersion Project, Readings
b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	1,2,3	Ch. 2, 9	Final Exam, Cultural Immersion Project, Readings, Reflection Papers, TedTalk
c. multicultural counseling competencies	1,2,5	Ch. 1, 3	Final Exam, Cultural Immersion Project, Readings
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	1,2,3,5	Ch. 1, 7, 8	Final Exam, Cultural Immersion Project, Readings, Reflection Papers, TedTalk

e. the effects of power and privilege for counselors and clients	1,2,3,5	Ch. 1, 4-8	Final Exam, Cultural Immersion Project, Readings, Reflection Papers, TedTalk
f. help-seeking behaviors of diverse clients	2,3,5	Ch. 14-26	Final Exam, Cultural Immersion Project, Readings
g. the impact of spiritual beliefs on clients' and counselors' worldviews	2,3,5	Ch. 10, 14-26	Final Exam, Cultural Immersion Project, Readings, Reflection Papers, TedTalk
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	1,2,3	Ch. 5, 7, 13	Final Exam, Cultural Immersion Project, Readings, Reflection Papers, TedTalk
SECTION 5.C: CLINICAL MENTAL HEALTH COUNSELING STANDARDS			
2) CONTEXTUAL DIMENSIONS			
j. cultural factors relevant to clinical mental health counseling	2,3,5	Ch. 1-26	Final Exam, Cultural Immersion Project, Readings, Reflection Papers, TedTalk

GRADUATION REQUIREMENTS

In order to graduate from the Master of Arts in Clinical Mental Health Counseling program, a student must:

1. Evidence a cumulative GPA of 3.0 (on a 4.0 scale) or greater for all academic work required for the degree.
2. Successfully pass the Comprehensive Examination.
3. Successfully remediate or repeat all courses in which a grade lower than a "C" was earned.
4. Successfully meet all conditions of a remediation plan(s) as provided by the Progress & Promotions Policy during periods of probation or suspension.

Note: Students with a CGPA that falls below 3.0 in any given quarter will need to earn a CGPA of 3.0 or higher in the next quarter to avoid receiving an automatic dismissal notification from the registrar. Students receiving a dismissal notification can appeal for reinstatement in the program. Please see the South University Academic Catalog for appeal processes.

COURSE REQUIREMENTS

COURSE ASSIGNMENTS AND SCHEDULE

Week	Topic(s)	Required Readings	Activities & Assessments	CACREP Standard
1	Creating a Safe Space for Training Imagine a Cross-Cultural Experience Stereotypes and Generalizations Who am I?			
2	Who's Got the Money? Social Justice Social Privilege	Chapter 2-3		
3	<i>#BlackLivesMatter</i>	Chapters 4-5	Reaction Paper 1	
4	An Introduction to the Discussion of Race <i>A Class Divided</i>	Chapter 6 Watch <i>Frontline: A Class Divided</i>	<i>Photovoice exercise due</i> Reaction Paper	
5	Donald Trump/Joe Biden, the Political Climate	Chapters 7-8	Reaction Paper	
6			Mid-Term Exam Reaction Paper	

7	Cosby, Weinstein, Epstein and the Culture of Rape <i>CRASH</i>	Chapters 9-10 Watch <i>Pariah</i>	Reaction Paper	
8	<i>Pariah</i> (Can you pray the Gay Away?)	Chapter 11 Watch <i>Milk</i>	Reaction Paper	
9	<i>Milk</i> (LGBTQ Community)	Chapter 12	Reaction Paper Cultural Immersion Project Due	
10	Wrap Up		Ted Talks Presentations	
11	FINAL EXAM		FINAL EXAM	

***Note:** Changes in the course schedule may be made at the discretion of the instructor to accommodate time and material constraints.

ASSIGNMENT WEIGHT

Assignment	Points	Weight %	Due Date
TOTAL			

ASSIGNMENT DESCRIPTIONS

This is a challenging course that requires you to process deeply held beliefs, ideas, and prejudices. I will challenge you in this course. You will emote in this course. Please approach each class with courage, honesty, and compassion remembering that you, like your classmates, have a story that is at once valid to you and definitive of you.

