

# Course Syllabus

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## Course Number

PSYCH 3763 0001

## Course Title

## Multicultural Counseling

## Course Description

This course will focus on counseling techniques used to serve multi-ethnic populations. Various counseling techniques will be used to help students explore the significance of culture, religion, counseling competencies and ethical practices among these diverse groups. A key component will be the standards outlined by the Association for Multicultural Counseling & Development. Prerequisite: PSYC 3753.

## Course Prerequisites

Prerequisite: PSYC 3753. PRACTICAL COUNSELING SKILLS

## Required Materials

Murphy, B.C., & Dillion, C. (2014). *Interviewing in action in a multicultural world*. Belmont, CA.: Brooks/Cole/Cengage Learning. ISBN: 9781285751085.

**In addition to the textbooks, the articles listed below are part of the required readings. The articles are listed alphabetically here.**

American Psychological Association. (2018). APA adopts new multicultural guidelines. Washington,

DC: Author. Retrieved from: <http://www.apa.org/monitor/2018/01/multicultural-guidelines.aspx>  
[guidelines.aspx](http://www.apa.org/monitor/2018/01/multicultural-guidelines.aspx) [\(http://www.apa.org/monitor/2018/01/multicultural-guidelines.aspx\)](http://www.apa.org/monitor/2018/01/multicultural-guidelines.aspx)

American Psychological Association. (2004). A model for honing your multicultural skills. Washington, DC: Author. Retrieved from: <http://www.apa.org/monitor/oct04/model.aspx>  
[\(http://www.apa.org/monitor/oct04/model.aspx\)](http://www.apa.org/monitor/oct04/model.aspx)

American Psychological Association. (2015). Multicultural competence. Washington, DC: Author. Retrieved from: <http://www.apa.org/ed/precollege/ptn/2015/02/multicultural-competence.aspx>  
[competence.aspx](http://www.apa.org/ed/precollege/ptn/2015/02/multicultural-competence.aspx) [\(http://www.apa.org/ed/precollege/ptn/2015/02/multicultural-competence.aspx\)](http://www.apa.org/ed/precollege/ptn/2015/02/multicultural-competence.aspx)

American Psychological Association. (2013). Want to treat multicultural clients? First, study yourself. Washington, DC: Author. Retrieved from: <http://www.apa.org/gradpsych/2013/01/multicultural-clients.aspx>  
[\(http://www.apa.org/gradpsych/2013/01/multicultural-clients.aspx\)](http://www.apa.org/gradpsych/2013/01/multicultural-clients.aspx)  
[clients.aspx](http://www.apa.org/gradpsych/2013/01/multicultural-clients.aspx) [\(http://www.apa.org/gradpsych/2013/01/multicultural-clients.aspx\)](http://www.apa.org/gradpsych/2013/01/multicultural-clients.aspx)

### Supplemental Reading:

Arredondo, P., Toporek, M. S., Brown, S., Jones, J., Locke, D. C., Sanchez, J. and Stadler, H. (1996) Operationalization of the Multicultural Counseling Competencies. Alexandria, VA.: AMCD. Retrieved from: [https://www.counseling.org/resources/competencies/multicultural\\_competencies.pdf](https://www.counseling.org/resources/competencies/multicultural_competencies.pdf)  
[\(https://www.counseling.org/resources/competencies/multicultural\\_competencies.pdf\)](https://www.counseling.org/resources/competencies/multicultural_competencies.pdf)

Ponterotto, J., Potere, J. and Johansen, S. (2011) The Quick Discrimination Index. Bronx, N.Y.: Fordham University. Retrieved from: <http://www.surveygizmo.com/s3/1106771/Quick-Discrimination-Index>  
[\(http://www.surveygizmo.com/s3/1106771/Quick-Discrimination-Index\)](http://www.surveygizmo.com/s3/1106771/Quick-Discrimination-Index)  
[Discrimination-Index](http://www.surveygizmo.com/s3/1106771/Quick-Discrimination-Index) [\(http://www.surveygizmo.com/s3/1106771/Quick-Discrimination-Index\)](http://www.surveygizmo.com/s3/1106771/Quick-Discrimination-Index)

