

**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**

#### **MULTICULTURAL COUNSELING**

#### **COURSE DESCRIPTION**

This course focuses on the multiple dimensions related to competent multicultural counseling. 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, race, gender, sexual orientation, religious and 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**

The counseling program seeks to train students to evaluate diverse individual, group, and family populations in order to effectively determine appropriate treatments. In order to assess, diagnose, and treat individual, group, and family clients effectively, students must develop cultural self-awareness, appreciate client multicultural differences (including demographic and religious differences), learn principles of social justice, and seek to eliminate prejudice towards a variety of populations.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

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/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office
- D. Adobe Reader

#### **IV. MEASURABLE LEARNING OUTCOMES**

Below are the program learning outcomes for Liberty University’s Counseling Department, followed by the student learning outcomes specifically designed for this course.

1. The student will be able to illustrate appropriate knowledge in all core curricular areas of counseling in preparation for certification and/or procuring employment in the mental health field.
2. The student will be able to demonstrate appropriate research and report writing skills including the use of current APA format and computer technology.
3. The student will be able to integrate biblical principles and secular theories in a responsible, eclectic manner.
4. The student will be able to incorporate ethic and legal standards in the counseling arena.
5. The student will be able to assess, diagnose, and treat clients with a broad array of presenting problems and mental disorders using multiple counseling skills in established best practices.
6. The student will be able to evaluate diverse individual, group, and family populations in order to effectively determine treatment for clients.

**COUN 504 Student Learning Outcomes**

This course is designed to meet licensure standards that students in Clinical Mental Health Counseling programs demonstrate an understanding of **social and cultural diversity**. Upon completion of this course, students will demonstrate the required knowledge, behavioral, and professional development objectives pertaining to the **cultural context of relationships, issues, and trends in a multicultural society**.

**The student will be able to apply:**

<i>II.G.2 Social and Cultural Diversity</i>	
G.2.a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;	Learning Outcomes 1, 2, 6; Assignments: A, C, D, E.
G.2.b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;	Learning Outcomes 1, 6; Assignments: A, C, D.
G.2.c. theories of multicultural counseling, identity development, and social justice;	Learning Outcomes 1, 4; Assignments: A, C, D, E.

G.2.d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;	Learning Outcomes 1, 3, 5, 6; Assignments: A, C, D, E.
G.2.e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body;	Learning Outcomes 1, 4, 6; Assignments: A, C, D, E.
G.2.f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	Learning Outcomes 4; Assignments: A, C, D.

**In addition, the student will be able to:**

- A. Consider a biblical/theological perspective that promotes appreciation of diversity while maintaining a distinctively Christian viewpoint. This will be measured through the Group Discussion Board Forums, Cultural Immersion Project, and Quizzes as well as acculturative experiences with those from other cultural groups.
- B. Demonstrate appropriate graduate research and writing skills (current APA formatting, grammar, writing style, paper organization, etc.). This will be measured through the Cultural Immersion Project.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Group Discussion Board Forums (5)

For this collaborative discussion board, the student will be assigned by the instructor to a group of 4–7 students in order to participate in extensive interactions based on the topic for each forum. After reviewing all the material in the Reading & Study folder of the relevant module/week, the student will reflect upon what he/she has learned. The student must then create a thread of 350–450 words and include pertinent aspects of the course content in his/her thread. The student must also submit replies of 200–300 words each to at least 2 classmates' threads.

- D. Cultural Immersion Project

This project involves 3 parts. The student may not use cultural experiences previous to this course for this assignment. The student will select a group of interest with whom he/she has little or no prior experience. This group may be a different ethnicity, religion, and/or culture or have other significantly different cultural features (e.g., the elderly in nursing homes, disabled children, disabled adults, the homeless, prisoners, etc.). The student must use current APA format,

including a title page and a reference page if he/she cites sources (an abstract is not necessary).

Part 1

The student will read 3 scholarly sources on his/her cultural group of interest. The student must also examine 3 significant media resources related to the selected culture by using the Internet or media. The student must then complete a set of questions. The answers to these questions must be at least 900 words.

