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
EDCE 504
SOCIAL AND CULTURAL FOUNDATIONS IN COUNSELING

COURSE DESCRIPTION
This course examines individual and systems functioning with an emphasis on culturally sensitive counseling practices, social justice, and advocacy approaches in a pluralistic society. The overarching cultural context of relationships, including factors such as age, gender, sexual orientation, religious and spiritual values, mental and physical characteristics, education, family values, and socioeconomic status. 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
Counselors must be prepared to work effectively with an increasingly diverse population with unique worldviews. Culturally sensitive counseling practices and process are vital to the delivery of effective counseling services that exemplify professional knowledge and skills needed to positively impact tomorrow’s world in a way that reflects God’s love and compassion.

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 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.
(CACREP – II.G.2.a; SC: E.1); assessed with Discussion Board #1, #2, #4, and #5, Quiz #1, #2, and #3, Cultural Immersion Project, and Multicultural Counseling Conceptualization.

B. Compare his/her own cultural background, attitudes, beliefs, understandings, and acculturative experiences with those of persons from other cultural groups.

(CACREP – II.G.2.b); assessed with Discussion Board #2, #4, and #5, Quiz #1, #2, and #3, Cultural Immersion Project.

C. Synthesize theories of multicultural counseling, identity development, and social justice into a coherent personal counseling perspective.

(CACREP – II.G.2.c; SC: E.4); assessed with Discussion Board #1, #4, and #5, Quiz #2 and #3, Cultural Immersion Project, and Multicultural Counseling Conceptualization.

D. Differentiate individual, couple, family, group, and community strategies and theories of resilience for working with and advocating for diverse populations.

(CACREP – II.G.2.d, 3.d, 3.e; SC: M.1, M.2, M.3, M.5, N.1); assessed with Cultural Immersion Project and Multicultural Counseling Conceptualization.

E. Articulate essential basic multicultural counseling competencies.

(CACREP – II.G.2.c; SC: F.1); assessed with Discussion Board #1, Cultural Immersion Project, and Multicultural Counseling Conceptualization.

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.

(CACREP – II.G.1.i, 2.e; SC: A.6, D.1, E.4); assessed with Discussion Board #3, #4, and #5, Quiz #2 and #3, Cultural Immersion Project, and Multicultural Counseling Conceptualization.

G. Synthesize various counselor roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination into a professional practice framework.

(CACREP – II.G.2.f; SC: C.3, E.2, E.3, F.3); assessed with Discussion Board #3, #4, and #5, Quiz #2 and #3, Cultural Immersion Project, and Multicultural Counseling Conceptualization.

H. Distinguish how diverse sexual orientation lifestyle perspectives and identity development processes impact a client’s life.

(CACREP – II.G.2.c; SC: E.4, G.1); assessed with Discussion Board #3.

I. Critique how culture and worldview assumptions influence clinical assessment, treatment, research strategies, and interpretation of data.

(CACREP – II.G.5.d, 7.f, 8.f; SC: D.3, H.1, H.3); assessed with Discussion Board #1 and #2, Quiz #1, Cultural Immersion Project, and Multicultural Counseling Conceptualization.
J. Consider a biblical/theological perspective that promotes appreciation of
diversity while maintaining a distinctively Christian viewpoint.

(CACREP – II.G.2.e); assessed with Discussion Board #1 and #5, Quiz #3,
Cultural Immersion Project.

V. METHODS OF INSTRUCTION
Student-led group discussions, presentations and lectures delivered through Blackboard
learning environment, article/text readings, case studies, and a field experience.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS
A. Textbook readings, lecture PowerPoint presentations, and articles

B. Course Requirements Checklist
After reading the Syllabus and Student Expectations, the student will complete the
related checklist found in Module/Week 1.

C. Group Discussion Board Forums (5)
The 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 module/week’s Reading & Study folder,
the 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.