SAMHSA (2014). *A Treatment Improvement protocol (TIP 59): Improving Cultural Competence*. Rockville, MD: Author. Retrieved from: [https://www.ncbi.nlm.nih.gov/books/NBK248428/pdf/Bookshelf\\_NBK248428.pdf](https://www.ncbi.nlm.nih.gov/books/NBK248428/pdf/Bookshelf_NBK248428.pdf)  
[\(https://www.ncbi.nlm.nih.gov/books/NBK248428/pdf/Bookshelf\\_NBK248428.pdf\)](https://www.ncbi.nlm.nih.gov/books/NBK248428/pdf/Bookshelf_NBK248428.pdf)

## Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

# Program Learning Outcomes

**Students completing the online Bachelor of Science (BS) in Human Services are expected to:**

- PLO#1** Demonstrate knowledge, skills, attitudes, and values related to significant facts, theories, and issues within the human services field
- PLO#2** Display knowledge, skills, attitudes, and values consistent with an understanding and appreciation of multi-cultural issues
- PLO#3** Display the critical thinking skills and research skills necessary to interpret and contribute to current practices in human services;
- PLO#4** Understand and apply basic principles of case management in working with clients
- PLO#5** Be prepared for employment or graduate studies in human services related fields.

Retrieved from: [http://catalog.swu.edu/preview\\_program.php?catoid=9&poid=704&returnto=487](http://catalog.swu.edu/preview_program.php?catoid=9&poid=704&returnto=487)  
[\(http://catalog.swu.edu/preview\\_program.php?catoid=9&poid=704&returnto=487\)](http://catalog.swu.edu/preview_program.php?catoid=9&poid=704&returnto=487)

## Course Learning Outcomes

**Upon completion of this course, students will be able to:**

- |       |  | Aligns with          |
|-------|--|----------------------|
| CLO#1 | Demonstrate an ability to utilize various counseling techniques when they work with a multi-ethnic population. | PLO(s)# 1,2,3<br>& 4 |
| CLO#2 | Describe and define the term "Cultural Sensitivity" as it relates to multicultural counseling.                 | PLO(s)# 1,2 & 4      |
| CLO#3 | Discuss the various issues that people of ethnic backgrounds are challenged with when seeking counseling.      | PLO(s)# 1,2,3<br>& 4 |
| CLO#4 | Describe the diverse family dynamics of a multicultural family when offering family counseling.                | PLO(s)# 1,2 & 4      |

|       |  |                      |
|-------|--|----------------------|
| CLO#5 | Identify the cultural aesthetics and determine how many convey a vital role in the lives of various ethnic groups.   | PLO(s)# 1,2,3<br>& 4 |
| CLO#6 | Examine the multi ethnic religious belief systems as they relate to conducting multi-cultural counseling.  | PLO(s)# 1,2,3<br>& 4 |
| CLO#7 | Discuss their understanding of the counseling competencies & ethical practices as indicated by the Association for Multicultural Counseling & Development. | PLO(s)# 1,2 & 4      |

## Course Learning Assignments and Assessments

### Grading

| Name of Assessment (Evidence of Learning)           |  | Point Value                             | Assessment Due     |
|---|--|---|--------------------|
| Six (7) online quizzes (Weeks 1-7)                  |  | 70 points. (7 @10 points for each quiz) | Due sessions 1-7   |
| Initial and Final Discussion Postings (Weeks 1 & 7) |  | 10 points. (2 posting @ 5 points each)  | Due sessions 1 & 7 |
| "MY CULTURE" Self-Analysis Paper (Week 7)           |  | 30 points                               | Due session 7      |
| "MY CULTURE" PowerPoint (Week 7)                    |  | 10 points                               | Due session 7      |
| Immersion Project Location (Week                    |  |   | Due session 3      |