Part 1 Forum

Based on the Cultural Immersion Project – Part 1, the student will write a thread of at least 350 words in the Cultural Immersion Project – Part 1 Forum. The student must also reply to 2 classmates' threads; each reply must be 200 words.

Part 2

The student will attend and actively participate in 2 events related to his/her selected cultural group. These activities must be sponsored by or provided for the particular cultural group. The student must then complete a set of questions. The answers to these questions must be at least 1,250 words.

Part 2 Forum

Based on the Cultural Immersion Project – Part 2, the student will write a thread of at least 350 words in the Cultural Immersion Project – Part 2 Forum. The student must also reply to 2 classmates' threads; each reply must be 200 words.

Part 3

The student will conduct an in-depth, 1-hour interview with an individual or married couple from his/her selected cultural group in order to develop an understanding of the cultural factors that helped to shape that individual's (or couple's) cultural identity. The student must then complete a set of questions. The answers to these questions must be at least 1,600 words.

Part 3 Forum

Based on the Cultural Immersion Project – Part 3, the student will write a thread of at least 350 words in the Cultural Immersion Project – Part 3 Forum. The student must also reply to 2 classmates' threads; each reply must be 200 words.

E. Quizzes (3)

The student will complete 3 quizzes that are open-book/open-notes, consist of 24–50 multiple-choice and true/false questions, and have a time limit of 45 minutes to 2 hours (depending on the quiz). The quizzes are not cumulative; rather, each quiz focuses on the material from that particular period.

**Summary Chart**

Assignment	Student Learning Outcomes	Program Learning Outcomes
Textbook readings and lecture presentations	G.2.a-f	1, 3-6
Group Discussion Board Forums	G.2.a-f	1, 3, 6
Cultural Immersion Project	G.2.a-f	2, 5-6
Quizzes	G.2.a, c, d, e	1, 3-6

**VI. COURSE GRADING AND POLICIES**

**A. Points**

Course Requirements Checklist	10
Group Discussion Board Forums (5 at 50 pts ea)	250
Cultural Immersion Project	
Part 1	70
Part 1 Forum	50
Part 2	100
Part 2 Forum	50
Part 3	70
Part 3 Forum	50
Quizzes (3 at 120 pts ea)	360
<b>Total</b>	<b>1010</b>

**B. Scale**

A = 940-1010    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 = 0-679

**C. Late Assignment Policy**

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

**D. 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 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

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 is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does 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 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 online dean. The incident and action taken will become part of the student's permanent record.

G. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **COUN 504**

Textbooks: Hays & Erford, *Developing Multicultural Counseling Competence* (2014).  
McGoldrick et al., *Ethnicity and Family Therapy* (2005).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Hays & Erford: chs. 1–2 McGoldrick et al.: ch. 1 6 presentations	Course Requirements Checklist Class Introductions Group DB Forum 1	10 0 50
<b>2</b>	Hays & Erford: chs. 3–4, 7 6 presentations	Cultural Immersion Project – Part 1 Cultural Immersion Project – Part 1 Forum	70 50
<b>3</b>	Hays & Erford: chs. 5, 8, 13 McGoldrick et al.: chs. 2–4 5 presentations 1 article	Group DB Forum 2 Quiz 1	50 120
<b>4</b>	Hays & Erford: ch. 6 4 presentations 1 website	Group DB Forum 3	50
<b>5</b>	Hays & Erford: ch. 9 McGoldrick et al.: chs. 5–10 4 presentations 1 article	Cultural Immersion Project – Part 2 Cultural Immersion Project – Part 2 Forum	100 50
<b>6</b>	Hays & Erford: chs. 10, 15 McGoldrick et al.: chs. 28–35 2 presentations 1 article 1 website	Group DB Forum 4 Quiz 2	50 120
<b>7</b>	Hays & Erford: chs. 11–12 McGoldrick et al.: chs. 11–27 6 presentations	Cultural Immersion Project – Part 3 Cultural Immersion Project – Part 3 Forum	70 50
<b>8</b>	Hays & Erford: chs. 14, 16–17 McGoldrick et al.: chs. 36–54 4 presentations 1 article 3 websites	Group DB Forum 5 Quiz 3	50 120
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

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