D. Cultural Immersion Project (3 parts)
This project involves 3 parts that must be completed during this course. The
student may not use cultural experiences previous to this course for this
assignment. The student 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
erlderly 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
The student must read 3 scholarly resources on his/her cultural population of
interest (dated 2005 or later). A pertinent unassigned chapter from the
McGoldrick et al. textbook may count as one of these sources. The student must
also review 3 significant media resources related to the culture using the internet
or resources located in his/her community. For example, culturally prominent
websites, online newspapers, radio/internet broadcasts, or culturally specific
magazine articles may be reviewed online or purchased. The student will
complete a set of questions. First person may be used in the answers. While this is
not a regular academic paper (since it can be in outline form answering questions
and in first person), the student will still need to observe good APA style (1”
margins, ½” indents of paragraphs, everything double-spaced, correct citation
style if used, etc.). The paper must have a correct title page, and the student must
use a reference page if he/she cites sources (no abstract is needed). Based on these experiences, the student will then share his/her most interesting finding in the Cultural Immersion Project Part 1 Forum and comment on 2 classmates’ threads. Further details on this part and forum are in the Assignment Instructions folder.

Part 2, Group Encounter

The student will attend and actively participate in 2 events related to his/her 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. The student will also complete a set of questions. First person may be used in the answers. While this is not a regular academic paper (since it can be in outline form answering questions and in first person), the student will still need to observe good APA style (1” margins, ½” indents of paragraphs, everything double-spaced, correct citation style if used, etc.). The paper must have a correct title page, and the student must use a reference page if he/she cites sources (no abstract is needed). Based on these experiences, the student will then share about his/her experiences in the 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

The student will conduct an in-depth, 1-hour interview with an individual or married couple from his/her 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, the student will answer a set of questions. First person may be used in the answers. While this is not a regular academic paper (since it can be in outline form answering questions and in first person), the student will still need to observe good APA style (1” margins, ½” indents of paragraphs, everything double-spaced, correct citation style if used, etc.). The paper must have a correct title page, and the student must use a references page if he/she cites sources (no abstract is needed). The student will consider the interview and synthesize his/her distant, group, and individual experiences with this cultural group. The student 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.

E. Quizzes (3)

The timed, open-book/open-notes quizzes will consist of 50 multiple-choice and true/false questions. The quizzes are not cumulative, but, rather, they focus on the material from that particular testing period. The student will have two hours to answer all of the questions. Each quiz can only be taken one time.

F. Multicultural Counseling Conceptualization (Benchmark)

As the benchmark assignment for this course, students develop a general framework for working with a specific population (different from their own) from
a list provided by the instructor. Students demonstrate an understanding of inter- and intra-group characteristics to promote the delivery of culturally sensitive counseling services by responding to items/questions in the LiveText template. Further details on this assignment and the rubric are found in the Assignment Instructions folder in Blackboard.

VII. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
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<tr>
<td>Group Discussion Board Forums (5 at 50 pts ea)</td>
<td>250</td>
</tr>
<tr>
<td>Cultural Immersion Project (3 parts)</td>
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<td>Part 1</td>
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<td>Part 3</td>
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<tr>
<td>Part 3 Forum</td>
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<tr>
<td>Quizzes (3 at 50 pts ea)</td>
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<tr>
<td>Multicultural Counseling Conceptualization</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
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B. Scale

D- = 730–749  F = 0–729

C. LiveText Submission Policy

All LiveText assignments must be submitted to LiveText in order for the candidate to receive credit for them in Blackboard.

D. 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.

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 to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

VIII. Bibliography


# EDCE 504 Course Schedule


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>1</td>
<td>Hays &amp; Erford: chs. 1–2 6 presentations</td>
<td>Course Requirements Checklist  Class Introductions  DB Forum 1</td>
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<td>DB Forum 2  Quiz 1</td>
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<td>4</td>
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<td>DB Forum 3</td>
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<td>5</td>
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<td>6</td>
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<td>7</td>
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<tr>
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<td>DB Forum 5  Multicultural Counseling Conceptualization  Quiz 3</td>
<td>50 150 50</td>
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</tbody>
</table>

**Total:** 1010

DB = Discussion Board

**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.