|   |              |                              |                    |
|---|--------------|------------------------------|--------------------|
| 3)  |              | 2 points                     |                    |
| Immersion Project                                       | (Week 6)     | 18 points                    | Due session 6      |
| Clinical Interview and Narrative Paper                  | (Week 5)     | 30 points                    | Due session 5      |
| Discussion Thoughts                                     | (Weeks 1-6)  | 60 points (6@10 points each) | Due sessions 1-6   |
| The Quick Discrimination Index & Results Analysis Paper | (Week 2)     | 20 points                    | Due session 2      |
| Weekly Reading Evaluation Papers                        | (Weeks-2-5)  | 40points (4@10 points each)  | Due sessions 2-5   |
| Two Counseling Technique Videos and Questions           | (Weeks 3 &5) | 20 points (2@10 points each) | Due sessions 3 & 5 |
| "Stereotype Threat "Comprehensive Case Study (Week 4)   |              | 40 points                    | Due session 4      |
| <b>Total</b>  |              | <b>350 points</b>            |                    |

**Seven online quizzes: 70 points (10 points for each quiz)**

There will be seven on-line quizzes for this course. The online quiz questions may be comprised of true/false, multiple choice and short essay questions. If a student has studied all of the required material, and read the accompanying chapters, he/she should do well on the quizzes. Quizzes are timed. They are also open notes/open book which mean that students may refer to the lecture/power point notes, videos and text to complete a quiz. All quizzes will be available and must be completed on canvas. In order to receive credit, quizzes must be completed by designated due dates/times.

A rule of thumb for completing the quizzes~ students are encouraged to read the designated chapters, take notes and also view the designated power points that accompany the chapters beforehand to prepare. Once the student begins to take the quiz, since it is timed, the time for the quiz will start and cannot be re-started.

**NOTE:** Please understand that missed quizzes **CANNOT** be re-opened.....so please **DO NOT** ask about quizzes being re-opened. You will only be allowed to take a make-up quiz if you have extreme, extenuating circumstances....which will be determined by the instructor. Therefore you are encouraged to pay close attention to quiz due dates on the syllabus. **Due sessions 1-7**

Initial and Final Discussion Postings –  
points each)

10 Points (2 Posts @ 5

An Initial and Final posting will be required for the course. For the initial post, students are required to share with your peers a few things about yourself...i. e, Name, Major, why you selected this major, future goals. For the final post, students are encouraged to summarize all work completed in the course where the student is further assessing how his/her personality and personal family history influence his/her performance as helper/counselor. The discussion post needs to be about 1-2 paragraphs in length. **Due sessions 1&7**

**“MY CULTURE” Self Analysis Paper**

**30 points**

The personal self-analysis paper entitled “MY CULTURE” will be a paper that you are encouraged to write exploring your own culture. Your paper should have a Title page and be a minimum of 5 pages~ maximum of 7 pages, double spaced, type-written, 10-12-point font size, written in Times New Roman theme style. As part of exploring your culture, I encourage you to interview an elder/older family members (i.e. grandparents, elder aunt, elder uncle, parents, etc.) to gather more information for your paper. This I believe will add richness not only to your paper, but also to your personal life...where you're having an opportunity to learn about your personal cultural history. Do family research, check to see if you have a family crest...try using the following URL to possibly learn more about the origin of your families last name. This paper can be written from a personal perspective, however please remember to keep APA elements in mind.

<http://www.houseofnames.com/nameSearch> [\\_ \(http://www.houseofnames.com/nameSearch\)](http://www.houseofnames.com/nameSearch)

Key Elements to explore and possibly include as you are writing your paper would be:

- Cultural Clothing & Dress
- Cultural Food
- Cultural Music ; Art or Dance
- Culture surrounding Religion/Faith
- Culture surrounding Values/Beliefs

**Due sessions 7**

**“MY CULTURE” PowerPoint**

**10 points**

The “MY CULTURE” power-point should be a visual of your “MY CULTURE” paper-key elements & information about your cultural history should be included. So, you are encouraged to be creative in including colors, clip art, pictures, etc. Therefore, you are encouraged to follow the following template as

you are developing your power-point:

- Title Slide: Your Name; Assignment Name (MY CULTURE); & Date
- Slide/Slides: Your Family Crest (You are welcome to research the last name of both parents or just one parent) & Provide the information you researched about the last names from the <http://www.houseofnames.com/nameSearch> [\(http://www.houseofnames.com/nameSearch\)](http://www.houseofnames.com/nameSearch) website
- Slide/Slides discussing the type of clothing or dress associated with your culture
- Slide/Slides discussing the type of food associated with your culture
- Slide/Slides discussing the type of music; art or dance associated with your culture
- Slide/Slides discussing your family religion/faith culture
- Slide/Slides discussing your family values/beliefs
- Slide/Slides summarizing and concluding any final thoughts you would like to share about your family culture.

Please DO NOT use too many words on a power-point where it will be too difficult to read~ remember however to still be creative in your power-point development. **Due sessions 7**

### **Immersion Project Location**

**2 points**

The student should begin during week one searching for a location to do their immersion project (see instructions below). Because this project is due week #6, the student should upload a word document by week #3 through the assignment tab on canvas. The student simply needs to indicate the place where they will be visiting for their immersion project, and give a brief description of that organization. Website descriptions are welcome. **Due sessions 3**

### **Immersion Project**

**18 points**

Student will be responsible for actively investigating multicultural issues in the “real world,” outside of the online classroom. The immersion project will involve experiential learning about other cultures. Students will select a location, i.e. a church, civic group, ethnic community event; etc... that will expand on their knowledge of cultures other than their own. Students are welcome to engage in the activity with family members or friends. Upon completion of the project the students will be responsible for writing a reflection papers describing their experience and the knowledge/awareness they believe they may have gained from participating in this project. This paper should have a Title page and a minimum of 2 pages~ maximum of 3 pages, double spaced, type-written, 10-12-point font size, written in Times New Roman theme style. **Due sessions 6**

### **Clinical Interview and Narrative Paper**

**30 points**

The student is encouraged to think about their career calling. Pose the question~ “What career & population do I feel called to serve upon finishing my degree?” The student is then encouraged to research a human services career in the area of their interest. Students will interview at least one professional person in their area of interest... (i.e. if the student’s area of interest is guidance counseling, the student is required to find a guidance counselor to do a brief interview with. The interview can be

The student is required to find a guidance counselor to do a brief interview with. The interview can be done via phone contact or face-to-face. The student must then complete the answers to the following questions and submit the assignment on canvas. The project will include the following:

- What made you decide to go into this line of work?
- What made you decide to serve the population that you serve?
- How would you describe what you do in a typical workweek?
- What is your education, training and qualification's?
- What do you enjoy most about your current job?
- What are the advantages you see in this line of counseling?
- What do you find the most difficult about your job?
- What challenges and problems do you see in this line of counseling?
- How would you describe what techniques you developed to work with clients that are different than you?
- Can you give an example of working with a client different than you?
- Are you comfortable describing how the client was different?
- What advice or suggestions would you offer to a student like me who may be interested

in becoming a clinician in your field?

- Student should conclude their work sharing what was learned from this interview.

This paper should be submitted via canvas on a word document-Title page, 10-12 font- Times New Roman, 1300-2000-word, a minimum of 4 full pages and a maximum of 6 full pages reporting on their results. This should be written in a narrative form....in other words, the paper should not be submitted with the student simply answering the questions in numerical order. **Due sessions 5**

### **Discussion Thoughts** **each)**

**60 points (6@10 points**

The discussion thoughts are an opportunity for students to share candidly about the discussion topic listed. Discussions are also an integral part of this course where much of our class integration will take place. In the discussions, your responses to each other will prove useful to all of us. Each student is required to submit an initial posting (1-2 paragraph in length-please note however that some discussion thoughts may require a longer response than others). Then 2 responses (a few sentences to a short paragraph) Please note you are welcome to post and respond to as many peers as you like, but you are only required to respond to at least one peer for credit. As a part of all Discussions, participants are expected to post an original response as well as a response to at least one other contributors. Please avoid responses like, "I agree," or "This was really good." Instead, push yourself to engage in a

meaningful dialogue with your peers, providing well-thought-out points instead of "shoot from the hip" answers. For example, if you agree, explain why. As a resource, I have provided a grading rubric as well as guidelines for posting in the discussion rubric.

