



## CNSL 6200 Social and Cultural Foundation

**College**

College of Arts and Sciences

**Section**

ONL01

**Term**

2023SP

**Class Time & Place**

Online

**Campus**

Online

**Course Description**

This course will examine multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. The focus will examine theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.

**Credits**

3

**Instructor**

Kevin Freeman

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**Office**

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(404) 934-9244

**Office Hours**

Office hours will be held weekly via Zoom Live Thursdays 4:00-5:00 pm Eastern Time. I am happy to meet with you outside of these hours if needed. Please call my cell or text me at (404) 934-9244 if you need to meet outside of these hours.

Zoom Link: <https://piedmont.zoom.us/j/96843431973?pwd=RIh4aU3R0xTNEN6S2s5T3E3WGtuZz09>

**Textbooks and Class materials**

Counseling the Culturally Diverse: Theory and Practice, 8th Edition

By: Derald Wing Sue, David Sue, Helen A. Neville, Laura Smith

ISBN: 978-1-119-62305-2

## Student Learning Outcomes

Upon the completion of this course, students will:

1. Understand the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
2. Apply the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
3. Understand the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
4. Know the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
5. Demonstrate multicultural counseling competencies.
6. Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
7. Know the effects of power and privilege for counselors and clients.
8. Identify help-seeking behaviors of diverse clients.
9. Understand the impact of spiritual beliefs on clients' and counselors' worldviews.
10. Apply strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
11. Understand the cultural factors relevant to clinical mental health counseling.
12. Create strategies to advocate for persons with mental health issues.

## Educational Technology Requirements

Online/Hybrid

Minimum technology requirements for online and hybrid courses may be found at the following URL: <https://www.piedmont.edu/academics/technology-requirements/>.

Active, weekly participation is required as a minimum standard to register attendance in an online or hybrid course. Logging onto a course, in the absence of active participation, is not sufficient to register attendance.

## Grading Scale

To promote fair and consistent assessments, the following grading guidelines will be applied on the total points:

A	100%	to	90%
B	less than 90%	to	80%
C	less than 80%	to	70%
D	less than 70%	to	60%
F	less than 60%	to	0

## Grading System

Assessment Area	% of Final Grade
Weekly Discussions	10%
Weekly Reflection Assignments	10%
Weekly Reading Quizzes	5%
Multicultural Immersion Assignment # 1	10%
Multicultural Immersion Assignment # 2	10%
Personal Biography/Worldview Paper	10%

Special Populations Presentation	10%
Special Populations Paper	10%
Midterm Exam	10%
Final Exam	15%

## Class Policies

Self-awareness, safety of disclosure, appropriate interpersonal skills, and ACA Code of Ethics

This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate.

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends. Maintaining confidentiality is the primary ethical principle of counselors and violations are serious.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class just as with clients. You are encouraged to make your feelings and thoughts known, yet, to do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, openness to supervision and instruction by the faculty (or site supervisor) is an important element of counselor development. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others—both positive and negative; accepting and applying feedback from instructor; being proactive in seeking out needed experiences, feedback, etc.; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

## Make-up Policy

Makeup work is allowed with AN EXCUSED ABSENCE (as per grad catalog).

## Course Outline/Schedule

<b>Week #</b>	<b>Date Span</b>	<b>Topics Covered</b>	<b>Assignments</b>
1	Jan 9-15	Chapter 1- Obstacles to Developing Cultural Competence and Cultural Humility: Understanding Resistance to Multicultural Training  Chapter 2- Multicultural Counseling and Therapy (MCT)	Weekly Discussion Reflection Assignment Reading Quiz
2	Jan 16-22	Chapter 3- Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups  Chapter 4- The Political and Social Justice Implications of Counseling and Psychotherapy	Weekly Discussion Reflection Assignment Reading Quiz

