

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

COUN 504

SOCIAL AND CULTURAL FOUNDATIONS IN COUNSELING

COURSE DESCRIPTION

This course focuses on the contribution of ethnic background to family makeup and functioning. Major ethnic groups are studied along with the counseling, social justice, and advocacy approaches appropriate to each. In a similar fashion, the overarching cultural context of relationships, including factors such as age, gender, sexual orientation, religious & spiritual values, mental and physical characteristics, education, family values, socioeconomic status, and within group as well as between group cultural differences are examined. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.

RATIONALE

Today's society is diverse. Tomorrow's world will contain an even more multicultural mix. In order to have the values, knowledge, and skills to impact tomorrow's world in a way that reflects God's love and compassion, counselors must be prepared to work effectively with this increasingly diverse population.

I. PREREQUISITES

None

II. REQUIRED RESOURCE PURCHASES

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio and video equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word and PowerPoint
(Microsoft Office is available at a special discount to Liberty University students.)
- D. Adobe Reader

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Analyze multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups in U.S. and international society at large.

- B. Compare his/her own cultural background, attitudes, beliefs, understandings, and acculturative experiences with those of persons from other cultural groups.
- C. Synthesize theories of multicultural counseling, identity development, and social justice into a coherent personal counseling perspective.
- D. Differentiate individual, couple, family, group, and community strategies for working with and advocating for diverse populations.
- E. Articulate essential basic multicultural counseling competencies.
- F. Analyze the counselor's role in developing cultural self-awareness; promoting cultural social justice, advocacy and conflict resolution; and other culturally supported behaviors that promote optimal wellness and holistic growth.
- G. Synthesize various counselor roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination into a professional practice framework.
- H. Distinguish how diverse sexual orientation lifestyle perspectives and identity development processes impact a client's life.
- I. Comprehend how age, mental, and physical characteristics impact client experience and influence treatment.
- J. Critique how culture and worldview assumptions influence clinical assessment, research strategies, and interpretation of data.
- K. Consider a biblical/theological perspective that promotes appreciation of diversity while maintaining a distinctively Christian viewpoint.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, lecture and PowerPoint presentations, and articles
- B. Group Discussion Board Forums (7)

Each student will be assigned to a small group of 4–7 students to participate in in-depth interaction based on the assigned topic each week. After reviewing the reading material and presentations in each week's Reading & Study folder, each student will reflect upon what he/she has learned and include pertinent aspects in his/her answers to various questions. He/she will also reply to at least 2 classmates' threads.
- C. Cultural Immersion Project (3 parts)

This project involves 3 parts which must be completed during this course. Students may not use cultural experiences previous to this course for this assignment. Part 1 is due by Sunday night of Module/Week 2. Part 2 is due by Sunday night of Module/Week 5, and Part 3 is due by Friday night of Module/Week 8. Students will select a cultural group of interest with whom they have little or no experience. This group may be a different ethnicity, religion, or cultural group or have other significantly different cultural features (e.g., the elderly in nursing homes, disabled children, disabled adults, the homeless, prisoners, etc.). Below is a brief description of each part of the project. Further details are found in the Assignment Instructions folder.

Part 1, Distant Encounter: Students must read 3 scholarly resources on their cultural population of interest (dated 2005 or later). A pertinent unassigned chapter from the McGoldrick textbook may count as one of these sources. They must also review 3 significant media resources related to the culture using the internet or resources located in their community. For example, culturally prominent websites, online newspapers, radio/internet broadcasts, or culturally specific magazine articles may be reviewed online or purchased. Students will complete a set of questions. **This is not a paper.** There is no need for a title page, abstract, citations, or a reference page in their submission. First person may be used in the answers. Based on these experiences, students will then share their most interesting finding in the Cultural Immersion Project Part 1 Forum, and comment on two students' threads. Further details on this part and forum are in the Assignment Instructions folder.

Part 2, Group Encounter: Students will attend and actively participate in 2 events related to their selected cultural group. These can be events such as church services or meetings, community organization meetings, volunteer work at homeless shelters or food kitchens, attendance at support group meetings, fund-raising events, a school-related meeting or activity, etc. These activities must be sponsored by or provided for the particular cultural group. Students will also complete a set of questions. **This is not a paper.** There is no need for a title page, abstract, citations, or a reference page in their submission. First person may be used in the answers. Based on these experiences, students will then share about their experiences in their Cultural Immersion Project Part 2 Forum. Further details on this assignment and the forum are in the Assignment Instructions folder.

Part 3, Individual Encounter and Synthesis: Students will conduct an in-depth 1-hour interview with an individual or married couple from their cultural group to develop an understanding of the cultural factors that helped to shape that individual's (or couple's) cultural identity. A variety of issues may be explored in the interview. Once the interview is done, students will answer a set of questions. **This is not a paper.** There is no need for a title page, abstract, citations, or a reference page in their submission. First person may be used in the answers. Students will consider the interview and synthesize their distant, group, and individual experiences with this cultural group. They will share key discoveries in the Cultural Immersion Project Part 3 Forum. Further details on this assignment and the forum are found in the Assignment Instructions folder.