Note: Topics/Assignments may be subject to change as deemed appropriate by the instructor

CURE OR DISEASE

“Am I part of the cure, or am I part of the disease?” Coldplay

One of the guiding, most challenging principles of this class is the quote above. At the start of each class, we will circle up our chairs and begin our weekly discussion. Weekly process group will begin promptly at 5:40 pm. After process group, students will further process their thoughts and emotions in composition notebooks. Composition notebooks will be provided to you on the first day of class. You will be asked to sit with whatever emotion you are feeling at the end of process group (even if it is no emotion) and will be given the prompt “cure or disease?” You will examine your emotional reactions to what was discussed in class and you will write about it in your notebook. You will submit your notebooks to me to read weekly, **not for content, but for completion**. There are no judgements in this class. However, I may write a statement in your notebook to provoke thought.

QUIZZES

Students will spend the 15 minutes completing a reading quiz from assigned readings. Students will have only 15 minutes to complete the quiz. The counter starts when the quiz is distributed. If you come to class from break late, anticipate that you will not have the entire 15 minutes to complete your quiz, but 15 minutes minus the number of minutes you were late from break.

REFLECTION PAPERS

Students will write 5 reflection papers throughout the quarter. These papers will be **1-2 pages in length** and are to be typed and be double-spaced, Times New Roman font, 12-point font, and have 1-inch margins. Student written reflections will be based on the activities below. Prompts are included to assist students with structuring papers. **However, students are not required to answer all the prompt questions. Mainly, students will be challenged to share gut reactions to the activity and any accompanying thoughts.**

DUE (week 3) - Reaction to *White Privilege: Unpacking the Knapsack*. What was your gut reaction to reading this? Do you agree with Ms. McIntosh’s assertions? In what ways has the world changed since it was written? In what ways is it still the same?

DUE (week 4) – Reaction to *Frontline: A Class Divided*. Students will watch this documentary in its entirety.

<http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02p66&continuous=1>

What is your gut reaction to seeing this? Do you agree with Ms. Elliot's approach? Do you think this is a life-long lesson? In what ways has the world changed since this was recorded? In what ways is it still the same?

DUE (Week 4)- Photovoice:

Take a photograph that represents your understanding of social privilege. To contextualize the meaning of your photograph, attach to it a brief description that includes the following:

1. Describe your photo.
2. What is happening in your photo?
3. What does the photo tell us about your life?
4. How does this photo help us to understand the life of "others" who may not have the same privilege?
5. What does this photo tell us about counselors' role in social justice?

Please bring a copy of your picture to class to discuss with your classmates during process group time.

DUE (week 6)– Reaction to *Crash (2005)*. Students will watch the 112-minute film in its entirety. Copies of the film are available in the library. What is your gut reaction to seeing this? What character was most repulsive to you? Why? What part of the film do you remember the most? Why? In what ways has the world changed since this was recorded? In what was is it still the same?

DUE (week 8)– Reaction to *Pariah (2011)*. Students will watch the 86-minute film in its entirety. Copies of the film are available in the library. What is your gut reaction to seeing this? What character was most repulsive to you? Why? What part of the film do you remember the most? Why? In what ways has the world changed since this was recorded? In what was is it still the same?

DUE (week 9) – Reaction to *Milk (2008)*. Students will watch the 128-minute film in its entirety. What is your gut reaction to seeing this? What character was most repulsive to you? Why? What part of the film do you remember the most? Why? In what ways has the world changed since Harvey Milk? In what was is it still the same?

SPEAKING MY TRUTH TED TALK

On (date), students will address the class for 15-20 minutes. Students will select a topic pertaining to personal culture or any topics discussed in class that was meaningful to him/her. Students will talk with the class as if she is presenting a TED talk.

TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). TED began in 1984 as a conference where Technology, Entertainment and Design converged, and today covers almost all topics — from science to business to global issues — in more than 100 languages. Meanwhile, independently run TEDx events help share ideas in communities around the world (<https://www.ted.com/about/our-organization>)

Students are not allowed to use PowerPoint presentation. Students can use notecards to address the class. If sources are gathered, students must submit to the instructor a one-paged handout with their list of sources that were gathered for the talk. APA style is required for the one page handout. For grading rubric, see Appendix B.

CULTURAL IMMERSION PROJECT KPI

Each student will be responsible for actively investigating multicultural issues in the “real world,” outside of the classroom. The immersion project will involve experiential learning about other cultures. Students will select one interactive experience that will expand on their knowledge of cultures other than their own. Students will submit a brief description of the intended activities and their goals for the experience prior to engaging in the experience. **BY (date), students must inform the instructor of immersion activity prior to the student’s engagement in the activity. This is done to ensure that the activity meets the requirement for the assignment. Any student who does not inform the instructor of the plan of their immersion experience will automatically lost 10 points on the assignment.**

In at least 5-10 pages, students will then be responsible for submitting a paper highlighting the impact of their ethnicity and other cultural influences on their identity, worldview, and role as a counselor working with culturally different clients. Students will explore their personal attitudes, beliefs, understandings, and acculturative experiences in their paper. Students will examine their own heritage and the effects of racism, discrimination, sexism, power, privilege, and oppression on their own life and career.

Students will then address their own stereotypes, biases, myths and misconceptions about culturally different people they had before their cultural immersion experience. Finally, students will conclude with how this experience has affected their therapeutic competency and explore a counselor’s role in eliminating biases, prejudices, and the processes or intentional and unintentional oppression and discrimination. Students will use APA style and cite relevant literature. **(Rubric in Appendix A)**

FINAL EXAM KPI

This will be a comprehensive closed-book final exam. While the structure of the exam is the professor’s discretion, it will consist of a

minimum of 50 multiple choice questions.

ATTENDANCE

ATTENDANCE POLICY

University Attendance Policy

Note: Students receiving military education benefits should also see the VA Attendance Policy below.

South University maintains a course attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, and examination periods each week. Students, whether present or absent from class, are responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as for mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in the class.

Students are expected to attend all scheduled activities that are part of the class, including those activities scheduled during class time and those scheduled outside of class time. An individual campus-based or online clinical programs may have specific policies (which in some cases may be more stringent than the general attendance requirements) as to the effect of attendance on class meetings, course assignments, off-campus activities, internships/externships, clinical and practicum activities, and other program requirements.

If the student misses 14 consecutive calendar days in a course, the student will be withdrawn from the course, unless the student provides official communication (communication directly from the student (letter or email) and the student provides supporting documentation for review) regarding extenuating circumstances (as outlined below) prior to violating the 14 consecutive days. The student must also provide the date the student will return into the current course. If the student fails to return on the scheduled return date the student will be withdrawn from the institution.

Note: Attendance policies for courses involving experiential learning, such as clinical fieldwork, rotations, practicum/internship and

externship, are published in the programmatic handbooks (AA, CMHC, PA, Pharm, and PTA programs) and course syllabi.

Veterans Affairs Attendance Policy

Students who receive Veteran Affairs (VA) educational benefits must understand VA benefits, including tuition and fees, the monthly housing allowance, book stipend, and Yellow Ribbon benefits are based in whole or in part on the number of credit hours certified. The school is required to monitor and report enrollment status to the VA. Adjustments in enrollment will likely affect payment of VA benefits. The school will report enrollment as follows:

- VA Students who officially withdraw, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.
- VA students who are administratively withdrawn or stops attending without officially withdrawing, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.
- VA students who complete a course and receive a “NCF” grade, the school will determine and report the actual last date of attendance for each course to the VA.

It is **strongly recommended** you attend every class session as true learning only occurs when one is actively engaged in learning within the classroom setting. Please see the university attendance policy in the Academic Catalog for more information.

TARDINESS

Please arrive ***on time***. Being late is disruptive and distracting to both your instructor and peers.