3	Jan 23-29	Chapter 5- The Impact of Systemic Oppression Within the Counseling Process: Client Worldviews and Counselor Credibility  Chapter 6- Microaggressions in Counseling and Psychotherapy	Weekly Discussion Reflection Assignment  Reading Quiz   Multicultural Immersion Assignment #1 Due
4	Jan 30- Feb 5	Chapter 7- Multicultural Barriers and the Helping Professional: The Individual Interplay of Cultural Perspectives  Chapter 8- Communication Style and Its Impact on Counseling and Psychotherapy	Weekly Discussion Reflection Assignment  Reading Quiz
5	Feb 6-12	Chapter 9- Multicultural Evidence-Based Practice (EBP)  Chapter 10- Non-Western Indigenous Methods of Healing: Implications for Multicultural Counseling and Therapy (MCT)	Weekly Discussion Reflection Assignment Reading Quiz
6	Feb 13-19	Chapter 11- Racial, Ethnic, Cultural (REC) Identity Attitudes in People of Color: Counseling Implications  Chapter 12- White Racial Identity Development: Counseling Implications	Weekly Discussion Reflection Assignment Reading Quiz
7	Feb 20-26	Chapter 13- Culturally Competent Assessment  Chapter 14- Counseling African Americans	Weekly Discussion Reflection Assignment Reading Quiz
8	Feb 27-Mar 5	Midterm Exam	Midterm Exam  Personal Biography/Worldview Paper Due
Spring Break	Mar 6-12	Enjoy Your SPRING BREAK!	Spring Break
9	Mar 13-19	Chapter 15- Counseling American Indians/Native Americans and Alaska Natives  Chapter 16- Counseling Asian Americans and Pacific Islanders	Weekly Discussion Reflection Assignment Reading Quiz
10	Mar 20-26	Chapter 17- Counseling Latinx Populations  Chapter 18- Counseling Multiracial Populations	Weekly Discussion Reflection Assignment Reading Quiz
11	Mar 27-Apr 2	Chapter 19- Counseling Arab Americans and Muslim Americans  Chapter 20- Counseling Immigrants and Refugees	Weekly Discussion Reflection Assignment Reading Quiz

12	Apr 3-9	Chapter 21- Counseling Jewish Americans Chapter 22- Counseling Individuals with Disabilities	Weekly Discussion Reflection Assignment Reading Quiz
13	Apr 10-16	Chapter 23- Counseling LGBTQ Populations Chapter 24- Counseling Older Adults	Weekly Discussion Reflection Assignment Reading Quiz
14	Apr 17-23	Chapter 25- Counseling Individuals Living in Poverty Chapter 26- Counseling Women	Weekly Discussion Reflection Assignment Reading Quiz
15	Apr 24-29	Final Exam	Final Exam  Special Population Presentation & Paper Due

## Piedmont Policies

**Non-Discrimination Policy:** It is the policy of Piedmont University not to discriminate in its educational programs, activities, or employment on the basis of sex, gender identity, sexual orientation, physical or mental disability, pregnancy, race, age, religion, color, national or ethnic origin, veteran status, genetic information, or any other category protected by applicable federal, state, or local law.

**Piedmont University** adheres to the federal definition of a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. For the purposes of this definition, an instructional hour equates to direct instruction of 750 minutes for each credit hour awarded. The standard expectation for direct instruction classes is that students will spend a minimum of two hours outside the classroom for each hour spent in class, which is, 1500 minutes per credit hour awarded. Courses that are offered on a schedule other than the full 15-week semester contain the same number of hours as if the course were scheduled for a full semester. No reduction in direct instruction time or work time outside of class is permitted for courses offered in accelerated terms.

**The Learning Center** exists to help our students reach their various academic goals. The Learning Center offers academic support in all areas, including accounting, foreign languages, math, science, writing, and more. All tutors have excelled in the subjects that they help support and tutors are trained in the art of tutoring. Tutoring sessions and athletes in the Study Hall are monitored to provide the individualized attention our students need to achieve their personal best. We offer support by appointment in Starfish and walk-in availability is provided on a first come first served basis. For more information, please contact Oliver Howington ohowington@piedmont.edu or call 706-778-8500, ext. 1176 or visit: <https://www.piedmont.edu/learning-center>.