All your online communications should be composed with fairness, honesty and tact. Spelling and



grammar are very important in an online course. In order to receive full credit, each student is required to submit the initial posting by 11:59pm on Wednesday of that corresponding week of the assignment and a respond to at least two classmates by 11:59pm on Saturday. **Due sessions 1-6**

### **The Quick Discrimination Index & Results Analysis Paper**

**20 points**

The Quick Discrimination Index is designed to assess sensitivity, awareness, and receptivity to cultural diversity and gender equity. Because this is a self-assessment inventory, it is essential that you respond to each item as honestly as possible. This inventory is designed to assess subtle racial and gender bias. You can use this inventory to become more aware of your attitudes and beliefs pertaining to these issues.

Retrieved from:

[https://drkdr counselingcourses.weebly.com/uploads/4/9/6/6/4966511/quick\\_discrimination\\_index\\_](https://drkdr counselingcourses.weebly.com/uploads/4/9/6/6/4966511/quick_discrimination_index_)

[https://drkdr counselingcourses.weebly.com/uploads/4/9/6/6/4966511/quick\\_discrimination\\_index\\_instrumen](https://drkdr counselingcourses.weebly.com/uploads/4/9/6/6/4966511/quick_discrimination_index_instrumen)

Upon completion of the Quick Discrimination Index, the student is required to summarize their findings and determine what they believe their assessment is of their findings. Questions such as ~are they in agreement, or disagreement with their results? Why, Why Not? Also, pose the thought about how he or she believe they have become more aware of their attitudes and beliefs pertaining to issues such as subtle racial and gender bias. Finally, summarize by determining what was learned from taking the Quick Discrimination Index.

Please note that this is a **TWO PART** assignment- meaning both a copy of the completed Quick Discrimination Index as well as the paper should be submitted to canvas. The student is welcome to complete either the online or hard copy version of the Quick Discrimination Index. The links for both are listed below. Despite which version the student select, a copy of their completed Index should still be submitted. For the Online Version, the student is welcome to copy and paste their completed Quick Discrimination Index to a word document to submit. In order to receive full credit, both the completed Quick Discrimination Index and the

Results Analysis Paper must be submitted. This paper should be a minimum of 2 pages~ maximum of 3 pages, double spaced, type-written, 10-12-point font size, written in Times New Roman theme style.

#### **Online Version~**

<http://www.surveygizmo.com/s3/1106771/Quick-Discrimination-Index>

<http://www.surveygizmo.com/s3/1106771/Quick-Discrimination-Index>

#### **Hard Copy Version ~**

[https://drkdr counselingcourses.weebly.com/uploads/4/9/6/6/4966511/quick\\_discrimination\\_index\\_](https://drkdr counselingcourses.weebly.com/uploads/4/9/6/6/4966511/quick_discrimination_index_)

[https://drkdr counselingcourses.weebly.com/uploads/4/9/6/6/4966511/quick\\_discrimination\\_index\\_instrumen](https://drkdr counselingcourses.weebly.com/uploads/4/9/6/6/4966511/quick_discrimination_index_instrumen)

**Due session 2****Weekly Reading Evaluation Papers  
each)****40 points (4@10 points**

Weeks two –five of the course, the students are expected to write a review of the brief readings from the American Psychological Association studied during the week. The reviews should have a title page be a minimum of 2 full and a maximum of 3 full double spaced, type-written or word-processed pages 10-12 point font size written in Times New Roman theme style, and should follow a format wherein you summarize the reading (**which MUST be no more than 1/2 of the review**) and provide your comments. A good rule of thumb is keep your summary of the reading material to one page (which usually means that the summary will be brief and general), and make the remainder of the review your comments, reactions, and analyses.