VIRTUAL/ONLINE NETIQUETTE

If a student is required to engage in a virtual session it must be private and free of distractions. Considerations should include the use of headphones, being alone in your meeting space, deidentifying client information, protecting written material from being read by others outside the class, and not discussing cases outside of class with colleagues, family members, friends, and classmates.

With the growth of telemental health services, students should be mindful of the importance of professional dress and demeanor during virtual instruction. All learning experiences must be treated "as if" you are in a live classroom or seated across from a future client. Therefore, if you would not wear it, eat it, or do it during a session, please refrain from doing so during your online class.

Finally, any interactions with colleagues online either via virtual meetings or written correspondence (e.g., emails, discussions) should be composed in a manner that is both professional and respectful. If you have any questions or concerns regarding this requirement, please discuss with the instructor during office hours.

Full Audio-Visual Functionality: It is the student's responsibility to have functioning audio and visual for the entirety of the class. You should check with IT Helpdesk support prior if necessary.

ACADEMIC INTEGRITY

ACADEMIC INTEGRITY

South University defines academic integrity as the complete, accurate, specific, and truthful representation of authorship, origin of ideas, mastery of material, and data, including access to and authorized use of resources. Students must maintain academic integrity in all activities, including observing and reporting academic integrity violations committed by others.

VIOLATIONS OF ACADEMIC INTEGRITY

- Cheating. Receiving unauthorized assistance on tests/examinations or other academic work. *Contract Cheating* is a form of cheating in which students get another to complete their coursework (paid or unpaid). Cheating also includes *collusion* in which students participate in unauthorized conspiring with another for work offered as credit.
- Plagiarism. The practice of taking someone else's work or ideas and passing them off as your own work or ideas. *Self-plagiarism* is a form of plagiarism in which students submit an identical or very similar work without receiving permission from the current faculty member prior to submission.
- Fabrication. Inventing or falsifying information or data.
- Sabotage. The willful attempt to hinder another student's work.
- Academic Misconduct. Includes the alteration of grades, involvement in the acquisition or distribution of un-administered tests, or failure to report integrity violations committed by others.

For emphasis, students are required to complete their assignments on their own unless involved in a team/group project with fellow students. This includes written papers, take home exams, and projects associated with the completion of required coursework. Students needing assistance with completing assignments, written work, or other areas associated with the completion of coursework should contact the instructor or the Academic Success Center.

All written work must be original; use minimal direct quotes; be sourced from credible sources including academic peer-reviewed journals; and must follow APA 7 guidelines.

ARTIFICIAL INTELLIGENCE POLICY

In this course, any element of a class assignment must be original and fully prepared by the student. The use of generative artificial intelligence (AI) tools (ex: chat GPT) for any part of your work will be treated as plagiarism and an honor code violation. At any time, the instructor reserves the right to request evidence that student work is authentic and original. They may do this in one or more of the following ways: requesting submission of first drafts of your work or drafts containing Track Changes showing the edits you made to your assignment as you completed it; an oral interview; and/or an additional written response. The format(s) of inquiry is up to the instructor's discretion and the professor will determine the method and timeline for the assessment of original work.

Instructors may require students to submit assignments via Brightspace using Turnitin. Assignments submitted outside of the instructor's submission policy will result in a zero. If you are struggling to upload the assignment, you can receive assistance from the campus Academic Success Coordinator or the instructor.

If you have questions about this policy, please contact the instructor.

ELECTRONIC RECORDINGS

Because class discussions and experiential activities often involve disclosure of a personal nature and because discussions often involve client cases, recording of classes (audio or video) is prohibited unless approved by South University Disability Services as a reasonable accommodation for students utilizing disability services. Taking pictures of exams or quizzes is also prohibited.

Students should refer to the South University Academic Integrity Policy in the Academic Catalog for all information regarding the Integrity Policy, Classification of Violations and Possible Penalties.

DISABILITY SERVICES

South University Disability Services ensures students with disabilities equal access to the College's educational programs, opportunities and activities. Qualified students requesting reasonable and appropriate accommodations receive services to eliminate physical, programmatic and attitudinal barriers that may arise with disabilities.