D. Cultural Family Background Outline & Paper

Students will complete a cultural background paper describing the background of their parents or primary caregivers in regards to family culture and how this background impacts the counseling students both personally and as a counselor. If they have a multiracial background, they should pick the two most predominant cultures in their background. The students will research the people from their background using the following:

1. At least 7 scholarly sources (Hint: The McGoldrick text provides specific chapters on a variety of cultural groups. This is a good starting point in many cases.),

2. At least 5 indigenous local media sources identified through the internet (online local newspapers, music, radio stations/broadcasts, movies or videos, magazines, blogs, organizations, websites, etc.),
3. Interviews with their parents/caregivers and other significant family members, and
4. A basic genogram outlining **3** generations of family history. Several websites may be useful in this endeavor. Students should see the Assignment Instructions folder for further information.

This paper must be 10–12 pages in length (not including the title page, abstract, or references) and be written in APA format. Note, however, that first person may be used. Students should see the Assignment Instructions folder for further information. An outline of the paper is due by 11:59 p.m. (ET) on Sunday of Module/Week 4; the final paper is due by 11:59 p.m. (ET) on Sunday of Module/Week 7.

E. Quizzes (3)

The timed, open-book quizzes will consist of 25–50 true/false and multiple-choice questions and will be taken in Modules/Weeks 3, 6, and 8. The quizzes are not cumulative, but rather focus on the material from that particular testing period. Students will have 45 minutes to 2 hours, depending on each quiz, to answer all of the questions.

VI. COURSE GRADING AND POLICIES

A. Points

Group Discussion Board Forums (7 at 25 pts ea)	175
Cultural Immersion Project (3 parts)	
Part 1	30
Part 1 Forum	20
Part 2	50
Part 2 Forum	20
Part 3	125
Part 3 Forum	20
Cultural Family Background Paper (Outline: 50)	200
Quizzes (3 at 120 pts ea)	360
Total	1000

B. Scale

A = 940–1000 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 679 and below

C. Late Policy

Papers/projects:

1. 5% point deduction per day.

2. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.
3. Discussion boards:

No Discussion Board posts accepted after DB has closed without prior permission of professor. Late posts will not be factored into DB grade.

If the professor grants students permission to submit posts after the DB has closed the following requirements apply:

- a. 5% point deduction per day.
- b. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.
- c. Professor may require alternate assignment if Discussion Board has closed. These assignments must be completed within terms of late policy. No assignment will be accepted seven (7) days after original due date.

Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 5 points will be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module. A 5 % point deduction from the tests final grade will be assigned for each day the test is late.
3. No test will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to tests due date.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

E. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty are responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty do not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

F. Limits of Confidentiality

In the event of a student's disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance learning dean. The incident and action taken will become part of the student's permanent record.

VII. BIBLIOGRAPHY

- Chesler, P. (2009). Are honor killings simply domestic violence? *Middle East Quarterly*, 16(2), 61–69. doi: <http://www.meforum.org/2067/are-honor-killings-simply-domestic-violence>
- Garzon, F., Richards, J., Witherspoon, M., Garver, S., Wu, Z., & Burkett, L... (2002). Forgiveness in community cultural contexts: Applications in therapy and opportunities for expanded professional roles. *Journal of Psychology and Christianity, Special Edition*, 21(4), 349-356.
- Garzon, F. (2009). Rethinking integration: A prodding case in Brazil. *Journal of Psychology and Christianity*, 28, 78–83.
- Tan, S-Y. (2007). Use of prayer and Scripture in cognitive-behavioral therapy. *Journal of Psychology and Christianity*, 26, 101–111.
- Yarhouse, M. A., Burkett, L. A. (2002). An inclusive response to LGB and conservatively religious persons: The case of same-sex attraction and behavior. *Professional Psychology: Research & Practice*, 39, 235–241. Full text available online in the Psychinfo database.

COURSE SCHEDULE

COUN 504

Textbooks: Hays & Erford, *Developing Multicultural Counseling Competence: A Systems Approach* (2010).
McGoldrick et al., *Ethnicity and Family Therapy* (2005).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Hays: chs. 1–2 2 PowerPoint files 5 presentations	Course Requirements Checklist Group Introductions Group Discussion Board Forum 1	0 0 25
2	Hays: chs. 3–4, 7 3 PowerPoint files 6 presentations	Group Discussion Board Forum 2 Cultural Immersion Project Part 1 Cultural Immersion Project Part 1 Forum	25 30 20
3	Hays: chs. 5, 8, & 13 McGoldrick: ch. 2 1 article; Quiz Hints 3 PowerPoint files; 5 presentations	Group Discussion Board Forum 3 Quiz 1	25 120
4	Hays: ch. 6 1 PowerPoint file 1 article; 4 presentations	Group Discussion Board Forum 4 Cultural Family Background Outline	25 50
5	Hays: ch. 9 McGoldrick: chs. 5–6 1 PowerPoint file 1 article; 4 presentations	Group Discussion Board Forum 5 Cultural Immersion Project Part 2 Cultural Immersion Project Part 2 Forum	25 50 20
6	Hays: ch. 10 McGoldrick: ch. 31 1 PowerPoint file 2 presentations; 2 articles	Group Discussion Board Forum 6 Quiz 2	25 120
7	Hays: chs. 11–12 McGoldrick: chs. 11, 20 2 PowerPoint files 6 presentations	Group Discussion Board Forum 7 Cultural Family Background Paper	25 150
8	Hays: chs. 14–15 2 PowerPoint files 4 articles; 4 presentations	Cultural Immersion Project Part 3 Cultural Immersion Project Part 3 Forum Quiz 3	125 20 120
TOTAL			1000

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.