In your summaries of the readings, focus on the general points and logic of the material. In your comments, analysis, and reactions, mention **THREE** things that you specifically learned and want to remember from the reading material. I encourage you to also include your analysis of and reactions to the material, including connecting the course material to your own experiences and to material that you have encountered in other courses or in your profession.

Keep in mind that I have read/seen all the material in the course; your job is to convince me that you have read (AND have thought about) the material. Do NOT say that you thought reading was interesting, boring, or that you learned something, or, for that matter, that you thought an article/chapter/video was complicated, and you didn't understand it. It does not matter whether the material was interesting or boring; you are still expected to read it. If you learned something from the reading, clearly and succinctly say what you learned, and relate your knowledge to other knowledge you already have. **Due sessions 2-5**

**Two Counseling Technique Videos and Questions  
each)****20 points (2@10 points**

The counseling technique videos and questions are posted for the student's review. The purpose of the multicultural counseling technique videos is to help the student view brief actual multicultural counseling sessions. It will support the student having a clearer understanding of how an actual counseling session is executed. Therefore, based on discussions and readings, you are encouraged to describe the counseling process viewed as you see it when you watch the videos. Take into account any limitations, weaknesses, strength or benefits that you observe in the counseling session. Also, please know it is understood that you are not deemed as a professional counselor as you make your clinical observation. You are encouraged however to utilize critical thinking as you view the video footage and integrate what you have learned in the course room and from readings. Please submit and upload a minimum 2 page a brief summary of your observations. The brief summary should have a title page and be double spaced, type-written or word-processed pages (10-12 point font size. As you are writing your summary, please take into consideration the following "**Skills Categories**" **Due sessions 3 & 5**

|                            |                          |
|----------------------------|--------------------------|
| <b>Invitational</b>        | Eye contact              |
| (non-verbal)               | Body position            |
|                            | Silence                  |
|                            | Voice tone               |
|                            | Gestures                 |
| (opening skills)           | Leading Questions        |
|                            | Minimal encouragers      |
|                            | Open questions           |
|                            | Closed question          |
| <b>Reflecting</b>          | Paraphrasing             |
|                            | Reflecting Feelings      |
| <b>Advanced Reflecting</b> | Reflecting               |
|                            | Meaning                  |
|                            | Summarizing              |
| <b>Challenging</b>         | Feedback                 |
|                            | Confrontation            |
| <b>Goal Setting</b>        | Focusing on the client   |
|                            | Boiling Down the Problem |

## PROBLEM

**Solution Skills** Giving Information

Brainstorming

Alternate

Interpretation

Students may need to view the videos more than once to assess these categories.

The counseling technique videos and questions are **Due Sessions 3 & 5**

**“Stereotype Threat “Comprehensive Case Study 40 points**

Students will complete one case study during the semester. The case study is entitled “Stereotype Threat “” and Recommendations for Overcoming It. The case study gives the student an opportunity to analyze “real-life” content as it pertains to the term “stereotyping” through use of analysis, critical exploratory introspection and evaluation. This comprehensive case study will also support the student with utilizing in-depth critical thinking skills. **Due session 4**

## GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as “A” through “F” with appropriate plus and minus additions reflecting the following scheme:

| Percentage Value | Letter Grade | Numeric Value for GPA |
|------------------|--------------|-----------------------|
| 96.0 - 100       | A            | 4.0                   |
| 92.0 - 95.9      | A-           | 3.7                   |
| 88.0 - 91.9      | B+           | 3.4                   |
| 84.0 - 87.9      | B            | 3.0                   |
|                  |              |                       |

|             |    |     |
|-------------|----|-----|
| 80.0 - 83.9 | B- | 2.7 |
| 76.0 - 79.9 | C+ | 2.4 |
| 72.0 - 75.9 | C  | 2.0 |
| 68.0 - 71.9 | C- | 1.7 |
| 64.0 - 67.9 | D+ | 1.4 |
| 60.0 - 63.9 | D  | 1.0 |
| 0-59.9      | F  | 0.0 |

## Course Policies

### Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

### Communication

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

### Technology Requirements

To be successful in this course, all participants are expected to ensure their technology equipment meets the [recommendations](http://www.swu.edu/about-swu/technology-services/computer-recommendations/) [\\_ \(http://www.swu.edu/about-swu/technology-services/computer-recommendations/\)](http://www.swu.edu/about-swu/technology-services/computer-recommendations/) provided by SWU's Technology Services.