Students who seek reasonable accommodations should notify the Dean of Student Affairs at their campus location. Students will be asked to submit medical documentation of the need for accommodation to the campus Dean of Student Affairs. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as during the Admissions process to allow for time to gather necessary documentation. If you have further questions, contact the **Dean of Student Affairs, insert name, email and phone number at the ^^^^^^^^^ campus.**

*Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment included in this section of the Academic Catalog.

CMHC DIVERSITY, INCLUSION, EQUITY, AND JUSTICE STATEMENT

The Clinical Mental Health Counseling program at South University attests to the common belief that diversity, equity, and inclusion are the essential foundation for cultivating a safe and productive learning environment. Instructors are expected to promote diversity, equity, and inclusion throughout all areas of student engagement. This includes, but is not limited to:

- a. representation of diversity in lived experience across course design;
- b. implementation of multicultural competencies throughout learning goals and objectives;
- c. modeling a practice of cultural humility;
- d. supporting student efforts toward empowerment and advocacy;
- e. facilitating open and respectful student discourse;
- f. building counselor efficacy from a strengths-based approach;
- g. and, preparing students to identify and navigate cultural differences and systemic barriers in the field;

- h. increase awareness of contemporary social justice issues;
- i. and develop skills for engaging in social justice and advocacy.

To ensure fidelity, students are highly encouraged to provide feedback regarding how they perceive these initiatives are being maintained within their course of study through end of course evaluations. As a result, it is the hope of the CMHC program that students may find the freedom to conceptualize their professional identities from a clinical lens that is both authentic to their own experiences, as well as, inclusive of the lives of others.

HEALTH AND WELLNESS

Students of South University have access to our student assistance program, Be Well at South University, for counseling needs 24 hours a day, 7 days per week. You can access the service by calling **833-434-1217** or via application, **Telehealth**, or **in-person** counseling sessions with a local provider. These are available to you regardless of location, and no insurance is necessary.

The Wellness Hub includes articles and videos on mental health and wellness topics, including mental and emotional health, fitness and nutrition, academic performance, stress management, healthy relationships, and more. To access the Wellness Hub, go to bewellatsouth.com or download the CampusWell app at campuswell.com/get-the-app; the program is easy and confidential.

Be Well at South University Program licensed counselors are available to assist you with balancing school with work and other responsibilities, short-term counseling services, life, and career coaching, medical advocacy, and personal concierge services. Please contact the Dean of Student Affairs with any questions about this service.

WRITING SUPPORT

Students may utilize Tutor.com to help with writing support by submitting papers for review ahead of submitting them in class. It is important to plan ahead if you utilize this service as it may take up to 24 hours turnaround time.

<https://leo.tutor.com/Student/Index>

LIBRARY SERVICES

South University provides library facilities for its students at each of the main campus locations. Virtual support services are provided for all campuses, including branches. The libraries are easily accessible and house print collections consisting of general and reference books, periodicals, and other non-print media to support students in their studies. Campus library facilities offer students group and quiet study spaces. Campus libraries post their operating hours.

Electronic resources are available to all students, faculty, and staff through the Library's web site. Digital resources include e-books, journals, and video content. Electronic resources are available 24 hours a day/365 day a year. Virtual support services include email, text, and chat services. Chat hours are posted on the Library home page.

EQUAL OPPORTUNITY EDUCATION POLICY

South University, campus does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, disability, age, religion, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. South University provides reasonable accommodations to qualified individuals with disabilities. South University will not retaliate against persons bringing forward allegations of harassment or discrimination. The campus Dean of Student Affairs has been designated to handle inquiries and coordinate the campus' compliance efforts regarding the Non-Discrimination policy.