**Piedmont University** strives to make learning experiences accessible to all participants and will provide reasonable accommodations for students with disabilities. If you experience difficulties, based on the impact of a disability or health condition, please contact the **Office of Accessibility, Resources, and Services (OARS)** to initiate a conversation with our Director of Compliance, Equity, and Inclusion, Courtney Snow, about your options. Please know that accommodations are not retroactive, so avoid any delays. Contact Courtney Snow. at csnow@piedmont.edu or 706-778-8500, ext. 1504, or visit Daniel 303 Suite D. To request accommodations (*academic, dietary, housing, or emotional support animals*) please click the link below and use your Piedmont email and password: [https://piedmont-accommodate.symplicity.com/public\\_accommodation/](https://piedmont-accommodate.symplicity.com/public_accommodation/). If you are already receiving accommodations and need to update your memo or information, please click the link below and use your Piedmont email and password: <https://piedmont-accommodate.symplicity.com/students>

**Statement on Academic Integrity:** Students must be familiar with the university academic integrity policy. Plagiarism and other violations of this policy will not be tolerated. Instructors must send any academic integrity concerns directly to the dean who is responsible for the discipline in which the course is taught. See catalog at <https://piedmont.smartcatalogiq.com/> for complete policy.

**Directives on Completion of Student Work:** Course activities designated as quizzes, tests and exams are always to be completed by a student individually and without assistance from other people or resources UNLESS permission for collaboration or the use

of external resources is explicitly permitted by the course professor(s). Hence all quizzes, tests and exams are to be considered closed-book/closed-notes and closed-internet (e.g., Google searches). Artificial intelligence apps are also banned on quizzes, tests and exams unless explicitly permitted by the course professor(s).

**Student Email Policy:** All Piedmont University students are required to use their Piedmont Lions email account (see Catalog at <https://piedmont.smartcatalogiq.com/> for complete policy). Since the Lions account is an official communications channel of the university, students are responsible for all information distributed to them through their account. Students are expected to check it daily.

**Withdrawal Policy:** Within the first several days of a term, students may add and drop courses with the permission of their advisor. The ranges for drop/add vary depending on the term (Fall, Spring, or Summer) and duration of the class (8 week or 15 week). Students should check the academic calendar for specific information. After this time, students may withdraw from a class. Please refer to the university catalog at <https://piedmont.smartcatalogiq.com/> for the particulars regarding the withdrawal policy.

**Excused Absence Policy:** Student absences for university-sanctioned events are generally considered excused absences because they are supportive of the university program. However, there are exceptions to the policy as noted in the University catalog. When absences are excused, instructors must allow students to make up any work that has been missed. Students are responsible for notifying their instructors, in advance, about absences from class due to participation in university-sanctioned events. See full policy in the University catalog at <https://piedmont.smartcatalogiq.com/>.

**Starfish®:** We Care About Your Success! We have partnered with Starfish Retention Solution, creating a platform for communication and resources focused on supporting your efforts throughout your educational journey. During the semester you may receive emails or texts from Starfish® regarding your course grades or academic performance. Please pay attention to these communications and consider taking the recommended actions. They are sent to help you be successful. In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services. You can quickly connect to many resources using Starfish. We hope you will choose to use the tool to support your success. You may access Starfish at <https://piedmont.starfishsolutions.com/starfish-ops/support/login.html?tenantId=9379>.

**Piedmont University Library** is dedicated to the success of our on- and off-campus students. The Library's website (<https://library.piedmont.edu/home>) offers the fastest, simplest solution to finding the authoritative sources you need: journal citations and full-text articles, access to books and eBooks, study guides, encyclopedias, streaming video, and more. Overwhelmed? Need help navigating? No problem: speedy assistance is available via chat or email with the Ask a Librarian service.