Students requiring technical support related to their courses or other SWU-provided technologies should

send an e-mail to [helpdesk@swu.edu](mailto:helpdesk@swu.edu) or call 864.644.5050.

## Academic Honesty




Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters.













No forms of academic dishonesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under *Academic Honesty*). This includes but is not limited to a zero for the work involved, 10% course grade reduction, or a failing grade for the course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (under *Academic Honesty*).







## Accommodations for Students with Disabilities

Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities," found in mySWU's Student tab under The Learning Center. Any student desiring accommodations must send the request and all documentation to the Academic Coordinator at the learning site where he/she attends classes. The Academic Coordinator will forward the materials to the Student Success Coordinator for Southern Wesleyan University.

## Course Summary:

| Date             | Details   | Due            |
|------------------|---|----------------|
| Sun Oct 21, 2018 |  <a href="https://swu.instructure.com/courses/3240733/assignments/32945303">Quiz # 1</a>                             | due by 11:59pm |
|                  | <a href="https://swu.instructure.com/courses/3240733/assignments/32945303">(https://swu.instructure.com/courses/3240733/assignments/32945303)</a>   |                |
| Sun Oct 28, 2018 |  <a href="https://swu.instructure.com/courses/3240733/assignments/32945315">"Syllabus Acknowledgment" assignment</a> | due by 11:59pm |
|                  | <a href="https://swu.instructure.com/courses/3240733/assignments/32945315">(https://swu.instructure.com/courses/3240733/assignments/32945315)</a>   |                |
| Sun Oct 28, 2018 |  <a href="https://swu.instructure.com/courses/3240733/assignments/32945302">Quiz # 2</a>                             | due by 11:59pm |
|                  | <a href="https://swu.instructure.com/courses/3240733/assignments/32945302">(https://swu.instructure.com/courses/3240733/assignments/32945302)</a>   |                |