Appendix A: Multicultural Foundations CNS 6565: Cultural Immersion Project Rubric

The Counselor-in-Training is able to:

	Exceptional (A-range)	Proficient (B-range)	Emerging (C-range)	Insufficient/ Unacceptable (D/F-range)	Total Points
<p>Counselor Perception:</p> <p>The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (2.2.C)</p>	<p>reflect on counselor perception factors; identify how those factors may impact the therapeutic relationship; determine strategies for reducing the risk of countertransference attributed to lived experience</p>	<p>reflect on counselor perception factors; identify how those factors may impact the therapeutic relationship</p>	<p>reflect on counselor perceptions factors</p>	<p>briefly discuss 2 or less of the counselor perception factors OR demonstrate little to no insight on how counselor perception factors impact the therapeutic relationship and/or uses language that indicates the potential for harm to clients</p>	
<p>Counselor Competency:</p> <p>Multicultural Counseling Competencies (2.2.b)</p>	<p>demonstrate examples of all of the 4 multicultural counseling competencies using personal experience and observations of others</p>	<p>demonstrate examples of 3 multicultural counseling competencies using personal experience and observations of others</p>	<p>demonstrate examples of 2 multicultural counseling competencies using personal experience or that observed of others</p>	<p>demonstrate examples of 1 or zero multicultural counseling competency using personal experience and/or conveys beliefs which may</p>	

				appear resistant to these concepts	
<p>Counselor Awareness:</p> <p>The effects of power and privilege for counselors and clients (2.2.e)</p>	<p>demonstrate an awareness of the power differential between counselors and clients; create strategies to minimize the risk of exerting privilege in the therapeutic relationship</p>	<p>demonstrate an awareness of the power differential between counselors and clients</p>	<p>demonstrate an awareness of how the topic of power may limit client treatment outcomes</p>	<p>demonstrate a limited awareness of the impact of power in relationships and/or conveys beliefs which may appear resistant to these concepts</p>	
<p>Counselor Advocacy:</p> <p>Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (2.2.d)</p>	<p>describe multicultural obstacles and how they may impact treatment; determine strategies for reducing multicultural obstacles for clients within professional scope; describes plan for advocacy to increase potential for systemic change</p>	<p>describe multicultural obstacles and how they impact treatment; determine strategies for reducing multicultural obstacles for clients within professional scope</p>	<p>describe multicultural obstacles and how they may impact treatment</p>	<p>Describe limited or no multicultural obstacles and/or uses language that indicates resistance to these concepts</p>	

<p>Professional Writing Skills</p> <p>*subject to the discretion of the instructor</p>	<p>submit: 8-10 pages in APA 7 formatting, cover page, reference page, appropriate clinical language, use of current and relevant literature, accuracy in grammar (0-1 mistakes) and spelling (0-1 mistakes)</p>	<p>submit: 6-7 pages in APA 7 formatting, cover page, reference page, appropriate clinical language, use of current and relevant literature, accuracy in grammar (1-2 mistakes) and spelling (1-2 mistakes)</p>	<p>submit: 5 pages in an attempt to accurately use APA 7 formatting, cover page and/or reference page, some use of clinical language, use of current and relevant literature, some inaccuracies in grammar and spelling</p>	<p>submit: < 5 pages in APA 7 formatting, cover page and/or reference page, some use of clinical language, use of current and relevant literature, some inaccuracies in grammar and spelling OR no submission or highly deficient submission lacking in all areas of evaluation</p>	<p>Professional Writing Skills</p> <p>*subject to the discretion of the instructor</p>
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Appendix B: Rubric for Evaluation of Ted Talk

Point Values	15	11.25	7.5	3.75	0
<p>DELIVERY: Speaks clearly, audibly, and uses correct grammar.</p> <p>5 -10 minutes long.</p>	Meets 100% of the criteria	Meets 75% of the criteria	Meets 50% of the criteria	Meets 25% of the criteria	Meets none of the criteria
<p>CONTENT: Articulates personal beliefs and lessons learned either in class or throughout lifetime</p>	Meets 100% of the criteria	Meets 75% of the criteria	Meets 50% of the criteria	Meets 25% of the criteria	Meets none of the criteria
Totals	100%	75%	50%	25%	0%