| Date             | Details   | Due            |
|------------------|---|----------------|
| Sun Nov 4, 2018  |  <a href="https://swu.instructure.com/courses/3240733/assignments/32945313">Quick Discrimination Index &amp; Results Analysis Paper</a><br>( <a href="https://swu.instructure.com/courses/3240733/assignments/32945313">https://swu.instructure.com/courses/3240733/assignments/32945313</a> ) | due by 11:59pm |
|                  |  <a href="https://swu.instructure.com/courses/3240733/assignments/32945316">Weekly Reading Evaluation Paper # 1 for Week #2</a><br>( <a href="https://swu.instructure.com/courses/3240733/assignments/32945316">https://swu.instructure.com/courses/3240733/assignments/32945316</a> )         | due by 11:59pm |
|                  |  <a href="https://swu.instructure.com/courses/3240733/assignments/32945304">Quiz # 3</a><br>( <a href="https://swu.instructure.com/courses/3240733/assignments/32945304">https://swu.instructure.com/courses/3240733/assignments/32945304</a> )  | due by 11:59pm |
|                  |  <a href="https://swu.instructure.com/courses/3240733/assignments/32945307">Counseling Technique Video and Questions Week #3</a><br>( <a href="https://swu.instructure.com/courses/3240733/assignments/32945307">https://swu.instructure.com/courses/3240733/assignments/32945307</a> )        | due by 11:59pm |
|                  |  <a href="https://swu.instructure.com/courses/3240733/assignments/32945310">Immersion Project Location</a><br>( <a href="https://swu.instructure.com/courses/3240733/assignments/32945310">https://swu.instructure.com/courses/3240733/assignments/32945310</a> )                              | due by 11:59pm |
| Sun Nov 11, 2018 |  <a href="https://swu.instructure.com/courses/3240733/assignments/32945317">Weekly Reading Evaluation Paper # 2 for Week #3</a><br>( <a href="https://swu.instructure.com/courses/3240733/assignments/32945317">https://swu.instructure.com/courses/3240733/assignments/32945317</a> )         | due by 11:59pm |
|                  |  <a href="https://swu.instructure.com/courses/3240733/assignments/32945300">Quiz # 4</a><br>( <a href="https://swu.instructure.com/courses/3240733/assignments/32945300">https://swu.instructure.com/courses/3240733/assignments/32945300</a> )  | due by 11:59pm |
|                  |  <a href="https://swu.instructure.com/courses/3240733/assignments/32945314">Stereotype Threat Case Study</a><br>( <a href="https://swu.instructure.com/courses/3240733/assignments/32945314">https://swu.instructure.com/courses/3240733/assignments/32945314</a> )                          | due by 11:59pm |
| Sun Nov 18, 2018 |  <a href="https://swu.instructure.com/courses/3240733/assignments/32945318">Weekly Reading Evaluation Paper # 3 for Week #4</a><br>( <a href="https://swu.instructure.com/courses/3240733/assignments/32945318">https://swu.instructure.com/courses/3240733/assignments/32945318</a> )       | due by 11:59pm |
|                  |  <a href="https://swu.instructure.com/courses/3240733/assignments/32945305">Quiz # 5</a><br>( <a href="https://swu.instructure.com/courses/3240733/assignments/32945305">https://swu.instructure.com/courses/3240733/assignments/32945305</a> )  | due by 11:59pm |
|                  |  <a href="https://swu.instructure.com/courses/3240733/assignments/32945306">Clinical Interview and Narrative Paper</a><br>( <a href="https://swu.instructure.com/courses/3240733/assignments/32945306">https://swu.instructure.com/courses/3240733/assignments/32945306</a> )                | due by 11:59pm |
|                  |  <a href="https://swu.instructure.com/courses/3240733/assignments/32945308">Counseling Technique Video and Questions Week #5</a><br>( <a href="https://swu.instructure.com/courses/3240733/assignments/32945308">https://swu.instructure.com/courses/3240733/assignments/32945308</a> )      | due by 11:59pm |

| Date            | Details  | Due            |
|-----------------|--|----------------|
|                 |  <a href="#">Weekly Reading Evaluation Paper # 4 for Week #5</a><br><a href="https://swu.instructure.com/courses/3240733/assignments/32945319">https://swu.instructure.com/courses/3240733/assignments/32945319</a> | due by 11:59pm |
| Sun Dec 2, 2018 |  <a href="#">Quiz # 6</a><br><a href="https://swu.instructure.com/courses/3240733/assignments/32945299">https://swu.instructure.com/courses/3240733/assignments/32945299</a>  | due by 11:59pm |
|                 |  <a href="#">Immersion Project</a><br><a href="https://swu.instructure.com/courses/3240733/assignments/32945309">https://swu.instructure.com/courses/3240733/assignments/32945309</a>                               | due by 11:59pm |
|                 |  <a href="#">"MY CULTURE" PowerPoint</a><br><a href="https://swu.instructure.com/courses/3240733/assignments/32945311">https://swu.instructure.com/courses/3240733/assignments/32945311</a>                         | due by 11:59pm |
| Sun Dec 9, 2018 |  <a href="#">Quiz # 7</a><br><a href="https://swu.instructure.com/courses/3240733/assignments/32945301">https://swu.instructure.com/courses/3240733/assignments/32945301</a>  | due by 11:59pm |
|                 |  <a href="#">"MY CULTURE" Self-Analysis Paper</a><br><a href="https://swu.instructure.com/courses/3240733/assignments/32945312">https://swu.instructure.com/courses/3240733/assignments/32945312</a>                | due by 11:59pm |